

2017-2018 LCS Goals

Aligned with Michigan's Top 10 in 10 goals, recent Board and administrative training, and K-12 professional development goals:

Goal 1: Provide every child access to an aligned, high-quality curriculum from early childhood to post-secondary attainment - through a multi-stakeholder collaboration with business and industry, labor, and higher education - to maximize lifetime learning and success.					
Strategy 1.1	Students are supported through a quality curriculum birth through 3rd grade that include a family engagement component for optimal development.				
Benchmark 1.1.A	80% of LCS preschool aged students will be proficient on the kindergarten readiness assessment.				
	<p>100% teachers of pre-school aged students will:</p> <ul style="list-style-type: none"> Implement best practice reading and math essential instructional practices in early literacy as measured by classroom observations Identify student who are at risk of not meeting kindergarten readiness standards as measured by progress reports Provide 100% of parents strategies to support student at home as measured by parent surveys <p>Preschool aged students proficient on k readiness assessment</p> <p><i>(All local districts are responsible to "child find" in Michigan. Starting at birth to age 26 for students who are suspected of having a disability. Our programming aligns With Preschool Curriculum Standards to include Creative Curriculum and Teaching Strategies Gold.)</i></p>				
		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
Measurement 1.1.A	Preschool aged students proficient on K readiness assessment (<i>upper/lower case letters, sounds, number sense- count and recognize numbers 1-20</i>)	Need Spring Percent proficient: <ul style="list-style-type: none"> Upper/lower case letters: 57% Sounds: 54% Counting: 60% Identified numbers: 45% 	10% each year	TSC Gold Checkpoint 1 Checkpoint 2 Checkpoint 3 Upper/lower case letters 1-20 21-35 35-40 Sounds 1-9 10-13 14-18 Counting 1-10 11-19 20 # Identified 1-4 5-9 10	Fall, Winter, Spring
Benchmark 1.1.B	80% of 3 rd grade students will be proficient in reading as measured by state adopted assessments.				

	<p>100% of K-3rd grade teachers will:</p> <ul style="list-style-type: none"> Assess students in MAP/NWEA 3 times per year , 1st one within 30 days of the start of school Identify students who exhibit reading deficiency using MTSS criteria Provide an Individualized Reading Plan within 30 days for these students, ½ day data day provided in addition to PLC time within the work day Provide a documented Reading Intervention Program and progress monitor in the form of running records and/or comprehension interview Provide parents with written notification, strategies to support students at home, and take home reading program Identify a professional development goal based on Early Literacy best practices as evident by administrative walk through supported by coaching plans 				
Measurement 1.1.B	3rd grade students proficient in reading as measured by MSTEP	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
		50% proficient	10% each year	<ul style="list-style-type: none"> MSTEP Learning Coach Plans 	June for MSTEP Trimester for coach plans
Strategy 1.2	Ensure that every student has the opportunity to take meaningful steps toward their postsecondary career while in high school				
Benchmark 1.2.A	<i>80% of high school seniors will complete the FAFSA by the end of their final year. *Senior year or 13th year for EC</i>				
Measurement 1.2.A	High school seniors will complete the FAFSA by the end of their final year.	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
		195 complete at the start of the month. This would constitute 46% County average is just over 50%	10% each year	FAFSA	January and May
Benchmark 1.2.B	<i>100% students will have successfully completed a college or career education course such as dual enrollment, enrolled in early middle college, Advanced Placement, and/or career/technical education.</i>				
Measurement 1.2.B	Students enrolled in college or career education such as DE, EC, and/or career/technical education will earn credit.	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
		<ul style="list-style-type: none"> 311/1263 students enrolled in college programs 195/1263 in EdTech 	15% each year	<ul style="list-style-type: none"> Transcript for DE, EC, and career/technical education Student survey for Baker course delivered during I-connect 	January and June
Benchmark 1.2.C	<i>70% of students enrolled in Advanced Placement courses will earn a qualifying score.</i>				

