

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: By June 2025, the percentage of students proficient in the ELA, math and science diagnostic tool, EOG's and/or NC Check-ins will meet or exceed 90% proficient. Short Term Goal: By June 2023, the percentage of students proficient in the ELA, math and science diagnostic tool, EOG's and/or NC Check-ins will meet or exceed 85% proficient.

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: By June 2024, major office discipline referrals will decrease by 30 (currently ended at 199 from 2021-2022 school year). Short Term Goal: By June 2023, major office discipline referrals will decrease by 15 (currently ended at 199 from 2021-2022 school year).

School Indicator: GOAL: D2.05 -The environment of the school and climate is safe, welcoming and conducive to learning. Long Term Goal: By June 2026, we want to increase our facilities and resources area (on the teachers working conditions survey) from 85% to 95%. Short Term Goal: By June 2024, we want to increase our facilities and resources area (on the teachers working conditions survey) from 79% to 85%.



! = 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			
<i>How it will look when fully met:</i>		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. Studv.		Molly Ford	06/09/2023	

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 RtI 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.

Actions		223 of 241 (93%)		
9/12/22	ERPD - LETRS K-5 Unit 3 (ISS cohort 2 - Unit 1 pt. 1); PK (Early Childhood) Day 2 Pt 1		Molly Ford	09/14/2022
<i>Notes:</i>				
9/12/22	3rd Grade BOG		Tammy Boone	09/15/2022
<i>Notes:</i>				
9/12/22	Collaboratively develop PLC common assessment #1		Tammy Boone	09/16/2022
<i>Notes:</i>				
9/12/22	Administer DIBELS 8 assessment (K-3 Statewide Reading assessment) to all K-3 students		Tammy Boone	09/28/2022
<i>Notes:</i>				
9/12/22	Administer BOY iReady Reading and Math Diagnostic assessment – (K-5 Math & 4-5 Reading)		Bethany Orr	09/28/2022
<i>Notes:</i>				
9/12/22	Send home student Progress Reports		Tammy Boone	09/28/2022
<i>Notes:</i>				
9/12/22	Initial DEP Meeting and Paperwork Due for AIG Identified Students		Molly Ford	09/30/2022
<i>Notes:</i>				
9/12/22	Compare EOY data from last year to BOY this year.		Molly Ford	09/30/2022
<i>Notes:</i>				
9/12/22	Create and implement intervention plans for math and reading.		Bethany Orr	09/30/2022
<i>Notes:</i>				

9/12/22	Data Day in PLC's		Molly Ford	10/08/2022		
	<i>Notes:</i>					
9/12/22	Read to Achieve fall admin. for 4th grade transition students		Ali Kreutzjans	10/27/2022		
	<i>Notes:</i>					
9/12/22	Update DEPs		Bethany Orr	11/01/2022		
	<i>Notes:</i>					
9/12/22	Interim I NC Check-In assessment - 3rd,4th, & 5th grade math and ELA,(online)		Nichole Tilley	11/04/2022		
	<i>Notes:</i>					
9/12/22	Send home student Report Cards for Q1		Tammy Boone	11/08/2022		
	<i>Notes:</i>					
9/12/22	Collaboratively develop PLC common assessment #2		Tammy Boone	11/22/2022		
	<i>Notes:</i>					
9/12/22	1st DEP Update and Goal Check-In Due for all AIG Identified Students		Bethany Orr	12/01/2022		
	<i>Notes:</i>					
9/12/22	Send home student Progress Reports		Tammy Boone	12/06/2022		
	<i>Notes:</i>					
9/12/22	ERPD - LETRS K-5 Unit 4 (ISS cohort 2 - Unit 2 pt. 1); PK (Early Childhood) Day 2 Pt. 2		Molly Ford	12/07/2022		
	<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 a counseling program. On year 3 of utilizing Second Step program K-5 and looking at utilizing other methods (Restorative Justice) to meet the needs of our children. 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.		Paige Fox	06/09/2023
Actions		72 of 77 (94%)		
9/19/22	Create a check sheet for teachers to sign as they complete weekly Second Step lessons.	Complete 09/01/2022	Paige Fox	09/01/2022
<i>Notes:</i>				
9/12/22	Identify concerns of behaviors		Tammy Boone	10/01/2022
<i>Notes:</i>				
9/12/22	Calling students by their name.		Paige Fox	12/02/2022
<i>Notes:</i>				
9/12/22	Document data		Paige Fox	06/09/2023
<i>Notes:</i>				
9/12/22	Continuing with morning meeting and keeping students comfortable and safe.		Bethany Orr	06/09/2023
<i>Notes:</i>				
9/12/22	Incorporate second step once a week.		Amanda Hess	06/09/2023
<i>Notes:</i>				

Core Function:	Dimension D - Planning and Operational Effectiveness				
Effective Practice:	Facilities and technology				
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>In looking at the 2022 TWCS, staff conducted a detailed analysis in which facilities and resources was identified as a key area to focus on.</p> <p>Currently developing steps within our goal team to improve our school environment to improve our rating on the 2024 TWCS.</p>	Limited Development 09/12/2022		
How it will look when fully met:	By June 2024 this goal will be fully met by growing from 79% (2022 TWCS) on facilities and resources to 85% or higher on the TWCS.		Erin Vallerio	06/14/2024
Actions		0 of 8 (0%)		
9/12/22	Dismissal-silent and backpacks on		Erin Vallerio	09/09/2022
<i>Notes:</i>				
9/12/22	Curriculum Nights K-5		Nichole Tilley	09/20/2022
<i>Notes:</i>				
9/12/22	Family Night		Erin Vallerio	09/29/2022
<i>Notes:</i>				
9/12/22	Dolphin Dash		Nichole Tilley	10/13/2022
<i>Notes:</i>				
9/12/22	Science Fair		Bethany Orr	10/20/2022
<i>Notes:</i>				
9/12/22	Multicultural Night		Nichole Tilley	10/20/2022
<i>Notes:</i>				
9/12/22	Holiday House		Erin Vallerio	12/09/2022
<i>Notes:</i>				
9/12/22	Volunteers in the classroom		Erin Vallerio	06/09/2023