

## 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 2027, the percentage of students proficient in grades K-2 mClass, grades 3rd-5th iReady and grades 3rd-5th on the ELA EOG’s is 71% and meeting and/or exceeding growth as indicated on EVAAS. By June 2027, the percentage of students proficient in grades K-5 iReady and 3rd-5th on the math EOG’s will be 88% and meeting and/or exceeding growth as indicated on EVAAS. By June 2027, 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 2026, the percentage of students proficient in grades K-2 mClass, grades 3rd-5th iReady and 3rd-5th on the ELA is 70% and meeting and/or exceeding growth as indicated on EVAAS. By June 2026, the percentage of students proficient in grades K-5 iReady and 3rd-5th on the math EOG’s will be 85% and meeting and/or exceeding growth as indicated on EVAAS. By June 2026, 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 2027, major office discipline referrals will decrease by 10 (from 126 to 116 based on meeting our short term goal 2025-2026). Short Term Goal: By June 2026, major office discipline referrals will decrease by 5 (from 131 to 126 from 2024-2025 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	
<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			

<b>How it will look when fully met:</b>	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 well as pertinent data, would be documented using the Rtl 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.		<b>Molly Ford</b>	<b>05/30/2026</b>
<b>Actions</b>		<b>16 of 31 (52%)</b>		
9/2/25	Modeled and reviewed the unpacking document that will be used in PLCs	Complete 08/08/2025	Molly Ford	08/08/2025
<i>Notes:</i>				
8/19/25	Assigning Monthly iReady Growth Checks- teachers using the data from the Monthly Growth Checks to adjust small groups and adapt instruction	Complete 08/11/2025	Molly Ford	08/11/2025
<i>Notes:</i>				
8/19/25	Instructionally committing to utilizing UFLI and Heggarty as a part of the Core routine in K-2 on a daily basis (reflected in Classroom Walkthroughs, Observations and Lesson Plans)	Complete 08/11/2025	Molly Ford	08/11/2025
<i>Notes:</i>				
8/19/25	Utilizing Bridges as an intervention for students with specific math gaps (based on iReady, Check-ins, CFAs, etc.)	Complete 08/11/2025	Molly Ford	08/11/2025
<i>Notes:</i>				
8/19/25	Daily Classroom Walkthroughs with Feedback to help support instruction in the classroom	Complete 08/11/2025	Nichole Tilley	08/11/2025
<i>Notes:</i>				
8/19/25	Weekly Lesson Plan Support in PLCs and through Feedback from Admin	Complete 08/11/2025	Nichole Tilley	08/11/2025
<i>Notes:</i>				
8/19/25	K-3 teachers will utilize mClass Data in both Spanish and English to	Complete 08/11/2025	Amanda Hess	08/11/2025

	identify small groups and next steps for instruction (BOY/MOY/EOY)			
	<i>Notes:</i>			
8/19/25	3rd-5th grade ELA will utilize Magnetic Reading, LetterLand (3rd grade) and Morpheme Magic (4th/5th grade) as a part of their Core Instruction	Complete 08/11/2025	Samantha Harris	08/11/2025
	<i>Notes:</i>			
8/19/25	Utilizing Morpheme Magic in 4th/5th grades to help close vocabulary gaps (weekly basis)- reflected in lesson plans, observations and walkthroughs	Complete 08/11/2025	Nichole Tilley	08/11/2025
	<i>Notes:</i>			
9/2/25	Identifying and defining what the productive struggle looks like- Kindergarten-5th grade	Complete 08/12/2025	McAndrew, Hess, Hudson, Harris, Hampton and Crafto	08/12/2025
	<i>Notes:</i>			
9/2/25	Unpacking the standards during PLCs- focusing on DOK, productive struggle, key vocabulary, CFAs, misconceptions and best practices- supported by IF and admin but led by grade level chairs	Complete 08/12/2025	McAndrew, Hess, Hudson, Harris, Hampton and Crafto	08/12/2025
	<i>Notes:</i>			
9/2/25	Class schedule mirrors master schedule and posted outside of classroom- one of our instructional commitments	Complete 08/12/2025	Molly Ford	08/12/2025
	<i>Notes:</i>			
8/19/25	To aid with science instruction- school-wide 'Hands On Fridays'- with a focus on a science-type activity 2 times a month.	Complete 08/15/2025	Brie Cagle	08/15/2025
	<i>Notes:</i>			
8/19/25	Unpacking, lesson planning and DOK (questions and activities) during PLCs	Complete 08/19/2025	Molly Ford	08/19/2025
	<i>Notes:</i>			
8/19/25	LNE Curriculum Night- Kathleen Boice presenting with families about AIG	Complete 08/21/2025	Kathleen Boice	08/21/2025
	<i>Notes:</i>			
9/2/25	CWT feedback- focusing on DOK and rigor in the classroom (productive struggle)	Complete 08/25/2025	Tilley, Ford and Shoffner	08/25/2025
	<i>Notes:</i>			
9/2/25	Productive struggle and rigor coaching during ERPDs- utilizing both in-house staff (based on CWTs) and outside resources to support		Molly Ford	09/10/2025

