

2020-2021 LCS Goals (revised 10-1-20)

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 high school with specific checkpoints throughout their education.						
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 <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>							
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>	Baseline Data	% Improvement	Measurement Tool			Frequency of Evaluation Fall, Winter, Spring	
		Spring 2019 percent proficient	10% each year	TSC Gold Percentage is based on the number of students meeting the benchmark.				
				2018-2019 Assessment	Checkpoint 1 Oct 29	Checkpoint 2 Feb 14		Checkpoint 3 May 21
				Upper/lower case letters	56% Benchmark 5-54	50 % Benchmark 31-54		58% Benchmark 41-54
				Sounds recognition (any letter)	62% Benchmark 3-26	44% Benchmark 14-26		57% Benchmark 20-26
				Counting	74% Benchmark 5-12 or beyond	70% Benchmark 13-21 or beyond		67% Benchmark 22-31 or beyond
				# Recognition (students can recognize any number between 0-20 or beyond)	71% Benchmark 1-4	69% Benchmark 5-9		63% Benchmark 10
		Counting objects	74% Benchmark 3-7 or beyond	72% Benchmark 8-12 or beyond	80% Benchmark 13-20 or beyond			

2019-2020 Assessment	Checkpoint 1 Oct 29	Checkpoint 2 Feb 14	Checkpoint 3 May 21 NA
Upper/lower case letters	72% Benchmark 5-54	68% Benchmark 31-54	Benchmark 41-54
Sounds recognition (any letter)	58% Benchmark 3-26	62% Benchmark 14-26	Benchmark 20-26
Counting	87% Benchmark 5-12 or beyond	82% Benchmark 13-21 or beyond	Benchmark 22-31 or beyond
# Recognition (students can recognize any number between 0-20 or beyond)	76% Benchmark 1-4	86% Benchmark 5-9	Benchmark 10
Counting objects	86% Benchmark 3-7 or beyond	89% Benchmark 8-12 or beyond	Benchmark 13-20 or 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 Intervention Plan (IRIP) within 30 days for these students, ½ day data day provided in addition to PLC time within the work day
 - Provide a documented IRIP 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
- 100% of 4-8th grade teachers will:
- Assess 4th-5th grade students in MAP/NWEA 3 times per year. 6th-8th students will be assessed fall and spring with 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
- 100% of 9-11th grade teachers will:
- Provide Guided Academics support as an elective.
 - Provide Academic support through I-connect

	<ul style="list-style-type: none"> Provide parents written notification and student progress updates 									
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 June for MSTEP Trimester for coach plans		
		Spring 2017		10% each year	Measurement Tool	2017% Prof	2018% Prof		2019% Prof	2020% Prof
					3 rd MSTEP reading	50%	55%		54%	
					8 th 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.									
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 December and May		
		Class of 2017		10% each year	Graduating Year	# of students	% Submitted		% Completed	
		415 stud	Submit	Complete	2017	415	61%		55%	
		June	253	230	2018	366	62%		57%	
			61%	55%	2019	336	60%		57%	
			2020	336	61%	58%				
		13th year early college added in, not including the 12th grade early college or LHP students Class of 2020 (336)								
Benchmark 1.2.B	100% of 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.									

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																								
	<p>Schools will provide age appropriate career informational resources in grades K-12 and the opportunity to do each of the following:</p> <ul style="list-style-type: none"> • 1 or more experiences in fields of student interest/aptitude • K-12 discuss career options, interests, preparations with a counselor • Provide work based learning activities for grades 6-12, connecting students with workers or experts in a variety of fields. 	<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>	3% annual improvement until goal is achieved	<ul style="list-style-type: none"> • Transcript for DE, EC, and career/technical education • Student survey for Baker course delivered during I-connect <table border="1" data-bbox="1252 280 2284 703"> <thead> <tr> <th>Class of</th> <th>AP</th> <th>DE</th> <th>EMC</th> <th>Ed-Tech</th> <th># & % by class Non Duplicated</th> </tr> </thead> <tbody> <tr> <td>2018 (391)</td> <td>212</td> <td>198</td> <td>25</td> <td>96</td> <td>337/86%</td> </tr> <tr> <td>2019 (407)</td> <td>210</td> <td>159</td> <td>56</td> <td>119</td> <td>356/87%</td> </tr> <tr> <td>2020 (420)</td> <td>224</td> <td>110</td> <td>30</td> <td>108</td> <td>391/93%</td> </tr> </tbody> </table>	Class of	AP	DE	EMC	Ed-Tech	# & % by class Non Duplicated	2018 (391)	212	198	25	96	337/86%	2019 (407)	210	159	56	119	356/87%	2020 (420)	224	110	30	108	391/93%	June graduation class
Class of	AP	DE	EMC	Ed-Tech	# & % by class Non Duplicated																								
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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 2016-17: 43.2% earned a qualifying score	% Improvement 6% each year	Measurement Tool <table border="1" data-bbox="1454 412 1975 613"> <tr> <td>AP exam year</td> <td>% earning a qualifying score</td> </tr> <tr> <td>2017-2018</td> <td>48.1%</td> </tr> <tr> <td>2018-2019</td> <td>47.9%</td> </tr> <tr> <td>2019-2020</td> <td>57.5%</td> </tr> </table>	AP exam year	% earning a qualifying score	2017-2018	48.1%	2018-2019	47.9%	2019-2020	57.5%	Frequency of Evaluation July
AP exam year	% earning a qualifying score												
2017-2018	48.1%												
2018-2019	47.9%												
2019-2020	57.5%												
Benchmark 1.2.D	100% of students taking a virtual course through LCS will complete with a passing grade.												
	100% of Mentors will <ul 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 100% of Administrators will <ul style="list-style-type: none"> Analyze results to determine vendor success rates 												
Measurement 1.2.D	Students enrolled in a LCS virtual course will	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation								

