

Republic R-III School District 2021-2022 School Improvement Plan

District Mission: Preparing Each Student For A Successful Future
District Vision: A Leader In Academic Success, Dedicated to Community Priorities

School Mission:
Lifelong Leaders and Learners

School Vision:
Lead: I live the 7 habits in all areas of my life.
Love: I use my voice for good because change starts with me.
Learn: I set goals to grow.

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:

- Put students first when making decisions
- Expect equal participation by all grade levels/departments
- Establish reasonable, clear, and consistent expectations
 - Put first things first
- Move forward with the consensus upon sharing viewpoints and solutions

Leadership Teams

Lighthouse Team:
Kara Boehmer
Krista Boettler
Jennifer Bowers
Maggie Chism
Carrie Davis
Tarynn Goddard
Leanne Gove
Vanessa Hartleroad
Danavee Long
Michelle Peters
Amy Summers
Sarah Williams

Vertical Team:
Amanda Altermatt
Kara Boehmer
Alice Buckner
Lindsey Conner
Leanne Gove
Andrea Hangen
Whitney Hoodenpyle
Amy Shields

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ACADEMICS

1. Literacy

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

Key Successes

2020-2021

- 80.10% of students were proficient in meeting grade level standards in reading in the spring of 2021.

Key Gaps

2020-2021

- Only 56% of students met proficiency on the ELA MAP assessment in the 2020-2021 school year.
- 4 out of 6 grade levels were unable to meet 80% reading proficiency at the end of the 2020-2021 school year.
- Only 75.4% of students were proficient in meeting grade level standards in writing in the spring of 2021.

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>
<p>More than 80% of Lyon students will meet or exceed grade level standards in reading and writing.</p> <p>Overall P/A for MAP 2021-2022: 3rd- 60% 4th- 70% 5th- 70%</p>	<ul style="list-style-type: none"> ● Quarterly grade level data team meetings to discuss current reality and adjust instruction as needed. ● Close reading lessons will be utilized monthly within whole/small group reading lessons ● Text dependent questions and close listening will be utilized weekly for each student ● Phonics/Phonemic awareness lessons will occur at least 4 days each week (K-3) ● Two hours of weekly collaborative planning for Tier 1 and Tier 2 with grade level teams focused on essential skills. 	<ul style="list-style-type: none"> ● Agendas for Quarterly Data Team Meetings (proficiency levels and action steps) ● District Quarterly BSIP Report will document building progress toward meeting the goal of above 80% of students will meet targets in reading and writing common assessments. ● NEE cycles to observe close reading and phonics lessons ● WIGS/Tracking sheets ● RtI Progress Monitoring sheet

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- Teachers will implement classroom WIGs as a goal setting strategy.

Professional Learning: What professional learning might be needed to support the “DO”?
(Also include in the *School Professional Learning Plan*)

- Quarterly reflection sessions with literacy specialists.
- New teachers will participate in professional learning sessions with the literacy specialist on close reading and classroom coaching.
- SI Day focused on literacy.

STUDY/ACT: Checkpoint:

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

Middle of Year Study/Act

Key Successes (Common Assessment Data, F & P Data, MAP Data, MAP MPI, MAP Domain Data, RTI Cycles):

- Over 80% of students in grades 3-5 are meeting grade level expectations for F&P.
- 81% of Kindergarten students are proficient in Reading Foundations standards.
- Over 80% of 5th grade students are meeting expectations for all Reading and Language standards.

Key Gaps (Common Assessment Data, MAP Data, MAP MPI, MAP Domain Data, RTI Cycles):

- 3rd & 4th grade Reading, Writing, and Language standards are all below 70% proficiency.
- 1st, 3rd, & 4th grade are all below 80% proficient in Language standards.
- Discrepancy between F&P and progress on standards.

