

Houston Independent School District

128 Lyons Elementary School

2023-2024 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



Mission Statement

Lyons Elementary, an exemplary school where excellence is expected, provides an education that allows all students to obtain excellence in all areas of their lives.

Vision

We envision a safe and positive learning environment where all our students, staff and faculty strive for academic excellence. Our goal is for our students to become lifelong learners with high critical thinking and problem solving skills that will enable them to compete and be successful in a global society.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

Areas of Strength:

Reading: In both the 2021-2022 and 2022-2023 academic years, reading appears to be a consistent area of strength. In 2021-2022, 79% of students approached or met the reading standards, and in 2022-2023, 76% of students approached or met the standards. This demonstrates a consistently high level of achievement in reading.

Math: In both academic years, math also appears to be an area of strength. In 2021-2022, 74% of students approached or met the math standards, and in 2022-2023, 73% of students approached or met the standards. This indicates a consistently high level of achievement in math.

Academic Improvements:

Science: While science is not as strong as reading and math, in the 2022-2023 academic year. The percentage of students meeting the science standards decreased from 43% to 30%.

Attribution for Improvement: To attribute the improvement in science, further analysis and context would be required. Potential factors contributing to the improvement in science could include changes in teaching methods, curriculum enhancements, additional resources, professional development for teachers, targeted interventions, or increased student engagement and effort. A more in-depth analysis is needed to determine the exact causes of improvement.

Areas where Students Excelled:

In both the 2021-2022 and 2022-2023 academic years, students at Lyons Elementary excelled in reading. In 2021-2022, 27% of students reached the "Masters" level in reading, and in 2022-2023, 19% of students achieved the "Masters" level in reading.

In both academic years, students also excelled in math. In 2021-2022, 20% of students achieved the "Masters" level in math, and in 2022-2023, 17% of students reached the "Masters" level in math.

In both academic years, students excelled in science, with 16% reaching the "Masters" level.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: At Lyons Elementary standards-aligned instruction is not pervasive school-wide, which is manifested as low-rigor instruction and low rigor academic tasks for students. While there is access to a high-quality curriculum, teachers have not leveraged it effectively resulting in low academic student achievement, performance and success.

Root Cause: Root causes for the challenges in practice 1 encompass inadequately structured PLCs and professional development, misaligning with the new curriculum standards. Misconceptions concerning Tier I instruction led to insufficient facilitation of PLC meetings, potentially missing opportunities for professional development that could bolster teacher capabilities.

Problem of Practice 2 (Prioritized): At Lyons Elementary, there's a lack of a consistent system for analyzing student data to guide instruction. Consequently, instruction is often based on teacher discretion rather than addressing student learning gaps, leading to unmet standards and objectives. **Root Cause:** Campus teachers heavily relied on only campus administration to provide quantitative student data, and data dissection, and to inform them of best teacher practices of utilizing Lead4Ward Documents and other resources to lead DDIs. In addition, changes in district leadership have led to a shift in the priority of the structure of PLC agendas.

Problem of Practice 3: At Lyons Elementary, there is not a consistent system in place to ensure meeting 100% of special education compliance deadlines. Out-of-date student IEPs or lack of trained personal did not guarantee the appropriate and delivery of special education services and the correct application of instructional accommodations. **Root Cause:** The root cause is due to the lack of qualified faculty, staff and professionals to fill the open campus positions, as well as teachers are not well versed in special education law and the application of the student's IEP causing to fall into a noncompliance status.

