

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 Math target goal is to have all students achieve at least 59% proficiency score on the Math EOG (or 10% growth); for the 23-24 year with a focus on improved growth as measured by I-ready (50% of students on or above grade level on I-ready Math assessments), Check-in assessments, and the EOG summative. Last years summative data: 6th Math=57.1%, 7th Math=53.9%, 8th Math/Math1=37.7%

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 70% (on grade level) for I-ready. *2 year goal*

Our Reading strategic goal is that all students will achieve 13% proficiency growth (move overall composite in Reading from 52% to 65% proficiency in Reading/Literacy). *2 year goal*

Our Reading target goal for 23-24 is that all students will achieve a score of 53% on grade level (Tier 1) and reduce the red percentage by *8% of students (Tier 3) in I-ready; increase our overall Reading EOG proficiency to atleast 53% with a focus on growth % of our subgroups. *Grade level Reading goals: 6th grade=55% (was 50% last year) 7th grade=46% (was 41% last year) 8th grade=57% (was 52% last year).

Draft 23-24 Goal: Increase outreach to chronically absent students by staff measured by reduction of overall absenteeism.

Draft 23-24 Goal: Increase use of Office vs. Classroom management disicpline flow chart measured by reduction in ODRs from 22/23 school year.



! = 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

Initial Assessment:	<p>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.</p> <p>100% buy-in required by all staff in order to implement an effective plan that students can follow from class-to-class without confusion on what is expected of them while they are at Lakeshore Middle.</p> <p>*We will continue to work on consistently improving classroom management with a building level focus (reviewing classroom managed vs office managed behaviors and improving these processes. Part of the improvement includes a review of the LMS classroom vs. office managed behaviors document.</p>	Limited Development 08/28/2017		
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	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	<p>*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.</p>		Objective Met 06/27/23	Brian Foster	12/20/2022
Actions					
	9/21/22	Implementation of social contracts in lieu of classroom norms.	Complete 02/01/2023	Brian Foster	09/22/2022
	<i>Notes:</i>	*We will hold class meetings and gather classroom discipline data to monitor effectiveness of classroom social contracts.			
	2/13/23	Review Social Contracts along with Class norms. (all HR classes)	Complete 04/03/2023	Brian Foster	03/03/2023
	<i>Notes:</i>				
Implementation:			06/27/2023		
Evidence	1/2/2020				
Experience	1/2/2020				

Sustainability	1/2/2020			
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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
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<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.</p> <p>*This goal will continue as we want to continue to improve on the quality of PLC's in regards to lesson planning.</p> <p>*We would like to also do followups to ERD content to further help our staff improve content teaching.</p>	Limited Development 05/22/2017		
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	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
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<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>We also want our PLC's to have time set aside to discuss and tweak school wide intervention time.</p>		Brian Foster	12/10/2022
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Actions			3 of 7 (43%)		
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9/20/22	Set aside certain Wednesday afternoons (ie. 9/21) for Common subject planning time.	Complete 12/20/2022	Brian Foster	09/30/2022
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Notes: *See meeting calendar.

9/20/22	Schedule PD focused meetings for BT status teachers.	Complete 02/08/2023	Kim Busch (ELA Teacher)	10/01/2022
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Notes: Schedule PD meetings for BT teachers to help troubleshoot concerns and PD needs of beginning LMS staff.

2/13/23	BT status meeting followup scheduled for March 1. Brainstorm ways to better support BT status teachers (ie. scheduling peer observations) prior to Spring Break.	Complete 04/28/2023	Brian Foster	03/01/2023
<i>Notes:</i> Make PD focus for BT's monthly.				
9/7/23	Schedule BT meetings monthly with focus on PDP content from 4 main areas (Classroom Management, Data Analysis, Project Based Learning, Differentiation)		Brian Foster	09/21/2023
<i>Notes:</i>				
9/13/23	Create grade level area academic core plans for Math and Literacy.		Sara Tucker	09/30/2023
<i>Notes:</i> *Review Core plans monthly as a leadership team. The key will be to included fidelity measures for each goal.				
9/20/22	Start Laker time interventions (Interventions will focus on literacy and Math--see Core plans). https://docs.google.com/spreadsheets/d/1iGaj61hFoRW8mrFQClKBqiuLg136huPI0o8v30ClI04/edit#gid=0		Brian Foster	09/30/2023
<i>Notes:</i> *Check progress monthly.				
9/13/23	To check for fidelity of implementation, the LMS leadership team will use a targeted CWT form to look at effectiveness of interventions weekly (are they happening, what skills are they working on, does it align with core plans).		Brian Foster	10/01/2023
<i>Notes:</i>				
Implementation:		06/27/2023		
Evidence	2/13/2023			
Experience	2/13/2023			
Sustainability	2/13/2023			

