

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

LYON ELEMENTARY



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

COMPREHENSIVE NEEDS ASSESSMENT

- Provide outcomes of the school’s data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.
- Be sure to include both quantitative and qualitative data in your analyses.
- [Data Analysis Guiding Questions](#)

STRENGTHS

- **DIBELS**
-61% of Kindergarten students scored benchmark or above on the EOY DIBELS ASSESSMENT.
- **2024 LEAP ASSESSMENT**
-66% of 3rd Grade students scored mastery or advanced in ELA on Written Expression
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WEAKNESSES

- **DIBELS**
-56% of 2nd Grade students scored below or well below on the EOY DIBELS ASSESSMENT.
- **2024 LEAP ASSESSMENT**
-64% of 3rd Grade students scored basic, approaching basic, or unsatisfactory in Science

2024-25

STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.

All Students

DIBELS

EOY 2023-2024

Kindergarten	Benchmark/Above Benchmark	61%	Below/Well Below	39%
First Grade	Benchmark/Above Benchmark	51%	Below/Well Below	49%

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Second Grade	Benchmark/Above Benchmark	44%	Below/Well Below	56%
Third Grade	Benchmark/Above Benchmark	59%	Below/Well Below	42%
<u>EOY 2024-2025</u>				
Kindergarten	Benchmark/Above Benchmark	71%	Below/Well Below	29%
First Grade	Benchmark/Above Benchmark	72%	Below/Well Below	28%
Second Grade	Benchmark/Above Benchmark	59%	Below/Well Below	41%
Third Grade	Benchmark/Above Benchmark	60%	Below/Well Below	40%
<p>According to the data, 66% of our K-3 students scored Benchmark/Above Benchmark on the EOY DIBELS Assessment. 47% of our K-3 students scored Benchmark/Above Benchmark on the BOY DIBELS Assessment. This was a 19% increase in the percentage of K-3 students scoring in the proficient range from BOY to EOY on DIBELS.</p> <p>According to that same data, 34% of our K-3 students scored Below/Well Below Benchmark on the EOY DIBELS Assessment. 53% of our K-3 students scored Below/Well Below Benchmark on the BOY DIBELS Assessment. This was a 19% decrease in the percentage of K-3 students scoring in the not proficient range from BOY to EOY on DIBELS.</p>				
<u>LEAP</u>				
ELA	Advanced/Mastery	57%	Basic, Approaching Basic, Unsatisfactory	43%
Math	Advanced/Mastery	48%	Basic, Approaching Basic, Unsatisfactory	52%
Science	Advanced/Mastery	36%	Basic, Approaching Basic, Unsatisfactory	64%
<p align="center">At-Risk Student Groups (SWE and ESL data <u>must</u> be included as well as any other potential labeled student group)</p>				

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<p>SWE According to the assessment index, SWE subgroup increased in Science from 35.8 in 2023 to 44.2 in 2024.</p> <p>ESL According to the assessment index, ESL subgroup increased in Science from 44.3 in 2023 to 57 in 2024.</p> <p>EL students increased 16.2% in Math on the LEAP assessment in 2025 - score increased from 35.8 to 52 on the assessment index.</p> <p>SWE students increased 2.5 in ELA on the LEAP assessment in 2025 - score increased from 47.5 to 50 on the assessment index.</p>	<p>SWE According to the assessment index, SWE subgroup dropped in ELA from 50.8 in 2023 to 47.5 in 2024. According to the assessment index, SWE subgroup dropped in Math from 51.3 in 2023 to 40 in 2024.</p> <p>ESL On the 2024 ELPT, 6 students scored proficient.</p> <p>On the 2025 ELPT, 10 students scored proficient. -1 Kindergarten student -3 First Grade students -4 Second Grade students -2 Third Grade students</p> <p>EL students decreased 6% in ELA on the LEAP assessment in 2025 - score decreased from 23.3 to 17.3 on the assessment index.</p> <p>SWE students decreased 21.5 points in Science on the LEAP assessment in 2025 - score decreased from 44.2 to 22.7 on the assessment index.</p>
<p>SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)</p>	
<p>For the 2023-24 school year we had a total of 82 referrals. 35 of the 666 students made up these 82 office referrals. There were a total of 20 out of school suspensions and 21 In school suspensions issued. Other times restorative practices were utilized such as holding conferences with students, contacting parents, reprimanded students, loss of privileges and/ or referrals to school counselors. There were a total of 514 minor referrals issued during the 2023-24 school year. As of November 22, 2024 there has been a total of 145 minor office referrals and 14 major office referrals.</p>	<p>Our goal is to reduce the number of office referrals, both minor and major by increasing our incentives for positive behavior. We are utilizing Leader in Me as a way to increase positive behavior and decrease major behaviors by promoting leadership within the classroom as well as school. We also utilize our administrators and counselors to help with restorative actions to help reduce and curb those repeat situations. At the end of the first nine weeks in 2023-2024, there was a total of 132 minor referrals, and at the end of the first nine week of the 2024-25 school year there was a total of 74</p>