School Culture and Climate

School Culture and Climate Summary

Parents, teachers, and students at Lyons Elementary take pride in their school's reputation of excellence and the positive campus culture. The campus teachers strive to capture the holistic nature of teaching. The feeling of security and nurturing support student and staff perceptions, which correlate with positive learning outcomes. To ensure Lyons Elementary creates a safe inviting environment for all stake holders we aim to collect feedback from students, parents, and staff using PBLANK at the conclusion of each grading cycle. QR codes are in the main office and in common areas for complaints and are pulled weekly and reviewed at the administrators meeting.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: As a campus, we feel that the open line of communication between the teachers and students is a great strength. Our student feedback survey from Spring 2023 shows a 3% increase. The fact that there is consistent feedback between the teachers and students, helps strengthen our instructional practices. In addition, this also has improved the classroom's rigorous expectations. Our students feel that teachers hold them to high expectations around effort, understanding, persistence, and all-around performance in class.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Our process to document concerns, request assistance, and respond to higher-level disruptions within the classroom needs attention. Data sources include radio calls for admin support, and perceptual data in monthly PBIS meetings indicating frustration. **Root Cause:** Students identified as English Language Learners have a higher absence rate than other sub-populations which results in lower student performance.

Problem of Practice 2: Enrollment changes in special populations have also changed: our campus has experienced an increased number of students with learning difficulties that require Special Education, 504, or Dyslexia services. Gifted and Talented student counts have declined from over 200, in 2010 to barely 70 in 2022. There is a decrease in enrolled students requiring bilingual instructional services. **Root Cause:** To meet the needs of incoming students no longer requiring bi-lingual instruction, current campus teachers are being re-assigned from a bi-lingual to an ESL or English classroom setting. Student programs include an aggressive intervention and tutorial plan, and research-based instructional best practices for the EB student populations. Inclusion of the GT Power Hour - to grow our students, as well

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The evaluation and student growth and achievement data for Lyons Elementary indicate positive outcomes in teacher quality and instructional effectiveness. In both the 2021-2022 and 2022-2023 academic years, students demonstrated proficiency in Math, Reading, and Science, with a significant portion meeting or exceeding expected standards. These results suggest effective teaching methods and a positive learning environment at Lyons Elementary. While there are areas for improvement, particularly in Science, the overall outcomes reflect a strong foundation in teacher quality and instructional strategies. Continued efforts to enhance instructional techniques, especially in Science, will further support positive student outcomes and foster an environment conducive to ongoing growth and achievement.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Lyons Elementary School, as of June 1, 2023, there were 50 teachers. However, by October 25, 2023, six teachers had left the campus, resulting in a turnover rate of 12%. Despite this turnover, the staff attendance rate remained impressive at 96%. To maintain a dedicated and effective teaching team, Lyons ES continues to prioritize staff retention and support, ensuring a high level of commitment to providing quality education for its students.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction.

Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10 observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted.

The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and student outcomes. To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Lyons Elementary School's strengths in recruitment and retention practices are further elaborated as follows:

- **Gender Balance:** The school has a fairly balanced representation of female and male staff members, which reflects a commitment to diversity and equal opportunity employment practices. A diverse staff can bring different perspectives and experiences, enriching the overall educational environment.
- **Experienced Staff:** The majority of the staff members at Lyons Elementary have more than five years of teaching experience, with a substantial number having over ten years of experience. This is a significant strength as it implies a stable and knowledgeable teaching team. Educators with more experience often bring valuable insights, refined teaching methods, and a deep understanding of student needs. This level of expertise can contribute to higher-quality instruction and better support for students.

Lyons Elementary School's strength in recruitment and retention practices lies in its diverse and experienced staff, which can positively impact the quality of education and support provided to its students. This suggests that the school has effective strategies for attracting and retaining talented educators, which is essential for a successful learning environment.

The presence of a teaching staff with a significant number of educators having more than five years of experience and many with over ten years suggests that the school invests in ongoing professional development.

The general statement about professional development practices on the campus is that they are likely robust and continuous. This dedication to professional development contributes to the retention of experienced educators and provides them with opportunities to enhance their teaching skills, stay up-to-date with the latest educational approaches, and ultimately improve the overall quality of education provided to the students. The school appears to recognize the value of investing in the growth and development of its staff to create a better learning environment for its students.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Lyons Elementary School exhibits strong student performance in Math, Reading, and Science for both the 2021-2022 and 2022-2023 academic years. However, there is a need for targeted improvement in Science. While the data reflects positive teacher quality and instructional methods, more specific strategies may be required to enhance Science education and maintain the positive outcomes. **Root Cause:** The root cause for the need for improvement in Science may involve the requirement for specialized training and resources in Science education to further enhance teacher effectiveness and student achievement.