	earn a passing grade by the completion of the course.	2019 School Year	10% increase of passing grades each year	<ul style="list-style-type: none"> Final grades in PowerSchool Mentor Contact Logs Progress Reports <table border="1"> <thead> <tr> <th></th> <th>Jan % passing/ 75% or higher</th> <th>June % passing/ 75% or higher</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>72% 52% > 75%</td> <td>73% 56% > 75%</td> </tr> <tr> <td>2020</td> <td>72% 49% > 75%</td> <td>72% 50% > 75%</td> </tr> </tbody> </table>		Jan % passing/ 75% or higher	June % passing/ 75% or higher	2019	72% 52% > 75%	73% 56% > 75%	2020	72% 49% > 75%	72% 50% > 75%	<ul style="list-style-type: none"> Semester grades Fall and supplemental count Progress reports Year-end data
	Jan % passing/ 75% or higher	June % passing/ 75% or higher												
2019	72% 52% > 75%	73% 56% > 75%												
2020	72% 49% > 75%	72% 50% > 75%												
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	<i>100% of all K-12 units of instruction have KUDs aligned to appropriate standards as evidenced in lesson and unit plans.</i>													
	<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 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 <p>100% of administrators will:</p> <ul style="list-style-type: none"> Monitor department KUD alignment Foster a shared ownership in development of KUD Review quality of alignment Provide department/grade level and individual teacher feedback <p>Develop a process for vertical alignment collaboration</p>													
Measurement 1.3.A	Units of instruction have KUDs aligned to appropriate standards as evidenced in lesson and unit plans	Baseline Data Spring 2017	% Improvement Goal: 100% unit completion each year	Measurement Tool Unit documents in Public Folders	Frequency of Evaluation Department Chair meetings three time a year – fall, winter and spring									

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 teachers will apply K-12 Essential Instructional Practices to include Disciplinary Literacy integrated in specialized texts properly—in ways that would lead to sophisticated interpretations appropriate to those disciplines.

Measurement 2.1.A	Essential Practice Documents: <ul style="list-style-type: none"> • Birth to Age 3 • Prekindergarten • Grades K-3 • Grades 4-5 • Grades 6-12 • Learning Coach • Schoolwide Disciplinary Literacy: Students need to approach reading texts properly and appropriate to the discipline with a knowledge of a discipline and its purposes, content, and methodologies/Disciplinary Literacy	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation																
		2019 Building Instructional Round Goals <table border="1" data-bbox="766 828 1236 1218"> <thead> <tr> <th>Building</th> <th>% of building goals met</th> </tr> </thead> <tbody> <tr><td>Lynch</td><td></td></tr> <tr><td>Murphy</td><td></td></tr> <tr><td>Schickler</td><td></td></tr> <tr><td>Turrill</td><td></td></tr> <tr><td>Rolland Warner</td><td></td></tr> <tr><td>Zemmer</td><td></td></tr> <tr><td>Lapeer High School</td><td></td></tr> </tbody> </table>	Building	% of building goals met	Lynch		Murphy		Schickler		Turrill		Rolland Warner		Zemmer		Lapeer High School		50% of building goals met	Instructional Round Goals	June to June
Building	% of building goals met																				
Lynch																					
Murphy																					
Schickler																					
Turrill																					
Rolland Warner																					
Zemmer																					
Lapeer High School																					

Benchmark 2.1.B 100% of students will have daily access to technology for classroom use and utilize identified online virtual platforms for receiving evidenced based instruction.