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	<p>minor office referrals. That is a 46% decrease in the number of minor office referrals.</p> <p>In the 2nd Nine Weeks, we had 123 minor referrals. In the 3rd Nine Weeks, we had 154 minor referrals. In the 4th Nine Weeks, we had 110 minor referrals. The total number of minor office referrals for the 2024-2025 school year was 461. That is a decrease of 53 minor referrals, which is a 10.3% decrease.</p> <p>For the 2024-2025 school year, we had 37 office referrals. This was a 55% decrease from the year prior. 23 of the 649 students made up the 37 office referrals. 22 of the referrals resulted in out of school suspensions and 4 resulted in in-school suspensions. With all other referrals, restorative practices continued to be utilized, such as, holding conferences with students, contacting parents, reprimanding students, loss of privileges and/ or referrals to school counselors.</p>
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2025-26

All Students

<u>EOY 2024-2025</u>			
Kindergarten	Benchmark/Above Benchmark	71%	Below/Well Below 29%
First Grade	Benchmark/Above Benchmark	72%	Below/Well Below 28%
Second Grade	Benchmark/Above Benchmark	59%	Below/Well Below 41%
Third Grade	Benchmark/Above Benchmark	60%	Below/Well Below 40%
<u>EOY 2025-2026</u>			

At-Risk Student Groups
 (SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)

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SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	
For the 2024-2025 school year, we had 37 office referrals. This was a 55% decrease from the year prior. 23 of the 649 students made up the 37 office referrals. 22 of the referrals resulted in out of school suspensions and 4 resulted in in-school suspensions. With all other referrals, restorative practices continued to be utilized, such as, holding conferences with students, contacting parents, reprimanding students, loss of privileges and/or referrals to school counselors.	Our goal continues to be the same. We are working to reduce the number of office referrals, both minor and major by increasing our incentives for positive behavior. We are utilizing Leader in Me as a way to increase positive behavior and decrease major behaviors by promoting leadership within the classroom as well as school. We also utilize our administrators and counselors to help with restorative actions to help reduce and curb those repeat situations.
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data <u>must</u> be included as well as any other potential labeled student group)	
SCHOOL CULTURE DATA - MRA (Discipline data <u>must</u> be included as well as the identified recommendations in the MRA report)	

LEADERSHIP GOAL - PRINCIPAL’S WILDLY IMPORTANT GOAL (WIG)

- *Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?*
- *What is the leadership goal that was established during the Beginning-of-the-Year conference?*

School Improvement Focus Area

(Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)

Leadership Goal

(Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)

2024-25

- Teaching core curriculum as intended
- High Dosage Tutoring/Interventions
- PLC
- ILT Meetings
- Teaching schedules to reflect maximum instructional time

- To improve my instructional leadership domain by working heavily on the instructional focus domain

2025-26

- ILT/PLC
- Learning Walks
- Observations
- Coaching Plan
- Lesson plans or evidence of teacher planning
- student work analysis

Establish and monitor schoolwide instructional plans where the use of high quality instructional materials is consistent with schoolwide goals.

