

2019-2020 LCS Goals (revised 2-17-20)

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.						
100% teachers of pre-school aged students will: <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 Preschool aged students proficient on k readiness assessment (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.)								
Measurement 1.1.A	Preschool aged students proficient on K readiness assessment (upper/lower case letters, sounds, number sense- count and recognize numbers 1-20)	Baseline Data	% Improvement	Measurement Tool			Frequency of Evaluation	
		Spring 2019 percent proficient	10% each year	TSC Gold Percentage is based on the number of students meeting the benchmark.			Fall, Winter, Spring	
				2018-2019 Assessment	Checkpoint 1 Oct 29	Checkpoint 2 Feb 14	Checkpoint May 21	
				Upper/lower case letters	56% Benchmark 5-54	49.6 % Benchmark 31-54	58.43% Benchmark 4	
				Sounds recognition (any letter)	62.3% Benchmark 3-26	44.1% Benchmark 14-26	56.8% Benchmark 2	
				Counting	74.2% Benchmark 5-12 or beyond	69.6% Benchmark 13-21 or beyond	67.1% Benchmark 2 beyond	
				# Recognition (students can recognize any number between 0-20 or beyond)	71% Benchmark 1-4	68.5% Benchmark 5-9	63% Benchmark 1	
				Counting objects	73.7% Benchmark 3-7 or beyond	72.1% Benchmark 8-12 or beyond	79.7% Benchmark 1 beyond	

2019-2020	Checkpoint 1	Checkpoint 2	Checkpoint
Assessment	Oct 29	Feb 14	May 21
Upper/lower case letters	71.7% Benchmark 5-54	Benchmark 31-54	Benchmark 4
Sounds recognition (any letter)	57.7% Benchmark 3-26	Benchmark 14-26	Benchmark 2
Counting	87.1% Benchmark 5-12 or beyond	Benchmark 13-21 or beyond	Benchmark 2 beyond
# Recognition (students can recognize any number between 0-20 or beyond)	75.5% Benchmark 1-4	Benchmark 5-9	Benchmark 1
Counting objects	85.9% Benchmark 3-7 or beyond	Benchmark 8-12 or beyond	Benchmark 1 beyond

Benchmark 1.1.B *80% of 3rd grade students will be proficient in reading, 8th grade students in math, and 11th grade students in Evidenced Based Reading and Writing and math as measured by state adopted assessments*

100% of K-3rd grade teachers will:

- 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

	<ul style="list-style-type: none"> • 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 <p>100% of 4-8th grade teachers will:</p> <ul style="list-style-type: none"> • Assess students in MAP/NWEA 2 times per year in the fall and spring. Students will be assessed an additional time in the winter if scoring below the 40% percentile in the fall. • Identify students who exhibit math deficiency using MTSS criteria and provide intervention. • Provide Guided Academics support as an elective in grades 6-8. • Provide Academic support through I-connect • Provide parents written notification and student progress updates <p>100% of 9-11th grade teachers will:</p> <ul style="list-style-type: none"> • Provide Guided Academics support as an elective. • Provide Academic support through I-connect • Provide parents written notification and student progress updates
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Measurement 1.1.B	3rd grade students proficient in reading and 8 th grade students proficient in math as measured by MSTEP. 11th grade students proficient in EBRW and math as measured by SAT.	Baseline Data		% Improvement	Measurement Tool				Frequency of Evaluation
		Spring 2017		10% each year Goal Not Met					June for MSTEP Trimester for coach plans
					Measurement Tool	2017 % Prof	2018 % Prof	2019 % Prof	
					3rd grade MSTEP-reading	50%	55%	54%	
					8 th grade MSTEP - math	21%	24%	29%	
			11 th grade SAT - EBRW	60%	61%	54%			
			11 th grade SAT - math	35%	32%	31%			

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 80% of high school seniors will complete the FAFSA by the end of their final year. *Senior year or 13th year for EC

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
		Class of 2017			10% each year	FAFSA Class of 2018 *25 students removed for EC 13 th year						December and May
		415 stud	Submit	Comple	Goal Not Met 2% growth Additional night time events for parents and worked to communicate to a younger group of	366 stud	Submit	Complete				
		Dec 15	158 38%	145 35%		Dec 15	134 37%	126 34%				
		Apr 20	253 61%	230 55%		May	230	211				

			students. Class of 2019 have completed their FAFSA identification during Junior Jump.	<table border="1"> <tr> <td></td> <td>62%</td> <td>57%</td> </tr> </table> <p>Class of 2019: 336 seniors--with the 13th year early college added in, not including the 12th grade early college or LHP students</p> <table border="1"> <tr> <td>366 stud</td> <td>Submit</td> <td>Complete</td> </tr> <tr> <td>Dec 15</td> <td>107 32%</td> <td>101 30%</td> </tr> <tr> <td>May</td> <td>201 60%</td> <td>190 57%</td> </tr> </table>		62%	57%	366 stud	Submit	Complete	Dec 15	107 32%	101 30%	May	201 60%	190 57%
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Benchmark 1.2.B **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 by the time they graduate from high school.** Students will also be provided work based learning activities 6-12, connecting students with workers or experts in a variety of fields.

