

Comprehensive Progress Report

Mission: Mission Statement “To provide a safe, personalized and positive learning environment where every child will be motivated to succeed”

Vision: Our Vision is based on three words: Learn-Motivate-Succeed. All our work revolves around these three words and the areas of our overall school operation that relate to these three words with the overall purpose to help prepare our students for High School.

Goals:

Our target goal is that students will achieve an overall attendance rate of 96%.

Our math target goal is that all students will achieve a proficiency score of 74% or 7% overall growth on the EOG and 80% for i-ready.

Our strategic goal is that students will achieve an overall attendance rate of 98%.

Our math strategic goal is that all students will achieve growth and as a school we want a proficiency score of 80% for EOG and 90% for i-ready.

Our reading strategic goal is that all students will achieve 5 to 8% proficiency growth (move overall composite in Reading from 62% to 67%-70% proficiency in Reading/Literacy).

Our reading target goal is that all students will achieve a score of 80% green (Tier 1) and reduce the red percentage (Tier 3) in i-ready and achieve 2% to 3% growth on the EOG annually.



! = 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
<i>Initial Assessment:</i>		We are currently implementing MTSS in our school. We are in year 2 (full year) of MTSS. Continue to emphasize importance of appropriate classroom managed vs. office managed behaviors to protect instructional time. *We have implemented the use of Educators Handbook to help monitor and track discipline data so that we can better address trends and areas to improve.	Limited Development 08/28/2017		
<i>How it will look when fully met:</i>		*LMS created culture where positive classroom management is the accepted norm. It includes a culture that builds in "all" students the following criteria for success within classroom managed situations: Be responsible—understand one’s obligation to engage in ethical, safe and legal behaviors; ☐ Manage emotions—regulate feels so that they aid rather than impede the handling of situations; ☐ Solve problems creatively—engage in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans; ☐ Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity; ☐ Communicate effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others; ☐ Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups; ☐ Negotiate fairly—achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned; ☐ Refuse provocations—conveying and following through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior; ☐ Seek help—identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals; ☐ Act ethically—guide decisions and actions by a set of principles or standards derived from recognized legal/professional codes or moral or faith-based systems of conduct. When fully implemented--all students will have staff advocates, and MTSS process will be up and running to the point that all staff understand and use the MTSS processes to help create positive classroom environments in "all" classrooms and in "all" grade levels 6-8.		Brian Foster	12/20/2019
Actions			1 of 4 (25%)		
	8/28/19	Implement the use of Educators Handbook building wide to help monitor daily minor behaviors, and behavior track behavior data.	Complete 09/03/2019	Brian Foster	08/12/2019
<i>Notes:</i> Completed--ongoing use with added steps coming.					

9/3/19	Add Bus Drivers and Classified Staff into Educators Handbook.		Brian Foster	09/10/2019
<i>Notes:</i> *email Classified Staff once they are in system so they can begin using.				
9/3/19	Hold weekly MTSS check-ins with PLC.		Corinne Wisecup (Counselor)	12/20/2019
<i>Notes:</i> MTSS check in document (behavior, attendance, social/emotional support)				
9/3/19	Implement social, and emotional support lessons as part of our 15 minute weekly Laker Care Time.		Magdalena Steytler	12/20/2019
<i>Notes:</i> Laker Care Time=Morning Meeting				

Core Function:	Dimension A - Instructional Excellence and Alignment				
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Effective Practice:	Curriculum and instructional alignment				
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>We have implemented full planning periods with all Staff teaching 1 main core subject on 1 main grade level (Wheel is exception). In addition to Grade level planning, Leadership has developed a Wednesday meeting calendar to help address the need for subject alike planning in PM sessions. *Goal=improve Lesson planning and cross curricular planning.</p> <p>https://docs.google.com/document/d/11WfBWnzEbj94Lr5zUI8ieAOWA kHmRvZOflf8imqGsMo/edit</p>	Limited Development 05/22/2017		
How it will look when fully met:		Each grade level will plan regularly even during non-published meeting times. The added time will help to improve the quality of lesson planning.		Brian Foster	05/15/2020
Actions			0 of 1 (0%)		
9/4/19		Check lesson plans for all staff using shared LMS Lesson plan folder.		Brian Foster	12/20/2019
<i>Notes:</i>					

