

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 overall focus is to improve Virtual Engagement.

Our math target goal is that all students will achieve a proficiency score of 74% or 7% overall growth on the EOG and 70% (at grade level) for I-ready.
*Increase % of growth for SWD subgroup in area of math.

Our strategic goal is that students will achieve an overall attendance rate of 98%. (*Continued emphasis on Virtual Engagement as it relates to overall attendance).

Our math strategic goal is that all students will achieve growth and as a school we want a proficiency score of atleast 70% for EOG and 80% (on grade level) 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 70% proficiency in Reading/Literacy).

Our reading target goal is that all students will achieve a score of 70% on grade level (Tier 1) and reduce the red percentage (Tier 3) in I-ready; increase our overall Reading EOG proficiency to atleast 65% with a focus on growth % of SWD subgroup.



Activity in the last 3 months

! = 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		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<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.	01/02/20	Brian Foster	12/20/2020
<i>Actions</i>					

Notes:

Implementation:		01/02/2020		
Evidence	1/2/2020			
Experience	1/2/2020			
Sustainability	1/2/2020			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<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		
<i>How it will look when fully met:</i>		<p>Each grade level will plan regularly even during non-published meeting times. The added time will help to improve the quality of lesson planning.</p> <p>*In addition to this we have also added "Subject Alike" planning times to our PM meeting schedules to allow more planning and cross-curricular opportunities.</p> <p>https://docs.google.com/document/d/11WfBWnzEbj94Lr5zUI8ieAOWA kHmRvZOflf8imqGsMo/edit</p>		Brian Foster	05/14/2021
Actions			0 of 1 (0%)		
	9/4/19	Check lesson plans for all staff by checking Canvas content regularly and providing feedback to Staff through Virtual walk through document.		Brian Foster	12/20/2020
<i>Notes:</i>		<p>*Need to continue to do a better job of giving sustained feedback to Teachers/Staff regarding Instructional lesson plans.</p> <p>*With emphasis on Canvas content--planned feedback will run through our Virtual feedback document.</p>			

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. (continue to work on MTSS tier standards)	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	01/11/2021
Actions			0 of 2 (0%)		
	9/12/20	MTSS focus adjusted to support Tier 1 strategies		Magdalena Steytler	10/10/2020
	<i>Notes:</i> *MTSS is temporarily shifted to Tier 1 focus due to hybrid plan and the need to improve virtual engagement.				
	4/3/19	Monitor data folders and check data folders for Tier 2 students in intervention (see other objective)		Magdalena Steytler	01/23/2021
	<i>Notes:</i> *See other objective for data collection; *Holding mid-year data day Jan 2021--to reestablish appropriate tier structure. The hope is that we will have more students in the building by then to provide Tier 2 interventions.				

	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).	05/10/18	Corinne Wisecup (Counselor)	05/22/2021	<i>Actions</i>				
					<i>Notes:</i>				
<i>Implementation:</i>		05/10/2018			<i>Evidence</i>	5/10/2018			
<i>Experience</i>		5/10/2018			<i>Sustainability</i>	5/10/2018			

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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		SIP goals accomplished and a draft plan is set and in place for Leadership for 19-20.	08/28/19	Brian Foster	12/20/2020
Actions					
<i>Notes:</i>					
<i>Implementation:</i>			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. *Continuing in 2020-2021.	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	12/20/2020
Actions		0 of 4 (0%)			
9/16/20	Plan BT/Mentor meetings to discuss best practice strategies for new Teachers.			Brian Foster	10/21/2020

	Notes: BT/Mentor agendas PDP reviews Peer observation reviews Best practice shareouts			
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).		Brian Foster	12/10/2020
	Notes: Emphasis will be to improve virtual engagement through use of ongoing analysis of SIP action steps and SIP data.			
1/2/20	Review lesson plans regularly in Canvas--including expectations for all Staff. Place emphasis on virtual engagement.		Brian Foster	12/20/2020
	Notes: Continue to improve quality of instruction, including building level collaboration subject to subject. *This will be important to monitor given the need to increase "virtual engagement". Examples--monitoring canvas content and lesson plans imbedded in canvas. *Use Virtual CWT Feedback form. *Canvas--as a resource and tool.			
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).		Magdalena Steytler	01/05/2021
	Notes: *We will continue to monitor this goal due to the need to increase student "virtual engagement".			
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. (Continuing in 2020-2021--Hybrid plan creates split between in-person and virtual instruction).	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	05/21/2021
Actions			1 of 18 (6%)		
	9/5/19	Create intervention rosters for Math and Reading.		Brian Foster	09/28/2020
	<i>Notes:</i>	*See SIP action steps *Use Remote Learning Day to begin planning process for targeted interventions.			

