

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
<i>Initial Assessment:</i>		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 part of many teachers classrooms.	Limited Development 06/19/2019		

How it will look when fully met:	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 in office referrals and consistent language among all adults in the building.		Peter Fusco	05/21/2021
Actions		20 of 26 (77%)		
<i>Notes:</i>				
9/16/20	Responsive Classroom Refresher For New Teachers, TA's and Enhancement	Complete 08/13/2020	Allison Elliott	08/13/2020
<i>Notes:</i>				
9/16/20	Morning meeting begins at 7:35. All staff Grace could announce after announcement, "You should now transition into your morning meeting." or something like that.		Chris Grace	09/17/2020
<i>Notes:</i>				
9/16/20	Morning meeting share outs in the drive. We would create a folder in the drive. Greeting ideas, sharing ideas, group activity ideas.		Allison Elliott	09/28/2020
<i>Notes:</i>				
9/16/20	Responsive Classroom PD maybe a Q & A		Titus, Walker, Schermerhorn	09/28/2020
<i>Notes:</i>				
5/12/20	Develop common areas procedures for the start of school '20-'21		Allison Elliott	09/28/2020
<i>Notes:</i>				
9/16/20	Monthly Responsive classroom refreshers or focus areas. Videos on announcements.		Titus Sahley Ask Hallman Jones ? Any other singers	12/20/2020
<i>Notes:</i>				
9/16/20	Review Discipline Data each month to track trends.		Goal Team	12/20/2020
<i>Notes:</i>				

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	05/21/2021
Actions			104 of 117 (89%)		
	<i>Notes:</i>				
	<i>Notes:</i>				
	<i>Notes:</i>				
9/16/20	Provide CANVAS training for parents.		Complete 09/09/2020	Chris Grace	09/09/2020
	<i>Notes:</i>				
9/16/20	Analyze MTSS tracking sheet & update RTI Stored			Debra Sahley	09/28/2020
	<i>Notes:</i>				
9/16/20	PD - Simplified Canvas training video for beginners to submit different types of work.			Melissa Loflin	09/30/2020
	<i>Notes:</i>				
9/16/20	Teachers use iReady data to focus on CORE needs			Debra Sahley	10/13/2020
	<i>Notes:</i>				
9/16/20	Pop up PD for Virtual Teachers			Debra Sahley	10/13/2020
	<i>Notes:</i>				
9/16/20	Rubric: review to work on the areas we need to develop into Model in 3 years			STEM Team	10/13/2020
	<i>Notes:</i>				

9/16/20	Develop a STEAM Cultural Community at Lakeshore. STEM representatives go back and talk to grade level about what we can do to promote a STEAM culture in our school.		STEM GT members.	10/13/2020
<i>Notes:</i>				
9/16/20	Expand vocab (Tier 2 words) pop up PD (at least 1 member per grade level should attend to report back to team)		Melissa Loflin	10/20/2020
<i>Notes:</i>				
9/16/20	Teachers will use approved CORE instruction/ resources for our Remote/Virtual Students		Ashleigh Graner	12/20/2020
<i>Notes:</i> (iReady, Flocabulary, RAZKIDSplus, Seesaw, Canvas 4/5, Letterland, Number Talks, NC TOOLS for teacher, guided reading)				
9/16/20	Teachers should assign a reading choice board for home to hold students accountable for reading at home		Melissa Loflin	12/20/2020
<i>Notes:</i> Throughout Plan B.				
9/16/20	Review STEM education plan		Leadership Team	05/21/2021
<i>Notes:</i>				
9/16/20	Start school wide Family monthly projects by grade level.		Grade Level Teams.	05/21/2021
<i>Notes:</i>				
9/16/20	STEM Pledge on Tuesday and Friday announcements		Chris Grace	05/21/2021
<i>Notes:</i>				
9/16/20	Utilize the Remote/Virtual Absence Form for tracking participation from Remote/Virtual Students		Ashleigh Graner	05/21/2021
<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:		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	Limited Development 12/18/2018		

	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.			
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	06/04/2021
Actions		31 of 37 (84%)		
<i>Notes:</i>				
9/27/20	Include EC students to attend school 4 days of instruction when on Plan B.	Complete 08/17/2020	Chris Grace	08/17/2020
<i>Notes:</i>				
9/16/20	Administer the iReady diagnostic test for reading and math.		Alicia Elrod	09/18/2020
<i>Notes:</i>				
9/27/20	Provide professional development to teachers on interventions for EC students and the MTSS process.		Debra Sahley	09/28/2020
<i>Notes:</i>				
9/16/20	Obtain student names in subgroups from M. Bellissimo.		Alicia Elrod	10/13/2020
<i>Notes:</i>				
9/16/20	Teachers will enter diagnostic scores into spreadsheets.		Classroom Teachers	10/13/2020
<i>Notes:</i>				
9/16/20	SIOP Training for individuals targeting subgroup needs and EC population.		Alicia Elrod	05/22/2021
<i>Notes:</i>				
9/16/20	Update data spreadsheets for 20-21 school year.		Alicia Elrod	05/25/2021
<i>Notes:</i>	Based on three iReady assessment dates.			