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>		In 2019-2020, MTSS posters are up. Students of the month are being chosen. MTSS discussions as part of weekly PLC meetings has been helpful. CICO has been used this year for some students. PLC meetings and shared google planning document are helpful. Job alike ERPD days provides great instructional strategies. Most teachers differentiate. Use of technology or station rotations for differentiation and personalized learning. IEPs and 504s are followed. Ready and i-ready math program used by all math teachers.	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>		The MTSS framework is broader than response to intervention or problem solving alone. It establishes a system intentionally focusing on leadership, professional development, and empowering culture within the context of assessment, curriculum, and instruction.This process also allows students who do have a diagnosed learning disability to receive the appropriate special education services earlier in their academic careers and prevent patterns of failure and struggle. *When fully implemented--MTSS would support Tier 1, 2, and 3 students so that "all" students learn and accomplish their learning goals. This would include sub-groups of students closing learning gaps so that they are making growth yearly. It can only happen with 100% buy in from staff, with professional development "truly" aligned to the learning needs of our students--so that staff are prepared to meet their needs.		Brian Foster	12/20/2019
<i>Actions</i>			0 of 1 (0%)		
	4/3/19	Monitor data folders and check data folders for Tier 2 students in intervention (see other objective)		Magdalena Steytler	12/20/2019
<i>Notes:</i> *See other objective for data collection					

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
<i>Initial Assessment:</i>		In 2019-2020, MTSS posters are up, guidance groups are being formed from results of Tier process/Rti, SAP referrals, Bully Training for students, counselor referrals, and MTSS discussions during weekly PLC meetings with grade levels.	Limited Development 05/22/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		In order for this indicator to be fully met, we need to have school wide and classroom norms that are accepted and not in question. We also need to have supports in place for students that include actual SAP referrals with student improvement plans, Counseling groups that are active and ongoing, and support groups for adults who work with the students. It would also mean that our community has more of a vested network of resources that they are more knowledgeable of, to help our middle school students who struggle with social and emotional issues (both in school and out of school).		Corinne Wisecup (Counselor)	05/22/2020
Actions			15 of 18 (83%)		
	10/30/17	Create a program to recognize students that engage in universal expectations.	Complete 09/01/2017	Corinne Wiescup	10/01/2017
		<i>Notes:</i>			
	9/6/17	Staff will create and facilitate weekly student counseling/needs groups. *Process begins with an interest survey sent home to all families.	Complete 11/15/2017	Brian Foster	11/27/2017
		<i>Notes:</i> The purpose of this action step is to setup, establish, and run counseling groups that will assist our students social/emotional needs a			
	11/30/17	Students and Staff take the Advocacy Survey.	Complete 11/17/2017	Brian Foster	11/30/2017
		<i>Notes:</i> *Need results to tweak programs that advocate for students (purpose= to have an adult advocate for every student in our school).			
	11/30/17	Staff analyze the Advocacy Survey data.	Complete 11/29/2017	Magdalena Steytler	11/30/2017
		<i>Notes:</i> SWOT analysis to learn next steps for improving our Advocacy programs within LMS (purpose=all students have an advocate)			
	11/30/17	Create "3" next steps that are a result of Advocacy Survey SWOT.	Complete 03/29/2018	Brian Foster	12/15/2017
		<i>Notes:</i>			
	9/13/17	Implement "Notice Me" Attendance Improvement Strategy for homerooms based on attendance percentage.	Complete 12/04/2017	Corinne Wiescup	01/18/2018
		<i>Notes:</i>			

