

Republic R-III School District 2018-2019 School Improvement Plan

Mission

Lyon: Lifelong Leaders and Learners

Vision

The vision of Lyon Elementary is to create a safe and structured environment where students, staff, and patrons work together to ensure a community of lifelong learners and leaders.

Collective Commitments

The faculty and staff at Lyon Elementary are committed to fulfilling the district's mission: *preparing each student for a successful future.*

As leaders within this school, we will do the following:

- **Remain a positive role model and display work ethic and behavior we expect from our students.**
- **Do what is best for students, be reflective, and ask “why”.**
- **Make sure our goals are realistic and attainable.**
- **Be open-minded to new ideas and processes to enhance student learning.**
- **Make data driven decisions based on research and best practices.**
- **Support each individual by fostering an “in it together” attitude that will enhance the education of our students and keep our commitments the focus.**

SIP Team

**Casey Mitchell, Principal
Jennifer Bowers, Counselor
Julie Thompson, Kindergarten
Emily Baker, 2nd Grade
Whitney Hoodenpyle, 4th Grade
Stacie Allen, Art**

**Leanne Gove, Assistant Principal
Michelle Peters, Counselor
Angie Hosp, 1st Grade
Krista Boettler, 3rd Grade
Amanda Altermatt, 5th Grade**

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Lyon Elementary School's Objectives and Data Analysis

Literacy Data Analysis *What are your key successes? Key gaps? How do you know?*

Key Successes

- MAP MPI increased from 343.44 on 2016 MAP test to 358.33 on the 2017 MAP test, an increase of over 10 points
- 5 of 6 grade levels grew in the area of writing from 3rd to 4th quarter

Key Gaps

- Only 64.58% of students met or exceeded standards on the 2017 ELA MAP assessment
- 2018 4th quarter data shows that only 2 of 6 grades met goal of 80% mastery, however in 2017 4th quarter data showed 3 of 6 grade levels meeting goal
- 73.2% was the building average of Lyon students who mastered writing grade level standards in the 2017-2018 school year.

PLAN: <i>What is the school literacy goal and its success criteria?</i>	DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	Measures: <i>How will you measure each step in the "DO"?</i>
<ul style="list-style-type: none"> • At least 80% of Lyon students will meet or exceed all quarterly writing standards. 	<ul style="list-style-type: none"> • Utilize WIN time to focus on essential standards within reading and writing • Intentionally align instruction with district level units and pacing guides • Weekly Release will be utilized to discuss both best practices in literacy to support both Tier 1 (prevention) and Tier 2 (intervention) lessons • Align Wildly Important Goal (WIG) to writing (quick writes and formative assessment) or to supports for WIN time 	<ul style="list-style-type: none"> • PULSE data will be monitored for all priority standards • NEE 3.1 evaluations and Weekly Release agendas will show evidence of unit alignment and tier 1 and 2 conversations/data • Calendars will be kept for each certified staff member, monitoring the implementation of WIG action steps

Professional Learning: What professional learning might be needed to support the "DO"?

(Also include in the School Professional Learning Plan)

Grade levels will seek professional development in areas related to any DO step, based on current need or administrative suggestions. Quick writes will be a new tool Lyon will use as indicated within their WIG. Teachers might also seek support on tier 2 best practices in the area of literacy.

STUDY/ACT: Checkpoint:

Based on the results of your measures, what's working? What adjustments are suggested by the data?

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Numeracy Data Analysis *What are your key successes? Key gaps? How do you know?*

Key Successes

- Three grade levels met Lyon’s numeracy goal within the 2016-2017 school year
- 4 of 6 grade levels met the goal of 80% students mastering content in the 2017-2018 school year. The average EOY building mastery was 85% of students mastering all grade level math content!

Key Gaps

- 49.17% of students met proficiency on Math MAP assessment in the 2016-2017 school year

PLAN: <i>What is the school numeracy goal and its success criteria?</i>	DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i>	Measures: <i>How will you measure each step in the “DO”?</i>
<ul style="list-style-type: none"> • More than 80% of Lyon students will meet or exceed all quarterly math standards. 	<ul style="list-style-type: none"> • Utilize WIN time to focus on essential standards within math • Intentionally align instruction with district level units and pacing guides • Weekly Release will be utilized to discuss both best practices in math to support both Tier 1 (prevention) and Tier 2 (intervention) lessons 	<ul style="list-style-type: none"> • PULSE data will be monitored for all priority standards • NEE evaluations and Weekly Release agendas will show evidence of unit alignment and tier 1 and 2 conversations/data

Professional Learning: *What professional learning might be needed to support the “DO”?*

(Also include in the School Professional Learning Plan.)

