

Comprehensive Progress Report

Mission: LNE provides a rigorous student-focused learning community devoted to growth and achievement.

Vision: Commitment, Innovation, Excellence

Goals:

School Indicator: 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) Long Term Goal: LNE will become an “A+” school as determined by the NC Performance Grade system by the 2020-2021 school year. Short Term Goal: Our students will increase growth by 5% or more in 2019-2020 as measured by K-2 IStation/math tasks and 3-5 EOGs. (Each grade level has set a Target Goal for the year that aligns to this overall school goal.)

School Indicator: All teachers are attentive to student's emotional states, guide students in managing their emotions, and arranges for supports and interventions when necessary. (5360) Long Term Goal: 95% of students will agree that "There are adults in my school with whom I can discuss personal issues that are bothering me" on the 2020-2021 School Climate Survey. (This will be an increase from 85% on the 2018-2019 School Climate Survey). Short Term Goal: 90% of students will agree that "There are adults in my school with whom I can discuss personal issues that are bothering me" on a school made end of year school-based climate survey given to the students. (This will be an increase from 85% on the 2018-2019 School Climate Survey).

School Indicator: The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website. (5189) Long Term Goal: On the 2018-2019 School Climate Survey, 100% of LNE Parents felt that "The school communicates with parents and guardians.". Due to our increased enrollment, our long term goal is to maintain 100% on this question on the 2020-20212 School Climate Survey. Short Term Goal: 100% of LNE Parents will continue to agree that "the school communicate with parents and guardians" on a school made end of year school-based climate survey given to the parents



! = Past Due Objectives KEY = Key Indicator

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
<i>Initial Assessment:</i>		Teachers are familiar with the tier process and documenting that work within RtI Stored. Understand expected percentages for each tier of intervention. Know how to identify evidence based strategies and to make adjustments based on student data.	Limited Development 05/30/2017		

How it will look when fully met:	This objective will be fully met when there is fidelity in the process we use and student data reflects growth as evident by students progress through the tiers. Fidelity of the process would mean a Plan, Do, Study, Act approach would be applied to tiered instructional system. The use of a universal screening would begin the process, followed by “Data Day” to develop a plan for the cycle. Documentation of this plan, as well as pertinent data, would be documented using the Rtl Stored online platform. Interventions would occur, uninterrupted and in accordance to what is listed in the plan. Decisions would be solely based on data. There would be compliance for all district expectations for cycle time, duration of intervention, size of intervention groups, frequency of interventions and type of intervention strategy. Because of this level of fidelity, student data would respond accordingly. There would be evidence of adequate growth for all students, fluidity of students between tiers, and positive overall school growth data such as EVAAS exceeding +2.0.		Vonnie Auld	06/01/2020
Actions		93 of 110 (85%)		
3/6/19	3rd grade Read to Achieve test/3rd grade ELA EOG retest	Complete 06/04/2019	Vonnie Auld	06/04/2019
<i>Notes:</i>				
3/6/19	K-2 Math Assessment data spreadsheet completed (data pulled into Schoolnet for reporting)	Complete 06/05/2019	Vonnie Auld	06/05/2019
<i>Notes:</i>				
3/6/19	Administer 3-5 EOG (Math & ELA)	Complete 06/07/2019	Vonnie Auld	06/07/2019
<i>Notes:</i>				
3/6/19	Administer 5th grade EOG Online Science Assessment	Complete 06/08/2019	Vonnie Auld	06/08/2019
<i>Notes:</i>				
3/6/19	K-2 Math & Reading 3D - Analyze Q4 data (collaborative team & classroom) to determine summative strengths & gaps	Complete 06/08/2019	Vonnie Auld	06/08/2019
<i>Notes:</i>				
9/7/19	Drew Polly Support on unpacking Math curriculum	Complete 08/21/2019	Vonnie Auld	08/21/2019
<i>Notes:</i>				
9/4/19	Administer 3rd grade BOG	Complete 08/24/2019	Molly Ford	08/24/2019
<i>Notes:</i>				
9/4/19	Complete k-3 iStation Testing	Complete 08/30/2019	Vonnie Auld	08/30/2019
<i>Notes:</i>				

