

2025-2026 CIP-Needs Assessment - Lake Ridge Elementary

Staff Talent Development

Talent Development Reflection

Recruitment and Retention:

What was the school's **turnover rate** for the 2024-2025 school year?:

5:17 this year = 29% - 3 retired; 2 surplussed with the 6th grade program

Professional Learning:

What **professional learning** took place in 2024-2025?

- Teacher Clarity Playbook
- PBIS and Educator's Handbook Training
- HMH Training
- OTR Training

Why was this **professional learning** given?

We believe that teacher clarity helps us improve Tier 1 instruction and engagement for students. PBIS and Ed Handbooks were necessary to refresh teachers on school systems. HMH is a new reading program that was adopted. The OTR training took place later in the year to support engagement on Tier 1 instruction as part of a 30-day action plan.

How do you know that this **professional learning** was impactful?

Academic data indicates that we can improve in our Tier 1 instruction; this was solidified with observational data from district support. Coaches and admin worked together to determine what was the best direction to go for PD and we decided that The Teacher Clarity Playbook was the best option. We used grade level standards to implement the PD and what we were learning from the playbook. OTR PD was determined after feedback and observations from district personnel. We used a drop in tool to collect OTR data to support implementation. HMH implementation was supported with an HMH representative during the year, as well as district literacy leaders who came and observed implementation. PBIS has been an ongoing discussion with the committee because the implementation has not been as consistent as we would hope.

Where is your school headed into 2025-2026 in building on your **professional learning** plan?

Admin supports using "Collective Efficacy" book study as PD in the upcoming school year. We are going to approach next year with support from district and state reps because we are going into Springboard. Much of the PD will be determined by a more thorough needs assessment.

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Evaluating Tiers of Interventions

Academic Tier I School Strengths:	Behavioral Tier I Supports:
Strengths: ● Teachers use the research-backed tier 1 tools to target essential standards. ● Teachers work with the literacy coach to support literacy learning through effective instructional strategies. ● PLC time is utilized to discuss essential standards in the grade level.	Strengths: Our Tier 1 SWPBIS System is implemented each year by all teachers in the building. We work to provide students with positive reinforcement for appropriate behaviors. We teach the common area expectations school-wide at the beginning of the year to all students, and there is a decision tree in place and posted in all classrooms.
What are priority areas for improvement in your Tier I (whole school) Systems of Support? The decision tree and using it with fidelity is a priority area. Also, implementing PBIS Tier 1 strategies in each individual classroom that aligns with our SWPBIS system is another area of priority. Finally, consistent practice and utilization of these systems is a priority.	
Academic Tier II Supports:	Behavioral Tier II Supports:
How do content PLCs and/or grade level teams support students who need additional academic support? ● Teachers discuss concepts that are a concern and specific students who are a concern in grade level PLCs. ● The Acadience Screeners and PM data is used to place students in appropriate Tier 2 groups.	How do content PLCs and/or grade level teams support students who need additional behavioral support? ● PLCs are a platform where teachers can discuss behavioral concerns with team members and discuss solutions and interventions to try to support these students.
What are priority areas for improvement in your Tier II (group) Systems of Support? A priority for our Tier2 systems is to use PLCs to create action steps and implement them regarding student behavior and academic deficiencies or areas of concern.	
Academic Tier III Supports:	Behavioral Tier III Supports:
What are some systems or practices working especially well in providing Tier III academic support? Tier 3 supports that are working especially well are the schedules for students receiving special education services. They are never pulled out during Tier 1 instruction and they receive their small group instruction on their IEP goals. Additionally, Tier 3 support for students without IEPs work well in the	What are some systems or practices working especially well in providing Tier III behavioral support? Tier 3 instructional practices on emotional regulation using research backed materials is working well. Additionally, team efforts to write targeted behavior goals for students.

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classroom.

What district or other supports are needed in improving your Tier III (individual) Systems of Support?

Tier 3 systems can improve through more efficient practices and working in a timely manner to identify areas of concern that need to be targeted. The support that would help is coaching cycles for our special education teachers by special education specialists (especially behavior specialists) would really support these improvements in tier 3 systems.

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Review of Student Achievement Data:

Student Achievement Reflection

What **strengths** stood out while reviewing student levels of academic achievement?

Growth is an area of strength for our school, and particularly, our lowest 25% came up from the previous year. We are strongest in our science achievement rates. We also show strengths in students making typical or above typical progress in early literacy data.

What are areas of school “**critical academic need?**”

Mathematics and reading achievement data are areas of critical academic need.

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Reflection on use of TSSA funds:

Financial Reflection and Preview

How is your school utilizing TSSA funds this school year (2024-2025)?

TSSA Funds were used to support an additional BHA in our building, as well as pay for some of our paraeducators for small group instruction. We also used TSSA to support parent engagement activities.

List your TSSA expenses for 2024-2025 (this current school year) here, noting which goal each expense supports.

We used TSSA to support our Back to School Night for parent engagement as well as several events throughout the school year. Parent engagement supports all academic goals.

Paraeducators support our Acadience Reading goal.

BHA supported our students' social skills and dispositions goal of feeling self-efficacy.

Lastly, how are TSSA funds influencing the school's current level of success?

We can improve in this area by supporting more teachers during small group instruction. Additionally, we can use some of the TSSA funding to support some of our social skills and disposition goals better through structured recess activities facilitated by a playground aide that is trained.

The first grade success in Acadience Reading this year shows that paraeducator support during Tier 2 instruction is invaluable. We will start to use our paraeducators more widely in the school to support all grade levels.