	<p>100% of AP teachers will</p> <ul style="list-style-type: none"> Identify students who exhibit deficiency in the content areas Implement best practice Tier 1 instruction to support greater numbers of students achieving master of content as measured by number of students passing and failing Provide parents with written notification and strategies to support students at home if students are failing or at risk of failing Identify a professional development goal based on best College and Career Readiness strategies as aligned with SAT 				
Measurement 1.2.C	70% of students enrolled in AP will earn a qualifying score	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
		49.9% earned a qualifying score	6% each year	AP exam	July
Benchmark 1.2.D	100% of students taking a virtual course through LCS will complete all classes with a passing grade.				
	<p>100% of Mentors will</p> <ol style="list-style-type: none"> Attend annual mentor training Attend annual curriculum meeting Provide academic coaching for students who they support as mentor Provide academic support for students in Virtual within their certified area Provide strategies to support student success, both content area and support to be successful as an online learner Respond to student / parent questions and concerns in a timely fashion (within 24 hours) Maintain and document weekly, content specific, documented two-way communication with the student in accordance with Michigan Pupil Accounting guidelines Manage curriculum system and prepare reports as requested Grade / evaluate assignments and assessments as needed and within one week of student completion of work Support pupil accounting requirements Assign grades to students who they mentor Progress reports sent home twice per semester 				
Measurement 1.2.D	Students enrolled in a LCS virtual course will earn a passing grade by the completion of the course	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation

	<p>the course.</p>	<p>711 classes being taught between, LHS, Zemmer, RW, and LCH with 402 of them currently passing their class with a 75% or higher.</p> <p>Total: 56% of current virtual students on the track to receive a passing grade in their virtual classes. Depending on the group the breakdown changes.</p>	<p>17/18: 10% increase from 16/17 of total students receiving a passing grade.</p> <p>18/19: 15% increase from 17/18 of total students receiving a passing grade.</p>	<ul style="list-style-type: none"> • Final grades in PowerSchool • Mentor Contact Logs • Progress Reports 	<ul style="list-style-type: none"> • Semester grades • Fall and supplemental count • Progress reports • Year-end data
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<p>Strategy 1.3</p>	<p>Develop quality curriculum aligned to adopted standards to assure that all students graduate Career- and College-Ready that is clearly communicated to all stakeholders.</p>
<p>Benchmark 1.3.A</p>	<p>100% of all 6-12 units of instruction have KUDs aligned to appropriate standards as evidenced in lesson and unit plans.</p> <p>100% of teachers will:</p> <ul style="list-style-type: none"> • Utilize collaboration to align unit instruction to KUD • Demonstrate KUDs in lesson plans, sharing of learning target and lesson implementation • Access grade level or department KUDs in public folders • AP teachers will align KUD to College Board AP Standards • Pre AP teachers will identify AP standards and align with curriculum <p>100% of administrators will:</p> <ul style="list-style-type: none"> • Monitor department KUD alignment • Review quality of alignment • Provide department and teacher feedback

		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
Measurement 1.3.A	6-12 units of instruction have KUDs aligned to appropriate standards as evidenced in lesson and unit plans	LHS: <ul style="list-style-type: none"> • 20.7% Zemmer: <ul style="list-style-type: none"> • 20.5% RW: <ul style="list-style-type: none"> • 84% • Less than 10% have lessons aligned to KUD 	50% completion each year	Unit documents in Public Folders	Semester for 6-12
Benchmark 1.3.B	100% of all K-5 reading and math units have KUDs aligned to CCSS as evidenced in lesson and unit plans. A companion document links curriculum materials to standards.				
	100% of teachers will: <ul style="list-style-type: none"> • Utilize collaboration to align unit instruction to standard KUD • Demonstrate KUDs in lesson plans, sharing of learning target and lesson implementation • Access grade level or department KUDs in public folders 100% of administrators will: <ul style="list-style-type: none"> • Monitor department KUD alignment • Review quality of alignment • Provide department/grade level and teacher feedback 				
		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation

Measurement 1.3.B	K-5 reading and math units have CCSS unpacked into KUDs and demonstrated alignment to units as evidenced in lesson and unit plans.	<p>Reading % complete</p> <ul style="list-style-type: none"> Identified KUD 100% Identified Gaps 100% in K, 1, 4, 5 50% at 2nd grade 67% at 3rd grade Identified Resources for Gaps 0% Links to resources 0% <p>Math % complete</p> <ul style="list-style-type: none"> Identified KUD 0% Identified Gaps 0% Identified Resources for Gaps 0% Links to resources 0% 	50% completion each year: <ul style="list-style-type: none"> Standard KUD Identified gaps Identified resources for gaps Resources linked where possible implementation could occur 	Unit documents in Public Folders	Trimester for K-5
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Goal 2: Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, learner-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