		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation																																										
Measurement 1.2.B	Students enrolled in college or career education such as DE, EC, and/or career/technical education will earn credit.	<p>June 2017</p> <ul style="list-style-type: none"> 311/1263 students enrolled in college programs = 25% 195/1263 in Ed Tech = 15% <p>*** Over their career we changed how we measured this goal. We realized we need to look at this goal overtime to be able to look at the cohort over three years to increase opportunities for students by the time they graduate.</p>	<p>15% each year beginning with 2017-18</p> <p>Class of 2020 met goal</p> <p>Class of 2019 Goal Not Met</p>	<ul style="list-style-type: none"> Transcript for DE, EC, and career/technical education Student survey for Baker course delivered during I-connect <p>Spring 2018</p> <table border="1"> <thead> <tr> <th>17-18</th> <th>AP</th> <th>DE</th> <th>EMC</th> <th>Ed-Tech</th> <th># & % by Non Duplica</th> </tr> </thead> <tbody> <tr> <td>2020 (365)</td> <td>145</td> <td>21</td> <td>0</td> <td>0</td> <td>154/4</td> </tr> <tr> <td>2019 (391)</td> <td>169</td> <td>113</td> <td>53</td> <td>103</td> <td>291/74</td> </tr> <tr> <td>2018 (391)</td> <td>212</td> <td>198</td> <td>25</td> <td>96</td> <td>337/86</td> </tr> <tr> <td>Total</td> <td>526 46%</td> <td>332 29%</td> <td>78 7%</td> <td>199 17%</td> <td>782/68</td> </tr> </tbody> </table> <p>17-18 school year 782 / 1147 = 68% Non Duplicated Students</p> <p>Spring 2019</p> <table border="1"> <thead> <tr> <th>18-19</th> <th>AP</th> <th>DE</th> <th>EMC</th> <th>Ed-Tech</th> <th># & % by Non Dup</th> </tr> </thead> <tbody> <tr> <td>2021 (431)</td> <td>106</td> <td>2</td> <td>0</td> <td>0</td> <td>107 /</td> </tr> </tbody> </table>	17-18	AP	DE	EMC	Ed-Tech	# & % by Non Duplica	2020 (365)	145	21	0	0	154/4	2019 (391)	169	113	53	103	291/74	2018 (391)	212	198	25	96	337/86	Total	526 46%	332 29%	78 7%	199 17%	782/68	18-19	AP	DE	EMC	Ed-Tech	# & % by Non Dup	2021 (431)	106	2	0	0	107 /	Spring to Spring
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				2020 (368)	202 (+57)	44 (+23)	39 (+39)	98 (+98)	289 / 79%	(+37%)
				2019 (407)	210 (+41)	159 (+46)	56 (+3)	119 (+16)	356 / 87%	(+13%)
				Total	518	205	95 (+17)	214 (+15)	752 / 65%	(-3%)
18-19 school year 752 / 1206 = 65% Non Duplicated Students										
There was an increase in number of juniors and seniors successfully completing college or career education courses with fewer freshman in comparison to the previous year.										

Benchmark 1.2.C	70% of students enrolled in Advanced Placement courses will earn a qualifying score.									
	100% of AP teachers will <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
		2016-17: 43.2% earned a qualifying score	6% each year 2018 Goal Not Met (5% growth vs. our goal of 6%) 2019 Goal Not Met	AP exam 2017-2018: 48.1% earned a qualifying score 2018-2019: 47.9% earned a qualifying score	July

Benchmark 1.2.D	100% of students taking a virtual course through LCS will complete with a passing grade.									
	We want to evaluate what online curriculum is and is not successful for our students. Is this aligned to our traditional courses and determine if the courses are as rigorous as our traditional classes.									