9/12/20	All ELA and Math teachers will put lessons/activities in Canvas weekly as measured by looking at Canvas modules. *consistency in learning platform.	Complete 10/01/2020	Brian Foster	10/01/2020
	<i>Notes:</i> *Part of our SIP that helps increase virtual engagement due to the use of canvas.			
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.		Brian Foster	10/10/2020
	<i>Notes:</i> *Hybrid plan creates split groups and changes the dynamic in terms of timeline for interventions. Focus of initial intervention time: *I-ready practice, Virtual work completion			
9/17/18	Create intervention groups after initial Fall Data Day.		Magdalena Steytler	10/21/2020
	<i>Notes:</i> Tier 2 Intervention Groups; Rti process			
9/5/19	Initiate and hold Fall Data Day within PLC to analyze data from i-Ready diagnostic (reading and math).		Magdalena Steytler	10/21/2020
	<i>Notes:</i> *Use part of Remote Learning Day on 9/28--to review data and student intervention needs.			
9/16/20	Each class focused on one daily deliverable to track engagement (may not be a graded assignment, but something to see if students are being in Canvas).		Brian Foster	10/21/2020
	<i>Notes:</i>			
9/16/20	Utilize Attendance Spreadsheet (tracking assignment % in canvas to help measure virtual attendance) --> Tracking student engagement each day per class.		Brian Foster	10/21/2020
	<i>Notes:</i> *With assistance from Patty Crees (Data Manager).			
9/16/20	100% of staff will reach out and notify parents when a student receives multiple zeros in the gradebook.		Corinne Wisecup (Counselor)	12/10/2020
	<i>Notes:</i> Monthly monitoring with mid-year review of progress. Grades and student at-risk are tracked in grade level canvas page monitored by AP with support of Counselors (initially--Lesa Sipperly).			
9/16/20	All students (Teacher/Staff monitor) will work independently on Math content activities 5 times/week in Canvas. Work completion will be checked by math teachers looking at the Canvas gradebook/activity daily.		Brian Foster	12/10/2020
	<i>Notes:</i> Weekly recurrence with periodic checks during the year. Canvas completion (for all subjects) will also help our attendance %.			
9/16/20	Zoom meetings and office hours held weekly or as needed by math teachers to help students. Will be tracked by Zoom mtg times, email communication, and Canvas announcements.		Magdalena Steytler	12/10/2020

	<i>Notes:</i> Monitor weekly and through Goal team and Leadership team discussions.			
9/16/20	Provide additional opportunities for virtual students to engage the regular classroom (ie. ELA class read alongs, Virtual cooperative groups with breakout rooms).		Kim Busch (ELA Teacher)	12/10/2020
	<i>Notes:</i> *See ELA/Literacy team notes			
9/16/20	Hold a Canvas information night https://www.youtube.com/watch?v=t-5sWZODhY8&feature=youtu.be https://s3.amazonaws.com/tr-learncanvas/docs/Mobile_PairingCodePDF.pdf The video linked shows parents how to become a parent observer. Post to social media post and front and center on the website. Also send in connect-ed/mass notification.		Magdalena Steytler	12/10/2020
	<i>Notes:</i>			
9/13/17	Math teachers and ELA teachers will create appropriate instructional groups for Intervention time.		Magdalena Steytler	12/20/2020
	<i>Notes:</i>			
9/13/17	Organize and monitor use of student DEP's.		Magdalena Steytler	12/20/2020
	<i>Notes:</i> Meeting monthly with AIG students			
9/5/19	Utilize Open Up Math Program with fidelity (6-8).		Magdalena Steytler	12/20/2020
	<i>Notes:</i> See SIP action steps			
9/5/19	Review intervention rosters for Math and Reading.		Brian Foster	01/23/2021
	<i>Notes:</i> *Mid-year check as part of LMS Rti process; see SIP action steps			
9/13/17	Meet with students to develop DEP goals and check in with them quarterly.		Magdalena Steytler	02/16/2021
	<i>Notes:</i>			
12/6/17	Math and ELA teachers will use RTI data spreadsheet to track and monitor growth.		Lisa Beckham	05/01/2021
	<i>Notes:</i> *This will become an integral part of PLC's.			
Implementation:		05/10/2018		
Evidence	5/10/2018			
Experience	5/10/2018			

<i>Sustainability</i>		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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		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	05/15/2021
<i>Actions</i>					
<i>Notes:</i>					