Changes in Do Steps (If needed)/Next steps (based on data):

- 4th grade teachers will participate in a student-centered coaching cycle in literacy with Julie Brown during the 3rd quarter.
- Next round of Reading Recovery/Groups will begin January 28.
- Reteaching standards in guided reading groups/Skill groups
- Second grade exposure to assessments that require more stamina (spiraling) to prepare for third grade.
- Spiral review of Language standards in warm-ups
- RISE Tutoring

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ACADEMICS

2. Numeracy

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

Key Successes

2020-2021

- 81.52% of students were proficient in meeting grade level standards in math at the end of the 2020-2021 school year, beating our goal of 80% proficiency.

Key Gaps

2020-2021

- Only 56% of students met proficiency on the Math MAP assessment in the 2020-2021 school year.
- 4th grade had a decline in the number of students scoring proficient/advanced on the 2021 MAP test of -3.06% from 2019.
- 3rd grade had a decline in the number of students scoring proficient/advanced on the 2021 MAP test of -9.41% from 2019.
- 4 out of 6 grade levels did not meet the 80% proficiency goal for mastering grade levels standards in math in the spring of 2021.

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

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

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

More than 80% of Lyon students will meet or exceed grade level standards in math.

Overall P/A for MAP 2021-2022:

3rd- 65%

4th- 70%

5th- 70%

- Quarterly grade level data team meetings to discuss current reality and adjust instruction as needed.
- Weekly Release and RTI will be utilized to support high-quality Tier 1 (prevention) and Tier 2 (intervention) lessons.
- Spiral priority standards in instruction throughout the year.
- Two hours of weekly collaborative planning for Tier 1 and Tier 2 with grade level teams focused on essential skills.
- Teachers will implement classroom WIGs as a goal setting strategy.

- District Quarterly BSIP Report will document building progress toward meeting the goal of above 80% of students will meet target on math common assessments.
- Quarterly Meetings and Weekly Release Agendas will show documentation of conversations and data for tier 1 and tier 2 instruction.
- RTI Progress Monitoring Sheet

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

(Also include in the *School Professional Learning Plan* .

- Quarterly reflection sessions with numeracy specialists.
- SI Day focused on numeracy.

STUDY/ACT: Checkpoint

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

Middle of Year Study/Act

Key Successes (Common Assessment Data, F & P Data, MAP Data, MAP MPI, MAP Domain Data, RTI Cycles):

- Over 80% of Kindergarten students have mastered all domains.
- 1st and 2nd grade students are at or above 80% proficiency on NBT standards, and scoring above the district average.

Key Gaps (Common Assessment Data, MAP Data, MAP MPI, MAP Domain Data, RTI Cycles):

- RA is low across the board in grades 1-4 (below 80%)
- Only 42% of 2nd grade students have mastered fluency standards (RA).
- Less than 80% proficiency on all math standards in grades 3-5.

Changes in Do Steps (If needed)/Next steps (based on data):

- Spiral RA standards in grades 1-4 with daily math routines and Fluency Fridays.
- 2nd Grade teachers can use discretion and allow more flexibility (more than 3 seconds) in assessing addition/subtraction fluency.
- Continue to spiral priority standards in daily math routines and RtI cycles.
- Focus on more individual motivation through goal setting in fourth grade.
- Continue to implement counting routines in all grade levels.
- Spiral warm ups of priorities for daily math routines (K-5).
- K-5 WIGs/PDSAs/Success Criteria.
- Preventative teaching with RtI.

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Culture

1. Attendance

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

Key Successes

2020-2021

- One grade level met the overarching goal with 96.1% ADA attendance at the end of the 2020-2021 school year.

Key Gaps

2020-2021

- 94.6% was Lyon’s end of year ADA attendance percentage which did not meet the goal of 95.2%.
- 91.48% was Lyon’s end of year proportional attendance percentage which did not meet the goal of 96.5%.

PLAN: <i>What is the attendance 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>
<p>Overall proportional attendance (90/90) will remain at or above 93% for the 2021-2022 school year.</p>	<ul style="list-style-type: none"> ● Students and staff will follow health protocols outlined in the district Return to Learn plan. ● Staff will follow the collaborative cleaning guidelines as outlined by the district. ● Morning meetings will be conducted in all classrooms each day to teach the 7-Habits, promote positive relationships and social/emotional well-being. ● Students in quarantine will have access to virtual learning from home. ● Follow the attendance interventions outlined in the tiered attendance support plan. ● 100% of students will serve on a LEAD 	<ul style="list-style-type: none"> ● Pulse attendance will be analyzed monthly. ● Tiered attendance interventions will be documented monthly.