9/13/17	Re-introduce school wide expectations, identify and promote classroom norms, and reward students for modeling appropriate behaviors.	Complete 12/13/2017	Corinne Wiescup	01/18/2018
<i>Notes:</i>				
1/23/18	Share results of district climate survey that relate to student and staff wellbeing.	Complete 03/21/2018	Brian Foster	02/02/2018
<i>Notes:</i>				
1/23/18	Develop 2 action steps from Bullying survey taken in Nov/Dec.	Complete 04/10/2018	Brian Foster	02/07/2018
<i>Notes:</i>				
3/29/18	Hold cyberbullying and technology safe lessons. Add followup piece to format to checkin with students and families on improvements.	Complete 05/01/2018	Brian Foster	04/30/2018
<i>Notes:</i>				
4/10/18	Review use of positive contacts (1 next step from advocacy survey)	Complete 05/04/2018	Brian Foster	05/01/2018
<i>Notes:</i>				
4/10/18	Review check-in/out data (2nd step from advocacy survey data) with Counselors	Complete 05/04/2018	Brian Foster	05/01/2018
<i>Notes:</i>				
4/10/18	Review Conference data (3rd step from advocacy survey)--assure that families of LMS students all have proper communication of student progress (data=conference percentage)	Complete 05/15/2018	Brian Foster	05/15/2018
<i>Notes:</i>				
9/13/17	Counseling department will meet with students identified as having behavior issues to develop strategies to utilize in the classroom to improve behaviors.	Complete 05/25/2018	Corinne Wiescup	05/25/2018
<i>Notes:</i>				
10/30/17	Each staff member will nominate one student who demonstrates understanding and application of the universal expectations. Students will receive a handwritten note from the nominating teacher, a certificate, recognition over the announcements, and a monthly reward.	Complete 05/25/2018	Corinne Wiescup	05/25/2018
<i>Notes:</i>				
9/4/19	Implement use of Educators Handbook to help monitor and track Student Discipline data.		Brian Foster	12/20/2019
<i>Notes:</i> *Hold a mid-year check for fidelity of system. Survey Staff regarding EHandbook use.				
9/5/19	Utilize Counseling Referral Form to streamline counseling need for at-risk LMS students.		Corinne Wisecup (Counselor)	12/20/2019
<i>Notes:</i> *Mid-year check (look at data, use of form)				

9/4/19	Implement MTSS strategies based on discipline referral data. (Example-Check-IN-Connect--implemented for students with 3 or more discipline referrals).		Corinne Wisecup (Counselor)	05/20/2020
<i>Notes:</i> See PLC data charts and Rti Student Spreadsheets				
Implementation:		05/10/2018		
Evidence	5/10/2018			
Experience	5/10/2018			
Sustainability	5/10/2018			

Core Function:	Dimension B - Leadership Capacity			
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Effective Practice:	Strategic planning, mission, and vision			
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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:		In 2016-17, team leaders meet once a month for 30-45 minutes (made up of grade level reps, wheel, media, principal, and asst. principal). SIT meets once a month for approximately one hour (reps from each grade level, wheel, media, principal, assist. principal, and parent rep). Leadership team (Principal, asst. principal, and guidance) meet weekly.	Limited Development 05/22/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		SIP goals accomplished and a draft plan is set and in place for Leadership for 19-20.	Objective Met 08/28/19	Brian Foster	12/20/2019
Actions					
4/3/19		Begin scheduling summative evaluations and end of year pdp's with feedback.	Complete 04/03/2019	Brian Foster	04/03/2019

Notes: HR/Eval standard

Implementation:		08/28/2019		
<i>Evidence</i>	4/3/2019			
<i>Experience</i>	4/3/2019			
<i>Sustainability</i>	4/3/2019			

Core Function:	Dimension B - Leadership Capacity
Effective Practice:	Distributed leadership and collaboration

	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
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Initial Assessment:	In 2019-20, leadership team and SIT exists and meets regularly. Instructional teams exist and meet weekly (no agendas or minutes - google planning document replaced these last year). Not sure if the LMS PTO is the same as the School Community Council.	Limited Development 05/22/2017			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>The Leadership Team is typically comprised of the principal and team leaders from the Instructional Teams (grade level or subject area teams). The Leadership Team may also function as the School Improvement Team, with parent members attending meetings scheduled for purposes of reviewing and amending the school improvement plan. Instructional Teams are manageable groupings of teachers by grade level or subject area who meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the grade levels or subject area for which the team is responsible. A School Community Council is comprised of the principal, counselor, social work, teachers, and parents (typical configuration), with parents constituting the majority of the membership. The School Community Council advises, plans, and assists with matters related to the school-home compact, homework, open houses, parent-teacher conferences, school-home communication, and parent education (including training and information about learning standards and the parents' role in supporting children's learning at home). *In order for LMS to be "fully met" in this standard we need to incorporate the use of all three team structures (Leadership, Instructional, and Community). We currently do not have an organized School Community Council format. We have a small group of Parents who do alot of the work to support our PTO/community efforts. We also need to make sure our instructional teams are consistent. For example, subject alike instructional teams need to meet regularly with monitored and sustained goals. *We need to also make sure we are consistently involving parents in leadership roles (where/when appropriate) and that they are consistently included in the leadership team and school improvement team. *Leadership also needs to fully divide tasks so that a true percentage of leadership work is weighted heavily on instruction.</p>			Brian Foster	12/20/2019
Actions				4 of 6 (67%)	
9/10/17	The Leadership Team will monitor and facilitate weekly PLC meetings that happen with teachers every Tuesday. These weekly meetings will be comprised of various topics to assist with student growth (ie. data analysis, mtss, best practices).	Complete 01/24/2018	Brian Foster	01/12/2018	