2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

Use the LRP template below throughout the school year to strategically plan out ILT meetings.

Date of ILT	Outcome	Materials	Follow-Up
9/30/24	Implementation of Science Curriculum/Leader In Me	Schedules Core Materials Leader In Me materials Student Accountability Binders	Amplify Science walk throughs Leader In Me grade level Assemblies
10/30/24	Culture Leader in Me Pacing guides, LIM lessons, LIM language present (students using) Student Accountability Binders beginning to be implemented (Jan. is target for all students to be using binders) DIBELS-Focus of walkthroughs will be Heggerty (implementation, fidelity, student engagement)	Checklist for Leader in Me (Look-fors) Leader in Me student materials Student Accountability Binders Walkthrough checklist (Heggerty look-fors) Heggerty teacher guides	ILT will meet following walk throughs to discuss the checklists and observations from post meeting, develop a plan for PLC

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11/10/25	went over the admin newsletter, discussed coaching plans	observations, coaching plans, admin newsletter	Observations	
11/17/25	Discussed possible changes in 2nd and 3rd grade with rosters	rosters,	ILT will continue to look at students for possible shifts.	
12/15/25	Moved students to new homeroom in efforts to support inclusion model	classroom daily schedules, enrichment schedules, targeted support schedule	review new rosters	
01/12/26	Dibels recap of PLC, plan for the WIG board	Dibels scores from MOY		

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
 - *Is the goal relevant? Does it align with the school needs assessment?*
 - *Is the goal measurable? How will you progress monitor?*
 - *Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?*
 - *What new learning and/or support is needed to meet the goal?*

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Schoolwide Goal

From Fall 2024 to Fall 2027, Lyon Elementary School will increase the SPS from 78.7 to 80 through a focus on improving proficiency percentages in DIBELS scores and increasing the percentage of students proficient in solving problems with any operation.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
78.7	74		
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –

	<u>2024</u>	<u>2025</u>
○ ELA?	76.5	64.2
○ Math?	69.3	67.9
○ Science?	65.1	52
○ Social Studies?		61.2
○ Overall?	70.6	66.7

- Where are there opportunities for growth? Areas that present opportunities for growth are:

2024

- Science
- English Learner subgroup in all academic area
- SWE subgroup in ELA and Math

2025

- Science

Progress Index (PI)

- What is your current PI in –

	<u>2024</u>	<u>2025</u>
○ ELA?		
○ Math?		
○ Overall?	87.3	79.2

- Where are there opportunities for growth?

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<p align="center">- English Learner subgroup in ELA, Science, and SS -SWE in Math, Science, and SS</p>	
<p>Interests and Opportunities (I/O)</p> <ul style="list-style-type: none"> ● What is your current I/O? 2024 - 145 out of 150 2025 - 145 out of 150 ● Where are there opportunities for growth? 	<p>DCAI (Jr. Highs ONLY)</p> <ul style="list-style-type: none"> ● What is your current DCAI? ● Where are there opportunities for growth?
<p>ACT Index (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current ACT index? ● Where are there opportunities for growth? 	<p>Strength of Diploma Index (SOD) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current SOD? How many students/What percent earned- <ul style="list-style-type: none"> ○ 160? ○ 150? ○ 115? ○ 110? ○ 100? ● Where are there opportunities for growth?
<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth? 	<p>Graduation Rate Index (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate index?
<p>2025-26 Components of SPS</p>	

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<p>Achieve Index (AI)</p> <ul style="list-style-type: none"> ● What is your current AI in – <ul style="list-style-type: none"> ○ ELA? 61.8 ○ Math? 39.6 ○ Science? 23.8 ○ Social Studies? 34.6 ○ Overall? ● Where are there opportunities for growth? ● 2025- we have opportunities for growth in Math, Science, and Social Studies 	<p>Growth Index (GI)</p> <ul style="list-style-type: none"> ● What is your current GI in – <ul style="list-style-type: none"> ○ ELA? 45.1 ○ Math? 28.1 ○ Lowest 25% in ELA? 52 ○ Lowest 25% in Math? 37.6 ○ ELL population? 52.5 ○ Overall? ● Where are there opportunities for growth? ● 2025- We have opportunities for growth in Math
<p>Thrive Index (TI) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall TI? ● Where are there opportunities for growth? 	<p>Readiness on Nationally Recognized Exams (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current percentage of students earning at least- <ul style="list-style-type: none"> ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? ● Where are there opportunities for growth?
<p>University Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? ● Where are there opportunities for growth? 	<p>Career Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship?