Problem of Practice 2: Lyons ES demonstrates effective staff retention with a 12% turnover rate, despite maintaining a high staff attendance rate of 96%. This showcases the school's commitment to retaining and supporting its teaching team. **Root Cause:** The root cause for the minimal turnover may be attributed to the school's dedication to staff retention and the creation of a supportive environment for educators.

Problem of Practice 3: Lyons Elementary School utilizes data from various sources to inform the selection and development of targeted professional development for staff. This data-driven approach results in high-impact professional development sessions, leading to improved teaching and learning outcomes. **Root Cause:** The root cause for the effective use of data in professional development may involve well-structured systems for monitoring and evaluation, including regular observations, feedback sessions, and follow-up support, contributing to positive performance outcomes.

Parent and Community Engagement

Parent and Community Engagement Summary

The campus has staff that are dedicated to establishing community partnerships and family outreach. They include a campus Wrap-Around Specialist, a campus Counselor, and Parent Engagement Representative. The campus has a relationship with every parent that has completed their Volunteers in Public Schools, community healthcare center Vecino Healthcare, the HIPPPY program, bike give-away provided by the County Commissioner Garcia, Food Bank, and the Teacher Bank. The campus also takes advantage of the offered district programs that include providing dental care for students, and optometrist eye exams and eyewear for those that need. Private donations from community members or associates of teachers are also a greatly appreciated partnership.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: Lyons Elementary has the Grade X 101 sessions that consist of a family dinner for the parent and the student, then continues with the grade level teachers meeting with the parents in an informational Make-and-Take session that will instruct the parent how they can support the student's learning at home. The campus Attendance Committee members will make home visits that have resulted in improved student attendance and have reduced the number of student late arrivals in the morning. The increase in availability, and presence of the campus Wrap Around Specialist, campus Counselor, and the Parent Engagement Representative supports parent and student trust in helping to solve home/food insecure problems, social and emotional family crises and poor attendance.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: During the 2023-2024 the campus goal is to increase our status from Gold to Platinum. In doing so, the campus will begin holding our FACE meetings in Fall 2023, and will consistently hold these meetings on a monthly basis. Communicating these events has included a Facebook campaign to increase outgoing communication with parents. The Facebook rally includes presenting events and upcoming event **Root Cause:** The root cause is the parent sign-in forms detail the same parents attend the campus events, that include school policy engagement such as the Title I Family Engagement meetings Coffee with the Principal.

Problem of Practice 2: The root cause of this action is that many parents have frequently been known to block call-out from the campus due to the frequency of necessary calls that may include daily attendance, informational calls about district or campus events, etc. **Root Cause:** During the 2023-2024 school year, the campus will vary the type of incentive programs it offers to students, in order to promote on-time arrival to school and improve school attendance by planning events during non-instructional times in the day to maintain the integrity of the scheduled instructional day.

Problem of Practice 3: During the 2023-2024 school year the campus will vary the type of incentive programs it offers to students, in order to promote on-time arrival to school and improve school attendance by planning events during non-instructional times in the day to maintain the integrity of the scheduled instructional day. **Root Cause:** The root cause of poor student attendance and late school arrival has increased over the course of the last 3 years, and the campus seeks to change parents outlook of the importance of student attendance and on-time arrival

Priority Problems of Practice

Problem of Practice 1: At Lyons Elementary, there's a lack of a consistent system for analyzing student data to guide instruction. Consequently, instruction is often based on teacher discretion rather than addressing student learning gaps, leading to unmet standards and objectives.

Root Cause 1: Campus teachers heavily relied on only campus administration to provide quantitative student data, and data dissection, and to inform them of best teacher practices of utilizing Lead4Ward Documents and other resources to lead DDIs. In addition, changes in district leadership have led to a shift in the priority of the structure of PLC agendas.