<i>Notes:</i>				
9/13/17	PLCs will develop or share common best practices to use during Laker Time and in the Core.	Complete 01/24/2018	Tammy Viehland	01/18/2018
<i>Notes:</i>				
3/21/18	Develop a plan of action to provide before or after school remediation for extra help with students who have academic needs.	Complete 05/04/2018	Brian Foster	04/30/2018
<i>Notes:</i> *Develop lists of students who will benefit from extra help. *Initiate After School remediation plan with those interested teachers and pay them using 069 at-risk funds				
9/10/17	The Leadership Team (Principal and Assistant Principal) will facilitate and coordinate monthly Goal Team meetings. The purpose will be to monitor SIP action steps (ie. analyze data, discuss and implement new action steps and strategies, and plan overall school wide instructional focus).	Complete 05/11/2018	Brian Foster	05/11/2018
<i>Notes:</i>				
9/5/19	Add Counselors to Leadership Agenda--to help with Collaboration from MTSS/Counseling wing/center to front office.		Brian Foster	09/11/2019
<i>Notes:</i>				
9/5/19	Teachers/Staff will submit Instructional Plans to appropriate folders weekly. *Demonstrates team planning and collaboration (singletons-Art, Chorus, Band)		Magdalena Steytler	12/20/2019
<i>Notes:</i> *Weekly checks--overall mid-year check justifies date and allows Leadership to check for fidelity.				
Implementation:		05/10/2018		
Evidence	5/10/2018			
Experience	5/10/2018			
Sustainability	5/10/2018			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
	B3.01	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(5147)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We currently offer 70 minute core academic class blocks. Students have the opportunity to participate in remediation the last 45 minutes of the day (2 to 3 times per week) during Club/Intervention time. Additional class time for core instruction has helped with interventions that can be done in Tier 1 with all teachers during the school day.	Limited Development 09/06/2017		
		Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>		The evidence review confirms that high performing schools analyze data to best decide how to increase academic learning time. Some accomplish this by extending the school day and/or school year as well as reconfiguring the current school day schedule. These LEAs/Schools also closely monitor the results, namely student achievement, to gauge extended learning time success. Teachers in these settings have received ongoing professional development that reinforces the understanding that simply adding additional minutes and hours to the school day or year will not increase student achievement. They learn to intentionally target the instruction of a new concept or skill so students can succeed at least 75% of the time. In doing so, students are more engaged and achieve at higher levels. *When fully meeting this standard, our school would have PLC's that function with data analysis in every meeting and not just planned data days, and with PD that is truly aligned to what teachers need in order to close instructional gaps during intervention time. We believe that maximizing our school day vs. increasing the day is the way to go. For example, the types of intervention and instruction that could even happen during the lunch block, could be an opportunity to give some students a boost--this would be happening if/when fully met.		Brian Foster	05/22/2020
Actions			21 of 34 (62%)		
	10/30/17	LMS will host an AIG parent meeting to be held in the Media Center on Tuesday, Nov. 7th from 6:30 - 7:30.	Complete 11/07/2017	Brian Foster	11/07/2017
	<i>Notes:</i>				
	10/30/17	Daily writing in the form of complex/compound sentences to respond to media for global awareness.	Complete 01/18/2018	Tammy Viehland	01/18/2018
	<i>Notes:</i>				

