

Comprehensive Progress Report

11/19/2024

Lakeside Charter Academy, in partnership with parents, will cultivate engaged learners through scholarship, leadership, and citizenship.

Lakeside Charter Academy is a diverse and inclusive community that is committed to helping students achieve academic excellence while equipping students with the tools necessary to become successful in an ever changing diverse society. The fullest development of our students will occur through our pillars of scholarship, leadership and citizenship. These pillars include a challenging comprehensive academic program that can be differentiated for a large range of **Vision:** competencies.

Goals:

Goal 1: Eliminate opportunity gaps by 2027

Goal 2: Improve school and district performance by 2027

Goal 3: Increase Educator preparedness to meet the needs of every student by 2027



! = Past Due Objectives KEY = Key Indicator

Core Function:		NC SBE Goal 1:				
Effective Practice:		Eliminate opportunity gaps by 2027				
		G1.01	School staff communicate school-wide behavior expectations that are understood and achieved by students, and staff provide positive behavioral supports.(7390)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>The school implements the BEARS school-wide program to communicate and reinforce behavior expectations. Here are the specific efforts made:</p> <ol style="list-style-type: none"> BEARS Program: A structured initiative that outlines behavior expectations, making them clear and accessible to all students. Character Education Values: Monthly lessons focus on different character traits, fostering a positive school culture and reinforcing expected behaviors. Explicit Teaching: Teachers actively teach the BEARS and Character Values in their classrooms, ensuring students understand and internalize these expectations. Classroom Social Contracts: Each classroom establishes its own social contacts or rules, promoting a sense of ownership and accountability among students. Reward Systems: The BEARS program is supplemented by token economies and various reward systems within classrooms, motivating students to engage in positive behavior. Expectations Review: Regular reviews of expectations, policies, and handbooks are conducted by teachers, keeping behavior standards fresh and relevant. Attendance Reward Program: This initiative encourages consistent attendance, further supporting the overall school environment and behavior expectations. <p>These efforts collectively contribute to a positive school climate where behavior expectations are clearly communicated, understood, and supported by both staff and students.</p>	<p>Limited Development 10/31/2024</p>		
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How it will look

when fully met: When this objective is being fully met, the school environment

1. Clear Communication:

will exhibit the following characteristics:

Liz Costenoble 05/01/2025

- Behavior expectations are consistently communicated across all staff members and classrooms.
- Visual aids (posters, signs) are displayed throughout the school to reinforce behavior expectations.
- Regular assemblies or meetings are held to remind and reinforce these expectations.

2. Student Understanding and Achievement:

- Students can articulate the behavior expectations in their own words.
- Observations show that students are adhering to these expectations in various settings (classrooms, hallways, lunchrooms, etc.).
- Positive behaviors are consistently observed and recognized.

3. Positive Behavioral Supports:

- Staff members use a variety of positive reinforcement strategies (praise, rewards, privileges) to encourage appropriate behavior.
- There are established systems for tracking and celebrating positive behavior (e.g., point systems, reward charts).
- Staff members receive ongoing training and support in implementing positive behavioral interventions and supports (PBIS).

Indicators of Full Implementation

To determine that the objective has reached full implementation, the following data, resources, and evidence will be used:

1. Data Collection:

- Behavioral Data: Track incidents of behavior issues and note a decrease over time.
- Surveys and Feedback: Conduct regular surveys with students, staff, and parents to gauge understanding and perceptions of

behavior expectations.

- Observation Records: Use structured observation tools to document adherence to behavior expectations and the use of positive behavioral supports.

2. Resources and Tools:

- Training Materials: Documentation of staff training sessions on behavior expectations and positive behavioral supports.
- Visual Aids: Photos or examples of posters, signs, and other visual aids used throughout the school.
- Meeting Agendas and Minutes: Records of assemblies, meetings, or discussions focused on behavior expectations and supports.

3. Evidence of Practices:

- Student Testimonials: Collect student testimonials or examples of students explaining behavior expectations.
- Recognition Programs: Evidence of recognition programs in action (e.g., award ceremonies, announcements of positive behaviors).
- Staff Collaboration: Examples of staff collaboration and sharing of best practices related to behavior management.

