

## Comprehensive Progress Report

**Mission:**

Lakeshore Elementary School will work together to achieve high academic growth for all of our students. We will accomplish this through the collaboration, communication and trust between home, school, and the community.

[STEM Pledge](#)

[STEM Education Plan](#)

**Vision:**

To produce students who embrace learning, critical thinking and problem solving.

**Goals:**

Target Goal: 85% K-2 students to show benchmark on Nonsense Word Fluency-Clear Letter Sounds (NWF-CLS) as measured by mClass assessment by May 2026 A1.05: ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students. (5086)

K-5 Students will reduce the numbers of office referrals by 10% by May 2026. D2.05: The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)

Target Goal: 65% 3rd-5th grade students to be proficient on State Reading EOG assessment by May 2026. 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)

Target Goal: 70% 3rd-5th grade students to be proficient on State Math EOG assessment by May 2026. 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)



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>			
	<b>A1.05</b>	<b>ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Target Goal: 85% K-2 students to show benchmark on Nonsense Word Fluency-Clear Letter Sounds (NWF-CLS) as measured by mClass assessment by May 2026	Limited Development 08/21/2025		
<b>How it will look when fully met:</b>	Students will improve in their early reading skills, specifically focused on nonsense words.		<b>Debra Sahley</b>	<b>05/29/2026</b>
<b>Actions</b>		<b>0 of 7 (0%)</b>		
8/21/25	K-2 teachers may use this as one of their PDP goals to work on throughout the year.		Carrie Tulbert	08/29/2025
<i>Notes:</i>				
8/21/25	Utilize PLC to check and discuss past placement of tiered students and RTI stored.		Kelly Cook, Lacey Lawing, Holly Walker	09/13/2025
<i>Notes:</i>				
8/21/25	For students already in Tier 2/3, start interventions more quickly.		Kelly Kotowski	09/29/2025
<i>Notes:</i>				
8/21/25	Utilize mClass to assess, provide interventions, and re-evaluate to move students on various tiers of instruction.		Bethany Schermerhorn	01/01/2026
<i>Notes:</i>				
8/21/25	Collect progress monitoring and work samples from tier students; keep in folder to follow student in next grade.		Kelly Cook, Lacey Lawing, Holly Walker	01/01/2026
<i>Notes:</i>				
8/21/25	K- 2 Classroom teachers will use Letterland and Heggerty whole group and small group lessons  Decodable Readers: Heggerty, Horton & Gillian, FlyLeaf bookroom		Kelly Cook	05/22/2026
<i>Notes:</i>				
8/21/25	Continue to use LETRS strategies in lesson planning.		K-2 teachers	05/22/2026

Notes:

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
<b>Initial Assessment:</b>		We have a tiered system implemented. Screeners are used to identify at-risk students. Students are then placed on tiered paperwork and interventions are provided.	Limited Development 06/06/2017		
		Priority Score: 3                      Opportunity Score: 1	Index Score: 3		
<b>How it will look when fully met:</b>		Target Goal: 70% 3rd-5th grade students to be proficient on State Math EOG assessment by May 2026.  Target Goal: 65% 3rd-5th grade students to be proficient on State Reading EOG assessment by May 2026.		<b>Carrie Tulbert</b>	<b>05/29/2026</b>
<b>Actions</b>			<b>1 of 23 (4%)</b>		
	8/21/25	Teachers may add this goal as their PDP goal to work on throughout the year.		Carrie Tulbert	08/29/2025
<i>Notes:</i>					
	8/21/25	Share curriculum slide shows with families.		Carrie Tulbert	09/01/2025
<i>Notes:</i>					
	8/21/25	Create and implement a master schedule for TAs to support grade levels with interventions.		Peter Fusco	09/26/2025
<i>Notes:</i>					
	8/21/24	Complete BOY testing (iReady, mClass) and analyze data to establish beginning of the year intervention groups, then progress monitor	Complete 09/12/2025	Debra Sahley	10/01/2025
<i>Notes:</i>					
	8/21/25	Morpheme Magic used daily with fidelity to build vocabulary.		All 4th-5th grade teachers	11/01/2025
<i>Notes:</i>					
	8/21/25	Dedicate one PLC per month to unpack Bridges modules		Debra Sahley	11/01/2025
<i>Notes:</i>					
	8/21/25	Create vertical planning opportunities at staff meetings to share at grade level meetings on Bridges		Debra Sahley	11/01/2025