9/7/19	Tier 1 Core Plans (ELA/Math)	Complete 08/30/2019	Vonnie Auld	08/30/2019
	<i>Notes:</i>			
9/4/19	2018-2019 EOY PLC analysis		Nichole Tilley	09/11/2019
	<i>Notes:</i>			
9/5/19	Create a plan for intervention/enrichment block implementation using disaggregated data		PLC Chairs	09/12/2019
	<i>Notes:</i>			
9/5/19	Using disaggregated data, begin creating a plan for intervention/enrichment block implementation		PLC chairs	09/12/2019
	<i>Notes:</i>			
9/7/19	Develop PLC Common Assessment #1		PLC Chairs	09/13/2019
	<i>Notes:</i>			
9/7/19	Update SIP goals to reflect EOY SWOT Analysis completed in PLCs		Bethany Orr	09/14/2019
	<i>Notes:</i>			
9/4/19	Administer iReady diagnostic 1st-5th grade		Vonnie Auld	09/20/2019
	<i>Notes:</i>			
9/7/19	Administer PLC Common Assessment #1		PLC Chairs	09/27/2019
	<i>Notes:</i>			
9/7/19	Complete Data Day in PLCs		Vonnie Auld	09/30/2019
	<i>Notes:</i>			
9/7/19	Administer Check-ins (3rd-5th grade)		Nichole Tilley	10/28/2019
	<i>Notes:</i> Testing Coordinator will oversee this			
9/7/19	Administer 3rd grade RtA Test		Nichole Tilley	10/30/2019
	<i>Notes:</i>			
9/7/19	Analyze 3rd grade RtA test		3rd grade teachers	11/06/2019
	<i>Notes:</i>			
9/7/19	Analyze Check-ins results (3rd-5th grade)		3rd-5th grade PLC chairs	11/06/2019
	<i>Notes:</i>			
9/8/19	Develop Common Assessment #2 in PLCs		PLC Chairs	11/15/2019
	<i>Notes:</i>			

9/8/19	Administer Common Assessment #2 in PLCs		PLC Chairs	11/22/2019	
<i>Notes:</i>					
9/7/19	Drew Polly in PLCs to help unpack Math Curriculum		Vonnie Auld	12/11/2019	
<i>Notes:</i>					
9/8/19	Administer iStation MOY to all K-3 students		K-3 Teachers	12/19/2019	
<i>Notes:</i>					
9/8/19	Administer MOY iReady ELA 3-5 and iReady Math 1-5		1-5 grade teachers	12/19/2019	
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We have a counseling program. On year 2 of utilizing Second Step program K-3 and looking at utilizing the program with other grade levels as the need arises. Continuing to establish Tier 1 expectations school-wide along with continuing monthly meetings focusing on attending to the social-emotional needs of our students. These monthly meetings focus on looking at individual students and the need for groups, individual counseling and/or need for a specific intervention personalized to the student's needs. Continuing to utilize Check and Connect, Check-in/Check-out, class pass and other researched based strategies to help with student's social-emotional needs.	No Development 10/16/2018		
How it will look when fully met:		This objective will fully met when there is fidelity in the process we use to identify and support students who have social and emotional needs. Staff, Students, and Parents are fully aware of processes to enlist support for their child, what supports are available through the school and community and when it is appropriate to seek assistance. Our goal will be met when all stakeholders have had an opportunity to learn about social and emotional support opportunities through various means of communication. Updated 03/12/2019 - Students are equipped with the tools to problem solve and use appropriate strategies to manage their emotions. They are able to seek assistance when they need help. Teachers identify students who need extra support and are collaborating to meet those individual student needs.		Jayne Sprinkle	06/30/2020
Actions			21 of 37 (57%)		
10/16/18	Distribute by email and hard copy, the Counselor Referral Form.		Complete 09/21/2018	Jayne Sprinkle	09/21/2018

	Discuss the counseling referral process with classroom teachers			
	<i>Notes:</i>			
10/16/18	Introduce and Train K-3 on using the Second Step Program	Complete 09/28/2018	Jayne Sprinkle	09/28/2018
	<i>Notes:</i>			
10/16/18	Teach A School of Champions Curriculum to Kindergarten	Complete 09/28/2018	Jayne Sprinkle	09/28/2018
	<i>Notes:</i>			
10/16/18	Begin building relationships with currently identified Tier 2 (behavior) students through 1 on 1 meetings and Check in Check out where applicable	Complete 10/05/2018	Jayne Sprinkle	10/05/2018
	<i>Notes:</i>			
10/16/18	Send home the parent link for the Second Step Program	Complete 01/03/2019	Jayne Sprinkle	10/26/2018
	<i>Notes:</i>			
11/15/18	Teach the Big Deal or Little Deal Program in classroom lessons	Complete 11/14/2018	Jayne Sprinkle	10/26/2018
	<i>Notes:</i>			
10/16/18	Begin meeting in PLCs with teachers monthly to support Tier 1 curriculum support and Tier 2 (behavior) for students and teachers	Complete 11/07/2018	Jayne Sprinkle	11/05/2018
	<i>Notes:</i>			
10/16/18	Request referrals for students in need of small groups counseling or internalizing behavioral support	Complete 11/07/2018	Jayne Sprinkle	11/30/2018
	<i>Notes:</i>			
10/16/18	Identify potential CICO advisors for students who need extra support.	Complete 01/03/2019	Jayne Sprinkle	11/30/2018
	<i>Notes:</i>			
11/15/18	Have a winter art show that allows each student to choose a piece of art to display and "show off" their artistic talent (self-esteem)	Complete 12/06/2018	Jayne Sprinkle	12/06/2018
	<i>Notes:</i>			
11/15/18	Look into price for buying second set of Second Step Kits	Complete 11/15/2018	Jayne Sprinkle	12/15/2018
	<i>Notes:</i>			
10/16/18	Indicator team will explore how to communicate objectives in the Second Step Program with parents.	Complete 01/15/2019	Jayne Sprinkle	01/18/2019
	<i>Notes:</i>			
3/14/19	Share Mindfulness Options	Complete 04/09/2019	Jayne Sprinkle	01/22/2019
	<i>Notes:</i> Mind Yeti and Headspace both have free options. Cooling Down Your Classroom with the staff.			