Actions	0 of 2 (0%)		
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	<p>24 1. Develop and Implement a Comprehensive Behavior Plan: Create Behavior Expectations: Develop a set of clear and concise behavior expectations that are easily understood by students. These should be consistent across all classrooms and areas of the school.</p> <p>Communicate Expectations: Use various methods to communicate these expectations, such as posters, signs, assemblies, and newsletters. Ensure that all staff members are trained and consistently reinforce these expectations.</p>		Wayne Muhammad	09/01/2025
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<p><i>Notes:</i></p>	<p>Steps in Practice: Behavior Expectation Rollout:</p> <p>Host an assembly to introduce the behavior expectations to students.</p> <p>Distribute behavior expectation posters to be displayed in classrooms and common areas.</p> <p>Send a newsletter to parents explaining the behavior expectations and asking for their support in reinforcing them at home.</p>			
	<p>4 2. Establish and Maintain Positive Behavioral Supports:</p> <p>Positive Reinforcement Systems: Implement a school-wide positive reinforcement system to acknowledge and reward appropriate behavior. This could include point systems, reward charts, and recognition programs.</p> <p>Ongoing Training for Staff: Provide regular training sessions for staff on positive behavioral interventions and supports (PBIS). Ensure that staff are equipped with strategies to reinforce positive behavior and address behavioral issues constructively.</p>	<p>09/01/2025</p> <p>Wayne Muhammad</p>		
<p><i>Notes:</i></p>	<p>Positive Behavior Support System:</p> <p>Launch a reward program where students earn points for displaying positive behaviors. Points can be redeemed for privileges or small rewards.</p> <p>Schedule monthly training sessions for staff on effective PBIS strategies and sharing of best practices.</p>			
	<p>G1.02</p> <p>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)</p>	<p>Implementation Status</p>	<p>Assigned To</p>	<p>Target Date</p>

<p>Initial Assessment:</p>	<p>**G1.02: Documentation of Implementation Efforts**</p> <p>The school is committed to implementing a tiered instructional system to meet the diverse needs of students. Here are the current efforts:</p> <ol style="list-style-type: none"> **Tiered Instruction**: The school has established a framework for tiered instruction, ensuring that all students receive differentiated support based on their individual needs. **Small Group Instruction (K-8)**: Teachers provide targeted small group instruction across all grade levels, allowing for personalized learning experiences that cater to varying skill levels. **Scheduled Interventions**: Explicit interventions are delivered during dedicated intervention periods within the master schedule, particularly for grades K-4. This structured time allows teachers to focus on specific areas where students may need additional support. <p>These efforts ensure that instruction is evidence-based and tailored to the unique requirements of each student, promoting effective learning outcomes across all tiers.</p>	<p>Limited Development 10/31/2024</p>		
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How it will look

when fully met: Fully Met Objective Description

When the objective of implementing a tiered instructional system is fully met, the school environment will exhibit the following characteristics:

1. Personalized Instruction:

- Teachers deliver differentiated instruction tailored to the specific
 - A clear and structured process is in place for identifying and moving students between tiers based on ongoing assessment data.
 - Communication between general and special education teachers is frequent and collaborative, ensuring consistency in instruction and interventions.

needs of students at all tier levels (Tier 1, Tier 2, and Tier 3).

- Lesson plans reflect a variety of evidence-based strategies designed to meet diverse learning needs.
- Students receive appropriate interventions and support based on their performance and progress.

2. Seamless Integration of Tiers:

Shanti Grier 05/01/2025

3. Data-Driven Decision Making:

- Teachers regularly use formative and summative assessments to inform instruction and make data-driven decisions.
- Student progress is monitored continuously, and adjustments to instruction are made as needed to address learning gaps.

4. Professional Development and Support:

- Ongoing professional development is provided to ensure teachers are equipped with the knowledge and skills to implement tiered instruction effectively.
- Support structures, such as instructional coaches and intervention specialists, are in place to assist teachers in delivering high-quality, evidence-based instruction.

5. Positive Student Outcomes:

- Students show measurable growth in academic achievement and social-emotional development.
- The achievement gap is narrowing, with all students, including those at risk and in targeted subgroups, making significant progress.

Indicators of Full Implementation

To determine that the objective has reached full implementation, the following data, resources, and evidence will be used:

1. Data Collection:

- **Assessment Data:** Collect and analyze standardized test scores, formative assessments, and progress monitoring data to track student performance across tiers.
- **Intervention Logs:** Maintain detailed records of interventions

provided in both general education and special education classes, including frequency, duration, and outcomes.

