

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:

4.01- Increase overall academic proficiency by 5% by May 2025 in Reading, Math, and 8th Grade Science.

4.09- Increase our overall student attendance percentage from 93% to 95% with a focus on weekly attendance tracking.

1.07- Reduce ODR's in students who are repeat offenders (466 ODR's from 23-24 were repeated--which represents 123 students) by only having 75 students who have repeated referrals.



! = 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
<i>Initial Assessment:</i>		<p>*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.</p> <p>*For 2024-2025 we will be using a CWT tool to check for interventions occurring as part of each teaching block.</p>	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	05/30/2025
<i>Actions</i>			3 of 17 (18%)		
	9/11/24	Identified 6th, 7th, and 8th grade students will be placed in ELA Learning Lab to receive an extra 70 minute block of ELA support in lieu of Social Studies	Complete 09/03/2024	Brian Foster	08/12/2024
		<i>Notes:</i> *Review rosters during the year and add students as needed based on enrollment.			
	9/5/24	Appoint staff to be trained in Aspire reading program	Complete 09/08/2024	Brian Foster	09/09/2024

	<i>Notes:</i> *Select Staff members names, then inform Mrs Cooper at the district level who we would like to send to Aspire training. *Think about implementation plan for program (ELA, SStudies-integration etc.) to use Aspire.			
9/20/22	Complete beginning of year I-Ready diagnostics in Reading and Math and use data to help formulate intervention groups.	Complete 09/05/2024	Sara Tucker	09/11/2024
	<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.			
8/19/24	Administer Lexia in ELA Resource and ELA Learning Lab classes-and monitor its use for fidelity.		Brian Foster	10/03/2024
	<i>Notes:</i>			
8/19/24	Administer IXL in both Reading and Math classes.		Jennifer McGeown	10/03/2024
	<i>Notes:</i> *We will use IXL in both Reading and Math to help supplement regular instruction. LMS Admin will be checking for its use and it will be a regular topic of data analysis in PLC.			
8/19/24	Implement word within the word strategy in all ELA classrooms.		Sandy Freitas	10/03/2024
	<i>Notes:</i> Tier 1 strategy			
8/28/24	PLC's analyze Lexia data at end of first quarter.		ELA Teachers	10/04/2024
	<i>Notes:</i>			
9/11/24	Math and Reading Teachers will create Tier 1 Core plans as a PLC		Brian Foster	10/30/2024
	<i>Notes:</i> *Support from Coaches is essential for this step.			
9/5/24	Review Lexia data for EC students to check for progress.		Sara Tucker	10/31/2024
	<i>Notes:</i>			
9/5/24	Provide interventions for the first 20 minutes of the block in both math and reading for Tier 2 and Tier 3 students		Sara Tucker	05/30/2025
	<i>Notes:</i> Grade levels will meet as an MTSS team monthly to determine students who are Tier 2/3 and which interventions are needed.			
9/11/24	A common Lesson plan template will be used weekly by all teachers		Sara Tucker	05/30/2025
	<i>Notes:</i> Providing time in PLC's to work on this new template.			
9/11/24	PLCs will meet with content coach weekly		Jennifer McGeown	05/30/2025

<i>Notes:</i>				
9/11/24	Grade level MTSS teams will meet once per month to discuss academic interventions and to update RtI Stored		Sara Tucker	05/30/2025
<i>Notes:</i>				
9/11/24	ELA Learning Lab teachers and EC teachers will use Lexia to pull small groups and provide individual instruction		Brian Foster	05/30/2025
<i>Notes:</i> *Use CWT tool to check for use				
9/11/24	All core teachers will administer NC Check In Assessments		Sara Tucker	05/30/2025
<i>Notes:</i>				
9/11/24	Teachers will participate in a data day after NC Check-Ins to analyze class data and individual student data to drive instruction, remediation and intervention		Sandy Freitas	05/30/2025
<i>Notes:</i>				
9/11/24	Social Studies and ELA teachers will complete ASPIRE training/Lexia (this step helps address TSI subgroup goal)		Brian Foster	05/30/2025
<i>Notes:</i>				
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.			

Core Function: Domain 3: Instructional Transformation

Effective Practice: Practice 3B: Provide rigorous evidence-based instruction

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
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<p>Initial Assessment:</p>	<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>	<p>Limited Development 08/28/2017</p>		
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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>			Brian Foster	05/30/2025
Actions			2 of 10 (20%)		
9/10/24	Summer Leadership meetings were scheduled to work on and update behavior matrix for 24-25.		Complete 08/12/2024	Daniel Privette	07/31/2024
<i>Notes:</i> See matrix/guidelines					
9/11/24	All Staff will receive training to introduce updated school-wide expectations, procedures, Lakers Matrix		Complete 08/12/2024	Sara Tucker	08/05/2024
<i>Notes:</i>					
9/11/24	Second step lessons will take place every Wednesday in first block to build student social emotional skills			Caroline Rowand	04/30/2025

<i>Notes:</i>				
9/11/24	All Staff will select one student per month to recognize for Student of the Month		Sherri Brinskelle	05/30/2025
<i>Notes:</i>				
9/11/24	All Staff will submit at least 2 positive office referrals per month		Sara Tucker	05/30/2025
<i>Notes:</i>				
9/11/24	Grade level MTSS teams will meet once per month with counselors to discuss students with social/emotional needs, determine interventions needed, monitor data		Caroline Rowand	05/30/2025
<i>Notes:</i>				
9/11/24	Leadership will review ODRs data to track students with multiple office referrals and work with support staff to create a support plan		Brian Foster	05/30/2025
<i>Notes:</i>				
9/11/24	All students will receive instruction on behavior expectations throughout the year including Lakers Matrix (PLC's).		Brian Foster	05/30/2025
<i>Notes:</i>				
9/11/24	All classrooms will have a consequence continuum posted that is consistent on the grade level		Sara Tucker	05/30/2025
<i>Notes:</i>				
*Review in PLC's *Mid-year check for progress Dec. 24				
8/19/24	Implement positive rewards for behaviors to promote positive behaviors and help decrease inappropriate and disruptive behavior.		Brian Foster	05/30/2025
<i>Notes:</i> *Utilize Students of the Month, Positive Office referrals, and Grade level recognitions for positive behaviors (Grade level celebrations).				
Implementation:		06/27/2023		
Evidence	1/2/2020			
Experience	1/2/2020			
Sustainability	1/2/2020			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
	A4.09	The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).(5127)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We are currently working on improving our overall attendance by 2 to 5%.	Limited Development 09/11/2024		
<i>How it will look when fully met:</i>		Indicator A4.09 The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers) -- improved attendance=improved academic performance by our students.		Brian Foster	05/30/2025
Actions			0 of 4 (0%)		
9/25/24	Plan a curriculum night.			Sara Tucker	10/30/2024
<i>Notes:</i> Parent engagement/curriculum knowledge					
9/11/24	Review weekly attendance percentage and share with student body/staff			Brian Foster	05/30/2025
<i>Notes:</i>					
9/11/24	Grade level MTSS teams will meet once per month to discuss attendance interventions and to update RtI Stored			Sherri Brinskelle	05/30/2025
<i>Notes:</i>					
9/11/24	We will provide continuous parent engagement through weekly connect-eds, classroom newsletters, regular emails and phone calls, and positive referrals.			Brian Foster	05/30/2025
<i>Notes:</i>					