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	<ul style="list-style-type: none"> ○ Certificate of technical studies in high wage/high demand industry? ● Where are there opportunities for growth?
<p>Service Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent have-</p> <ul style="list-style-type: none"> ○ Signed military acceptance letter? ○ Service Academy acceptance? <ul style="list-style-type: none"> ● Where are there opportunities for growth? 	<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth?
<p>2026-27 Components of SPS</p>	
<p>Achieve Index (AI)</p> <ul style="list-style-type: none"> ● What is your current AI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth? 	<p>Growth Index (GI)</p> <ul style="list-style-type: none"> ● What is your current GI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?
<p>Thrive Index (TI) (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall TI? ● Where are there opportunities for growth? 	<p>Readiness on Nationally Recognized Exams (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current percentage of students earning at least- <ul style="list-style-type: none"> ○ ACT of 20? ○ SAT of 1040?

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	<ul style="list-style-type: none"> ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? <ul style="list-style-type: none"> ● Where are there opportunities for growth?
<p>University Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? ● Where are there opportunities for growth? 	<p>Career Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent earned-</p> <ul style="list-style-type: none"> ○ Basic bundle + internship? ○ Advanced credential + internship? ○ 2 years of FF-aligned registered apprenticeship? ○ Certificate of technical studies in high wage/high demand industry? <ul style="list-style-type: none"> ● Where are there opportunities for growth?
<p>Service Accelerator (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current overall percentage? <p>How many students/What percent have-</p> <ul style="list-style-type: none"> ○ Signed military acceptance letter? ○ Service Academy acceptance? <ul style="list-style-type: none"> ● Where are there opportunities for growth? 	<p>Graduation Rate (High Schools ONLY)</p> <ul style="list-style-type: none"> ● What is your current grad rate? ● Where are there opportunities for growth?

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different.*

- Priority Goal #1 (Culture) - Leader In Me - student ownership of their growth goals
- Priority Goal #2 (Academics) - Improve DIBELS scores in K-3
- Priority Goal #3 (Academics) - Improve Math scores in the area of Solving Problems with Any Operation

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Lyon Elementary School will increase the MRA sub-measure student-led practices from 76% to 82% through a shift from “I teach” to “we learn” with a focus on classroom and school leadership roles.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
	82	76				
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there? Completion of Leader in Me lessons weekly, allowing students to have ownership of their learning, giving student jobs out around campus. Moving from teacher led to student led discussions.

[Lyon Purchased Resources to Support SAP Priority Goals](#)

Professional Development Offered
Core 1 Training, Mark McCleod Training, PLC's

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Short Term Wins (STW) (LEAD measures)

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

Students will be leading more discussions. You will see more of the we learn in the classroom settings.

Priority Area #2 Goal

From Fall 2024 to Fall 2027, Lyon Elementary School will increase the percentage of students proficient in DIBELS from 53% to 68% through a focus on the tier one curriculum, intentional interventions and small group instruction aimed at embedding early literacy skills.

UPDATED GOAL:

From Fall 2025 to Fall 2027, Lyon Elementary School will increase the percentage of students proficient in DIBELS from 66% to 76% through a focus on the tier one curriculum, intentional interventions and small group instruction aimed at embedding early literacy skills.