	100% of Mentors will <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 									
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	K. Assign grades to students who they mentor L. 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>June 2017: 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. Some buildings have a higher percentage than others.</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> <p>2018 Goal Met 1st semester: 22% increase 2nd semester: 28% increase</p> <p>2019-20 Goal language changed to track individual courses with passing grade and passing with 75% or higher. We have a need to use this data to determine the quality of various online vendors and success rate.</p>	<ul style="list-style-type: none"> Final grades in PowerSchool Mentor Contact Logs Progress Reports <table border="1"> <tr> <td>January 2018</td> <td> <ul style="list-style-type: none"> 78% of students received a passing grade in Semester 1 of 2017/2018 55% of students received a 75% or higher at the end of Semester 1 of 2017/2018 </td> </tr> <tr> <td>June 2018</td> <td> <ul style="list-style-type: none"> 84% of students received a passing grade in Semester 2 of 2017/2018 58% of students received a 75% or higher at the end of Semester 2 of 2017/2018 </td> </tr> <tr> <td>January 2019</td> <td> <ul style="list-style-type: none"> 72% of students received a passing grade in Semester 1 of 2018/2019 52% of students received a 75% or higher at the end of Semester 1 of 2018/2019 </td> </tr> <tr> <td>June 2019</td> <td> <ul style="list-style-type: none"> 73% of students received a passing grade in semesters 2 of 2018-2019 56% of students received a 75% or higher at the end of semester 2 of 2018-19 </td> </tr> <tr> <td>January 2020</td> <td> <ul style="list-style-type: none"> 72.1% of individual courses with a passing grade in Semester 1 of 2019/2020 48.7% of individual courses with a 75% or higher at the end of Semester 1 of 2019/2020 </td> </tr> <tr> <td>June 2020</td> <td> <ul style="list-style-type: none"> ___ of students received a passing grade in semesters 2 of 2019-2020 ___ of students received a 75% or higher at the end of semester 2 of 2019-2020 </td> </tr> </table>	January 2018	<ul style="list-style-type: none"> 78% of students received a passing grade in Semester 1 of 2017/2018 55% of students received a 75% or higher at the end of Semester 1 of 2017/2018 	June 2018	<ul style="list-style-type: none"> 84% of students received a passing grade in Semester 2 of 2017/2018 58% of students received a 75% or higher at the end of Semester 2 of 2017/2018 	January 2019	<ul style="list-style-type: none"> 72% of students received a passing grade in Semester 1 of 2018/2019 52% of students received a 75% or higher at the end of Semester 1 of 2018/2019 	June 2019	<ul style="list-style-type: none"> 73% of students received a passing grade in semesters 2 of 2018-2019 56% of students received a 75% or higher at the end of semester 2 of 2018-19 	January 2020	<ul style="list-style-type: none"> 72.1% of individual courses with a passing grade in Semester 1 of 2019/2020 48.7% of individual courses with a 75% or higher at the end of Semester 1 of 2019/2020 	June 2020	<ul style="list-style-type: none"> ___ of students received a passing grade in semesters 2 of 2019-2020 ___ of students received a 75% or higher at the end of semester 2 of 2019-2020 	<ul style="list-style-type: none"> Semester grades Fall and supplemental count Progress reports Year-end data
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Strategy 1.3 Develop quality curriculum aligned to adopted standards to assure that all students graduate Career- and College-Ready that is clearly communicated to all stakeholders.

Benchmark 1.3.A 100% of all 6-12 units of instruction have KUDs aligned to appropriate standards as evidenced in lesson and unit plans.

100% of teachers will:

- Utilize collaboration to align unit instruction to KUD
- Demonstrate KUDs in lesson plans by determining learning target, success criteria, lesson implementation, and common formative assessments
- Address gaps Ex. State assessment skills required
- Access grade level or department KUDs in public folders to use for planning
- AP teachers will align KUD to College Board AP Standards
- Pre AP teachers will identify AP standards and align with curriculum

100% of administrators will:

- Monitor department KUD alignment
- Foster a shared ownership in development of KUD
- Review quality of alignment
- Provide department/grade level and individual teacher feedback
- Develop a process for vertical alignment collaboration

Measurement 1.3.A	6-12 units of instruction have KUDs aligned to appropriate standards as evidenced in lesson and unit plans	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
		LHS Spring 2017: 21% Zemmer Spring 2017: 21% RW Spring: 84%	Goal: 50% completion each year *KUD % of Units Completed by Department 2018 Goal not met – increased by 2% 2019 Goal not met – increased by 13% at LHS, 19% at Zemmer with RW remaining the same due to new curriculum in the area of science and social studies.	Unit documents in Public Folders	Spring to Spring

Lapeer High School		% KUD Completed		
Department	Units	Spring 2017 %	Spring 2018 %	Spring 2019%
Art	7		9%	13%
Business	0		0%	18%
English	11		18%	33%
FCS/Ind	1		2%	6%
Math	11		22%	39%
Music	0		0%	25%

*This is a decrease from last year in social studies as they are

transitioning resources and have spent time revising some KUD's that were previously complete.

