

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 Goals: By June 2026, the percentage of students proficient in grades 3rd-5th on the ELA EOG’s is 74% and meeting and/or exceeding growth as indicated on EVAAS. By June 2026, the percentage of students proficient in grades 3rd-5th on the math EOG’s will be 88% and meeting and/or exceeding growth as indicated on EVAAS. By June 2026, the percentage of students proficient in 5th grade on the Science EOG’s will be 88% and meeting and/or exceeding growth as indicated on EVAAS. Will also have at least 3 students represented from K-2 for science fair. Short Term Goals: By June 2025, the percentage of students proficient in grades 3rd-5th on the ELA is 71% and meeting and/or exceeding growth as indicated on EVAAS. By June 2025, the percentage of students proficient in grades 3rd-5th on the math EOG’s will be 85% and meeting and/or exceeding growth as indicated on EVAAS. By June 2025, the percentage of students proficient 5th grade on the Science EOG’s will be 85% and meeting and/or exceeding growth as indicated on EVAAS. Will also have at least 2 students represented from K-2 for science fair.

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 2026, major office discipline referrals will decrease by 30 (from 186 to 156 based on 2023-2024 school year). Short Term Goal: By June 2025, major office discipline referrals will decrease by 15 (from 186 to 171 from 2023-2024 school year).



! = Past Due Objectives KEY = Key Indicator

Core Function:		Domain 3: Instructional Transformation				
Effective Practice:		Practice 3A: Diagnose and respond to student learning needs				
	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
How it will look when fully met:		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, Study, 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			Molly Ford	05/30/2025

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		34 of 106 (32%)		
<i>Notes:</i>				
8/22/24	LETRS PD for Cohort 4	Complete 08/06/2024	Stephanie Buote and Melissa Johnson	08/06/2024
<i>Notes:</i>				
8/22/24	Reviewed AIG Clusters with cluster teacher and discussed next steps in utilizing resources to support	Complete 08/09/2024	Nichole Tilley	08/09/2024
<i>Notes:</i>				
8/22/24	Vertical Data conversations identifying students in different Tiers	Complete 08/09/2024	K/1, 2/3, 4/5, 1/2 and 3/4	08/09/2024
<i>Notes:</i>				
8/22/24	Review 2023-2024 EOY data- Math, ELA, Science and Behavior	Complete 08/09/2024	Nichole Tilley	08/09/2024
<i>Notes:</i>				
8/22/24	3rd grade BOG testing		Nichole Tilley	08/28/2024
<i>Notes:</i>				
8/22/24	BOY mClass testing		Molly Ford	09/09/2024
<i>Notes:</i>				
8/22/24	BOY iReady math and reading diagnostic testing		Molly Ford	09/11/2024
<i>Notes:</i>				
8/22/24	ERPD- LETRS Training		Molly Ford	09/11/2024
<i>Notes:</i>				
8/22/24	ERPD- school based PD on DOK, lesson planning and use of school-based resources to support the increase of rigor in instruction		Molly Ford	09/11/2024
<i>Notes:</i>				

8/22/24	Progress Reports		Stephanie Pennington	09/11/2024
	<i>Notes:</i>			
8/22/24	LNE Data Day for mClass and iReady BOY diagnostic testing		Natalia Valverde, Amanda Baer/Hess, Paige Hudson,	09/18/2024
	<i>Notes:</i>			
8/22/24	NC ELI Checkpoint		Darci Jordan/Brown and Ellen McAndrew, Natalia Val	09/20/2024
	<i>Notes:</i>			
8/22/24	AIG Meeting with parents of identified students- initial DEP Meeting and completion of paperwork		Paige Hudson	09/30/2024
	<i>Notes:</i>			
8/22/24	Complete BOY Tier 1 Core Plans for Math and ELA		Molly Ford	09/30/2024
	<i>Notes:</i>			
8/22/24	Create Tier 1 Core Plan for Behavior		Paige Fox	09/30/2024
	<i>Notes:</i>			
8/22/24	BOY Basic 5 observations- classroom management feedback- for every classroom		Paige Fox	10/01/2024
	<i>Notes:</i>			
8/22/24	ERPD- LETRS PD		Molly Ford	10/09/2024
	<i>Notes:</i>			
8/22/24	ERPD- school based PD on DOK, lesson planning and use of school-based resources to support the increase of rigor in instruction		Molly Ford	10/09/2024
	<i>Notes:</i>			
8/23/24	Multi-Cultural Night		Nichole Tilley	10/17/2024
	<i>Notes:</i>			
8/22/24	Report Cards		Stephanie Pennington	10/22/2024
	<i>Notes:</i>			
8/23/24	LNE Science Fair		Brie Cagle	10/25/2024
	<i>Notes:</i>			