2. Resources and Tools:

- Professional Development Records: Documentation of training sessions, workshops, and coaching provided to staff.
- Instructional Materials: Examples of differentiated lesson plans, intervention programs, and evidence-based instructional strategies used in classrooms.

3. Evidence of Practices:

- Observation Records: Use structured observation tools to document the implementation of tiered instruction and the use of evidence-based practices.
- Student Work Samples: Collect samples of student work that demonstrate progress and the effectiveness of differentiated instruction.
- Surveys and Feedback: Conduct surveys with students, parents, and teachers to gather feedback on the implementation and impact of the tiered instructional system

4. Collaboration and Communication:

- Meeting Agendas and Minutes: Records of meetings where

student progress, interventions, and instructional strategies are discussed.

- Communication Logs: Documentation of communication between general education and special education staff regarding student needs and instructional plans.

Actions

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4 Action Step 1: Develop a Framework Define Tiered Instruction (Tier 1: Universal Instruction, Tier 2: Targeted Interventions, Tier 3: Intensive Interventions) and provide a framework for how these will be implemented.

Create Tiered Lesson Plans that incorporate evidence-based practices and address the diverse learning needs of all students. Use the provided templates and examples as a guide.

Provide Resources and Materials necessary resources, materials, and interventions to support instruction effectively. This includes providing materials, intervention plans, and other resources.

Notes:

09/01/2025

4 Action Step 2: Establish Ongoing Professional Development and Support

Develop a plan for ongoing professional development for all staff. This includes providing opportunities for differentiated instruction, differentiated instruction, differentiated instruction, differentiated instruction. Ensure that the specific needs of teachers are met.

Instructional Coaching: A plan for instructional coaching. These coaches can provide ongoing feedback and guidance.

Collaborative Planning: A plan for collaborative planning. Teachers collaborate and plan together, discuss student needs, and develop instructional plans together.

Notes:

09/01/2025

		G2.01	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
		<p><i>Initial Assessment:</i></p>	<p>The school actively communicates with parents and guardians about their expectations and how they can support their children's learning. The following efforts are currently in place:</p> <p>Weekly Newsletters: Classroom teachers send out newsletters detailing what students are learning and providing suggestions for how parents can support their child's education at home.</p> <p>Principal Communication: The Principal sends weekly updates to parents that cover academic topics, upcoming events, and clear expectations for both parents and students, fostering an ongoing dialogue about student success.</p> <p>Parent-Teacher Conferences: Scheduled in the Fall and Spring, these conferences provide an opportunity for parents to discuss their child's progress and collaborate with teachers on ways to enhance learning.</p> <p>Curriculum Night: Held in the Fall, this event informs parents about the curriculum and school expectations. It also offers access to additional support resources to help them assist their children at home.</p> <p>High School Night: This event provides information for 7th and 8th graders and their families about available high schools, helping parents make informed decisions about their children's educational pathways.</p> <p>These initiatives promote strong home-school connections, ensuring that parents are engaged and equipped to support their children's learning journey.</p>	<p>Limited Development</p> <p>10/31/2024</p>		

How it will look

when fully met: Fully Met Objective Description

When the objective of regular communication with parents/guardians

1. Consistent Communication:

- The school provides clear, timely, and regular updates to parents/guardians about their role in supporting their children's learning.
- Various channels are used for communication, including newsletters, emails, parent-teacher conferences, social media, and school websites.

2. Engaged Parents/Guardians:

- Parents/guardians are actively engaged in their children's education, regularly participating in school events, meetings, and workshops.
- They have a strong understanding of what they can do at home to support their children's academic progress, such as reading together, helping with homework, and fostering a positive learning environment.

3. Accessible Resources:

- The school provides accessible resources and guidance to parents/guardians on how to support learning at home. This includes printed materials, online resources, and interactive workshops or webinars.
- Information is available in multiple languages to ensure all families can benefit.

4. Positive Home-School Partnership:

- There is a strong, collaborative partnership between the school and families, characterized by mutual respect and shared goals for student success.
- Parents/guardians feel valued and empowered to contribute to their children's educational journey.