PE	12		36%	36%
Science	0		0%	24%
SS	14		50%	71%
WL	60		100%	100%
TOTAL:	116	21%	23%	36%
Zemmer Campus		% KUD Completed		
Department	Units	Spring 2017 %	Spring 2018 %	Spring 2019%
Art	10		34%	100%
English	12		37%	67%
Math	16		63%	100%
PE	4		33%	33%
Science	2		0%	11%
SS	5		57%	33%
TOTAL:	46	21%	38%	57%

RW Campus		% KUD Completed		
Department	Units	Spring 2017 %	Spring 2018 %	Spring 2019%
Art	n/a		n/a	80%
English	16		100%	100%
Math	15		100%	100%
PE	9		55%	89%
Science	0		0%	36%
SS	18		88%	88% old units 50% new units
WL	14		100%	100%
TOTAL:	72	84%	84%	74%

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.

100% of teachers will:

- Utilize collaboration to align unit instruction to KUD
- Demonstrate KUDs in lesson plans by determining learning target, success criteria, lesson implementation, and common formative assessments

- Address gaps Ex. State assessment skills required
 - Access grade level or department KUDs in public folders to use for planning
 - AP teachers will align KUD to College Board AP Standards
 - Pre AP teachers will identify AP standards and align with curriculum
- 100% of administrators will:
- Monitor department KUD alignment
 - Foster a shared ownership in development of KUD
 - Review quality of alignment
 - Provide department/grade level and individual teacher feedback
 - Develop a process for vertical alignment collaboration

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.	Baseline Data		% Improvement	Measurement Tool	Frequency of Evaluation													
		<table border="1"> <thead> <tr> <th>Reading 2016-17</th> <th>% complete</th> </tr> </thead> <tbody> <tr> <td>Identified KUD</td> <td> <ul style="list-style-type: none"> • 100% </td> </tr> <tr> <td>Identified Gaps</td> <td> <ul style="list-style-type: none"> • 100% in K, 1, 4, 5 • 50% at 2nd grade • 67% at 3rd grade </td> </tr> <tr> <td>Identified Resources for Gaps</td> <td> <ul style="list-style-type: none"> • 0% </td> </tr> <tr> <td>Links to resources</td> <td> <ul style="list-style-type: none"> • 0% </td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Math 2017-18</th> <th>% complete</th> </tr> </thead> <tbody> <tr> <td>Identified KUD</td> <td> <ul style="list-style-type: none"> • 79% K and 3-5 – 6/8 units 1st – 8/8 units </td> </tr> <tr> <td>Identified Gaps</td> <td> <ul style="list-style-type: none"> • 32% Staff have not taught all units yet to determine if gaps exist </td> </tr> </tbody> </table>	Reading 2016-17	% complete	Identified KUD	<ul style="list-style-type: none"> • 100% 	Identified Gaps	<ul style="list-style-type: none"> • 100% in K, 1, 4, 5 • 50% at 2nd grade • 67% at 3rd grade 	Identified Resources for Gaps	<ul style="list-style-type: none"> • 0% 	Links to resources	<ul style="list-style-type: none"> • 0% 	Math 2017-18	% complete	Identified KUD	<ul style="list-style-type: none"> • 79% K and 3-5 – 6/8 units 1 st – 8/8 units	Identified Gaps	<ul style="list-style-type: none"> • 32% Staff have not taught all units yet to determine if gaps exist	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 <p>2018 Goal Met in standards aligned to KUD Reading was started in 2016-17 and Math started in 2017-2018</p> <p>2019 Goal Not Met in completion. There is a need to monitor the math and Reading KUD goal by building PLC vs district. Building KUD development is necessary in order for all teachers to plan unit and lesson plans effectively.</p>
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		Identified Resources for Gaps	<ul style="list-style-type: none"> 44% Math Recovery is being used to identify resources 			
		Links to resources	<ul style="list-style-type: none"> 0% 			

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.