Problem of Practice 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Key Actions

Revised/Approved: October 23, 2023

Key Action 1: Grow staff capacity to provide the highest quality instruction through instructional coaching and feedback.

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Indicator of Success 1: Efforts will focus on enhancing teaching proficiency and strategy utilization, as seen in an aim for 85% of On-the-Spot observations scoring proficient by May 2024, increasing the effective use of multiple response strategies among 90% of teachers by May, and ensuring 90% calibration through regular leadership walks, all alongside a goal to boost K-5 NWEA Math and Reading growth incrementally from BOY to EOY.

Indicator 1: 75% of On-the-Spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 85% proficiency in May 2024.

75% of teachers will receive a 2 or higher on the use of multiple response strategies by December. This percentage will increase to 90% by May 2024.

Indicator 2: The leadership team will conduct at least 6 calibration walks per quarter to ensure 90% calibration by May 2024.

Indicator 3: Increase NWEA K-5th Math and Reading growth between the BOY-MOY by 7% and MOY-EOY by 14%.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Administrative and department chair efforts will prioritize professional development in core values and instructional protocols, facilitate structured, data-driven PLCs for instructional improvement, monitor student achievement for responsive instructional adjustments, foster a culture of coaching and high performance through professional development and direct support, and implement specialized training for enhanced instructional strategies in key content areas and grade levels.</p> <p>School Leaders' Actions</p> <p>Admin & Department Chairs will participate in PD on HISD Core Values/Ready Characteristics, On-the-Spot Observations (OTSO), and components of Lyons' Research Based Instructional (RBIS) protocols.</p> <p>Collaborate with Department Chairs to plan and facilitate weekly structured department PLCs to practice and analyze instructional delivery, conduct data driven instruction protocols from NWEA and End of Unit learning results, engage in PD, and utilize planning period to internalize lessons.</p> <p>Progress-monitor overall and Domain 3 student achievement and growth at the Meets and Masters levels on end of unit assessments to make instructional pivots to address gaps in student learning.</p>	Formative			Summative
	Feb	Mar	Apr	June

Principal and Tier II Leaders will provide PD to teachers on OTSO and instructional coaching supports to create a campus culture of coaching and high performance.

Based on OTSO feedback, selected teachers will be provided professional development on best instructional practices, in Reading, Writing, Math, and Science content during PLCs or vertically aligned meetings.

Train 3rd-5th grade teachers on how to implement the Learning Secure Accelerated Enrichment (LSAE) model by August 25, 2023.

Staff Actions

Participate in PD on HISD Core Values/Ready Characteristics, On-the-Spot Observations (OTSO), and components of Lyons' Research Based Instructional (RBIS) protocols, including multiple response strategies, demonstration of learning, and lesson alignment.

Engage in weekly structured leadership and department PLCs to practice/rehearse and analyze instructional delivery, engage in PD, and utilize planning period to internalize lessons plans.

Each teacher will implement Amplify and Eureka Math, following the HISD CANVAS curriculum planning guides.


Implement usage of Multiple Response System (MRS) every 4 minutes throughout the instructional block.


Consistently implement DOLs in the instructional block and respond to gaps in learning.

Create systems in the classroom to maximize instructional time in the instructional block (bell to bell teaching), including use of visual timer throughout the lesson for pacing, and implementing the campus cell phone policy for students upon entry into the classroom.

3rd-5th grade teachers will implement the LSAE model in Reading and Math.

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Key Action 2: To improve the quality of Special Education instruction and meet district compliance goals

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Indicator of Success 1: Efforts will focus on elevating SPED compliance to 100% in the EasyIEP system, boosting reading levels of K-2nd and 3rd-5th grade SPED students by 10%, and enhancing STAAR 2024 overall achievement for 3rd-5th grade SPED students, with specific targets in maintaining and improving performance levels in various assessments.

Indicator 1: Increase SPED compliance in EasyIEP system from 90% to 100%, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives.

Indicator 2: Kindergarten -2nd grade SPED students will increase the number of students reading on-grade level by 10%, from the baseline BOY to EOY, as measured on the DIBELS reading assessment.