10/16/18	Add the Counselor Referral form to the school website. Communicate to parents through Connect ED that the Referral form is available.	Complete 03/14/2019	Jayne Sprinkle	02/15/2019
<i>Notes:</i>				
5/16/19	Create a school-wide calendar for Character Education 2019-2020 with topics for each school month to be reinforced in the classroom.	Complete 05/14/2019	Jayne Sprinkle	04/30/2019
<i>Notes:</i>				
9/8/19	Grade Levels will choose a monthly character trait for "Dolphin Award". Counselor teaches a lesson on that trait. Teacher reinforces the trait throughout the month. Award goes to the student that exemplifies that character trait.	Complete 06/01/2019	PLC Chairs	06/01/2019
<i>Notes:</i>				
3/14/19	Classroom teachers grades K-3 will teach the Second Step Social and Emotional Learning curriculum. Complete 3 lessons per month.	Complete 06/05/2019	Jayne Sprinkle	06/05/2019
<i>Notes:</i>				
1/16/19	Jump-Start Your Day program - monthly, over announcements	Complete 06/05/2019	Beth Kersten	06/05/2019
<i>Notes:</i>				
1/16/19	Student Shout-Outs over announcements	Complete 06/05/2019	Nichole Tilley	06/05/2019
<i>Notes:</i>				
10/16/18	Grade Levels will choose a monthly character trait for "Dolphin Award". Counselor teaches a lesson on that trait. Teacher reinforces the trait throughout the month. Award goes to the student that exemplifies that character trait.	Complete 06/05/2019	Jayne Sprinkle	06/05/2019
<i>Notes:</i>				
10/16/18	Recognize students monthly for the "Dolphin Award" based on grade level criteria. Students receive certificates and have their pictures made and lunch with the Principal.	Complete 06/05/2019	Jayne Sprinkle	06/05/2019
<i>Notes:</i>				
5/16/19	Create a document that includes monthly updates reminders for Tier 1 Expectations review and incorporate the character ed topic on this document.		Jayne Sprinkle	09/11/2019
<i>Notes:</i>				
9/8/19	Training of staff on Bullying		Jayne Sprinkle	09/11/2019
<i>Notes:</i>				
9/8/19	Teach A School of Champions Curriculum to Kindergarten		Yamil Ardila	10/01/2019

<i>Notes:</i>				
9/8/19	Train 5th grade teachers on Second Step program		Sara Webb	10/01/2019
<i>Notes:</i>				
5/16/19	Each grade level will review the Tier 1 Matrix and give feedback.		PLC Chairs	12/11/2019
<i>Notes:</i>				
9/8/19	5th grade will utilize Second Step program with students- identified based on need		Sara Webb	06/01/2020
<i>Notes:</i>				
9/8/19	Check and Connect will be added as a support for students who need support with attendance or minor behaviors.		Jayne Sprinkle	06/01/2020
<i>Notes:</i>				
9/8/19	Utilize Second Step K-3		K-3 Teachers	06/01/2020
<i>Notes:</i>				
9/8/19	Grade Levels will choose a monthly character trait for "Dolphin Award". Counselor teaches a lesson on that trait. Teacher reinforces the trait throughout the month. Award goes to the student that exemplifies that character trait. Students will then eat lunch with the principal and receive an award from the principal for that character trait.		Jayne Sprinkle	06/01/2020
<i>Notes:</i>				
9/8/19	Counselor involvement in PLCs once a month to discuss individual students and their social-emotional needs.		Jayne Sprinkle	06/01/2020
<i>Notes:</i>				
9/8/19	Each teacher will use a TUMS greeting at the door each day. T=touch (handshake, fist bump, etc.) U= use their name M= make eye contact S= smile		Bethany Orr	06/01/2020
<i>Notes:</i>				
9/8/19	Teachers will use Morning Meetings to Build relationships with their students		Savannah Benbow	06/01/2020
<i>Notes:</i>				
9/8/19	Counselors will meet one on one with new students to our school to make them feel welcome and valued.		Jayne Sprinkle	06/01/2020
<i>Notes:</i>				