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	<p>team.</p> <ul style="list-style-type: none"> ● Teachers will follow Virtual Instruction Guidelines for each Phase (I, II, and III) of virtual learning. 	
<p>Professional Learning: What professional learning might be needed to support the “DO”? (Also include in the <i>School Professional Learning Plan</i>)</p> <ul style="list-style-type: none"> ● SI Days devoted to LIM Core 1 training for staff. ● Leader In Me Professional learning sessions provided in the summer. 		
<p>STUDY/ACT: Checkpoint <i>Based on the results of your measures, what’s working? What adjustments are suggested by the data?</i></p>		
<p>Middle of Year Study/Act</p> <p>Key Successes:</p> <ul style="list-style-type: none"> ● Proportional attendance at Lyon is above the district average. ● 5th grade proportional attendance is 93%. <p>Key Gaps:</p> <ul style="list-style-type: none"> ● Steady decline in attendance percentage throughout the year - Oct-89%, Nov-88%, Dec-86% <p>Changes in Do Steps (If needed)/Next steps (based on data):</p> <ul style="list-style-type: none"> ● Counselors will continue to implement and document tiered attendance interventions for individual students. ● Classroom teachers will be encouraged to conduct sanitization of high-touch surface areas twice daily to limit the spread of illness. ● More intentionality with collaborative cleaning in classrooms twice daily. ● Continue the use of buddy teachers as an intervention for students with low attendance - This has proven to be a helpful intervention! 		

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Culture

2. Site Choice

3. Site Choice Data Analysis *What are your key successes? Key gaps? How do you know?*

Key Successes

2021-2022 BOY

- Using the LIM rubric to assess the components of Core 1 at Lyon, the Lighthouse team determined that the building has evidence of the 7 habits and LIM language posted throughout the building.

Key Gaps

2021-2022 BOY

- Using the LIM rubric to assess the components of Core 1 at Lyon, the Lighthouse team scored the physical and social-emotional environment as “basic”.

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

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

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

In the area of “Create a Leadership Environment”, 3.1 Physical Environment and 3.2 Social-Emotional Environment, Lyon will move from Basic to Mature on the LIM rubric.

- The Lighthouse team will align Action Teams to address the environmental needs at Lyon.
- A system for ensuring student-made displays related to Leader In Me by each grade level team will be implemented.
- A systematic approach for Emotional Bank Account deposits for students and staff will be created and implemented.
- Proactive approaches to student social-emotional needs will be taken.
- Wednesday WIN time will be focused around our building vision, mission, and the 7 Habits.

- Hallway displays created by students with evidence of the habits language/concepts.
- The Lighthouse team will assess progress quarterly using the LIM Rubric.

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

(Also include in the *School Professional Learning Plan*)

- Training from LIM coach on Building SI Days.

STUDY/ACT: Checkpoint

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

Middle of Year Study/Act

Key Successes:

- Shifted from “Basic” to “Developing” on LIM rubric for 3.1
- Staff and students are focusing on the 7 Habits during Wednesday Lead Times
- All classrooms have a mission statement developed.
- Implementation of Lead, Love, Learn Wednesdays

Key Gaps:

- Still scoring “Basic” on LIM rubric for 3.2
- Need for SEL lessons/resources

Changes in Do Steps (If needed)/Next steps (based on data):

- Develop/Identify a systematic process for emotional bank account deposits for students, staff, and families
 - Continued efforts to implement Hump Day Huddle, Brag Board, Leadership Buttons/Stickers
- SEL resources will be provided in The Scoop weekly, and at monthly staff meetings.
- Need to focus on finding opportunities to give out LOVE stickers.

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LEADERSHIP

1. School Discipline

1. **School Discipline Data Analysis** *What are your key successes? Key gaps? How do you know?*

Key Successes

2020-2021

- The overarching goal during the 2020-2021 school year of having less than 5% of the student population with 3 or more ODRs was met, with 3.8% of students having 3 or more ODRs (17 students).