Indicators of Full Implementation

To determine that the objective has reached full implementation, the following data, resources, and evidence will be used:

about school expectations and the importance of the home curriculum is fully met, the school environment will exhibit the following characteristics:

Sarah Peterson 05/01/2025

1. Data Collection:

- Surveys and Feedback: Conduct regular surveys with parents/guardians to assess their understanding of school expectations and their involvement in their children's learning. Gather feedback on the effectiveness of communication strategies.
- Attendance Records: Track attendance at parent-teacher conferences, workshops, and school events to measure engagement levels.

2. Resources and Tools:

- Communication Materials: Maintain records of all newsletters, emails, social media posts, and other communications sent to parents/guardians. Ensure that materials are clear, informative, and regularly updated.
- Resource Library: Create and maintain a library of resources for parents/guardians, including printed guides, online resources, and recordings of webinars or workshops.

3. Evidence of Practices:

- Meeting Agendas and Minutes: Document agendas and minutes from meetings and workshops focused on parent engagement and home curriculum support.
- Examples of Collaboration: Collect examples of successful collaborations between the school and families, such as joint projects, parent volunteer programs, and community events.
- Parent Testimonials: Gather testimonials from parents/guardians about their experiences and the impact of the school's communication efforts on their ability to support their children's learning.

<i>Actions</i>	0 of 2 (0%)		
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	<p>4 Action Step 1: Develop a Comprehensive Communication Plan Utilize Multiple Channels:</p> <p>Create a detailed communication plan that includes regular updates through newsletters, emails, social media, the school website, and parent-teacher conferences. Ensure information is timely, relevant, and easy to understand.</p> <p>Schedule consistent communication touchpoints (e.g., weekly newsletters, monthly parent meetings) to keep parents informed and engaged.</p> <p>Language Accessibility:</p> <p>Provide all communications in multiple languages to accommodate diverse family backgrounds.</p> <p>Use translation services or bilingual staff to ensure all parents receive and understand the information.</p>		Jennifer Wickline	09/01/2025
Notes:	4 Action Step 2: Create and Distribute Resource Guides		Jennifer Wickline	
	<p>Resource Development:</p> <p>Develop comprehensive resource guides that outline how parents can support their children's learning at home. Include tips for reading together, helping with homework, creating a positive learning environment, and other practical advice.</p> <p>Distribute these guides in both printed and digital formats to ensure accessibility for all families.</p> <p>Interactive Workshops and Webinars:</p> <p>Organize regular workshops and webinars focused on home learning strategies. These sessions can cover topics such as effective study habits, literacy development, and math support.</p> <p>Encourage active participation by making these sessions interactive and providing opportunities for parents to ask questions and share experiences.</p>			09/01/2025

Notes:

		G2.02	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The school is committed to aligning units of instruction and activities with AIG goals, ELL student progress, and IEP goals for all students. Current implementation efforts include:</p> <ol style="list-style-type: none">**Support for ELL Students**: A part-time teacher is dedicated to meeting the needs of ELL students through both pull-out sessions and inclusive practices, ensuring tailored support that promotes language acquisition and academic success.**EC Teacher Support**: Two Exceptional Children (EC) teachers provide both pull-out and inclusive practices, helping to address the specific needs of students with IEPs while promoting their integration into general education settings.**Small Group Interventions**: Teachers implement targeted interventions in small groups, allowing for personalized instruction that meets the diverse needs of ELL, EC, and all students.**Differentiated Lesson Plans**: Instructional strategies are differentiated within lesson plans, ensuring that all students receive the appropriate level of challenge and support, aligned with their individual goals and objectives. <p>These efforts demonstrate the school's commitment to fostering an inclusive environment where all students can thrive and make progress toward their academic and personal goals.</p>	Limited Development 10/31/2024		

How it will look

when fully met: Fully Met Objective Description

When this objective is fully met, the school environment will exhibit the following characteristics:

1. Aligned Instruction:

- Instructional units and activities are clearly aligned with the goals and objectives for Academically and Intellectually Gifted (AIG) students, English Language Learners (ELL), and students with Individualized Education Programs (IEPs).
- Teachers differentiate instruction to meet the diverse needs of all students, ensuring that lessons are accessible and challenging for each group.

2. Customized Support:

- Students receive individualized support based on their specific goals and needs. AIG students engage in advanced learning opportunities, ELL students receive targeted language instruction, and IEP goals are systematically addressed in daily lessons.
- Instructional strategies are adapted to provide scaffolding, enrichment, or modifications as required for each student group.