	2024 DIBELS % Proficient (Baseline)	2025 DIBELS % Proficient	2026 DIBELS % Proficient	2027 DIBELS % Proficient
All Students	47%	52% Actual = 66%	57% Updated: 71%	62% Updated: 76%
		Met Goal? Y	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	25% (BOY Avg. Score)	30% Actual = 33%	35%	40%
		Met Goal? Y	Met Goal? Y N	Met Goal? Y N

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EL	41% (BOY Avg. Score)	46% Actual = 76%	51%	56%
		Met Goal? Y	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there? Students will participate in a grade level intervention/enrichment block. All students will participate in some type of intervention or enrichment, depending on their needs. We will have interventions for students who score Below and Well Below on DIBELS. Classroom Teachers, SWE teachers, EL teacher, paras, Title I tutors, and our Interventionist will all conduct intervention groups to work with small groups of students to fill in the gaps in learning and improve reading skills. We will also have High Dose Tutoring groups where teachers will work with students in small groups on grade level. They will pull from the CKLA curriculum and work on grade level skills, standards. Students will participate in online learning on Lexia and Amira. Teachers will have literacy stations set up in their classrooms to give students the opportunity to practice the skills learned in lessons taught.

One of our Parent Family Engagement Events is our Lyon Lagniappe - Literacy, Math, and Technology Night. Families are invited to participate in activities, games, and projects that are centered around Literacy, Math and Technology. This event affords the opportunity for teachers and staff to engage in conversation with parents and guardians about different activities, strategies, resources, etc. to help improve their student’s reading. We also have a table set up where our interventionist is there to answer questions and/or explain about DIBELS-what it is and what information it gives.

Use “Purchased Resources to Support Priority Goals” document from above

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Professional Development Offered

PLC, Teachers participated in an online training in order to be certified to DIBELS test and progress monitor
 Teachers participated in an online training for Lexia.

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- **Student success criteria**
 -decrease in the number of students who are below and well below on DIBELS
- **Efforts making an impact**
 -analyzing DIBELS progress monitoring and benchmark assessment data
- **Should see students doing**
 -collecting DIBELS/Amira data in their LIM binders
 -analyzing the data they are collecting in their LIM binders to determine if they are making growth

2024-25

Goal and Data Used	Baseline	1st Quarter STW	Results	2nd Quarter STW	Results	3rd Quarter STW	Results
Benchmark Assessments three times/year; Progress Monitoring according to the district schedule	47% of K-3 students scored proficient on EOY DIBELS Assessment 2024	Progress Monitoring -the school as a whole will have at least a 95% progress monitoring completion rate for the progress monitoring dates within the 1st Quarter	Progress Monitoring data for the 1st Quarter showed that the progress monitoring rate for grades K-3 was 95%.	MOY Benchmark Assessment -achieve half of the yearly proficiency goal set for the year, which is 49.5% proficient.	55% of K-3 students scored proficient on MOY DIBELS Assessment At mid year, K-3 students have surpassed the proficient goal set for	EOY Benchmark Assessment -achieve the full proficiency goal set for the year, which is 53% proficient.	66% of K-3 students scored proficient on EOY DIBELS Assessment Our K-3 students surpassed the proficiency goal set for this school year, which was 53%

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					the full school year. They will be pushed to continue to improve reading skills.		proficient. The increase in proficiency on DIBELS from the baseline score to EOY score4 was 19%.
			Met Goal? Y		Met Goal? Y		Met Goal? Y

Quarter 1 Reflection –

Due to some absences during the first quarter, there were students whose progress monitoring had to be completed outside of the scheduled progress monitoring window. 18 students were not progress monitored during this time period, Of those 18, there were 7 students in the MAP or RNC setting who were not progress monitored due to being non-verbal.

Quarter 2 Reflection –

At the end of Quarter 2, 56% of students are proficient on DIBELS according to the MOY DIBELS assessment data. This is an increase of 3% from the beginning of the school year, when 53% of students were proficient. Kindergarten students were the largest contributors to this increase. The percentage of Kindergarten students went from 25% proficient at BOY to 57% proficient at MOY. The percentage of students reading well below benchmark decreased from 37% to 29%. This was an 8% drop in this category.

