

# Lester Park

Sue Lehna, Principal  
Jodi Stacken, CIT Teacher

## Celebrations

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

- **MTSS Implementation:**  
WIN, LLI Programming and Materials, Special Education Role in Academics, Teacher Collaboration, Standard Treatment Protocol = Academic Success
- **Parent/Community Involvement:**  
Conference Participation, Foundation, PTA, Garden Clubs, ECFE Play Area, Eagle Scouts, Junior League, Keyzone After school Programs, Partnerships with University Faculty & Students(UMD, UWS, St. Scholastica), Early Childhood Programming
- **Miscellaneous:**  
Reading & Bus Buddies, Battle of the Books, Giving Tree, Food Drive, etc



## CIT Members

Name	Role
Sue Lehna	Principal
Carrie Tessier	K Teacher
Susan Mikel	1st Gr. Teacher
Sherry Williams	2nd Gr. Teacher
Mary Davidson	3rd Gr. Teacher
Nancy Dallum	4th Gr. Teacher
Erica Wittmers-Graves	5th Gr. Teacher
Julie Davern	Intervention Teacher
Jodi Stacken	SpEd. Teacher



COMPREHENSIVE NEEDS ASSESSMENT

## Data Review

2016-2017 School Goals	Met/Not Met
1. The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 78.3% in 2016 to 81.3% in 2017.	All student groups increased proficiency within the minimum to maximum expected range. <a href="https://docs.google.com/document/d/1oZq5wImaYe47CX0p3qjK7Aj_NuOoca4n356qkrGmc0/edit">https://docs.google.com/document/d/1oZq5wImaYe47CX0p3qjK7Aj_NuOoca4n356qkrGmc0/edit</a>
2. The percentage of all students in grades 3-5 at Lester Park School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 80.3% in 2016 to 82.3% in 2017.	Most student groups increased proficiency within the minimum to maximum expected range. <a href="https://docs.google.com/document/d/1LWYvOvHeqw6HwCx-v8U5Akz4zmTSUag5uN3_YYsv5ks/edit">https://docs.google.com/document/d/1LWYvOvHeqw6HwCx-v8U5Akz4zmTSUag5uN3_YYsv5ks/edit</a>



## Data Review Non-Academic

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	546	515	496	490
American Indian	6	8	6	6
Asian	10	4	6	8
Hispanic	9	11	9	9
Black	6	4	6	4
White	493	468	440	435
More than one race	22	20	29	28
English Learner	3	4	2	3
Special Education	57	50	48	47
Free or Reduced Lunch	146	117	101	75

## Data Review Academic

Reading Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	71.9	69.0	80.3	80.9
American Indian				
Asian				
Hispanic				
Black				
White	74.3	70.5	80.1	82.6
Two or more races				
Special Education	42.1	23.3	51.6	40.0
Free or Reduced Lunch	56.0	54.2	61.7	71.8

## Data Review Academic

Math Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	72.5	74.9	78.3	83.1
American Indian				
Asian				
Hispanic				
Black				
White	68.2	76.3	80.2	84.2
Two or more races				
Special Education	54.1	39.3	45.2	73.3
Free or Reduced Lunch	52.0	53.4	56.5	70.3

## Data Review Academic

Reading Proficiency By Grade				
	2013-2014	2014-2015	2015-2016	2016-2017
<b>3</b>	64.0	62.7	74.4	78.8
<b>4</b>	56.5	72.9	80.8	77.9
<b>5</b>	92.7	71.4	85.5	86.3
Math Proficiency By Grade				
Grade	2013-2014	2014-2015	2015-2016	2016-2017
<b>3</b>	70.5	75.6	81.6	81.3
<b>4</b>	68.2	77.4	83.3	83.7
<b>5</b>	78.1	71.4	70.4	84.4

## Data Review Academic

Reading Growth 2016-2017	Low	Medium	High
Proficient	21.9% 34 students were proficient but made low growth	36.8% 57 students continued to grow	21.9% 34 students made exceptional growth
Not Proficient	5.8% 9 students were not proficient and made low growth	7.1% 11 students were not proficient but made some growth	6.5% 10 students were not proficient but made exceptional growth
Math Growth 2016-2017	Low	Medium	High
Proficient	10.7% 16 students were proficient but made low growth	36.0% 54 students continued to grow	38.0% 57 students made exceptional growth
Not Proficient	2.0% 3 students were not proficient and made low growth	8.0% 12 students were not proficient but made some growth	5.3% 8 students were not proficient but made exceptional growth

## Data Review Perception, Program, Fidelity

### Fidelity Data

Through use of our practice profile on guided reading we were able to identify staff training needs, which were addressed in the 16-17 school year. We will fully implement use of the practice profile on guided reading, as well as further develop guided reading through our work with Stacy Gilpen.

### Program Data

We discovered that we are in need of increasing our data collection, as well as developing specific goals for current implemented programs (school forest, school garden, classroom instructional practices) to ensure we are getting the results we anticipate.

### Perception Data

Along with fidelity data our perception data helped us identify teacher training needs. We also recognize that we have limited current perception data and that we should consider our next steps in gathering this information from staff, families and students.

### Academic/Non Academic

We have significant academic and nonacademic data available to us- this data is essential for the implementation of MTSS.

## Summary of CNA

### Successes:

#### **MTSS Implementation:**

WIN, LLI Programming and Materials, Special Education Role in Academics, Teacher Collaboration, Standard Treatment Protocol = Academic Success

#### **Parent/Community Involvement:**

Conference Participation, Foundation, PTA, Garden Clubs, ECFE Play Area, Eagle Scouts, Junior League, Keyzone After school Programs, Partnerships with University Faculty & Students(UMD, UWS, St. Scholastica), Early Childhood Programming

**Multiple Others:** Reading Buddies, Battle of the Books, Bus Buddies, Giving Tree, Food Drive, etc

### Prioritized Concerns:

#### **Social/Emotional/Climate/Cultural:**

Conflict Resolutions, Making friends in a positive way, emotional regulation, I messages lack of curriculum and time for teaching Social/Emotional/Climate/Cultural skills that influence the building climate.

## School Goals 2017-2018



1. By Spring 2018, all students will increase reading proficiency by the target rate increase necessary to be on track to meet the state's goal of 90% proficiency by 2025. This goal will be measured using all accountability tests (MCA and MTAS), October 1 enrollments. Targets will be calculated annually by the Director of Assessment and Evaluation.

2. By Spring 2018, all students will increase math proficiency by the target rate increase necessary to be on track to meet the state's goal of 90% proficiency by 2025. This goal will be measured using all accountability tests (MCA and MTAS), October 1 enrollments. Targets will be calculated annually by the Director of Assessment and Evaluation.

## School Action Plan

### Initiatives

- MTSS

Data Review Process, Intervention Protocol, WIN, PLC's - ongoing implementation.

- Implementation of Social Emotional Groups

Working with SW intern to incorporate SEL for groups of students.

### Instructional Practices (Practice Profile Focus)

- Guided Reading

Working with literacy coach to further implement our Guided Reading Practice Profile as well as look deeper at other impactful reading strategies.

Any questions?