Strategy 2.1	Implement district, building and individual professional development goals to foster Deeper Learning competencies/experiences across content areas.				
Benchmark 2.1.A	100% of K-5 teachers will implement a researched based guided reading model, consistently and effectively, for tier 1 instruction and intervention as evidenced by walk through documentation and lesson plans				
Measurement 2.1.A	K-5 teachers will implement a researched based guided reading model for tier 1 instruction and intervention as evidenced by walk through documentation and lesson plans	<p>Baseline Data</p> <p>Percent:</p> <ul style="list-style-type: none"> Lynch- 65% Mayfield-63% Murphy- 62% Schickler- 61% Turrill- 78% 	% Improvement 20% each year	Measurement Tool Form C	Frequency of Evaluation Trimester walk through
Benchmark 2.1.B	100% of K-12 teachers will effectively be facilitators of student centered learning as evidenced by walk through documentation and lesson plans aligned to Danielson Domains 1 and 3.				
	K-12 teachers will effectively be facilitators of student centered learning as evidenced by walk through documentation and implementation of beginning (less	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation

<p>Measurement 2.1.B</p>	<p>documentation on implementation or beginning (less than 25% student centered instruction), partial (26%-50% student-centered instruction), full/sustained (over 50% student centered instruction).</p> <p>Domain 1 and 3 alignment to student centered learning:</p> <ul style="list-style-type: none"> Skills in Domain 1 are demonstrated primarily through the plans that teachers prepare to guide their teaching, by how they describe the decisions they make, and ultimately through the success of their plans as implemented in the classroom. The level of cognitive challenge of assignments and activities are an important indication of the type of intellectual engagement the teacher intends for students. The plan's effects must be observed through action in the classroom. The heart of Domain 3 is engaging students in learning with other components for D3 playing an important supporting role in promoting learning. Not only are teachers providing clear directions and explanations; their work is enhanced through the skillful use of questioning and discussion and though the integration of assessment strategies into instruction. Furthermore, only when teachers demonstrate flexibility and responsiveness can they maximize opportunities for learning by the students. So although engagement in learning is the centerpiece of Domain 3, the other components play an important role in making that engagement possible. <p>Examples of student centered learning formats for instruction:</p> <ul style="list-style-type: none"> Launch, Explore, Summarize and/or 5 E's in math instruction Question Formulation Technique Inquiry strategies (math, science) Student-led discussions Workshop model in ELA NGSX Scientific and Engineering Practices 	<p>LHS B: 42% P: 58% F: 0%</p> <p>Zemmer B: 38% P: 62% F: 0%</p> <p>RW B: 36% P: 61% F: 3%</p> <p>Lynch B: 15% P: 77% F: 8%</p> <p>Mayfield B: 31% P: 50% F: 19%</p> <p>Murphy B: 54% P: 31% F: 15%</p> <p>Schickler B: 47% P: 53% F: 0%</p> <p>Turrill B: 24% P: 76% F: 0%</p>	<p>20% growth from beginning to partial and partial to full/sustained each year</p>	<ul style="list-style-type: none"> Implementation rating of beginning, partial, full/or sustained Learning Coach documentation with measurable goals related to Domain 1 and 3 	<p>Trimester/Semester walk through</p>
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Benchmark 2.1.C *100% of K-12 teachers will apply mathematical practices within math-related instruction as evidenced by walk through documentation and lesson plans.*

Measurement 2.1.C	Teachers will utilize PD opportunities to understand and embed the 8 mathematical practices and guiding principles of constructing learning within instruction.	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
Benchmark 2.1.D	<i>100% of principals will have building learning coach plans with identified measurable individual and teacher team goals for instructional growth</i>				
Measurement 2.1.D		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
Benchmark 2.1.E	<i>100% of learning coaches will have individual and group coaching cycle plans to include measurable goals and impact on student achievement. Administrative walk through data will measure instructional practice transfer of goals.</i>				
Measurement 2.1.E	Building coach and walk through data will indicate 75% or higher implementation rate of instructional practices for which a teacher received coaching on. In classrooms where teaching practices have changed as a result of coaching, 100% of students will meet or exceed the district expectations for proficiency on unit assessments or meet specified level of growth on unit assessments (k-5)/make 30% growth on unit assessments (6-12).	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
		50% of coach cycle plans have measurable goals	50%	<ul style="list-style-type: none"> Form C Learning coach cycle plans End of year coach cycle documentation 	Trimester
		50% transfer of instructional practices observed but impact on student achievement was not consistently measured			

Strategy 2.2	Ensure that all students have access to individualized instruction and feedback based on assessment data, both formative and summative.
Benchmark 2.2.A	<i>100% of K-12 students scoring at or below the 40th percentile ranking in NWEA grades K-7 and PSAT/SAT grades 8-11 will receive individualized (targeted) instruction within tier 1 and students scoring below the 20th percentile will receive tier 2 and 3 instruction.</i>
	100% of K-12 teachers will <ul style="list-style-type: none"> Utilize formative assessment to modify instruction as evidenced in lesson plans and administrative walk through Utilize formative assessment data to provide student feedback and support individual student goal setting as evidenced by K and D checklists K-5 teachers will utilize running records and/or comprehension interview for students identified as needing tier 2 or 3 supports in reading as evidenced by intervention plans and documentation 6-12 teachers will utilize iConnect and/or before or after school for students identified as needing tier 2 or 3 supports as evidenced by intervention documentation.