Quarter 3 Reflection –

At the end of Quarter 3, 66% of students were proficient on DIBELS according to the EOY DIBELS assessment data. This is an increase of 19% from the baseline score established at EOY May 2024. K and 1st Grade were the largest contributors to this huge increase. At EOY, 71% of K students scored Benchmark or Above on the DIBELS assessment. 72% of 1st Grade students scored Benchmark or Above on the DIBELS assessment. This is the first time that first grade has had above 70% of students scoring in the proficient range.

End of year Reflection –

The increase in DIBELS scores and the number of students scoring in the proficient range was huge. This increase can be attributed to many factors, including the use of Heggerty lessons taught daily, multiple years using the CKLA curriculum, the use of small group HDT groups, grade level

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intervention blocks conducted 4 days per week/30 minutes per day, opportunity to use Lexia and Amira in literacy stations to practice reading skills previously taught, and having students monitor and take ownership of their growth in DIBELS.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
GOAL: 71% of K-3 students will score proficient on EOY DIBELS assessment. DATA USED: Benchmark Assessments three times/year; Progress Monitoring according to the district schedule	66% of K-3 students scored proficient on EOY DIBELS Assessment 2025	Progress Monitoring -the school as a whole will have at least a 95% progress monitoring completion rate for the progress monitoring dates within the 1st Quarter	Progress Monitoring data for the 1st Quarter showed that the progress monitoring rate for grades K-3 was 91%. This is 4% below the goal set.	MOY Benchmark Assessment -achieve half of the yearly proficiency goal set for the year, which is 71% proficient.	56% of K-3 students scored proficient on MOY DIBELS Benchmark Assessment. This marks 79% of the yearly goal achieved by mid-year.	EOY Benchmark Assessment -achieve the full proficiency goal set for the year, which is 71% proficient.	Met Goal? N
			Met Goal? Y				Met Goal? Y N

Quarter 1 Reflection –

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20 of the students who were not proficient on BOY DIBELS testing were not progress monitored during this time period. Of those 20, there were 8 students in the MAP or RNC setting who were not progress monitored due to the teacher being new and not Amplify trained. The teachers just completed their training and are now able to PM their students. 7 of the students dropped enrollment from Lyon but still were not transferred to their new school. The remaining 5 students were not progress monitored due to absences.

Quarter 2 Reflection –

At the end of Quarter 2, 56% of students are proficient on DIBELS according to the MOY DIBELS assessment data. This is an increase of 4% from the beginning of the school year, when 52% of students were proficient. Kindergarten students continue to be the largest contributors to this increase. The percentage of Kindergarten students went from 36% proficient at BOY to 59% proficient at MOY. The percentage of K-3 students reading well below benchmark decreased from 31% to 27%. This was a 4% drop in this category. Third grade and Second Grade both posted a slight increase in the number of students who are reading well below benchmark.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

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Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Lyon Elementary School will increase the percentage of third grade students proficient in Solving Problems with Any Operation on the EOY LEAP Assessment from 43% to 58% through a focus on instruction in the tier 1 core curriculum and high dosage tutoring in small groups.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	43%	48%	53%	58%
		Met Goal? No = 20%	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	42% (strong & moderate)	47%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	3% (strong or moderate)	8%		

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		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?	11% (strong or moderate)	16%		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?	0% (strong & moderate)	5%		
	s	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there? All students in grades 1-3 will complete an Equip assessment to assess their prior learning of the skills necessary to complete the upcoming Module(s). Students will participate in small group interventions, if necessary, in order to fill in the gaps in learning to enable them to be successful in their current learning. In addition to the Equip assessments, students will complete Exit Tickets, Modules Assessments, Checkpoint Assessments, and Benchmark assessments to assess their learning and gauge the changes/improvements in the learning gaps. The small groups will be altered as necessary according to the data gathered.