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>			*For 2023-2024 we are reinstating school wide intervention or "Laker Time" to help address MTSS with Tier 2 interventions for academics (Reading and Math) as well as behavior. *We will check interventions using LMS walk-through data every 45 days.	Limited Development 05/22/2017		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<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	11/10/2022
Actions				5 of 9 (56%)		
	9/20/22	Complete beginning of year I-Ready diagnostics in Reading and Math and use data to help formulate intervention groups.		Complete 11/01/2022	Sara Tucker	09/28/2022
		<i>Notes:</i> *Once a year--to form initial groups *Share data with teachers *Followup with use of I-Ready to measure fidelity of use and growth of students in reading and math.				
	9/12/20	MTSS focus adjusted to address both Tier 1 strategies as well as interventions for Tier 2 as part of Laker Time.		Complete 11/21/2022	Brian Foster	10/10/2022

	<i>Notes:</i> *MTSS is shifting back to instructional focus with Tier 1 and Tier 2 strategies as well as more frequent use of Rti stored.			
9/20/22	Implement academic interventions during Laker time to focus on Reading and Math gaps (Tier 2).	Complete 11/02/2022	Sara Tucker	10/15/2022
	<i>Notes:</i> *Use initial iReady data to build intervention groups. *Plan Laker time interventions as part of PLC meetings.			
2/28/23	Conduct training for the academic intervention program--IXL--on Tuesday February 28th.	Complete 05/05/2023	Sara Tucker	02/28/2023
	<i>Notes:</i> *We are implementing use of IXL as an additional resource for us to use in interventions.			
9/20/22	Implement attendance checks by reminding staff to reach out to families when students are absent 3 days.	Complete 06/01/2023	Sara Tucker	03/01/2023
	<i>Notes:</i> *See attendance goal (revisiting this in 2/22--ERD content) *Attendance MIP goal			
9/11/23	Implement school wide intervention during Laker Time.		Brian Foster	09/19/2023
	<i>Notes:</i>			
9/13/23	Review Core plans in leveled PLC meetings (what supports do teachers need etc.).		Sara Tucker	09/19/2023
	<i>Notes:</i>			
9/15/23	Use the Frayer model for words encountered in classroom reading (6th grade Literacy Core plan step).		Sandy Freitas	10/30/2023
	<i>Notes:</i> See LMS Academic Core Plan			
9/15/23	Utilize Interactive Word Wall with Activities in CommonLit (7th grade Core plan action step).		Raeane McCulloh	10/30/2023
	<i>Notes:</i> See LMS Academic Core plans			
Implementation:		09/11/2023		
Evidence	6/27/2023 6/27/2023--fully implemented for now.			
Experience	6/27/2023 6/27/2023--This is ongoing based on tier process and students ever changing needs.			
Sustainability	6/27/2023 6/27/2023--we anticipate adding action steps to this objective for 23-24 SIP.			