8/22/24	Read to Achieve for 4th grade transition students		Jennifer Arledge	10/29/2024
	<i>Notes:</i>			
8/22/24	3rd, 4th and 5th grade Math, ELA and Science Check-in 1		Nichole Tilley	10/30/2024
	<i>Notes:</i>			
8/22/24	Progress Reports		Stephanie Pennington	11/18/2024
	<i>Notes:</i>			
8/22/24	AIG Learner Profiles due		Paige Hudson	11/19/2024
	<i>Notes:</i>			
8/22/24	NC ELI Checkpoint		Natalia Valverde, Darci Jordan/Brown, Ellen McAndr	11/22/2024
	<i>Notes:</i>			
8/22/24	AIG- DEP update and Goal Check-in due		Paige Hudson	12/01/2024
	<i>Notes:</i>			
8/22/24	ERPD- school based PD on DOK, lesson planning and use of school-based resources to support the increase of rigor in instruction		Molly Ford	12/04/2024
	<i>Notes:</i>			
8/22/24	ERPD- LETRS		Molly Ford	12/04/2024
	<i>Notes:</i>			
8/22/24	MOY iReady Reading and Math diagnostic K-5		Molly Ford	12/19/2024
	<i>Notes:</i>			
8/22/24	Report Cards		Stephanie Pennington	01/09/2025
	<i>Notes:</i>			
8/22/24	MOY mClass testing K-3		Molly Ford	01/15/2025
	<i>Notes:</i>			
8/22/24	LNE Data Day mClass and iReady		Molly Ford	01/22/2025
	<i>Notes:</i>			
8/22/24	3rd, 4th and 5th grade ELA, Math and Science Check-in 2		Nichole Tilley	01/24/2025
	<i>Notes:</i>			
8/22/24	LNE Data Day- Check-in data		Molly Ford	01/29/2025

	<i>Notes:</i>			
8/22/24	MOY Tier 1 Core Plans update- moving student names on data way		Molly Ford	01/31/2025
	<i>Notes:</i>			
8/22/24	Progress Reports		Stephanie Pennington	02/04/2025
	<i>Notes:</i>			
8/22/24	CogAt testing for 3rd grade		Kelly Shoffner	02/10/2025
	<i>Notes:</i>			
8/22/24	ERPD- LETRS Training		Molly Ford	02/19/2025
	<i>Notes:</i>			
8/22/24	ERPD- school based PD on DOK, lesson planning and use of school-based resources to support the increase of rigor in instruction		Molly Ford	02/19/2025
	<i>Notes:</i>			
8/23/24	LNE Math Expo		Bethany Orr	02/21/2025
	<i>Notes:</i>			
8/22/24	AIG- Update DEPS		Paige Hudson	03/01/2025
	<i>Notes:</i>			
8/22/24	CogAt testing for 4th and 5th grades		Kelly Shoffner	03/07/2025
	<i>Notes:</i>			
8/22/24	ACCESS testing for ELL		Kim Hanley	03/14/2025
	<i>Notes:</i>			
8/23/24	Spring Parent Conferences		Nichole Tilley	03/19/2025
	<i>Notes:</i>			
8/22/24	Report Cards		Stephanie Pennington	03/25/2025
	<i>Notes:</i>			
8/22/24	ERPD- LETRS training		Molly Ford	03/26/2025
	<i>Notes:</i>			
8/22/24	ERPD- school based PD on DOK, lesson planning and use of school-based resources to support the increase of rigor in instruction		Molly Ford	03/26/2025
	<i>Notes:</i>			
8/23/24	STEAM Night		Kayley Funk	03/27/2025

	<i>Notes:</i>			
8/22/24	Progress Reports		Stephanie Pennington	04/15/2025
	<i>Notes:</i>			
8/22/24	3rd, 4th and 5th grade ELA, math and Science Check-ins		Nichole Tilley	04/17/2025
	<i>Notes:</i>			
8/22/24	EOY iReady Math and Reading Diagnostic K-5		Molly Ford	04/29/2025
	<i>Notes:</i>			
8/22/24	ERPD-LETRS training		Molly Ford	04/30/2025
	<i>Notes:</i>			
8/22/24	ERPD- school based PD on DOK, lesson planning and use of school-based resources to support the increase of rigor in instruction		Molly Ford	04/30/2025
	<i>Notes:</i>			
8/22/24	AIG- DEP portfolios due		Paige Hudson	05/02/2025
	<i>Notes:</i>			
8/22/24	EOY mClass Diagnostic testing K-3		Molly Ford	05/09/2025
	<i>Notes:</i>			
8/22/24	3rd grade RtA assessment		Nichole Tilley	05/20/2025
	<i>Notes:</i>			
8/22/24	Report Cards		Stephanie Pennington	05/23/2025
	<i>Notes:</i>			
8/23/24	Enrichment opportunities provided to 3rd-5th (chorus, ukulele, chess, robotics, battle of the books, run/fit, etc.)		Nichole Tilley	05/23/2025
	<i>Notes:</i>			
8/23/24	Monthly support with Digital Learning Coach- teachers opting for additional PD to help support technology integration		Lauren Roberts	05/23/2025
	<i>Notes:</i>			
8/22/24	3rd, 4th and 5th grade ELA, math and science EOG testing		Nichole Tilley	05/23/2025
	<i>Notes:</i>			
8/22/24	Lesson Plan feedback		Nichole Tilley, Kelly Shoffner and Molly Ford	05/23/2025

