Comprehensive Progress Report

Mission: Lakeshore Elementary School will work together to achieve high academic growth for all of our students. We will accomplish this through the collaboration, communication and trust between home, school, and the community.

Vision: To produce students who embrace learning, critical thinking and problem solving.

Goals:

A4.01 Target Goal: 80% K-3 students to show proficiency on K-3 assessments and 80% of 3-5 students to show proficiency on EOG state testing by May 2020.

A4.01 Target Goal: 85% K-3 students to show proficiency on K-3 assessments and 85% of 3-5 students to show proficiency on EOG state testing by May 2021.

A1.07 - K-5 Students will reduce the numbers of office referrals by 25% by May 2021.

A1.07 - K-5 Students will reduce the numbers of office referrals by 15% by May 2020.

A2.01 - Student subgroups will show a 5% increase in K-3 assessments and 3-5 EOG proficiency scores by May 2020.

A2.01 - Student subgroups will show a 10% increase in K-3 assessments and 3-5 EOG proficiency scores by May 2021.

! = Past Due Objectives	KEY = Key Indicator			
Core Function:	**Dimension A - Instructional Excellence and Alignment**			
Effective Practice:	**High expectations for all staff and students**			
KEY **A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We currently are a PBIS school, however the implementation of PBIS and fidelity of the program has been lacking follow-through. We have had turnover within the staff and no follow-up trainings for them. We also see a lack of buy-in with the students at the upper grade levels. We have currently removed PBIS from our building to start the new year and replace dit with Responsive Classroom. Two days of training before summer break has given teachers the content to think about classroom procedures when they return in the fall. We are removing all color charts from the classroom as an indicator of behavior which has been a	Limited Development 06/19/2019		

		part of many teachers classrooms.			

<table>
<tr><td><i>How it will look when fully met:</i></td><td>Teachers will have developed norms, rules and procedures with students at the beginning of the year. Students will recognize behaviors that are undesirable themselves and maintain good choices, even when adults are not "present." Students will respect themselves, others and the school building with intrinsic motivation as opposed to extrinsic rewards. The school will all have the morning meeting time at the beginning of the day to build relationships with students and set the tone for the day/year. We will see a continued decrease is office referrals and consistent language among all adults in the building.</td><td></td><td>Frank Saraco</td><td>05/22/2020</td></tr>
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Actions			**6 of 13 (46%)**		
	6/19/19	Attend training on Responsive Classroom before summer arrives.	Complete 06/11/2019	Classroom teachers	06/11/2019
	Notes:				
	6/19/19	Develop Master Schedule that protects Responsive Classroom Time for all teachers.	Complete 06/18/2019	Chris Grace	07/01/2019
	Notes:				
	6/19/19	Train Teacher's Assistance on key components of Responsive Classroom.	Complete 08/07/2019	Frank Saraco	08/08/2019
	Notes:				
	8/26/19	Level 0 Voices Hallway Signs	Complete 08/20/2019	Frank Saraco	08/30/2019
	Notes:				
	9/18/19	Level 0 Voices Hallway Signs and expectations	Complete 09/12/2019	Frank Saraco	09/15/2019
	Notes:				
	9/18/19	Collect feedback/questions prior to our next Responsive Classroom Training	Complete 09/17/2019	Frank Saraco	09/17/2019
	Notes:				
	6/19/19	Attend Training for Morning meeting s part of Responsive Classroom.		Frank Saraco	09/30/2019
	Notes:				
	8/26/19	Peanut Allergy Lunch Procedures		Stephanie Titus	10/01/2019
	Notes:				
	9/18/19	Update Peanut Allergy Lunch Procedures		Stephanie Titus	10/01/2019
	Notes:				