Indicator 3: -3rd - 5th grade Special Education students will increase their reading performance to be on grade level by 10% from the baseline BOY to EOY as measured on the NWEA Map assessment.

-Increase STAAR 2024 overall SPED student achievement at the Meets and Masters levels:

- 3rd- 5th Special Education students will maintain a 100% rate of student achievement of "Meets" and "Masters", on the STAAR-ALT Reading and Math assessments. 3rd-5th SPED students will increase their "Meets" and "Masters" achievement level 5% from 31% to 36%, on the STAAR Reading assessment.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: To enhance the effectiveness of SPED services, a comprehensive strategy involving professional development, systematic planning, and collaborative practices will be employed, focusing on knowledge expansion, ensuring 100% accountability through strategic ARD calendars and IEP goal management, continuous progress monitoring, and improving instructional delivery and IEP implementation through collaboration and clear goal-setting among all SPED team members.</p> <p>School Leaders' Actions</p> <p>Expand Department Chair and Resource knowledge base of SPED policy, procedures and expectations, and best practices for instructional planning and delivery through targeted PD for Amplify (Reading) and Eureka (Math), weekly PLCs with content and leadership teams.</p> <p>Devise a backwards design system that will allow for the creation of a year-long ARD calendar for 100% accountability.</p> <p>Formulate and examine new and existing IEP goals for clarity, alignment, and cohesiveness.</p> <p>Create a comprehensive system between general education teacher and inclusion teacher to document IEP goal progress, accommodations, and implementation.</p> <p>Principal and SPED Admin will establish the team duties and responsibilities to clearly balance time on compliance and</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			

quality instructional delivery to impact documentation alignment and maximizing instructional impact on SPED students' academic growth.

Campus Principal and SPED admin will develop a schedule for observation and feedback using OTSO that will ensure quality instructional delivery and purposeful content support.

SPED department teacher will collaborate and include input from the General Education teacher, to write achievable academic goals when developing the student's IEP's.

SPED Administrator and SPED Department Chairs will conduct pre-conferences with individual co-teachers, to review individual student instructional data for assigned caseload to fine-tune instructional focus leading to student growth on the content CBA's or specific IEP goals for each cycle.

SPED Department Chairs and Admin will collaborate to write clear set of goals and responsibilities for each member of the SPED department regarding compliance and instructional commitments.

Staff Actions

General education and Resource teachers will collaboratively plan, scaffold, and modify instruction to track student achievement and IEP goals, during PLCS.

SPED team will participate in PD on policy and best practices for writing and implementing IEP goals and objectives with accurate progress monitoring aligned to district and campus systems to improve the effectiveness of IEP implementation.


SPED case manager will continuously progress monitor student IEP goals for their assigned caseload, throughout the school year.


SPED Department Chair/TEAM will create a shared calendar for ARDs for the entire year, scheduled at least 30 days out to maintain 100% accountability.


SPED Department Chair will create an internal audit of IEP goals prior to the draft being sent home to the parents and before the ARD committee meeting.

SPED Department Chair will identify and track the already written IEPs that need to be updated to match quality standards by the following ARD so they can ensure 100% quality IEP goals and accommodations by end of school year.

All members of the SPED team will participate in Professional Development opportunities to learn about research-based instructional practices for writing and implementing IEP goals.

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Key Action 3: Improve Reading Language Arts Instruction for Kinder through 5th Grade students

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: The goal is to enhance reading proficiency across all grades, aiming for a 10% increase in on-grade level reading in K-2nd grade on the DIBELS and K-5th grade on the NWEA Map assessment, along with a 5% improvement in both "Meets" and "Masters" achievement levels for 3rd-5th graders on the STAAR Reading Assessment.

Indicator 1: Kindergarten -2nd grade will increase the number of students reading on-grade level by 10%, from the baseline BOY to EOY, as measured on the DIBELS reading assessment.

Kindergarten-5th grade will increase the number of students reading on-grade level by 10%, from the baseline BOY to EOY as measured on the NWEA Map assessment.