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered
PLC, Eureka walk throughs

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Student success criteria - decrease the percentage of students who are not proficient

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- **Efforts Making an Impact - analyze Checkpoint Assessment and Benchmark Assessment data**
- **Should See Students Doing - Completing word problems independently using appropriate math strategies; articulating what procedures they are performing to solve the problem**

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Decrease the number of K-3 students who are not progressing and are below satisfactory on benchmark assessments	47% of K-3 students scored partial, limited, or insufficient on the BOY Math Benchmark Assessment	Math Checkpoint #1 -at least a 1% decrease in the baseline percentage of students not scoring mastery and scoring below satisfactory	35% of our K-3 students did not score mastery and scored below satisfactory on the Math Checkpoint #1 assessment	MOY Math Benchmark Assessment -at least a 2.5% decrease in the baseline percentage of students not scoring mastery and scoring below satisfactory	44% of our K-3 students did not score mastery and scored below satisfactory on the MOY Math Benchmark Assessment. This is a decrease of 3% from the BOY to MOY.	EOY Math Benchmark Assessment -at least a 5% decrease in the baseline percentage of students not scoring mastery	37% of our K-3 students did not score mastery on the EOY Math Benchmark Assessment. This is a decrease of 37% from BOY to EOY.
			Met Goal? Y		Met Goal? Y		Met Goal? Y

Quarter 1 Reflection –

According to data from the Math Checkpoint #1 assessment, the percentage of first-third grade students who did not score mastery on the assessment is 31%. This is a 16% decrease from the beginning of the year percentage of 47%. It needs to be noted that data for Kindergarten students is not included in this 1st Quarter review. The district did not assign checkpoint assessments for Kindergarten.

Quarter 2 Reflection –

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According to the data from the MOY Math Benchmark Assessment, the percentage of K-3 students that did not score mastery and were below satisfactory was 44%. This is a decrease of 3% points from the BOY baseline score. While the data is showing a decrease in the number of students not scoring mastery from BOY baseline data, it is concerning that the number increased from the Checkpoint #1 data in the first quarter from 35% back up to 44%. Second Grade data indicated some significant weaknesses. 10.9% of 2nd grade students scored mastery, while 89.1% scored in the not mastered range.

Quarter 3 Reflection –

According to the data from the EOY Math Benchmark Assessment, the percentage of K-3 students that did not score mastery was 37%. This is a decrease of 10% points from the BOY baseline score. While showing some improvement from the MOY assessment, Second grade data continues to indicate some concerns. 45% of 2nd grade students scored mastery, while 55% still scored in the not mastered range. All other grade levels were in the 23-25% range for students who scored in the not mastered range.

End of year Reflection –

Data indicates some significant growth in Math skills this school year. Kindergarten, First Grade, and Third Grade students appear to be progressing and will need moderate interventions to close learning gaps indicated in the data. Learning Gaps in second grade will need to be addressed immediately through interventions in the upcoming school year.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
Decrease the number of K-3 students who are not progressing and below satisfactory on benchmark assessments	41.7% of K-3 students scored partial, limited, or insufficient on the BOY Math Benchmark Assessment	Math Checkpoint #1 -at least a 1% decrease in the baseline percentage of students not scoring mastery and scoring	62.5% of 1st-3rd grade students scored partial, limited, or insufficient on the Math Checkpoint #1 assessment.	MOY Math Benchmark Assessment -at least a 2.5% decrease in the baseline percentage of students not scoring mastery and		EOY Math Benchmark Assessment -at least a 5% decrease in the baseline percentage of students not scoring mastery and	

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		below satisfactory		scoring below satisfactory		scoring below satisfactory	
			Met Goal? N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

According to the data from the Math Checkpoint #1 assessment, the percentage of first-third grade students who did not score mastery on the assessment is 62.5%. This is a 20.8% increase from the beginning of the year percentage of 41.7%. It needs to be noted that data for Kindergarten students is not included in this 1st Quarter review. The district did not assign checkpoint assessments for Kindergarten.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

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Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your [school's yearly intervention plan](#) to the district-designated location (Title I schools ONLY).