6/19/19	Attend Training for 'Academic Choice' s part of Responsive Classroom.			Stephanie Titus	10/15/2019
	Notes:				
6/19/19	Enhancement team to attend training on 'Responsive Classroom for Special Areas.'			Frank Saraco	11/08/2019
	Notes:				
8/26/19	Logical Consequences Google Spreadsheet			Stephanie Titus	05/22/2020
	Notes:				
9/18/19	Complete the Logical Consequences Google Spreadsheet			Stephanie Titus	05/22/2020
	Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Student support services**			
KEY **A4.01**	**The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	We have a tiered system implemented. Screeners are used to identify at-risk students. Students are then placed on tiered paperwork and interventions are provided.	Limited Development 06/06/2017		
How it will look when fully met:	Teachers will have adequate/current research based resources and proper training, enough support in the classroom to give students individualized or a better quality small group attention and the number of students placed in intervention groups will decrease. All teachers will implement effective teaching practices that provide the best instruction for the students. Support staff to be properly used for classroom management and the most needy students with teachers. Teachers move students through the tiers at regular intervals with predetermined criteria. Both academic and behavioral interventions being utilized each day for students. Fidelity check for proper implementation. Trust developed between staff members so that all needs of all students are being met efficiently and effectively. As part of the tier 1 behavior plan, PBIS will be implemented building wide.		Chris Grace	05/22/2020
Actions		**93 of 98 (95%)**		
	Notes:			
12/19/18		Complete 06/04/2019	Classroom Teachers	06/08/2019
	Vertical Discussion among teams for student's Tier at the end of the			

	year.			
Notes:				
8/26/19	Administer Diagnostic 1 iReady for math K-5, 4-5 reading	Complete 09/06/2019	Classroom Teachers	09/01/2019
Notes:				
8/26/19	Administer iStation K-3 reading	Complete 08/30/2019	K-3 Teachers	09/01/2019
Notes:				
9/18/19	School apply to be recognized as exemplar MTSS school	Complete 09/16/2019	Debra Sahley	09/13/2019
Notes:				
9/18/19	Create a Student Support Team in addition to the MTSS committee to discuss tier 3 students monthly.		Debra Sahley	09/24/2019
Notes:	At the meeting, establish roles, review students in tier three and suggest any modifications and changes.			
8/26/19	Provide Tier 3 Protocol for LES		MTSS Team/Sahley Kirby	10/01/2019
Notes:				
8/26/19	Prof. Development for Vocabulary using curriculum guide to create school-wide consistency		Colleen Moss	11/01/2019
Notes:				
9/18/19	All teachers turn in lesson plans. (You may turn in a grade level plan if everyone follows it.)		Chris Grace	12/21/2019
Notes:				
8/26/19	MTSS grade level reps will discuss and monitor tiered students with teachers.		Colleen Moss	05/22/2020
Notes:				

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Strategic planning, mission, and vision**			
KEY B1.03	**A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	Our school improvement team is compromised of teachers from each grade level and goal team, enhancements, administration, counselor, front office representative, and parent representative. The team meets once monthly for at least an hour each meeting. The team reports out each goal teams minutes from the last meeting, and creates the agenda for the next goal team meeting gathering input from everyone at the table.	Limited Development 06/06/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	Our SIT would meet twice a month and it's focus would be on curriculum, instruction, and a review of how school initiatives have been implemented. They would discuss how MTSS is being done at each grade level, best practices for intervention delivery, and taking away new learnings. Each grade level would report out how initiatives are being implemented, the fidelity of expectations, students in the tier system, etc. Review of data consistently including universal screeners, regular common assessments, data days, benchmarks, etc...	**Objective Met 04/17/19**	**Chris Grace**	**10/02/2018**
Actions				
Implementation:		04/17/2019		
Evidence	4/17/2019			
Experience	4/17/2019 We needed to make a shift from what the SIT team responsibilities were and what they needed to be. Before, they were mostly looking at approving school calendar items, but not really discussing data, or the making decisions at the school level. Now, they discuss what their goal teams are working on, sharing out, and as a team offer suggestions to each other. Data is looked at and real decisions are being made at the school level.			
Sustainability	4/17/2019 Need to continue our process of sharing and offering suggestions to each other. Create agendas for goal teams during the SIT meetings.			

