

## Comprehensive Progress Report

**Mission:** The mission of Lucile Souders Elementary School is to provide a safe wholesome environment, that fosters high academic achievement and a lifelong discovery of learning for all.

**Vision:** Lucile Souders strives to be an institute of learning that creates perpetual learners equipped with resources needed to become global competitors.

**Goals:**  
All students will make one academic year's growth as measured by standardized assessments.

Lucile Souders will increase the performance composite from a 51 to a 56 by the end of the 2022-2023 school year.

Lucile Souders' math proficiency will increase from a 38.8 to 50.0 at the end of the 2022-2023 school year.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our school has made expected growth for the last two years. We have improved in reading and math but the improvement is not consistent. We have changed class schedules to have remediation during the day so that we can serve more children. Our data supports that we need to refocus our small group instruction and improve our math scores. - during PLCs, grade levels will focus on standards and how we will provide instruction with upcoming suggestions and strategies to teach that standard once we have used the data. Having classes use their strengths to help classes who struggle with certain standards. -making activities more student-centered -K: really focusing on the language of the upcoming grades so the students are introduced to it earlier - report card rubric to focus on what standards are assessed within the 9 weeks -5th: visiting other rooms and seeing other teachers/grade levels to give each other feedback. Just be mindful of what is happening in the classroom and allowing the lesson to continue. School can possibly include a plus delta - How are we monitoring these things? Dojo, mytrack, our data, plus deltas, - Visits can start after the 10 days during our individual plan times.</p>	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		<p>Consistent growth will be demonstrated across the grade levels based on end-of-grade test data. Teachers will utilize grade-level data days to analyze student performance based on formative and summative assessment data. Teachers will identify strategies to promote student growth and enhance instructional practices.</p>		Athelia Green	06/06/2023
<i>Actions</i>			<b>0 of 5 (0%)</b>		
	10/26/22	<p>The school will develop an instructional support team of teachers that will attend professional development on revised standards. These teachers will serve as liaisons between elementary education and the school to ensure alignment of instructional practices and resources.</p>		Athelia Green	06/06/2023
<i>Notes:</i>					

10/26/22	The administrative team will conduct walk-throughs/iRounds to provide feedback on instructional strategies and assess alignment to district and state standards.		Chickia West	06/06/2023
<i>Notes:</i>				
10/26/22	Instructional teams will utilize digital resources such as BrainPop, Learning A-Z, NearPod, LearnEd and enVision to provide learning activities that promote student growth towards standards mastery.		Terea Maddox	06/06/2023
<i>Notes:</i>				
10/26/22	Vertical Teams compiled of members from various grade levels will meet monthly to develop strategies to ensure continuity between grade levels through common academic vocabulary, instructional strategies, and resources.		Athelia Green	06/06/2023
<i>Notes:</i>				
10/26/22	Instructional support staff (remediation teachers and instructional assistants) will maintain documentation of student progress to provide targeted support using formative and summative data.		Shari Sears	06/06/2023
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Data analysis and instructional planning			
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The instructional schedule has been created to allow opportunities for teachers to review student assessment data weekly. A 40- minute data meeting as well as a 90- minute PLC meeting is included in each grade level and department's weekly schedule. Quarterly instructional planning days are held at the beginnoing of each nine weeks to analyze student data and plan instructional activities. Information gained is utilized to identify the tiered support for each student. ESSER funds have been used to purchase a full time remediation teacher. They have also been utilized to provide after school remediation for students K-5. Title I funding has been utilized to purchase instructional software, technology, supplies, and additional personnel to support learning.	Limited Development 10/10/2022		
<i>How it will look when fully met:</i>		All students will be provided with targeted instruction to remediate and enhance reading and math skills based on formative and summative assessment data. Teachers will document, analyze, and utilize data results to plan instructional activities that support growth and proficiency.		Chickia West	06/06/2023
<i>Actions</i>			<b>0 of 3 (0%)</b>		
	10/10/22	Staff will utilize student performance data to identify at risk students for after and in school remediation tutoring for students in K-5.		Terea Maddox	06/06/2023
<i>Notes:</i>					
	10/10/22	Analyze student remediation progress to identify tiered support, time, and duration.		Terea Maddox	06/06/2023
<i>Notes:</i>					
	10/25/22	Teachers will analyze student data during weekly meetings to identify trends in instructional weaknesses and strengths.		Athelia Green	06/30/2023
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
	KEY	A4.01	Implementation Status	Assigned To	Target Date
		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)			

**Initial Assessment:**

All students receive small group instruction on targeted skills based on performance data. The Encore teachers provide remediation during the school day for students who are at-risk. During the 2021-2022 school year 24 students(K-3; 1st-9;; 2nd-6; 3rd-3; 4th-1; 5th-2) were retained from Lucile Souders and TC Berrien who now attend Souders. The school has been paired with NC Ed Corp tutors who will dedicate majority of their time with students in 1st and 2nd grade due to higher retention numbers.

