

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.

[STEM Pledge](#)

Vision:

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

Goals:

Target Goal: 75% K-3 students to show proficiency on K-3 assessments and 75% of 3-5 students to show proficiency on EOG state testing by May 2022.

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 2023.

K-5 Students will reduce the numbers of office referrals by 10% by May 2022.

K-5 Students will reduce the numbers of office referrals by 15% by May 2023.

Student subgroups will show a 5% increase in K-3 assessments and 3-5 EOG proficiency scores by May 2022.

Student subgroups will show a 10% increase in K-3 assessments and 3-5 EOG proficiency scores by May 2023.



! = 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
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		Chris Grace	05/21/2023

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.				
Actions		154 of 166 (93%)		
9/15/21	Train new staff members with staff PD	Complete 09/13/2021	Debra Sahley	09/13/2021
<i>Notes:</i>				
9/15/21	Review and update Core Plans Academic and Behavior based on data		Grade Level Chairs	09/29/2021
<i>Notes:</i>				
9/15/21	Based on BOY diagnostics, identify potential at risk students		Schaab	10/01/2021
<i>Notes:</i>				
9/15/21	Based on BOY diagnostics, begin Tier 2 and Tier 3 instructions		Bethany Schermerhorn	10/01/2021
<i>Notes:</i>				
9/15/21	Read the STEM Pledge every		Chris Grace	10/01/2021
<i>Notes:</i>				
9/15/21	Define steps to teachers for MTSS PS Team Meeting.		Heather Coughlin	10/01/2021
<i>Notes:</i>				
9/15/21	Define Parent popular questions for EC referrals.		Debra Sahley	10/01/2021
<i>Notes:</i>				
9/15/21	Teacher PD on reading data to share with parents on processes.		Graner	11/01/2021
<i>Notes:</i>				
9/15/21	Review and Update Intervention Strategies for Tier Students		Mitcham	11/01/2021
<i>Notes:</i>				
10/22/20	Continue Partnership with other schools.		Maguire	01/31/2022

<i>Notes:</i>							
5/12/21	Tier 3 problem solving meeting reviewing student data				Debra Sahley	05/30/2022	
<i>Notes:</i>							
9/15/21	Unpacking Math, Reading, Science, Social Studies standards in PLC and planning				Debra Sahley	06/08/2022	
<i>Notes:</i>							
9/15/21	Create Pacing Guides for each quarter				Bethany Schermerhorn	06/08/2022	
<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 implemented Responsive Classroom for 2 years working with school community and building relationships with students. We need to now move toward the mental health of our staff and students. To begin drilling down from the community to the individual. Student behaviors seem to become more and more complex. They are coming to us with more issues and concerns and we would like to help them through that.			Limited Development 09/15/2021		
How it will look when fully met:		We will see a positive classroom environment continue. We will also see students engaged in self regulatory behaviors.				Lois Parris	06/10/2023
Actions					0 of 4 (0%)		
9/15/21	Staff will attend Responsive Classroom Refresher Training					Classroom Teachers	09/27/2021
<i>Notes:</i>							
9/15/21	Survey Teachers regarding current level of comfort with Responsive Classroom practices.					Lois Parris	10/12/2021
<i>Notes:</i>							
9/15/21	Pop-up PD for 2nd Step During ERD					Teachers who had the training last year.	10/31/2021
<i>Notes:</i>							
9/15/21	Analyze Survey Data					Lois Parris	11/09/2021
<i>Notes:</i>							

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
Initial Assessment:	Our implementation is very passive. We offer after school clubs regularly, but is volunteer base. We have a daycare (Primetime) for students to attend on a pay basis. Currently have 39 students on a waitlist for lack of staff. Teachers will sometimes tutor students after school for help, but is not an equal distribution among the grade levels.		Limited Development 09/15/2021		
How it will look when fully met:	Would like to see a more inclusive and distributed offering of after school activities. Would also like to see the after school programs tied into curriculum and STEM, as we are an official STEM school. Would like Primetime and other faith based after school programs incorporate as well. WOULD like to see teachers offer extended learning time to students on an equal and regular basis. Would like to see an extension of our SEL program into the afterschool programs as well.			Carolyn Beaver	06/10/2023
Actions			0 of 4 (0%)		
	9/15/21	Sahley to PD Primetime director on STEM		Debra Sahley	09/13/2021
	<i>Notes:</i>				
	9/15/21	Ross to share PROBS extensions(K-3)		Ross	10/12/2021
	<i>Notes:</i>				
	9/15/21	Friday Club by grade level-2nd/4th Friday of the month-grade level choose activities and time.		Carolyn Beaver	10/12/2021
	<i>Notes:</i>				
	9/15/21	Elliott to PD Primetime in Responsive Classroom		Allison Elliott	11/01/2021
	<i>Notes:</i>				
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:	We currently perform many of these expectations between the principal, assistant principal, instructional facilitator, and counselor. We visit classroom multiple times a day, but the majority of it is for targeted coaching, or to say good morning to students. There needs to still be some time to just visit and see what is happening in the classroom. We are also seeing the beginnings of implementation in our SEL curriculum.		Limited Development 09/13/2021		
How it will look when fully met:	Our team (Prin, AP, IF, Couns) will intentionally visit classrooms to observe and participate with students during instructional times. Both academic and SEL curriculums. Feedback would be given			Chris Grace	06/08/2022

	regularly on areas to improve and to reinforce strong strategies already occurring.			
Actions		0 of 6 (0%)		
9/13/21	Schedule 60-90 minutes each day to observe classrooms.		Chris Grace	10/12/2021
	<i>Notes:</i>			
9/13/21	Visit and observe SEL curriculum (Second Step) during morning meeting.		Allison Elliott	11/01/2021
	<i>Notes:</i>			
9/13/21	Visit with PLC each week to gain insight into planning and curriculum unpacking.		Debra Sahley	12/23/2021
	<i>Notes:</i>			
9/13/21	Feedback given during curriculum unpacking to teams.		Debra Sahley	12/23/2021
	<i>Notes:</i>			
9/13/21	Feedback given to teachers directly during/after visit. Does it align with the week PLC discussion?		Chris Grace	12/23/2021
	<i>Notes:</i>			
9/13/21	Collect data on higher order levels of Blooms taxonomy during questioning sessions.		Chris Grace	12/23/2021
	<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 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			Chris Grace	06/04/2021

integrate best practices into their classrooms to target the specific subgroups.

		48 of 53 (91%)		
9/15/21	Provide RC refresher PD for staff by A.Elliott	Complete 08/21/2021	Allison Elliott	08/21/2021
<i>Notes:</i>				
9/15/21	RC staff PD from Company Provided.		Debra Sahley	09/27/2021
<i>Notes:</i>				
9/15/21	Get Sub Group Names from Mindy		All Teachers.	10/12/2021
<i>Notes:</i>				
9/15/21	Sub Group spreadsheet filled		All teachers	10/12/2021
<i>Notes:</i>				
9/15/21	Bridges Math incorporated for CORE math instruction in 1st and 4th grades.		Chris Grace	12/23/2021
<i>Notes:</i>				
9/15/21	Tracking sub groups in spreadsheet		All teachers	06/08/2022
<i>Notes:</i>				