District will:

- Conduct an annual technology department audit to analyze info structure, staff and students devices

	<ul style="list-style-type: none"> Develop a 5 year budget plan Develop a 5 year professional development plan for staff, students and parents 								
Measurement 2.1.B	Baseline Data					% Improvement 25% improvement each year for 5 years	Measurement Tool Technology department audit	Frequency of Evaluation Fall to Fall each year for five years	
	5 year plan	Total student population	Face to Face/Virtual	Number of student devices	Number of student devices ordered annually				Percent of Info structure complete to support 1 to 1 devices
	2020-21	4735	3574/1161						
	2021-22								
	2022-23								
	2023-24								
	2024-25								
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	<p>100% of buildings will implement MTSS in grades K-12 that is high-quality to include evidence-based instruction delivered to students as evidenced by annual MTSS Program Evaluation.</p> <p>100% of K-12 teachers will</p> <ul style="list-style-type: none"> Analyze student data during data days to determine and plan interventions 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 Guided Academics, iConnect and/or before or after school for students identified as needing tier 2 or 3 supports as evidenced by intervention documentation. Students scoring in the following NWEA percentile <ul style="list-style-type: none"> 40th-21st percentile and below ranking will receive individualized instruction within the classroom. 								

	○ 20 th percentile and below will receive individualized instruction within and outside of the classrooms.					
Measurement 2.2.A	Each building will use the MDE Program Evaluation Tool to score their building using a 4 point rubric, 4 being the highest rating. <ul style="list-style-type: none"> • 4 Proficient • 3 Partially proficient • 2 Basic • 1 Low/beginning 	Baseline Data		% Improvement	Measurement Tool	Frequency of Evaluation
		Program Evaluation requirements	District Average June 2020	.5 improvement in each category annually	Program Evaluation Tool	June
		Readiness	2.86			
		Knowledge and Skills	2.71			
		Opportunity	2.86			
Implementation with Fidelity	2.88					
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 district adopted evaluation systems as evidenced by evaluation documentation</i>					
Measurement 2.3.A	Baseline Data		% Improvement	Measurement Tool	Frequency of Evaluation	
				School Advance	Fall to Spring	
Benchmark 2.3.B	<i>100% of teachers will self-assess, develop growth goals, and monitor progress based on the Framework for Teaching/Danielson evaluation system as evidenced by evaluation documentation</i>					
Measurement 2.3.B	Baseline Data		% Improvement	Measurement Tool	Frequency of Evaluation	
				Framework for Teaching/Danielson	Fall to Spring	
Benchmark 2.3.C	<i>100% of students in grades 9-12 earn credits to be on track for their high school diploma</i>					

Measurement 2.3.C	Baseline Data				% Improvement	Measurement Tool	Frequency of Evaluation
	Grade 9 (Minimum 9 credits)						Spring to Spring
	Grade Level	Number	On-Track	%			
	Class of 2023	409	372	91.0%			
	Grade 10 (Minimum 21 credits)						
	Grade Level	Number	On-Track	%			
	Class of 2022	414	356	86.0%			
	Grade 11 (Minimum 33 credits)						
	Grade Level	Number	On-Track	%			
	Class of 2021	435	397	91.3%			
	Grade 12 (Minimum 45 credits)						
	Grade Level	Number	On-Track	%			
		N/A	N/A	N/A			

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				
					100% participation	PLC meeting minutes	June				
Benchmark 3.1.B	100% of teachers and administrators will participate in Instructional Rounds and use data to inform building SIP and district goals.										
Measurement 3.1.B	Baseline Data				% Improvement	Measurement Tool	Frequency of Evaluation				
					100% participation and goals identified in SIP/DIP	Instructional Round Agenda and Goals SIP/DIP/Comprehensive Needs Assessment	June				
Benchmark 3.1.C	100% of principals and 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 3.1.C	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,	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 94 Coaching Cycles as of mid-year 19-20 (will update EOY)					75% target for transfer of practice Maintain 95% and above student centered goals 2018: Goal Not Met: 45% improvement This portion of Goal Met: 85% average observed transfer of	<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. 		
			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	Not measured	98%	99%	94%	95%	99%					

	<p>data collected in relation to the cycle goal will indicate a positive impact on student achievement for those students identified in the student-centered cycle goal. 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>	Positive Impact on Student Achievement, based on pre- to post-cycle data							<p>practice. (Target was 75%).</p> <p>2019 - 98% of cycle goals were student centered and 99.5% were measurable.</p> <p>2019 This portion of Goal Met: 81.5% average observed transfer of practice. (Target was 75%).</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	50%	Not Measured Mid-Year	District Average: 85%	Not Measured Mid-Year	81.5%	Not Measured Mid-Year			