3. Collaborative Planning:

- Teachers, special educators, and support staff collaborate regularly to plan and review instructional units, ensuring alignment with student goals.
- Professional Learning Communities (PLCs) focus on sharing best practices and resources to enhance instruction for all student groups.

4. Comprehensive Monitoring:

- Student progress is continuously monitored using formative and summative assessments. Data is analyzed to adjust instruction

and provide additional support where needed.

- Regular progress reports and meetings with parents/guardians ensure that they are informed and involved in their child's educational journey.

5. Inclusive Culture:

- A culture of inclusion and high expectations is evident throughout the school. All students feel valued, supported, and challenged to achieve their potential.
- School-wide initiatives promote understanding and respect for diversity, including cultural competence and sensitivity training for staff and students.

Indicators of Full Implementation

To determine that the objective has reached full implementation, the following data, resources, and evidence will be used:

1. Data Collection:

- **Assessment Data:** Collect and analyze data from standardized tests, formative assessments, and progress monitoring tools to track student performance across AIG, ELL, and IEP goals.
- **Progress Reports:** Maintain detailed records of individual student progress, including reports from IEP meetings, ELL assessments, and AIG performance reviews.

2. Resources and Tools:

- **Instructional Materials:** Documentation of differentiated lesson plans, unit plans, and instructional resources tailored to the needs of AIG, ELL, and IEP students.
- **Professional Development:** Records of professional development sessions focused on differentiation, inclusive practices, and strategies for supporting diverse learners.

3. Evidence of Practices:

- **Observation Records:** Use structured observation tools to document the implementation of aligned instruction and differentiated practices in classrooms.

- Collaboration Logs: Maintain logs of PLC meetings, planning sessions, and collaborative activities that focus on aligning instruction with student goals.
- Student Work Samples: Collect examples of student work that demonstrate alignment with AIG, ELL, and IEP goals and objectives.

4. Stakeholder Feedback:

- Surveys and Interviews: Conduct surveys and interviews with students, parents/guardians, and staff to gather feedback on the effectiveness of instruction and support for diverse learners.
- Meeting Minutes: Document agendas and minutes from meetings with parents/guardians and staff to ensure continuous communication and involvement in the educational process.

Actions		0 of 5 (0%)		
	<p>4 Action Step 1: Align Instructional Units with Student Goals Curriculum Mapping:</p> <p>Conduct a thorough review of the curriculum to ensure alignment with the goals and objectives for AIG, ELL, and IEP students.</p> <p>Develop detailed curriculum maps that outline how instructional units will address the specific needs of each group.</p> <p>Differentiation Strategies:</p> <p>Train teachers on effective differentiation techniques to tailor instruction to diverse learning needs.</p> <p>Incorporate a variety of instructional strategies, such as tiered assignments, flexible grouping, and individualized learning plans.</p>		Michelle Berner	09/01/2025
<i>Notes:</i>				

	<p>4 Action Step 2: Provide Customized Support Individualized Learning Plans:</p> <p>Create personalized learning plans for AIG, ELL, and IEP students that outline specific goals, strategies, and resources.</p> <p>Ensure that these plans are regularly reviewed and updated based on student progress.</p> <p>Targeted Interventions:</p> <p>Implement targeted interventions for ELL students, such as language support programs and ESL resources.</p> <p>Provide advanced learning opportunities for AIG students, such as enrichment programs and accelerated coursework.</p> <p>Systematically address IEP goals within daily lessons through specific accommodations and modifications.</p>		Michelle Berner	09/01/2025
Notes:	4 Action Step 3: Foster Collaborative Planning		Michelle Berner	
	<p>Professional Learning Communities (PLCs):</p> <p>Establish PLCs where teachers, special educators, and support staff can collaborate regularly to plan and review instructional units.</p> <p>Encourage the sharing of best practices and resources to enhance instruction for all student groups.</p> <p>Interdisciplinary Teams:</p> <p>Form interdisciplinary teams to ensure a holistic approach to student support, integrating insights from various perspectives.</p>			09/01/2025
Notes:				