Grade levels will seek professional development in areas related to any DO step, based on current need or administrative suggestions. Taking Action will be a resource teachers will use for protocols surrounding discussions on student achievement data and/or best practices within instruction. Mine the Gap, a book to support unwrapping of math standards was purchased for each grade level to utilize when planning WIN time instruction.

STUDY/ACT: Checkpoint

Based on the results of your measures, what’s working? What adjustments are suggested by the data?

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Attendance Data Analysis *What are your key successes? Key gaps? How do you know?*

Key Successes

- Free and Reduced Lunch ADA attendance was 95.44% for the 2017-2018 school year, which met CSIP goal

Key Gaps

- Lyon did not meet their EOY MSIP 5 CSIP goal, Lyon EOY percentage was 92.62%

PLAN: *What is the attendance goal and its success criteria?*

- Lyon’s monthly goal is to have 93% of students at 90% attendance or above
- Overarching goal is to have a proportional attendance of 94% for the 2018-2019 school year.

DO: *What will the school (teachers, students, and leaders) do to accomplish the plan?*

1. Counselors and Special Class teachers will utilize Early Release time monthly to monitor attendance
2. Attendance Pyramid of Interventions will be followed for all students with attendance below 90%
3. Students with 98% or higher attendance for each month will attend the Great 98 celebration monthly.
4. Focus will be placed on increasing communication to classroom teachers regarding student attendance concerns
5. Continued Implementation of The Leader In Me, which will provide leadership opportunities to all Lyon students.

Measures: *How will you measure each step in the “DO”?*

- ADA and MSIP 5 attendance will be monitored monthly.
- CSIP goal will be met, with 93% of Lyon students with 90% attendance or above
- Students’ receiving Free or Reduced meal benefit attendance will remain at or above 95% as measured by ADA

Professional Learning: *What professional learning might be needed to support the “DO”?*

(Also include in the School Professional Learning Plan)

Counselors will discuss attendance pyramid of interventions with classroom teachers.

STUDY/ACT: *Checkpoint*

Based on the results of your measures, what’s working? What adjustments are suggested by the data?

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<p>Discipline Data Analysis <i>What are your key successes? Key gaps? How do you know?</i></p> <p>Key Successes</p> <ul style="list-style-type: none"> Office discipline referrals for defiance or disrespect decreased by 17% from the 2016-2017 school year to the 2017-2018, which could be attributed to the Leader in Me initiative. PBIS action team is identifying key gaps in ODR data monthly, planning re-teaching pieces to increase positive behaviors in the identified areas. <p>Key Gaps</p> <ul style="list-style-type: none"> Office Discipline was increased by 12% from the 2016-17 school year to the 2017-2018 school year EOY referrals totaled 191 which exceeded our goal of a 10% reduction (needing 153 to meet goal) 		
<p>PLAN: <i>What is the attendance goal and its success criteria?</i></p>	<p>DO: <i>What will the school (teachers, students, and leaders) do to accomplish the plan?</i></p>	<p>Measures: <i>How will you measure each step in the "DO"?</i></p>
<ul style="list-style-type: none"> Office discipline referrals for the 2018-2019 school year will decrease by 10% compared to Lyon's office discipline within the 2017-2018 school year. Goal is to have 172 ODRs, or 19 or less ODRs per month 	<ol style="list-style-type: none"> Provide teachers with ongoing training in Leader In Me implementation All Lyon students will have leadership roles in the classroom and on Student Leadership Teams. Discipline data will be shared monthly with the PBIS action team. The action team will develop additional "DO" steps based on data and those will be communicated to staff monthly. The PBIS action team will analyze past office referral data to find trends, and will create a proactive plan based on that data. Lyon administration will implement Positive Office Referrals to recognize students 	<ol style="list-style-type: none"> Agenda or feedback forms from The Leader In Me trainings Documentation of Leadership roles offered to students around the building at both the classroom and building levels as connected to the CSIP. PBIS action team planning calendar ODR data pulled from PULSE monthly Documentation of Positive Office Referrals
<p>Professional Learning: <i>What professional learning might be needed to support the "DO"?</i> <i>(Also include in the School Professional Learning Plan)</i> <i>Teachers will receive training related to increasing student voice and leadership roles under the Leader In Me training module.</i></p>		
<p>STUDY/ACT: <i>Checkpoint</i> <i>Based on the results of your measures, what's working? What adjustments are suggested by the data?</i></p>		

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