9/8/19	Student Shout-Outs over announcements		Beth Kersten	06/01/2020
<i>Notes:</i>				
9/8/19	Request referrals for students in need of small groups counseling or internalizing behavioral support		Jayne Sprinkle	06/01/2020
<i>Notes:</i>				
9/8/19	Create and oversee groups based on the referrals received for small groups with counselor		Jayne Sprinkle	06/01/2020
<i>Notes:</i>				

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:		Curr night w/o students, newsletters, operational items, parent emails, no parent training, class facebook pages but parents without access,	Limited Development 05/30/2017		
		Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:		This objective is fully met when 100% of parents feel engaged and included in the learning process. The Climate Survey would demonstrate this idea. To support this indicator, the school would have several processes and events in place to give parents a role in the learning and extend the learning to the home. Teachers and staff would exhibit excellent customer service, maintain timely communication and ensure information is readily available. The school would conduct various events during the school year that would allow parents to become involved and allow parents better understand the curriculum.	Objective Met 08/19/19	Jordan Dixson	05/30/2019
Actions					
Implementation:			08/19/2019		
Evidence		8/19/2019 Climate Survey			
Experience		8/19/2019 Communication has improved based on climate survey.			
Sustainability		8/19/2019 Continue communicative efforts.			

Core Function:		Dimension E - Families and Community			
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Effective Practice:		Community Engagement			
	E2.02	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently send home grade level newsletters via email and website. As a school we communicate through social media sites (twitter, Facebook, and Instagram) along with weekly Connect Eds that can send a text, email and phone call to our parents (sometimes it is utilized more than weekly as needed). Each grade level hosts a back-to-school curriculum night to communicate the curriculum and what is specific to that grade level along with how that grade level communicates. Our teachers are a part of monthly PTO meetings. We also host family nights through-out the year and an annual STEAM night to display some of the strategies that are utilized in the classroom.	No Development 09/08/2019		
How it will look when fully met:		The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website. (5189) LNE will have 100% on the communication areas on the Parent Climate Survey (2020) along with the 90% or better on the school-based survey indicating parents feel they are well-informed through the communicate venues the school utilizes.		Nichole Tilley	06/01/2021
Actions			2 of 14 (14%)		
	9/8/19	Added to Social Media communication- added Instagram account for school to utilize.	Complete 08/02/2019	Nichole Tilley	08/02/2019
<i>Notes:</i>					
	9/8/19	K-5 curriculum nights communicating curriculum and each grade level's primary communication source.	Complete 09/03/2019	All teachers	09/03/2019
<i>Notes:</i>					
	9/8/19	Realtor Breakfast to communicate with the community about LNE		Team members	10/04/2019
<i>Notes:</i>					
	9/8/19	School attendance at 'It's Happening Here' to communicate with the community about LNE and our events, meetings, tours, etc.		Team members	10/10/2019
<i>Notes:</i>					
	9/17/19	Multicultural night		Jordan Dixson	12/12/2019

<i>Notes:</i>			
9/8/19	Holiday post card to the community sharing about LNE	Team members	12/30/2019
<i>Notes:</i>			
9/8/19	4 scheduled Kindergarten Tours for the community and rising kindergarteners.	Team members	06/01/2020
<i>Notes:</i>			
9/8/19	Parent conferences are held to communicate student's progress- K-3 are led by the teacher, 4-5 are student led with teachers on hand.	All teachers	06/01/2020
<i>Notes:</i>			
9/8/19	Each grade level sends home a weekly newsletter communicating standards, events, extra practice at home, needs, etc.	PLC chairs	06/01/2020
<i>Notes:</i>			
9/8/19	Weekly Connect-Eds are sent via text, email and phone calls to all parents communicating events both in and outside of school along with important announcements.	Nichole Tilley	06/01/2020
<i>Notes:</i>			
9/8/19	Weekly use of social media accounts (Twitter, Facebook, Instagram) to share pictures, happenings, and highlight events from the week.	Nichole Tilley	06/01/2020
<i>Notes:</i>			
9/8/19	Connect Ed messages will be copied on Facebook as well to ensure communication is reached through as many methods as possible.	Nichole Tilley	06/01/2020
<i>Notes:</i>			
9/8/19	Weekly updates to website to reflect school events and happenings along with important announcements.	Nichole Tilley	06/01/2020
<i>Notes:</i>			
9/8/19	Sharing with other community based social media pages school events, meetings and important announcements	Nichole Tilley	06/01/2020
<i>Notes:</i>			