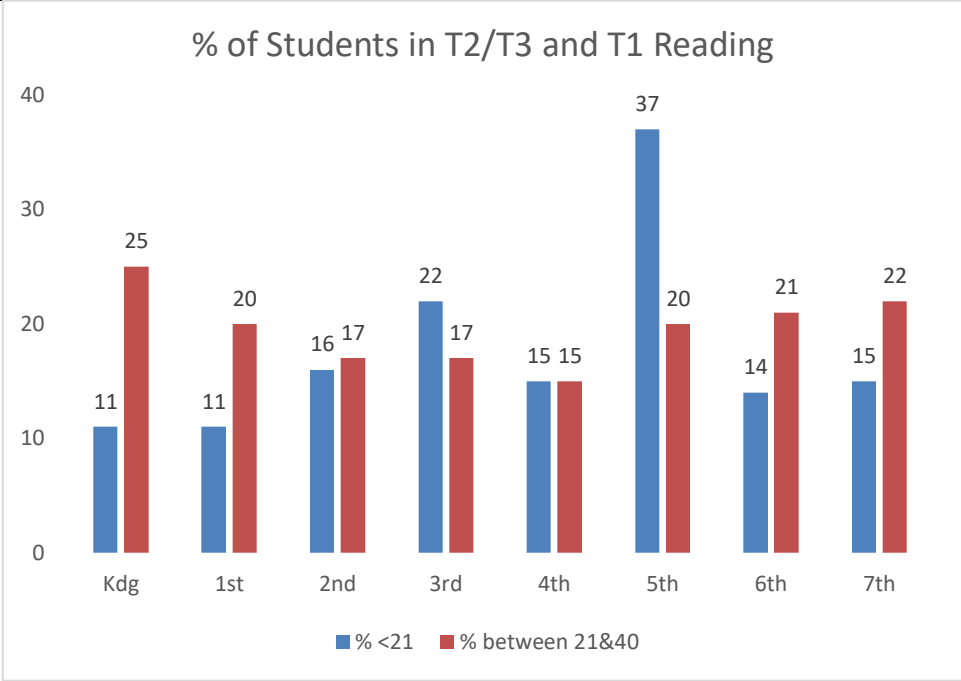
Benchmark 2.1.A 100% of K-5 teachers will implement a evidenced based small group and individual instruction, using a variety of grouping strategies, with flexible groups formed and instruction targeted to specific aspects of literacy development consistently and effectively, for tier 1 instruction and intervention as evidenced by walk through documentation and lesson plans

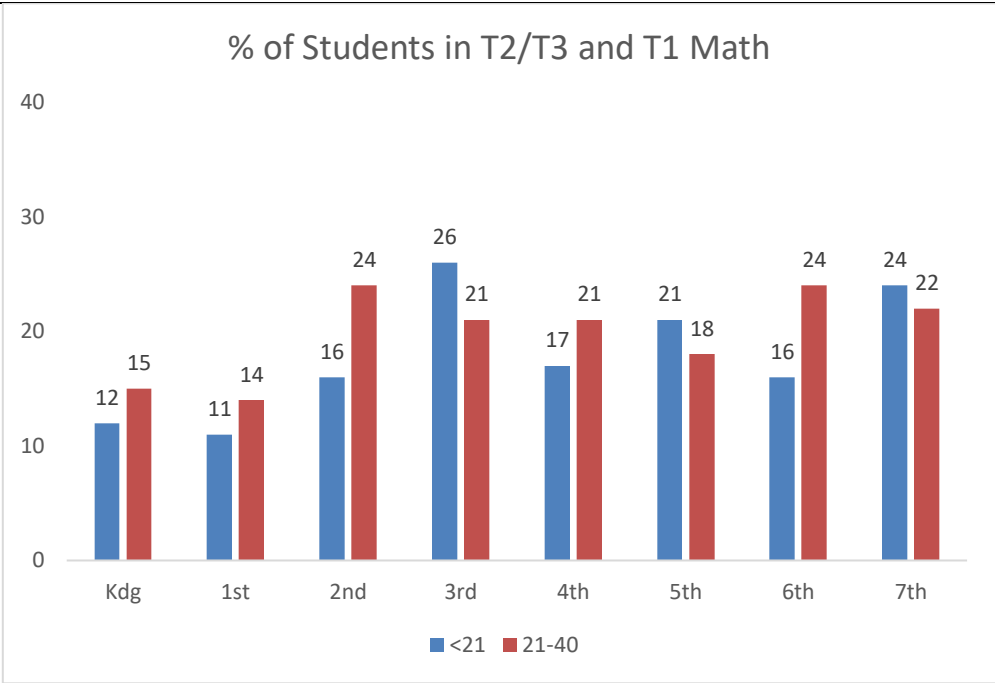
Measurement 2.1.A	K-5 teachers will implement a researched based guided reading model for tier 1 instruction and tier 2 and 3 intervention as evidenced by walk through documentation and lesson plans	Baseline Data C= Consistently E=Effectively				% Improvement	Measurement Tool	Frequency of Evaluation
			June 2017	June 2018	June 2019			
		Lynch	65%	C:100% E:62%	C: 100% E: 64%	Meet goal 100% of teachers implementing consistently. Increase of 20% teachers implementing effectively. For 2018 and 2019, we changed the way we collected data on goal. We are measuring teachers Consistently and Effectively implementing evidenced based small group and individual instruction. 2019 Goal Not Met in all buildings but increased in effectively implementing in all buildings with the exception of Turrill. In 2020, we will collect data for tier 1, 2 and 3. The goal language is perceived by administrators as collecting data for only tier 1	Form C	January and June
		Mayfield	63%	C: 93% E: 60%	C: 100% E: 64%			
		Murphy	62%	C: 75% E: 67%	C: 92% E: 85%			
		Schickler	61%	C: 85% E: 69%	C: 93% E: 80%			
		Turrill	78%	C: 100% E: 67%	C: 76% E: 41%			