<i>Notes:</i>				
8/19/25	Monthly support with Digital Learning Coach- teachers opting for additional PD to help support technology integration		Lauren Roberts	09/29/2025
<i>Notes:</i>				
9/2/25	When EVAAS is released, data analysis to identify areas of growth and adjustment of goals		Molly Ford	10/01/2025
<i>Notes:</i>				
8/19/25	1st Check-in analysis- identifying gap areas, next steps and opportunities to increase rigor		Nichole Tilley	10/09/2025
<i>Notes:</i>				
8/22/24	LNE BOY Data Day- mClass and iReady analysis- focusing on gap areas, next steps and opportunities for increasing rigor		Molly Ford	10/14/2025
<i>Notes:</i>				
8/22/24	Fall Parent Conferences (face to face)- sharing mClass, iReady, BOG and Check-in data- reviewing DEPs		Kelly Shoffner	10/16/2025
<i>Notes:</i>				
8/19/25	Coaching with Drew Polly (1 per a semester) to help with math planning, unpacking and instruction		Bethany Orr	10/20/2025
<i>Notes:</i>				
8/19/25	3rd Check-in analysis- identify next steps, gap areas and how to support the rigor in the classroom moving forward		Molly Ford	01/08/2026
<i>Notes:</i>				
8/19/25	MOY data day- focusing on gap areas, next steps and how to support the rigor in the classroom		Molly Ford	01/21/2026
<i>Notes:</i>				
8/19/25	4th grade CogAt- identifying students who recently qualified and how to support rigor in the classroom		Kelly Shoffner	02/19/2026
<i>Notes:</i>				
8/19/25	3rd grade CogAt- reviewing data, how to support in the classroom, identifying class placement for next year and how to support the rigor from now to the end of the year		Nichole Tilley	03/01/2026
<i>Notes:</i>				

8/19/25	4th Check-in analysis- identifying next steps and areas of growth to focus on from now to EOY		Molly Ford	04/01/2026
<i>Notes:</i>				
8/19/25	Behavior Data analysis- utilizing Educator's Handbook		Kelly Shoffner	05/22/2026
<i>Notes:</i>				
8/19/25	EOG data analysis to identify growth areas		Nichole Tilley	05/26/2026
<i>Notes:</i>				
8/19/25	EOY iReady Diagnostic data analysis to identify next steps and areas for growth		Molly Ford	05/26/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4A: Build a strong community intensely focused on student learning</b>			
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		We have a counseling program. Utilizing Second Step program, morning meeting/greeting, classroom lessons, monthly character focuses K-5 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		
<b>How it will look when fully met:</b>		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		<b>Paige Fox</b>	<b>06/05/2026</b>

	means of communication.			
<b>Actions</b>		<b>0 of 10 (0%)</b>		
8/19/25	At minimum 2 Second Step Lessons a Week (K-5)		Ellen McAndrew, Amanda Baer, Paige Hudson, Samanth	08/11/2025
	<i>Notes:</i>			
8/19/25	Daily reminders about Tier 1 expectations during morning announcements (tailored to data as well)		Kelly Shoffner	08/12/2025
	<i>Notes:</i>			
8/19/25	Morning Meeting clearly laid out on lesson plans and checked for fidelity in CWTs		Molly Ford	08/12/2025
	<i>Notes:</i>			
8/19/25	Monthly Behavior Check-ins with grade levels		Paige Fox	08/21/2025
	<i>Notes:</i>			
8/19/25	Utilization of School-Based Therapist to support students with more intensive needs (recommended by Counselor- referred by school and/or home)		Paige Fox	08/25/2025
	<i>Notes:</i>			
8/19/25	Weekly Discipline analysis during leadership meetings		Nichole Tilley	08/26/2025
	<i>Notes:</i>			
8/19/25	Classroom lessons based on Educator's Handbook data and needs		Paige Fox	08/29/2025
	<i>Notes:</i>			
8/19/25	Monthly Character Trait focus- announced on morning announcements and teachers pick one child a month to recognize		Chelsea Brown, Kimberlie Jeter	09/02/2025
	<i>Notes:</i>			
9/2/25	Basic 5 observations		Paige Fox	09/02/2025
	<i>Notes:</i>			
9/19/25	Review Educators Handbook data and evaluate next steps in supporting behaviors for next year.		Paige Fox	05/28/2026
	<i>Notes:</i>			