Indicator 2: 3rd-5th students will increase their "Meets" achievement level 5% from 47% to 52%, on the STAAR Reading Assessment.

Indicator 3: 3rd-5th students will increase their "Masters" achievement level 5% from 19.5% to 24.5%, on the STAAR Reading Assessment.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The strategy involves intensive collaboration, training, and structured planning among RLA teachers and administrators, focusing on implementing and monitoring effective instructional practices like the LSAE model and Amplify, conducting regular data analysis, providing timely coaching and feedback, and ensuring differentiated and targeted instruction, all aimed at maximizing student academic success in Reading Language Arts (RLA).</p> <p>School Leaders' Actions</p> <p>Collaborate with RLA teachers to plan and facilitate weekly structured PLCs to practice and analyze instructional delivery, conduct data driven instruction protocols from NWEA and End of Unit learning results, engage in RLA PD (Amplify), and utilize planning period to internalize lessons plans, delivery of lesson will reflect alignment across the learning objectives (LO).</p> <p>Train 3rd-5th RLA teachers on how to implement the Learning Secure Accelerated Enrichment (LSAE) model by August 25, 2023</p> <p>Train PK-5th teacher on the look-fors and the various components of the OTSO rubric.</p> <p>Provide RLA teachers on the spot coaching on daily basis and written feedback at least once a month using the spot observation form.</p> <p>Hold monthly Data Talk PLCs to look for trend data on student achievement and growth.</p> <p>The principal will collaborate with department chairs to monitor the implementation of Amplify and adjust to ensure student</p>	Formative			Summative
	Feb	Mar	Apr	June

academic success.

Staff Actions

Engage in weekly structured leadership and department PLCs to practice/rehearse and analyze instructional delivery, engage in RLA PD (Amplify), and utilize planning period to internalize lessons plans, delivery of lesson will reflect alignment across the learning objectives (LO).

Implement the systematic use of multiple response strategies every 4 minutes.

Consistently implement Demonstration of Learning (DOL) during the reading block.

Reading Language Arts (RLA) teacher will implement Amplify and follow the provided scope and sequence on HISD's Canvas Curriculum planning guides.


Create systems in the classroom to maximize instructional time in the instructional block (bell-to-bell teaching) including the use of visual timer throughout the lesson for pacing.


K-5th RLA teachers will tier their students to target differentiated instruction.

PK-2nd grade RLA teachers will provide reading intervention to all tier 2 and tier 3 students during their Reading block.

3rd-5th RLA teachers will implement the LSAE model during their Reading block.

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for 128 Lyons Elementary School

Total SCE Funds: \$183,812.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Lyons Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Personnel for 128 Lyons Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Griselda Maya	Tchr, Bilingual	1
Sarah Izquierdo	Tchr, Multi-Grade	0.5
Vicente Martinez-Gonzalez	Tchr, Multi-Grade	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hector Buitrago	Tchr, Intervention (General)	Title 1	1
Maria Acosta	Parent Engagement Rep,12M-Ttl1	Title 1	1
Yamileth Perales	Sr Academic Tutor-10M	Title 1	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Olivia Casares	Principal
Parent	Juan Acosta	Parent
Parent	Deisy Nino	Parent
Community Representative	Sylvia Calzada Rodriguez	Community Member
Community Representative	Xaneth Hernandez	Community Member
Business Representative	Luis Hernandez	Business Representative
Classroom Teacher	Imelda Donckels	Professional Staff-Teacher
Classroom Teacher	Jennifer Osorio	Professional Staff-Teacher
Classroom Teacher	Yessenia Perez-Carrizal	Professional Staff-Teacher
Classroom Teacher	Maria Angeles Leibig	Professional Staff-Teacher
Classroom Teacher	Ebony Nzei	Professional Staff-Teacher
District-level Professional	Maria Acosta	Professional Staff- Non Instructional Staff Member
District-level Professional	Vicente Martinez-Gonzalez	Professional Staff - Other
District-level Professional	Constance White	Professional Staff - Special Edu. Rep.