1/23/18	Leadership team will organize and fund a school wide Data Day on Feb 6 to allow for all Academic Core Teachers to have 2 hours protected time to study mid-year, quarterly, student data.	Complete 02/06/2018	Brian Foster	02/07/2018
<i>Notes:</i>				
1/31/18	Grade levels will discuss/nominate students they feel need to take the Cogat testing (by Feb. 2) - Redling/Foster will attend training (2/5) to administer the test in March.	Complete 03/07/2018	Kathryn Redling	02/08/2018
<i>Notes:</i>				
9/13/17	Meet with students to develop DEP goals and check in with them quarterly.	Complete 05/03/2018	Kathryn Redling	02/16/2018
<i>Notes:</i>				
3/7/18	Two Canvas/Powerschool parent sessions held at LMS to help parents access and understand student grades and assignments.	Complete 02/28/2018	Brian Foster	03/01/2018
<i>Notes:</i>				
3/7/18	Attend Math Ready/i-ready training sessions to enhance teacher understanding of the program (11/30 at LMS with math facilitators and 3/6 at LMS with ready associate).	Complete 03/06/2018	Tara Balliet	03/07/2018
<i>Notes:</i>				
3/21/18	Change Wednesday afternoon DEAR time to 6-8 Academic Recovery to give students a chance to makeup work and get extra help on assignments.	Complete 03/21/2018	Brian Foster	03/21/2018
<i>Notes:</i> *Started this early March--DEAR was not being used with fidelity and many students needed the extra time to catch up on assignments.				
9/6/17	Math teachers will use Math Minutes to monitor math fluency monthly.	Complete 05/25/2018	Tara Balliet	05/25/2018
<i>Notes:</i>				
9/13/17	Math teachers and ELA teachers will create appropriate instructional groups for Intervention time.	Complete 10/11/2017	Tammy Viehland	05/25/2018
<i>Notes:</i>				
10/30/17	Daily teacher feedback to student responses/use of teacher made writing frames to support writing development.	Complete 05/25/2018	Tammy Viehland	05/25/2018
<i>Notes:</i>				
12/6/17	Math and ELA teachers will use RTI data spreadsheet to track and monitor growth.	Complete 06/08/2018	Tara Balliet	06/08/2018
<i>Notes:</i>				

9/13/17	Math teachers will develop a measure of accountability for grading iReady.	Complete 10/30/2017	Tara Balliet	09/07/2018
<i>Notes:</i>				
9/17/18	Create intervention groups after initial Fall Data Day.	Complete 10/19/2018	Brian Foster	09/21/2018
<i>Notes:</i> Tier 2 Intervention Groups; Rti process				
9/17/18	LMS will host an AIG information night for 2018-19.	Complete 11/01/2018	Magdalena Steytler	10/01/2018
<i>Notes:</i> *Need to continue to differentiate and provide support for AIG students.				
9/29/17	Organize and implement weekly academic interventions (A Day and B Day) that provide 45 minutes of extra practice in Reading and Math.	Complete 10/11/2017	Brian Foster	10/10/2018
<i>Notes:</i>				
10/30/17	Partner rereads to focus on fluency, accuracy, and prosody.	Complete 01/18/2018	Tammy Viehland	01/18/2019
<i>Notes:</i>				
9/13/17	ELA teachers will use iReady Diagnostic, Weekly Lessons, NC Check-Ins, and Benchmarks for comprehension.	Complete 01/18/2018	Tammy Viehland	01/18/2019
<i>Notes:</i>				
4/3/19	Monitor Spring intervention groups during Laker Time.	Complete 05/24/2019	Brian Foster	05/20/2019
<i>Notes:</i> *Fidelity checks of intervention groups during Laker Time; monitor the schedule of fluid transitions for intervention students (Tier 2).				
4/3/19	Screen Tier 2 data folders for Reading intervention.		Brian Foster	05/20/2019
<i>Notes:</i> Check folders for appropriate use by intervention teachers/staff.				
4/3/19	Check and screen intervention data folders for Math intervention students. Tier 2		Magdalena Steytler	05/22/2019
<i>Notes:</i> Check folders for accuracy and appropriate use to make sure students in Tier 2 math are keeping up with their progress (both student and teacher understands progress made).				
9/5/19	Initiate and hold Fall Data Day within PLC to analyze data from i-Ready diagnostic (reading and math).	Complete 09/05/2019	Magdalena Steytler	09/04/2019
<i>Notes:</i>				
9/5/19	Setup and hold Sunday System Training for our Reading Intervention program.		Magdalena Steytler	09/19/2019
<i>Notes:</i> *Douglas Barrett--trainer				
9/5/19	Create intervention rosters for Math and Reading.		Brian Foster	09/19/2019