!	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>			<p>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.</p> <p>In 2022-23, Building wide implementation of second step for SEL. In the process of hiring a new SAP coordinator. MTSS discussions need to be revisited due to increase in student behavior issues. Digital citizenship through Neptune navigate.</p> <p>*In 23-24 we will adopt and use Capturing Kids Hearts. *Daniel Privette was the Teacher rep on our leadership team during the SEL Demo day in June. (in process of changing--will continue Second Step for 23-24 as directed). --We will be using Second Step per decisions made this summer by the district.</p>	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).		Brian Foster	05/22/2021
Actions				0 of 5 (0%)		
	9/11/23	Setup Advisory time for daily SEL content during 2nd period (year long)--9:23-9:48.			Brian Foster	08/14/2023
		<i>Notes:</i> See advisory schedule and content. We are using a student advisory booklet and scripted lessons.				
	9/11/23	Review Classroom managed vs. Office managed behavior matrix with Staff (this can affect attendance).			Sara Tucker	08/14/2023
		<i>Notes:</i>				

9/11/23	Setup Attendance Core plans. (Use data based core plans to have a more organized setup for attendance monitoring.)		Sara Tucker	09/12/2023	
<i>Notes:</i>					
9/11/23	Review high-risk attendance students at weekly PLC's		Brian Foster	09/14/2023	
<i>Notes:</i> We will review these atleast monthly--but in some cases bi-weekly.					
9/11/23	Setup home visits related to attendance. **These visits can also be related to social emotional and/or at-risk. (Our Counselors monitor these but are not listed as members of SIT that is why they aren't assigned to in indistart)--this is a step that is assigned to Wisecup or Brinskelle		Brian Foster	09/19/2023	
<i>Notes:</i> This is really as needed and depending on the needs of the students.					
Implementation:		05/10/2018			
Evidence	5/10/2018				
Experience	5/10/2018				
Sustainability	5/10/2018				
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Make suggestions concerning placement on RTI spreadsheets yearly. We do not have enough funds and enough times to meet with other grade levels (6, 7, & 8)	Limited Development 06/12/2023		
How it will look when fully met:					
Actions					
<i>Notes:</i>					

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 2022-2023 LMS Leadership will re-instate: team leaders meetings once a month for 30-45 minutes (made up of grade level reps, wheel, media, principal, and asst. principal). SIT will continue to meet 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, guidance and Media/Tech) meet weekly. IN addition we have added Office Support Staff meetings to help with strategic planning of our goals.	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 and beginning draft action steps are in place and will be tweaked monthly in Goal Team meetings.	Objective Met 06/27/23	Brian Foster	12/20/2022
Actions					
	9/20/22	LMS Leadership will communicate Leadership, Team Leaders, SIT, Goal Teams, and Office Support strategic planning meetings to help guide us in our goal focuses for the year.	Complete 10/05/2022	Brian Foster	09/30/2022
	<i>Notes:</i> *Meetings are calendared *First meetings are occurring *Team leaders are now relaying information to grade levels to help keep lines of communication open and to help establish true school based leadership that is shared and strategic.				
Implementation:			06/27/2023		
	Evidence	9/23/2021 ERD agenda			
	Experience	9/23/2021 We are just beginning to fully use rti stored. Staff members are at different levels of understanding. All of them completed profiles in 9/22 PD meeting--and for the most part see the value in the instrument.			

Sustainability	9/23/2021 Using Rti stored on a regular basis, reviewing the steps completed at this point, allowing teachers to work in small groups to use program, supporting them.			
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Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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	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
Initial Assessment:			In 2022-23, leadership team and SIT exists and meets regularly. Instructional teams exist and meet weekly. The Processes are in place and we meet regularly.	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>		Objective Met 02/13/23	Brian Foster	11/30/2022
Actions					
	9/16/20	Plan BT/Mentor meetings to discuss best practice strategies for new Teachers.	Complete 02/01/2023	Sara Tucker	10/21/2022
	<p>Notes: BT/Mentor agendas PDP reviews Peer observation reviews Best practice shareouts</p>				

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 12/01/2022	Sara Tucker	11/20/2022
<i>Notes:</i> *We will continue to plan and hold strategic PLC meetings with purpose to help improve instructional delivery and best practice.				
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 02/01/2023	Brian Foster	12/10/2022
<i>Notes:</i> Emphasis will be to improve virtual engagement through use of ongoing analysis of SIP action steps and SIP data.				
Implementation:		02/13/2023		
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