		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
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Measurement
2.2.A

K-12 students scoring at or below the **40% percentile ranking** in NWEA grades K-7 and PSAT/SAT grades 8-11 **will receive individualized instruction** within the classroom. Students scoring at or below the **20th percentile will receive individualized instruction within and outside of the classrooms** (MTSS guidelines)

- Interventions outside of regular instruction or supplementary instruction includes before or after school, during iConnect at the secondary level and during RtI time at the elementary level

Grade Total # and % of students scoring below the 40th and 20th percentile

11th SAT:

- ≤40th percentile 147/412: 36%
- ≤20th percentile 64/412: 16%

10th PSAT:

- ≤40th percentile 190/412: 46%
- ≤20th percentile 98/412: 34%

9th PSAT:

- ≤40th percentile 142/413: 34%
- ≤20th percentile 74/413: 18%

8th PSAT baseline to be determined in 17/18:
Need Spring MAP Scores as baseline as we transition to using PSAT

7 th and 6 th Math		# taking test	# ≤ 20%	% ≤ 20%	# ≤ 40%	% ≤
40%						
6 th	360	89	25%	173	48%	
7 th	387	97	25%	188	49%	

Reading		# taking test	# ≤ 20%	% ≤ 20%	# ≤ 40%	% ≤
40%						
6 th	360	60	17%	132	37%	
7 th	395	95	24%	170	43%	

PSAT/SAT EBRW		# taking test	# ≤ 20%	% ≤ 20%	# ≤ 40%	% ≤
40%						
11	412	54	13%	143	35%	
10	412	65	16%	159	39%	
9	413	63	15%	130	31%	
8						

PSAT/SAT Math		# taking test	# ≤ 20%	% ≤ 20%	# ≤ 40%	% ≤
40%						
11	412	80	19%	156	38%	
10	412	110	27%	218	53%	
9	413	80	19%	187	45%	
8						

10% each year

- MAP National Norm percentile
- PSAT/SAT percentile compared to State
- 6-12 I-connect intervention documentation
- K-5 RtI documentation

- K-7 Fall, Winter and Spring
- 8-10 Fall and Spring

Benchmark 2.2.B	<i>6-12 students will complete a student opinion survey of teacher effectiveness for all probationary teachers and teachers who previously received a less than effective rating as evidenced by survey results which will be returned to both teacher and teacher evaluator</i>					
Measurement 2.2.B	6-12 students will complete a student opinion survey of teacher effectiveness for all probationary teachers and teachers who previously received a less than effective rating	Baseline Data		% Improvement	Measurement Tool	Frequency of Evaluation
					6-12 Student Opinion Survey of Teacher Effectiveness	One time per year/ or one time per semester

Strategy 2.3	Provide an integrated system of guidance to develop and support district and school leadership competencies, to accelerate student achievement				
Benchmark 2.3.A	<i>100% of administrators will self-assess, develop growth goals, and monitor progress based on School Advance evaluation system as evidenced by evaluation documentation</i>				
Measurement 2.3.A		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
Benchmark 2.3.B	<i>100% of mentors and learning coaches will support teachers with ongoing professional support and development as evidenced by learning coach plans and mentor logs as measured by principal observation data related to learning coach focus</i>				
Measurement 2.3.B		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation

Goal 3: Develop, support, and sustain high-quality collaborative processes that improve teacher performance and student achievement					
Strategy 3.1	Provide guidance and professional development on effective professional learning communities				
Benchmark 3.1.A	<i>100% of teachers will contribute to professional learning community focused on four questions; what do we want students to learn? How are we going to assess what they know? What are we going to do if they aren't learning? What will we do if they already know what we are teaching?</i>				
Measurement 3.1.A		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation

Measurement 3.1.B				PLC meeting minutes	
Benchmark 3.1.B	<i>100% of administrators will assist teacher teams toward high functioning professional learning communities as evidenced by professional development plans and teacher evaluation feedback</i>				
Measurement 3.1.B		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
				<ul style="list-style-type: none"> • PD agendas • PLC meeting minutes with feedback 	