	<i>Notes:</i> *See SIP action steps			
9/5/19	6th grade will use Ready Math with weekly goals.		Teresa Sutton (Math)	10/15/2019
	<i>Notes:</i> *see Math SIP action steps			
9/5/19	Review intervention rosters for Math and Reading.		Brian Foster	11/13/2019
	<i>Notes:</i> *Mid-year check as part of LMS Rti process; see SIP action steps			
9/5/19	Utilize Open Up Math Program with fidelity (6-8).		Magdalena Steytler	12/20/2019
	<i>Notes:</i> See SIP action steps			
9/5/19	Facilitate use of Souday System for Reading interventions (focus on improvements for lower level readers).		Magdalena Steytler	12/20/2019
	<i>Notes:</i> *Mid-year check by 12/20. *Yearly goal--see ELA/Literacy steps			
9/5/19	Create a process to have students track math data in individual pdsa data folders (6th-paper, 7th and 8th-electronic).		Teresa Sutton (Math)	12/20/2019
	<i>Notes:</i> see Math SIP action steps			
9/5/19	Integrate the use of STEM words into each class rotation (improve content reading in SS/Sci).		Denise Lampe (ELA Teacher)	12/20/2019
	<i>Notes:</i> see ELA/Literacy team goals			
9/5/19	Implement use of guided note taking across all content areas.		Denise Lampe	12/20/2019
	<i>Notes:</i> see ELA/Literacy action steps			
9/5/19	Practice "fluency" using a variety of strategies in ELA/Literacy classes.		Denise Lampe (ELA Teacher)	12/20/2019
	<i>Notes:</i> *see ELA/Literacy action steps--ELA observation, CWT observation data, Fidelity checks--before 12/20/19			
9/13/17	Organize and monitor use of student DEP's.	Complete 12/20/2019	Magdalena Steytler	12/20/2019
	<i>Notes:</i> Meeting monthly with AIG students--built into schedule for 19-20.			
9/5/19	Utilize Khan Academy with fidelity to support Math Curriculum. (6-8)		Brian Foster	05/22/2020
	<i>Notes:</i> See SIP action steps			
Implementation:		05/10/2018		
Evidence	5/10/2018			
Experience	5/10/2018			

Sustainability		5/10/2018			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		In 2016-2017, Mr. Foster took a genuine interest in classroom instruction. He is frequently seen in classrooms and hallways by students. Evidence consists of CWTs and teacher observations. Challenge will be increasing monitoring and modeling of instruction due to the many responsibilities that a principal has.	Limited Development 05/22/2017		
How it will look when fully met:		The principal will regularly monitor lesson planning and curriculum design developed by instructional staff. The principal will provide feedback on lesson planning, lesson content (observation and walk through data) to help grow and improve instruction at LMS.		Brian Foster	05/15/2020
Actions			0 of 1 (0%)		
	8/28/19	Begin checking lesson plans by analyzing LMS PDSA lesson plan template forms.		Brian Foster	09/03/2019
<i>Notes:</i>					

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:		In 2016-17, we used a lot of school performance data to better teach students. We need to incorporate more aggregate classroom data to help better train teachers. We have some newer teachers and BTs. Need more teacher specific and differentiated PD.	Limited Development 05/22/2017		
How it will look when fully met:					
Actions					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		In 2016-17, there is an established plan for evaluating current staff. Recruitment and replacing seem to be at the district level and not at the school level. Some rewarding of staff (spirit day winners get free lunch, tokens of appreciation from leadership team).	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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
<i>Initial Assessment:</i>		In 2016-17, Connect-eds from principal, emails and phone calls from teachers (parent contact lists that go to district), Open House for parents, report cards and progress reports signed by parents 8 times a year, Powerschool available to parents, and some teachers require tests to be signed by parents.	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					