Initial Assessment:	<p>We currently offer 60 minute core academic class blocks. For 22-23--we have added a 45 minute intervention time (Laker Time) into our schedule to happen between 2nd and 3rd block.</p> <p>For 23-24 we are looking at continuing 60 minute core academic blocks, having a 30 minute intervention (Laker) time, and a 25 minute Advisory time for SEL needs.</p>	Limited Development 09/06/2017			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>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.</p>			Brian Foster	12/21/2022
Actions		7 of 9 (78%)			
9/5/19	Review intervention rosters for Math and Reading.	Complete 10/05/2022		Brian Foster	09/29/2022

	<i>Notes:</i> *Continue to use Rti/Data spreadsheet to track students who need intervention support.			
9/5/19	Create intervention rosters for Math and Reading.	Complete 02/01/2023	Sara Tucker	10/01/2022
	<i>Notes:</i> *See SIP action steps			
9/21/22	Begin Laker Time interventions for Math and Reading (occur weekly).	Complete 10/28/2022	Brian Foster	10/03/2022
	<i>Notes:</i> Will use LMS walk through instrument to check for fidelity and use.			
9/23/21	Utilize I-ready lessons to help students improve in reading during Laker time intervention lessons.	Complete 12/09/2022	Brian Foster	12/10/2022
	<i>Notes:</i> *New strategy *This goal will be ongoing and checked with local walk through instrument			
9/5/19	Utilize Open Up Math Program with fidelity (6-8).	Complete 02/01/2023	Teresa Sutton	12/20/2022
	<i>Notes:</i> See SIP action steps			
2/13/23	Implement new intervention groups for Laker Time based on mid-year data checks and work from mid-year LMS Data Day (intervention in both reading and math).	Complete 02/28/2023	Brian Foster	02/25/2023
	<i>Notes:</i> *Teachers used our Data Day process to build differentiated groups using mid-year i-ready diagnostic data. Followups with attendance and behavior data are scheduled for 2/22.			
2/28/23	Check on fidelity of intervention groups using local CWT form during the intervention/Laker time (Mon-Tues, Thur-Fri).	Complete 09/15/2023	Brian Foster	03/15/2023
	<i>Notes:</i> This is a necessary action step to make sure that student intervention groups are functioning. There are some students who may need to be moved to other groups etc..without observing the groups its hard to know.			
6/27/23	Setup new intervention groups for 23-24.		Sara Tucker	09/25/2023
	<i>Notes:</i> This is a continue toward the original goal--with the emphasis of getting intervention groups started earlier so that specific Tier 2 needs can be met and students get extra academic help earlier in the year.			
6/27/23	Decide on and implement a fidelity process to make sure intervention groups are happening properly.		Sara Tucker	09/25/2023
	<i>Notes:</i> Use local CWT instrument--and review as a leadership team bi-weekly.			
Implementation:		05/10/2018		

<i>Evidence</i>		5/10/2018			
<i>Experience</i>		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>		<p>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.</p> <p>For 2022-2023, Mr. Foster completed CWTs, was frequently seen in hallways, and observed all teachers as part of their evaluation. During PLCs, classroom instruction was talked about often.</p>	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>		<p>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.</p> <p>*We will be adding action steps to this one for 21-22 to monitor lesson planning, intervention content, and to help drive PLC planning focus.</p>		Brian Foster	05/15/2021
Actions					
<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
<i>Initial Assessment:</i>		<p>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.</p> <p>In 2022-23, we used data to group students for intervention and enrichment opportunities. The data used was from iReady diagnostic as well as teacher observations. During PLCs, we discuss RTI data and teachers update the spreadsheet often during the school year.</p>	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<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>		<p>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).</p> <p>In 2022-2023, it is difficult to retain and recruit new employees given the current environment of teacher salaries, benefits, and the state political climate. The LEA is using recruiting websites and all available resources for recruiting. The school district offers bonuses and supplements to newly hired employees in certain positions. With many new positions open entering the summer of 2022 - the LEA continues to lose employees in the middle of the school year and does have issues with retaining employees. There needs to be better rewards and incentives for staff who stay with both the school and the district.</p>	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>		<p>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.</p> <p>In 2022-2023, the principal communicates multiple times a week with families. Teachers contact parents, send progress reports/report cards, and meet face to face with families.</p>	Limited Development 05/22/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					