Benchmark 2.1.B	100% of K-12 teachers will effectively be facilitators of student centered learning as evidenced by walk through documentation aligned to Danielson Domain 3a, 3b, 3c, and 3d. Domain 1 planning and preparation in the form of lesson plans will support the implementation of student centered instruction.									
Measurement 2.1.B	<p>K-12 teachers will effectively be facilitators of student centered learning as evidenced by walk through documentation within Domain 3:</p> <p>3a Communicating with Students Explanation Imagination Clarity Students understand easily points out misunderstandings Presents several strategies Models</p> <p>3b Using Questioning and Discussion Techniques Open Ended Talk Moves Group Discussion Calling on all students Kagan strategies Higher order questions Students extend discussion</p> <p>3c Engaging Students in Learning Enthusiasm/Interest Level of Thinking Active classroom Opportunities for reflection Pacing is appropriate</p> <p>3d Using Assessment in Instruction Success Criteria Self-Assessment Advanced Feedback Advanced formative techniques Students giving feedback to others Teacher constantly assesses</p>	Baseline Data			% Improvement	Measurement Tool	Frequency of Evaluation			
		2018-2019 Fall and Spring			10% growth from fall to spring in proficient and distinguished	Danielson Rubric Domain 3a, b, c and d Learning Coach documentation with measurable goals related to Domain 1 and 3	Late Fall and Spring			
			% Basic	% Proficient				% Distinguished		
		3a: Communication with Students	Fall: 23% Spring: 15%	Fall: 66% Spring: 69%				Fall: 11% Spring: 16%		
		3b: Questions and Discussion Technique	Fall: 30% Spring: 22%	Fall: 62% Spring: 66%				Fall: 8% Spring: 12%		
		3c: Engaging Students	Fall: 24% Spring: 17%	Fall: 65% Spring: 66%				Fall: 11% Spring: 17%		
		3d: Using Assessments in Instruction	Fall: 30% Spring: 21%	Fall: 62% Spring: 66%				Fall: 8% Spring: 13%		
		2019-2020 Fall and Spring								
			% Basic	% Proficient				% Distinguished		
		3a: Communication with Students	Fall: 14% Spring:	Fall: 71% Spring:				Fall: 14% Spring:		
		3b: Questions and Discussion Technique	Fall: 22% Spring:	Fall: 65% Spring:				Fall: 13% Spring:		
		3c: Engaging Students	Fall: 14% Spring:	Fall: 70% Spring:				Fall: 16% Spring:		
3d: Using Assessments in Instruction	Fall: 25% Spring:	Fall: 58% Spring:	Fall: 16% Spring:							
% Change from 18-19 Fall to 19-20 Fall										
	% Basic	% Proficient	% Distinguished							
3a:	-9%	+5%	+3%							
3b:	-8%	+3%	+5%							
3c:	-10%	+5%	+5%							
3d:	-5%	-4%	+8%							

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	100% of principals will have building learning coach plans with identified measurable individual and teacher team goals for instructional growth									
Measurement 2.1.D		Baseline Data				% Improvement	Measurement Tool	Frequency of Evaluation		
Benchmark 2.1.E	100% of learning coaches will have individual and group coaching cycle plans to include student-centered, measurable goals and measurement (assessment) methods aligned to cycle goals and content standards. 100% of learning coaches will monitor the impact of coach cycles on student achievement. Administrative walk through observational data will measure instructional practice transfer of goals.									
Measurement 2.1.E	Building coach and walk through data will indicate 75% or higher transfer rate of instructional practices for which a teacher implemented on an ongoing basis, as a result of coaching. In 100% of classrooms where teaching practices have changed as a result of coaching, data collected in relation to the cycle goal will indicate a positive impact on student achievement for those students identified in	Baseline Data				% Improvement	Measurement Tool	Frequency of Evaluation		
		111 total coaching cycles in 16-17 192 total coaching cycles in 17-18 210 total coaching cycles in 18-19				75% target for transfer of practice	<ul style="list-style-type: none"> Form C Learning coach cycle plans End of year coach cycle documentation 	Winter and Spring <ul style="list-style-type: none"> Monitoring: Quarterly/ By Trimester with coach cycle plans, and twice yearly collection and collaborative examination of data points. 		
		94 Coaching Cycles as of mid-year 19-20 (will update EOY)				Maintain 95% and above student centered goals				
			Baseline: Spring 2017	Winter 2018	Spring 2018	Winter 2019			Spring 2019	Winter 2020
		Coach Cycles with Measurable Goals	50%	92%	95%	98%			99.5%	100%
Coaching Cycles that Included a Method to Measure Impact on Achievement	Not measured	86%	93%	98%	99.5%	100%				
Of those with Measurement Method, Cycles Demonstrating Positive Impact on Student Achievement,	Not measured	98%	99%	94%	95%	99%				
						2018: Goal Not Met: 45% improvement This portion of Goal Met: 85% average observed transfer of				