Most recent school performance results indicate that all subgroups met or exceeded growth. (Black 1.76 : MET, EDS 1.97 : MET, SWD 0.57 : MET) Although we exceeded and met in our academic areas of reading and math, there is a significant difference between our impact in reading +4.38 (exceeded) over math -0.24. After school remediation will begin on 10/25/2022 for students in grades 3-5 who demonstrate a need for additional support beyond the school day. ESSER funds have been utilized to fund staff to facilitate tutoring sessions. A full time remediation teacher has also been hired to provide students that may not have transportation from after-school tutoring with support in reading, math, and science.

Limited Development  
10/10/2022

<p><b>How it will look when fully met:</b></p>	<p>Based on data trends, math is a weakness across grade levels. 2021-2022 data indicates a significant difference between fifth grade (20.8) , fourth grade (40.7) , and third grade (41.9). The fifth grade students have transitioned to middle school. Teachers must be adequately prepared to teach students to reach high achievement for students. Incoming fifth graders must be adequately prepared for fifth grade math.</p> <p>Monthly focus meetings will be focused on Math Professional Development. All Lucile Souders Professional Development will be focused on Math. Staff will focus on adequately using our 90 minutes of math instruction to prepare the students. Staff will review math data frequently. Vertical team meanings identify school wide trends and best practices monthly.</p> <p>The instructional staff will utilize vetted resources (district coherency map, mClass lessons, Wonders, enVision, MDS,Heggert, Words Their Way) to facilitate math and reading remediation and enrichment efforts.</p> <p>All students will receive tiered support based on their instructional needs while considering their accessibility to afterschool transportation. Our goal is for all sub groups to increase the achievement for to a minimum of 50%.</p>		<p>Gloria Garner</p>	<p>06/07/2024</p>
<p><b>Actions</b></p>		<p>0 of 4 (0%)</p>		
<p>10/25/22</p>	<p>Teachers will use performance data to provide all students with tiered instruction in reading and mathematics.</p>		<p>Athelia Green</p>	<p>06/30/2023</p>
<p><i>Notes:</i></p>				
<p>10/25/22</p>	<p>Evidence-based resources vetted by the school district will be utilized to provide instruction.</p>		<p>Athelia Green</p>	<p>06/30/2023</p>
<p><i>Notes:</i></p>				
<p>10/10/22</p>	<p>Staff will conduct monthly focus meetings to identify math trends and best practices based on instructional needs.</p>		<p>Athelia Green</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				
<p>10/10/22</p>	<p>Instructional staff will participate in professional development to focus on mathematic practices utilizing an aligned text and resources.</p>		<p>Chickia West</p>	<p>06/07/2024</p>
<p><i>Notes:</i></p>				

	A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	<p>Currently, service providers and general education teachers meet to collaborate on the needs of identified students. Teachers also work together to identify strategies to make necessary changes to instructional material and tasks. Service personnel provides teachers and parents with quarterly updates on student progress towards set objectives.</p> <p>8/24/2022 Currently, service personnel utilize specialized program results and psychological evaluations as their primary source of data</p>	Limited Development 10/26/2022			
<b>How it will look when fully met:</b>	<p>The Student Services Team will implement a strategic plan to identify students who are at risk for academic and behavioral deficits through documented actions. Implement a systematic process to stratify students into instructional groups with varying levels of support. Increase referrals to the IEP team to determine if additional support is needed to assist students to make academic and behavioral gains. Enhance the teacher's instructional toolbox through collaboration on intervention strategies and programs.</p>		Cynthia Anderson	06/06/2023	
<b>Actions</b>		<b>0 of 4 (0%)</b>			
10/26/22	Create indicators and measuring tools to identify at-risk students aligned specified timelines.		Cynthia Anderson	06/06/2023	
<i>Notes:</i>					
10/26/22	Monitor and adjust student performance through Tiered interventions		Cynthia Anderson	06/06/2023	
<i>Notes:</i>					
10/26/22	Implement a documentation system of checks and balances to identify the progression of at-risk students through the MTSS and SST processes.		Zully Howington	06/06/2023	
<i>Notes:</i>					

10/26/22	Develop school-wide communication to inform parents/guardians regarding student progress and Tiered Support.		Cynthia Anderson	06/06/2023
<i>Notes:</i>				
<b>A4.17</b>	<b>The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine students in need of targeted intervention.(5856)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>	Teachers use performance and assessment data to refer students who are at risk to the Student Services Team. A PEP is developed with interventions to meet targeted needs. The team meets throughout the school year to discuss student performance and suggest intervention practices. 7/09/2021 Based on this performance students will be placed in one of the four tiers of support.	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>	The Student Services Team will implement a strategic plan to identify students who are at risk for academic and behavioral deficits through documented actions. Implement a systematic process to stratify students into instructional groups with varying levels of support. Increase referrals to the IEP team to determine if additional support is needed to assist students to make academic and behavioral gains. Enhance the teacher's instructional toolbox through collaboration on intervention strategies and programs.		Cynthia Anderson	06/06/2023
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Cynthia Anderson

06/06/2023

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