

Lakewood Lynx

Darren Sheldon, Principal
Name, CIT Teacher (Nobody Volunteered
As of Today)

Celebrations

Here are some of the things we are most proud of...

- MCA Scores are above the state average.
- PBIS Work (I could do a whole nice slideshow on this work for you.)
- Relationships between families and staff.
- Relationships between students and staff.
- Dedicated staff who know ALL students.




CIT Members

Name	Role
Darren Sheldon	Principal
Heather Kemp	Grade 5 Teacher
Katie Stresow	K-1 Teacher
Kim Evavold-Bolf	Grade 3 Teacher



COMPREHENSIVE NEEDS ASSESSMENT

Data Review

2016-2017 School Goals	Met/Not Met
<p>1. This goal is complicated and based on FAST Data from the beginning of the year to the end of the year in aReading.</p>	<p>Our goal was that at least three of our six grade levels reach their goal to increase a certain percentage of students from the beginning of the year to the end of the year. We met this goal as four of the six classrooms did.</p>
<p>2. This goal is complicated and based on FAST Data from the beginning of the year to the end of the year in aMath.</p>	<p>Our goal was that at least three of our six grade levels reach their goal to increase a certain percentage of students from the beginning of the year to the end of the year. We went in to look at the data early this year and couldn't get into the appropriate data to determine. However, our MCA scores correlated to determining that we were successful in math.</p>
	 The logo for Duluth Public Schools, featuring the text "60709" in a yellow box, "Duluth" in a large dark font, and "Public Schools" in a smaller dark font below it.

Data Review

Non-Academic

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	249	242	236	227
American Indian	0	0	1	1
Asian	0	0	1	2
Hispanic	2	2	6	6
Black	0	0	0	0
White	243	237	225	214
More than one race	4	3	3	4
English Learner	0	0	0	1
Special Education	14	14	14	12
Free or Reduced Lunch	97 / 39%	83 / 34%	80 / 34%	74 / 33%

Data Review

Academic

Reading Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	66.2%	62.2%	64.5%	71.1%
American Indian	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
Black	NA	NA	NA	NA
White	71.1	71.1	71.1	71.1
Two or more races	NA	NA	NA	NA
Special Education	36.4%	18.2%	28.6%	25%
Free or Reduced Lunch	44%	47.8%	44.7%	57.1%

Data Review

Academic

Math Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	75.9%	69.3%	71.1%	70.2%
American Indian	NA	NA	NA	NA
Asian	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA
Black	NA	NA	NA	NA
White	65.6%	61.6%	64.4%	71.6%
Two or more races	NA	NA	NA	NA
Special Education	27.3%	27.3%	42.9%	37.5%
Free or Reduced Lunch	68%	54.3%	60.5%	54.3%

Data Review

Academic

Reading Proficiency By Grade				
	2013-2014	2014-2015	2015-2016	2016-2017
3	54.3%	46.3%	67.5%	63.6%
4	57.1%	64.4%	46.3%	76.9%
5	86.7%	75.6%	80.0%	71.4%
Math Proficiency By Grade				
Grade	2013-2014	2014-2015	2015-2016	2016-2017
3	82.6%	56.1%	72.5%	63.6%
4	61.9%	77.8%	58.5%	82.1%
5	82.2%	73.2%	82.5%	64.3%

Data Review

Academic

Reading Growth 2016-2017	Low	Medium	High
Proficient	6 / 7.8%	22 / 28.6%	17 / 22/1%
Not Proficient	3 / 3.9%	15 / 19.5%	14 / 18.2%



Year	Percent On-Track
2013	73.2%
2014	63.1%
2015	55.9%
2016	60.8%
2017	68.9%

Data Review

Academic

Math Growth 2016-2017	Low	Medium	High
Proficient	2 / 2.6%	21 / 27.3%	28 / 36.4%
Not Proficient	3 / 3.9%	13 / 16.9%	10 / 13%



Year	Percent On-Track
2013	73.2%
2014	72.4%
2015	82.6%
2016	68.3%
2017	76.7%

Data Review

Perception, Program, Fidelity

Perception: Data taken from 2013-15 showed some of the following areas needing improvement:

- Dissatisfaction with school climate among staff (trust & communication and adult treatment within the school).
- School administration response to issues involving students needs improvement.
- Parent dissatisfaction with office staff.
- There is some bullying among students.
- Student access to support services.
- Behavior expectations, rules, and consequences enforced.

Program: The following Programs are happening at Lakewood.

- My Learning Plan: In Place
- Balanced Literacy: Two Practice Profiles: 1) Balanced Literacy Research; 2) Whole Group Interactive Read Aloud : in initial stages
- Positive Behavior Interventions & Supports: In Place
- Green Team--Student Led Recycling
- Professional Learning Communities: Developing

Fidelity Data: We do not have a lot of Fidelity Data except through our TFI with PBIS.

Share key data from these categories

- We will be reviewing perception data after our district/school survey in May to determine school climate, bullying, and parent satisfaction.
- We have used PBIS as a tool to teach behavior expectations, reduce bullying, consistent behavior response, and to bring staff together sharing common language.
- We have had a lot of turnover in staff the past two years which has changed a lot of the perception above.
- We will need to continue Balanced Literacy as part of our Record of Continuous Improvement.
- PLCs will need to be addressed in the next couple of years.

Summary of CNA

Successes:

- MCA Math/Reading scores are above the state average.
- Science scores are well above the state average.
- Some data from a different survey sent out in 2015-16 survey does show increased school climate.

Prioritized Concerns:

- Because we are a small school it is more difficult to incorporate MTSS like other schools. Tied into MTSS is our staffing challenges, which I talk about in Challenge 3.
- Lakewood has Splits at K-1, 2-3, and 4-5. This is unique because of our numbers at Lakewood. There is really nothing we can do at this time, but it is sometimes hard to PLC and configure classrooms.
- Staffing changes every year, sometimes dramatically. Classroom Teachers often post into Lakewood and because we are small our CST, Specialists, and Americorp have changed frequently.
- Making sure we have the resources to do everything appropriately.
- Continuing initiatives when district office staff or school staff leave.

School Goals 2017-2018



Goal 1-Reading

Scoring	Reading		<u>Spring Score</u>
4	Exceeds	75%	
3	Meets	66%	
2	Partially Meets	65%	
1	Does Not Meet	Below 65%	

Goal 2-Math

Scoring	Math		<u>Spring Score</u>
4	Exceeds	80%	
3	Meets	75%	
2	Partially Meets	70%	
1	Does Not Meet	Below 70%	

School Action Plan

Initiatives

- PBIS
- MTSS
- Constant re-working of CST
- In the future: PLC, Math, and All BL components

Instructional Practices (Practice Profile Focus)

- Research Balanced Literacy Components
- Whole Group Interactive Read Aloud

Any questions?