Key Gaps

2020-2021

- The total number of office discipline referrals for the 2020-2021 school year was 161, which exceeded our goal of 126.

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

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

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

The goal is to have 126 ODRs, or 14 or less ODRs per month.

Overarching goal: Students with 3 or more ODRs will make up less than 5% of the student population.

- All classes will implement morning meetings/check-ins to promote positive self care and social and emotional support for students.
- The Lighthouse team will work to revamp and develop building-wide expectations using CHAMPS.
- Support students and teachers through SIT team process.
- 100% of Lyon students will serve on a LEAD team to promote positive behavior.
- SIT team will meet weekly to work on systematic plans to meet individual

- Lighthouse Team, SIT, and ADLN agendas, and BSIP Quarterly Report
- Facebook posts and building newsletters will showcase positive behavior recognition
- Agendas and presentations regarding professional development on behavior interventions and practices

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- student needs related to behavior.
- Student goals and growth binders for tracking individual and class goals will guide positive behaviors.
 - All students will participate in the PBIS bootcamp at the beginning and middle of the year.

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

(Also include in the *School Professional Learning Plan*)

- SI Days devoted to LIM Core 1 training for staff.
- Leader In Me Professional learning sessions provided in the summer.

STUDY/ACT: Checkpoint:

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

Middle of Year Study/Act

Key Successes:

- The current percentage of students with 3 or more ODRs is 0.03% (12 students), which is on track to meet the overarching goal.
- 88% of students have no office referrals.
- 2nd grade has a total of 8 ODRs for the 1st semester.

Key Gaps:

- The total number of 1st semester office referrals was 113.
- The total number of ODRs during December was 31, which was the highest month for ODRs over the past 3 years.

Changes in Do Steps (If needed)/Next steps (based on data):

- 100% of students are now serving on a Lead Team and have a leadership role in the building.
- Building behavior expectations are being reviewed on the Weekly Announcements.
- The Student Lighthouse Team will create new building expectation phrases to align with MAC (CHAMPS), with posters to display the expectations.
- Create a major vs. minor list for classroom teachers and staff.

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LEADERSHIP

2. Site Choice

3. **School Choice Data Analysis** *What are your key successes? Key gaps? How do you know?*

Key Successes

2021-2022 BOY

- Using the LIM rubric to assess the components of Core 1 at Lyon, the Lighthouse team scored the component of “Direct Lessons” (Teach Students to Lead) at the Mature level.

Key Gaps

2021-2022 BOY

- Using the LIM rubric to assess the components of Core 1 at Lyon, the Lighthouse team scored the component of “New and Ongoing Staff Learning” at the Developing level.

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

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

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

In the area of “Start With Adults Learning and Modeling”, 1.2 New and Ongoing Staff Learning, Lyon will move from Developing to Mature on the LIM rubric.

- A focus on Core 1 components will be part of the professional learning presented to staff during the 2021-2022 school year.
- The Staff Learning Action Team will ensure all certified and classified staff have continual access to learning about the 7 Habits throughout the year. This team will also provide support for new staff.

- Professional learning agendas and presentations.
- The Lighthouse team will use the LIM Rubric will be used quarterly to assess progress.
- Lighthouse team agendas

Professional Learning: What professional learning might be needed to support the “DO”?
(Also include in the *School Professional Learning Plan*)

- Training from LIM coach on Building SI Days.

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STUDY/ACT: Checkpoint:

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

Middle of Year Study/Act

Key Successes:

- Core 1 training has been partially completed
- Mentors are supporting new staff with LIM
- Staff Learning Action Team shares out LIM resources with staff at least once a month in The Scoop

Key Gaps:

- Many new staff members did not attend LIM training last summer, and will not experience 7 Habits training until Summer 2022.
- Still at "Developing" on LIM Core 1 Rubric

Changes in Do Steps (If needed)/Next steps (based on data):

- Complete LIM Core 1 training on February SI Day
- New staff will receive LIM/7 Habit training Summer 2022