	<p>the student-centered cycle goal.</p> <p>Further, 100% of these students identified in cycle goals 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) in relation to the coaching cycle.</p>	<p>based on pre- to post-cycle data</p>	<p>Instructional practices Implemented as a Result of Coaching Cycle that Transferred into Classroom Practice Outside the Coaching Cycle, based on walk-through/observational Data</p>	<p>50%</p>	<p>Not Measured Mid-Year</p>	<p>District Average: 85%</p>	<p>Not Measured Mid-Year</p>	<p>81.5%</p>	<p>Not Measured Mid-Year</p>	<p>practice. (Target was 75%).</p> <p>2019 - 98% of cycle goals were student centered and 99.5% were measureable.</p> <p>2019 This portion of Goal Met: 81.5% average observed transfer of practice. (Target was 75%).</p>	
<p>Benchmark 2.1.F</p>	<p>100% of students in grades 8-12 successfully earn credits toward their high school diploma</p>										
<p>Measurement 2.1.F</p>	<ul style="list-style-type: none"> Graduation Rate Average failure rate per department Number of above average rate per department 	<p>Baseline Data</p>							<p>% Improvement</p>	<ul style="list-style-type: none"> Measurement Tool 	<p>Frequency of Evaluation</p>
<p>Strategy 2.2</p>	<p>Ensure that all students have access to individualized instruction and feedback based on assessment data, both formative and summative.</p>										
<p>Benchmark 2.2.A</p>	<p>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.</p>										

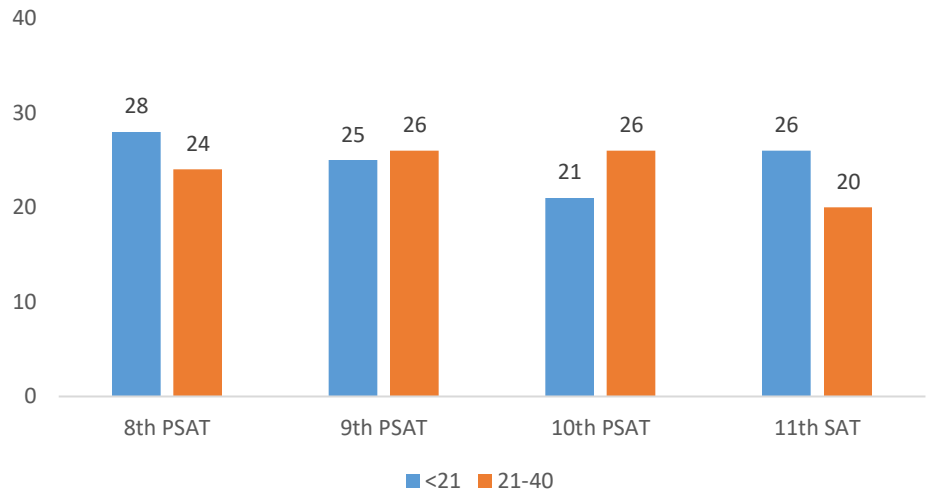
	<p>100% of K-12 teachers will</p> <ul style="list-style-type: none"> Utilize formative assessment to modify instruction as evidenced in lesson plans and administrative walk through Utilize formative assessment data to provide student feedback and support individual student goal setting as evidenced by 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. 																															
<p>Measurement 2.2.A</p>	<p>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)</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Baseline Data</p> <p style="text-align: center;">% of Students in T2/T3 and T1 Reading</p>  <table border="1" data-bbox="674 391 1634 1068"> <thead> <tr> <th>Grade</th> <th>% <21</th> <th>% between 21&40</th> </tr> </thead> <tbody> <tr> <td>Kdg</td> <td>11</td> <td>25</td> </tr> <tr> <td>1st</td> <td>11</td> <td>20</td> </tr> <tr> <td>2nd</td> <td>16</td> <td>17</td> </tr> <tr> <td>3rd</td> <td>22</td> <td>17</td> </tr> <tr> <td>4th</td> <td>15</td> <td>15</td> </tr> <tr> <td>5th</td> <td>37</td> <td>20</td> </tr> <tr> <td>6th</td> <td>14</td> <td>21</td> </tr> <tr> <td>7th</td> <td>15</td> <td>22</td> </tr> </tbody> </table>	Grade	% <21	% between 21&40	Kdg	11	25	1st	11	20	2nd	16	17	3rd	22	17	4th	15	15	5th	37	20	6th	14	21	7th	15	22	<p style="text-align: center;">% Improvement</p> <p>10% points decrease each year</p> <p>Goal Progress:</p> <p>2019 Goal Met 7th grade ELA</p>	<p style="text-align: center;">Measurement Tool</p> <ul style="list-style-type: none"> MAP National Norm percentile PSAT/SAT percentile compared to State 6-12 I-connect intervention documentation K-5 RtI documentation 	<p style="text-align: center;">Frequency of Evaluation</p> <ul style="list-style-type: none"> K-7 Fall, Winter and Spring 8-10 Fall and Spring
Grade	% <21	% between 21&40																														
Kdg	11	25																														
1st	11	20																														
2nd	16	17																														
3rd	22	17																														
4th	15	15																														
5th	37	20																														
6th	14	21																														
7th	15	22																														