	<p>15/24 Action Step 4: Implement Comprehensive Monitoring Assessment and Data Analysis:</p> <p>Use formative and summative assessments to continuously monitor student progress.</p> <p>Analyze data to identify trends, strengths, and areas for improvement, adjusting instruction accordingly.</p> <p>Progress Reporting:</p> <p>Provide regular progress reports and schedule meetings with parents/guardians to keep them informed and involved in their child's educational journey.</p>		Michelle Berner	09/01/2025
Notes:				
	<p>4 Action Step 5: Promote an Inclusive Culture Cultural Competence Training:</p> <p>Conduct training sessions for staff and students on cultural competence and sensitivity.</p> <p>Promote understanding and respect for diversity through school-wide initiatives.</p> <p>Student Empowerment:</p> <p>Create opportunities for all students to feel valued and supported through programs that celebrate diversity and inclusion.</p> <p>Encourage student voice and leadership in fostering a positive and inclusive school culture.</p>		Michelle Berner	09/01/2025
Notes:				

<p>Core Function:</p> <p>Effective Practice:</p>	<p>NC SBE Goal 3:</p> <p>Increase Educator preparedness to meet the needs of every student by 2027</p>
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	G3.01	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
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<p><i>Initial Assessment:</i></p>	<p>The school actively analyzes performance data and classroom observation data to inform school improvement and professional development initiatives. Current implementation efforts include:</p> <ol style="list-style-type: none"> 1. School-wide Data Meetings: Regular meetings focused on analyzing school performance data, fostering a collaborative approach to identifying strengths and areas for improvement. 2. Student Data Discussions: Staff engage in conversations with students about their data, promoting student ownership of learning and encouraging self-assessment. 3. Leadership Data Reviews: The Principal and Assistant Principal conduct O3 meetings with teachers to review data, facilitating targeted discussions on instructional practices and student progress. 4. Professional Development: School leadership utilizes academic and observation data to inform and provide relevant professional development opportunities, both within the school and through external workshops. 5. Data Binders and Walls: Organized data binders and data walls are maintained to present performance metrics clearly, making data accessible and actionable for staff. 6. Team One Meetings: Weekly meetings are held to discuss school performance and classroom observation data, enabling continuous reflection and collaborative problem-solving. <p>These efforts create a data-driven culture that informs decision-making processes and supports targeted professional development, ultimately enhancing student achievement.</p>	<p>Limited Development 10/31/2024</p>		
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How it will look

when fully met: Fully Met Objective Description

When the objective of regularly analyzing school performance data and classroom observation data to make informed decisions about school improvement and professional development needs is fully met, the school environment will exhibit the following characteristics:

rates, graduation rates) and aggregated classroom observation data.

- Data analysis informs decisions on curriculum adjustments, instructional strategies, and resource allocation to address identified areas of need.

2. Collaborative Data Discussions:

- Regular data meetings are held with leadership teams, teachers, and support staff to discuss findings and implications.
- Data discussions are collaborative, fostering a culture of shared responsibility and continuous improvement.

3. Targeted Professional Development:

- Professional development plans are based on identified needs from data analysis.
- Teachers receive training and support tailored to address specific instructional weaknesses or areas for improvement highlighted by the data.

4. Transparent Communication:

- Data findings and improvement plans are communicated transparently to all stakeholders, including teachers, parents, and the community.
- Stakeholders are kept informed about progress and the impact of implemented strategies.

5. Continuous Monitoring and Evaluation:

- The effectiveness of implemented strategies and professional development is continuously monitored through follow-up data collection and analysis.
- Adjustments are made as needed to ensure ongoing improvement and effectiveness.

1. Data-Driven Decision Making:

- School leaders and staff routinely review and analyze school performance data (e.g., standardized test scores, attendance

Jennifer Wickline 05/01/2025

Indicators of Full Implementation

To determine that the objective has reached full implementation, the following data, resources, and evidence will be used:

1. Data Collection:

- Performance Data: Collect and analyze standardized test scores, attendance rates, graduation rates, and other relevant performance metrics.
- Observation Data: Aggregate data from classroom observations, including feedback on instructional practices and student engagement.

2. Resources and Tools:

- Data Management Systems: Utilize data management and analysis tools (e.g., data dashboards, assessment software) to track and visualize performance trends.
- Meeting Records: Maintain records of data meetings, including agendas, minutes, and action plans developed based on data discussions.