<i>Notes:</i>				
8/21/25	Magnetic Reading used daily with fidelity		3rd-5th grade teachers	11/01/2025
<i>Notes:</i>				
8/21/25	Read aloud- 3-5 minimum from novels 3 times a week, K-2 daily		All teachers	11/01/2025
<i>Notes:</i>				
8/21/25	Update the bookroom with the new books and share with staff		Reading goal team	11/01/2025
<i>Notes:</i>				
8/21/25	Use PLC data wall to support bubble kids in interventions.		Debra Sahley	12/01/2025
<i>Notes:</i>				
8/21/25	Complete MOY testing (iReady, mClass) and analyze data to reevaluate intervention groups, then progress monitor		Debra Sahley	01/28/2026
<i>Notes:</i>				
8/21/25	Conduct Math Expo to help students grow in their passion for math.		Stephanie Zawada and Jenny McGuire	01/29/2026
<i>Notes:</i>				
8/21/25	Implement STEM night for entire community.		Bethany Hall	03/30/2026
<i>Notes:</i>				
8/21/25	Administer EOY iReady and analyze data for final analysis and interventions.		Debra Sahley	04/01/2026
<i>Notes:</i>				
8/21/25	Conduct Math Olympiad to challenge passionate math students.		Traci Jones	04/01/2026
<i>Notes:</i>				
8/21/25	Focused CWTs on magnetic reading to support teacher implementation once a month		Carrie Tulbert	05/26/2026
<i>Notes:</i>				
8/21/25	Utilize walkthrough component to give feedback to teachers		Carrie Tulbert	05/29/2026
<i>Notes:</i>				

8/21/25	Grades 3-5 utilize Bridges 3rd Edition		Megan Newton, Jenny McGuire, Teresa Cioffi	05/29/2026
<i>Notes:</i>				
8/21/25	Request funding to pilot 3rd edition Bridges for K-2		Carrie Tulbert	05/29/2026
<i>Notes:</i>				
8/21/25	Implement daily independent reading in K-5 to improve stamina: K/1 - 10 minutes, 2-5 - 20 min		Carolyn Beaver	05/29/2026
<i>Notes:</i>				
8/21/25	PD in PLCs on the i-ready tool kit for all grades to be able to utilize consistently.		Debra Sahley	05/29/2026
<i>Notes:</i>				
8/21/25	Writing Revolution PD with teachers who did the summer book study to whole staff.		Kelly Kotowski, Daniella Yackel, Gina Constantine,	05/29/2026

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3C: Remove barriers and provide opportunities</b>			
	<b>D2.05</b>	<b>The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		K-5 students will reduce the number of incidents during non-instructional time by 5% by May 2026.	No Development 08/21/2025		
<i>How it will look when fully met:</i>		Students will feel safe. All classrooms will be fully implemented responsive classrooms. Students will follow expectations in non-instructional areas. Teachers and TAs will collaborate together to help children feel safe.		<b>Heather Baker</b>	<b>05/29/2026</b>
<b>Actions</b>			<b>0 of 8 (0%)</b>		
8/21/25		All staff will be trained in 2nd step lessons.		Heather Baker	09/01/2025
<i>Notes:</i>					
8/21/25		Teachers will monitor their proximity to students during transitions,		Carrie Tulbert	09/15/2025

	recess, and cafeteria when needed.			
<i>Notes:</i>				
8/21/25	Posters of the Visual Reminders of Expectations and Procedures in hallways and cafeteria. The common core matrix will be visible throughout the school. Ex: walls and doors		Kossandra Pfiester	09/28/2025
<i>Notes:</i>				
8/21/25	Admin walk through of our Responsive Classroom Expectations and Procedures Nonnegotiables: Morning Meeting, Quiet Signal, Hopes and Dreams Posted, Redirection and Reminders, Recharge area, Common Core Expectation posted, Establish relationships (find what motivates)		Carrie Tulbert	10/01/2025
<i>Notes:</i>				
8/21/25	TAs will be more intentionally trained in responsive classroom, creating a common language and cohesive environment between teachers and TAs, through the use of Responsive Classroom techniques.		Heather Baker	10/01/2025
<i>Notes:</i>				
8/21/25	All teachers will implement 2nd step lessons consistently in the classroom.		Heather Baker	11/01/2025
<i>Notes:</i>				
8/25/25	Additional PD as needed for teachers who need additional support as evidenced by walkthrough data.		Debra Sahley	12/01/2025
<i>Notes:</i>				
8/21/25	Behavior Team, behavior specialist, and counselor will review ODR data to determine patterns, students, and other high needs areas. As well as looking for growth and celebrations.		Larry Sullivan	05/29/2026
<i>Notes:</i>				