	<i>Notes:</i>			
8/22/24	CWTs with feedback		Kelly Shoffner, Nichole Tilley and Molly Ford	05/23/2025
	<i>Notes:</i>			
8/22/24	CWT Weekly analysis during Leadership		Nichole Tilley	05/23/2025
	<i>Notes:</i>			
8/22/24	Science PD with Debra Lester		Brie Cagle	05/23/2025
	<i>Notes:</i>			
8/22/24	Behavior Data analysis- utilizing Educator's Handbook		Kelly Shoffner	05/23/2025
	<i>Notes:</i>			
8/22/24	Tier 3 progress monitoring		Molly Ford	05/23/2025
	<i>Notes:</i>			
8/22/24	Tier 2 progress monitoring		Molly Ford	05/23/2025
	<i>Notes:</i>			
8/22/24	EC/AIG Meetings- focusing on DEPs, IEPs and students in Tier 3 that could turn into referrals		Paige Hudson, Molly Ford, Katherine Barnard and Ka	05/23/2025
	<i>Notes:</i>			
8/22/24	MTSS Support Meetings- designed for students in Tier 2 and 3 to review progress monitoring and identify next steps		Molly Ford	05/23/2025
	<i>Notes:</i>			
8/22/24	Unpacking, lesson planning and DOK (questions and activities) during PLCs		Molly Ford	05/23/2025
	<i>Notes:</i>			
8/22/24	LNE EOY Data Day and vertical planning		Nichole Tilley	05/27/2025
	<i>Notes:</i>			
8/22/24	LETRS PD and training		Molly Ford	05/27/2025
	<i>Notes:</i>			
8/22/24	Wrap up Tier 1 Core Plans and move names on the data wall		Molly Ford	05/30/2025
	<i>Notes:</i>			
8/22/24	LNE Data Day- Check-in data		Molly Ford	10/10/2025

<i>Notes:</i>			
8/22/24	Fall Parent Conferences (face to face)- sharing mClass, iReady, BOG and Check-in data		Nichole Tilley 10/16/2025
<i>Notes:</i>			

Core Function:	Domain 4: Culture Shift
-----------------------	--------------------------------

Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
----------------------------	--

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>How it will look when fully met:</i>		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.		Paige Fox	06/01/2025

Actions		15 of 24 (62%)		
----------------	--	-----------------------	--	--

<i>Notes:</i>				
8/23/24	Classroom management plans- submitted through google form, establishing Tier 1 expectations	Complete 08/09/2024	Kelly Shoffner	08/09/2024
<i>Notes:</i>				
8/23/24	Behavior Data Analysis	Complete 08/09/2024	Nichole Tilley	08/09/2024
<i>Notes:</i>				
8/23/24	School-wide Tier 1 Expectations posted and laid out in every area	Complete 08/09/2024	Nichole Tilley	08/09/2024
<i>Notes:</i>				
8/23/24	Basic 5 Observations with Feedback- Baseline		Paige Fox	10/01/2024
<i>Notes:</i>				
8/23/24	Monthly Character Trait focus- announced on morning announcements and teachers pick one child a month to recognize		Paige Fox	05/23/2025
<i>Notes:</i>				
8/23/24	Classroom lessons based on Educator's Handbook data and needs		Paige Fox	05/23/2025

<i>Notes:</i>			
8/23/24	Weekly Discipline analysis during leadership meetings	Nichole Tilley	05/23/2025
<i>Notes:</i>			
8/23/24	Morning Meeting clearly laid out on lesson plans and checked for fidelity in CWTs	Nichole Tilley	05/23/2025
<i>Notes:</i>			
8/23/24	Utilization of School-Based Therapist to support students with more intensive needs (recommended by Counselor- referred by school and/or home)	Paige Fox	05/23/2025
<i>Notes:</i>			
8/23/24	Daily reminders about Tier 1 expectations during morning announcements (tailored to data as well)	Nichole Tilley	05/23/2025
<i>Notes:</i>			
8/23/24	Monthly Behavior Check-ins with grade levels	Paige Fox	05/23/2025
<i>Notes:</i>			
8/23/24	Second Step lessons	Paige Fox	05/23/2025
<i>Notes:</i>			