[LES 2024-2025 School-wide literacy intervention plan](#)

[Lyon Elementary 2025-2026 School-wide Targeted Support Plan](#)

Parent and Family Engagement (PFE) Activities

**Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.*

- *How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?*

2024-25: Parents will be given a survey to fill in and return. They will be invited to participate in PTA meetings.

2025-26: Parents will be given a survey to fill in and return. They will be invited to participate in PTA meetings.

2026-27:

- *Identify and describe PFE events (at least 3 per year) and activities to support family engagement.*

**Note – There should be a reflection for each PFE event in the “Reflections” section at the end of this document.*

2024-25:

1. **Lyon Lagniappe - Literacy, Math and Technology family night** - there are 5 activities to support Literacy, Math, and Technology, with varying levels to be able to support all students who attend. There are also activities to help support parents when working at home with their student.
2. **Science Day** - Students will explore and participate in experiments that support their grade level curriculum. Parents attend the event to help support students in their exploration and experiments.
3. **What Happens Next Year?** - Parents attend this informational event to gain knowledge about the upcoming year for their student. They learn about the curriculum and the expectations for the next grade level, as well as meet the teachers who will support their student in the coming year.

2025-26:

1. **Lyon Lagniappe - Literacy, Math and Technology family night** - there are 5 activities to support Literacy, Math, and Technology, with varying levels to be able to support all students who attend. There are also activities to help support parents when working at home with their student.
parent flyer: https://drive.google.com/file/d/1bAmplG6gVpgnsggnoE9_jWeVT9HwKG-4/view?usp=sharing
family brochure (outside): [Lyon Lagniappe brochure - outside.pdf](#)
family brochure (inside): [LLMap 2025.pdf](#)
blank survey: [parent survey.pdf](#)
2. **Science Day** - Students will explore and participate in experiments that support their grade level curriculum. Parents attend the event to help support students in their exploration and experiments.
3. **What Happens Next Year?** - Parents attend this informational event to gain knowledge about the upcoming year for their student. They learn about the curriculum and the expectations for the next grade level, as well as meet the teachers who will support their student in the coming year.

2026-27:

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- *How will you communicate information to parents regarding curriculum, assessments, and student progress?*

2024-25: weekly newsletters, Cub Roars, parent teacher conferences (at least twice a year), interim reports, report cards, PFE events

2025-26: weekly newsletters, Cub Roars, parent teacher conferences (at least twice a year), interim reports, report cards, PFE events, robo calls, robo texts, Facebook posts, PTA

2026-27:

Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25:

3rd Grade students participate in a visit to Pineview Middle School.

A new What Happens Next Year for incoming Kindergarten students will be added to our calendar. This will give those new parents a chance to see the school, meet administration and staff, and ask questions about what to expect when their students begin “big school”.

2025-26:

3rd Grade students participate in a visit to Pineview Middle School to see “A Day in the Life of a Middle Schooler”.

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Kindergarten teachers will host a What Happens Next Year for incoming Kindergarten students. This will give those new parents a chance to see the school, meet administration and staff, and ask questions about the expectations for their student as a Kindergartener.

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

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

DISTRICT ASSURANCES

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement events aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high-quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date

REFLECTIONS

***Note - This page should not be posted to your school's website. Prior to posting, please get final approval from Federal Programs department.**

Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name: Lyon Lagniappe

Date/Time: November 13, 2025 5:30pm-7:00pm

Targeted Priority Area: Literacy, Math, & Technology

Number of Participants: 330

Summary of Parent Feedback/Exit Tickets/Survey: Most of the participants who filled out the survey thought the day and time was good for their family. The school scavenger hunt was a family favorite. The popcorn Math game and the other Math activities using food as manipulatives were the activities that parents felt could be used at home. "The News" videos were a kid favorite of the night. Students were interviewed using school technology.

Year 1 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

Year 2 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

Year 3 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

REFLECTIONS

****Note - This page should not be posted to your school's website. Prior to posting, please get final approval from Federal Programs department.***

Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

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Year 1 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

Year 2 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*

Year 3 Reflections:

- *How will the evaluation results of the school advancement plan be reported to the school's stakeholders?*
- *How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?*