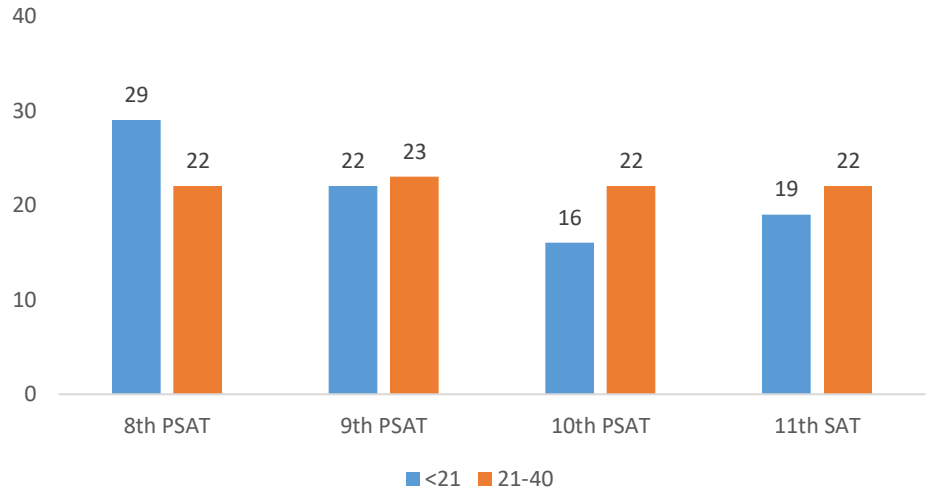
2019 Compared to 2018

Rdg	% <21	% between 21&40	<21(Spr. 2018)	18 to 19 diff (<21)	21-40 (Spr. 2018)	18 to 19 diff (21-40)
Kdg	11	25	11	0	21	-4
1st	11	20	12	1	21	1
2nd	16	17	24	8	24	7
3rd	22	17	16	-6	13	-4
4th	15	15	18	3	20	5
5th	37	20	13	-24	21	1
6th	14	21	19	5	18	-3
7th	15	22	25	10	13	-9

% of Students in Math T2/T3 and T1 PSAT, SAT



% of Students in EBRW T2/T3 and T1 PSAT, SAT



Benchmark 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 as evidenced by survey results which will be returned to both teacher and teacher evaluator					
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	100% of administrators will self-assess, develop growth goals, and monitor progress based on School Advance evaluation system as evidenced by evaluation documentation					
Measurement 2.3.A		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation	
Benchmark 2.3.B	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					
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 professional development and guidance for implementation of effective professional learning communities				
Benchmark 3.1.A	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?				
Measurement 3.1.A		Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
				PLC meeting minutes	
Benchmark 3.1.B	100% of administrators will participate in district Instructional Rounds and assist teacher teams toward high functioning professional learning communities as evidenced by professional development plans and teacher evaluation feedback				
Measurement 3.1.B	Administrators used next steps from 2018-19 Instructional Rounds to plan PD.	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
		100% of administrators engage in		<ul style="list-style-type: none"> • PD agendas • PLC meeting minutes with feedback 	

	Instructional Rounds for the 2019-20 school year will take the form of Linking Walks on identified building goals from the 2018-19 school year. Teachers will also participate in building Linking Walks.	Instructional Rounds each year			
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