3. Evidence of Practices:

- Professional Development Records: Documentation of professional development sessions tailored to address needs identified through data analysis.
- Action Plans: Detailed action plans outlining steps to address identified areas for improvement, with timelines and responsible parties.
- Communication Logs: Records of communications to stakeholders regarding data findings, improvement plans, and progress updates.

4. Stakeholder Feedback:

- Surveys and Feedback: Conduct surveys and gather feedback from teachers, students, and parents on the effectiveness of instructional strategies and professional development.
- Focus Groups: Organize focus groups to discuss the impact of data-driven decisions and gather qualitative insights.

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	<p>5/24 Action Step 1: Establish a Data Review Schedule Regular Data Meetings:</p> <p>Schedule regular data review meetings with leadership teams, teachers, and support staff. These meetings should occur at key points throughout the school year (e.g., after each grading period, following benchmark assessments).</p> <p>Create a structured agenda for each meeting to ensure focused and productive discussions about data findings and implications.</p> <p>Assign Data Champions:</p> <p>Designate specific staff members or teams as "data champions" responsible for collecting, analyzing, and presenting data. This helps to ensure consistency and reliability in data handling.</p>		Liz Costenoble	09/01/2025
Notes:	4 Action Step 2: Develop a Comprehensive Data Analysis Framework			
	<p>Data Collection and Aggregation:</p> <p>Implement a systematic approach to collecting and aggregating performance data (e.g., standardized test scores, attendance rates, classroom observations).</p> <p>Use data management tools and software to streamline the collection and analysis process, ensuring accuracy and efficiency.</p> <p>Analysis and Interpretation:</p> <p>Train staff on data analysis techniques to ensure they can effectively interpret data and identify trends, patterns, and areas of need.</p> <p>Create visual representations of data (e.g., charts, graphs, dashboards) to facilitate understanding and communication.</p>		Liz Costenoble	09/01/2025
Notes:				

	<p>15/24 Action Step 3: Foster Collaborative Data Sessions Professional Learning Communities (PLCs):</p> <p>Establish PLCs where teachers and support staff can collaboratively discuss data findings and share best practices. These communities promote a culture of shared responsibility and continuous improvement.</p> <p>Encourage open and honest discussions about data, fostering an environment where everyone feels comfortable sharing insights and ideas.</p> <p>Action Planning Sessions:</p> <p>Organize action planning sessions following data review meetings to develop specific strategies for addressing identified areas of need.</p> <p>Ensure that these action plans are detailed, with clear objectives, timelines, and assigned responsibilities.</p>		Liz Costenoble	09/01/2025
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<i>Notes:</i>			
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		G3.02	The LEA/School provides all staff high quality, ongoing, job embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
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<p>Initial Assessment:</p>	<p>The school is committed to providing all staff with high-quality, ongoing, job-embedded, and differentiated professional development. Current implementation efforts include:</p> <ol style="list-style-type: none"> 1. Data-Informed Professional Development: School leadership uses academic and observation data to design and deliver targeted professional development both onsite and through external conferences, ensuring relevance to staff needs. 2. O3 Meetings: One-on-one meetings between staff and the Principal or Assistant Principal allow for personalized feedback and professional growth discussions, addressing individual needs and goals. 3. Staff Meetings: Regular staff meetings provide opportunities for collaborative learning, sharing best practices, and discussing professional development needs. 4. Content Meetings: Specialized content meetings focus on subject-specific strategies and resources, fostering deeper understanding and effective instructional practices. 5. Grade Level Meetings: These meetings encourage collaboration among grade-level teams, allowing staff to share insights and strategies tailored to their specific student populations. 6. Team One Meetings: Held weekly, these meetings focus on performance and observational data, facilitating ongoing reflection and adjustments in teaching practices. 7. High-Quality Professional Development: A variety of professional development opportunities are offered, including onsite training and attendance at relevant conferences, ensuring staff receive comprehensive support for their professional growth. <p>These efforts create a robust framework for continuous professional development, enhancing teaching effectiveness and ultimately benefiting student learning outcomes.</p>	<p>Limited Development 10/31/2024</p>		
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How it will look

when fully met: Fully Met Objective Description

When the objective of regularly analyzing school performance data and classroom observation data to make informed decisions about school improvement and professional development needs is fully met, the

school environment will exhibit the following characteristics:

Michelle Berner 05/01/2025

1. Data-Driven Decision Making:

- School leaders and staff routinely review and analyze school performance data (e.g., standardized test scores, attendance rates, graduation rates) and aggregated classroom observation data.
- Data analysis informs decisions on curriculum adjustments, instructional strategies, and resource allocation to address identified areas of need.