Core Function:	Dimension C - Professional Capacity			
Effective Practice:	Quality of professional development			
KEY C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date

Initial Assessment:	Upon reviewing school profile data from the 17-18 school year, the team realizes that some subgroups are not meeting achievement goals. We have examined overall class, grade level, and school data, but have not focused on specific subgroup data. Current offerings for professional development have been driven by district requirements, staff surveys, and teacher needs and requests. SIOP training is offered once per year.	Limited Development 12/18/2018		
How it will look when fully met:	Grade level teams will identify students in specific subgroups and analyze subgroup data to determine which students are in need of additional academic supports. The team will share the data in PLCs to discuss next steps that will need to be taken to address students' specific weaknesses. Staff will have more opportunities for professional development with the focus of the needs of subgroups that we are striving to improve. Professional development opportunities will include current valid research, ways to share and test new practices, and to assist teachers in how to integrate best practices into their classrooms to target the specific subgroups.		**Chris Grace**	**06/08/2020**
Actions		**15 of 22 (68%)**		
	Notes:			
5/23/19	Math Tasks in K-2 will be completed and updated for next years grade level.	Complete 06/07/2019	Classroom Teachers	06/07/2019
	Notes:			
5/23/19	Vertical Discussion among teams for student's Tier at the end of the year. (pink and blue sheets)	Complete 06/04/2019	Classroom Teachers	06/07/2019
	Notes:			
8/26/19	K-3 teachers administer iStation BOY assessment	Complete 08/30/2019	Alicia Elrod	08/30/2019
	Notes:			
5/23/19	Administer Diagnostic 1 (iReady)	Complete 09/06/2019	Alicia Elrod	09/01/2019
	Notes:			
8/26/19	Adjust data tracking spreadsheet to allow for tracking of iStation data		Alicia Elrod	09/10/2019
	Notes:			
5/23/19	Enter student subgroup data from diagnostic 1 into spreadsheet		Alicia Elrod	09/15/2019

	Notes:				
	5/23/19	Analyze collected data to determine remediation needs at home and at school for students in subgroups.		Alicia Elrod	09/15/2019
	Notes:				
	5/23/19	Prof. Development for Vocabulary using curriculum guide to create schoolwide consistency		Sahley	09/26/2019
	Notes:				
	8/26/19	Enter student subgroup data from BOY assessments into spreadsheet		Alicia Elrod	09/30/2019
	Notes:				
	9/18/19	Gather student names for each subgroup to add to the spreadsheet.		Alicia Elrod	10/09/2019
	Notes:				
	9/18/19	Lessons plans submit by end of day Monday for current week in PDF form.		Chris Grace	12/21/2019
	Notes:				

Core Function:	Dimension E - Families and Community				
Effective Practice:	**Family Engagement**				
KEY E1.06	**The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)**	**Implementation Status**	**Assigned To**	**Target Date**	
Initial Assessment:	Staff is good at one way communication through newsletters, or weekly calls from the administration (Connect Eds). Two way communication occurs at conference at conferences and when parent or teacher initiates contact over concerns with students behaviors or academics.	Limited Development 06/06/2017			
	Priority Score: 3 Opportunity Score: 3	Index Score: 9			
How it will look when fully met:	Communicating with parents home activities/resources, that would help students be more successful. These activities/resources would offer suggestions for maximizing learning outside of school. Streamline homework to focus on schoolwork as a priority over other activities. Teachers will hold students and families accountable by monitoring the assignments on a weekly basis. Innovative methods to communicate between school and home focused on academic and character traits.	**Objective Met 11/13/18**	**Chris Grace**	**06/08/2019**	
Implementation:		11/13/2018			

Evidence	11/13/2018 - Newsletters on webpages, Homework policy is on webpages. Survey results. Documentation from teachers about communication with parents (email, phone logs...) Curriculum and assessment resources provided for parents are posted on webpages, given at conferences and sent home in emails. The document to go home with report cards is created and ready to go home with end of year report cards.			
Experience	11/13/2018 - The efforts meeting this objective has improved the academic communication between school and home. A lot of time was utilized creating, reviewing and analyzing survey data from parents. Communication between school and home has seen major improvements from years past.			
Sustainability	11/13/2018 - Update our homework policy each year, continue to send and post newsletters weekly. Provide resources to parents as curriculum gets modified. Provide the "What your child needs to know for the next grade" document to parents with report cards.			