2. Collaborative Data Discussions:

- Regular data meetings are held with leadership teams, teachers, and support staff to discuss findings and implications.
- Data discussions are collaborative, fostering a culture of shared responsibility and continuous improvement.

3. Targeted Professional Development:

- Professional development plans are based on identified needs from data analysis.
- Teachers receive training and support tailored to address specific instructional weaknesses or areas for improvement highlighted by the data.

4. Transparent Communication:

- Data findings and improvement plans are communicated transparently to all stakeholders, including teachers, parents, and the community.
- Stakeholders are kept informed about progress and the impact of implemented strategies.

5. Continuous Monitoring and Evaluation:

- The effectiveness of implemented strategies and professional development is continuously monitored through follow-up data collection and analysis.
- Adjustments are made as needed to ensure ongoing improvement and effectiveness.

Indicators of Full Implementation

To determine that the objective has reached full implementation, the

following data, resources, and evidence will be used:

1. Data Collection:

- Performance Data: Collect and analyze standardized test scores, attendance rates, graduation rates, and other relevant performance metrics.
- Observation Data: Aggregate data from classroom observations, including feedback on instructional practices and student engagement.

2. Resources and Tools:

- Data Management Systems: Utilize data management and analysis tools (e.g., data dashboards, assessment software) to track and visualize performance trends.
- Meeting Records: Maintain records of data meetings, including agendas, minutes, and action plans developed based on data discussions.

3. Evidence of Practices:

- Professional Development Records: Documentation of professional development sessions tailored to address needs identified through data analysis.
- Action Plans: Detailed action plans outlining steps to address identified areas for improvement, with timelines and responsible parties.
- Communication Logs: Records of communications to stakeholders regarding data findings, improvement plans, and progress updates.

4. Stakeholder Feedback:

- Surveys and Feedback: Conduct surveys and gather feedback from teachers, students, and parents on the effectiveness of instructional strategies and professional development.
- Focus Groups: Organize focus groups to discuss the impact of data-driven decisions and gather qualitative insights.

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	<p>4 Action Step 1: Establish a Professional Development Committee Form a Dedicated Team:</p> <p>Create a professional development committee composed of school leaders, teachers, and support staff. This team will be responsible for planning, implementing, and evaluating professional development activities.</p> <p>Ensure that the committee includes representatives from various grade levels and subject areas to provide diverse perspectives and address the needs of all staff members.</p> <p>Set Clear Objectives:</p> <p>Define clear objectives for professional development based on the analysis of school performance data and classroom observation data. Align these objectives with the overall goals of the school and the specific needs identified through data analysis.</p>		Gabby Costello	09/01/2025
Notes:	4 Action Step 2: Implement a Continuous Professional Development Cycle		Gabby Costello	
	<p>Plan and Schedule Training:</p> <p>Develop a comprehensive professional development calendar that includes regular training sessions, workshops, and collaborative planning time. Schedule these activities to be job-embedded and ongoing throughout the school year.</p> <p>Ensure that the professional development sessions are differentiated to meet the varying needs and skill levels of staff members.</p> <p>Utilize Data to Drive Training:</p> <p>Use data from performance assessments and classroom observations to identify specific areas for improvement. Tailor professional development sessions to address these areas, providing targeted support and training.</p> <p>Include follow-up sessions to reinforce learning and provide opportunities for staff to share their experiences and best practices.</p>			09/01/2025
Notes:				

	<p>5/24 Action Step 3: Foster a Culture of Collaborative Learning Professional Learning Communities (PLCs):</p> <p>Establish PLCs where teachers and staff can collaborate regularly to discuss data findings, share instructional strategies, and support each other's professional growth. These communities promote a culture of continuous learning and shared responsibility.</p> <p>Encourage peer observations and coaching within PLCs to facilitate the exchange of feedback and ideas.</p> <p>Mentoring and Coaching Programs:</p> <p>Implement mentoring and coaching programs where experienced teachers can support newer or struggling colleagues. Provide ongoing training for mentors and coaches to ensure they are equipped to provide effective support.</p>		Gabby Costello	09/01/2025
Notes:				