

2019-2020 LCS Goals (revised 7-22-19)

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 Fall, Winter, Spring
		Spring 2017 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				
			18-19: Goal Met: Revisions have been made to the benchmarks at each checkpoint for the 18-19 school year	2017-18 Assessment	Checkpoint 1 Oct 29	Checkpoint 2 Feb 14	Checkpoint 3 Spring 2018	
				Upper/Lower case letter recognition	Benchmark 1-20 92%	Benchmark 21-35 73%	Benchmark 35-40 86% = +29%	
				Sound recognition (any letter)	Benchmark 1-9 69%	Benchmark 10-13 52%	Benchmark 14-18 79%= +25	
				Counting	Benchmark 1-10 97%	Benchmark 11-19 87%	Benchmark 20 79%= +19%	
		# Recognition (students can recognize any number between 1-10)	Benchmark 1-4 94%	Benchmark 5-9 80%	Benchmark 10 64%= +19%			
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	49.6 % Benchmark 31-54	58.43% Benchmark 41-54	

				Sounds recognition (any letter)	62.3% Benchmark 3-26	44.1% Benchmark 14-26	56.8% Benchmark 20-26
				Counting	74.2% Benchmark 5-12 or beyond	69.6% Benchmark 13-21 or beyond	67.1% Benchmark 22-31 or beyond
				# Recognition (students can recognize any number between 0-20 or beyond)	71% Benchmark 1-4	68.5% Benchmark 5-9	63% Benchmark 10
				Counting objects	73.7% Benchmark 3-7 or beyond	72.1% Benchmark 8-12 or beyond	79.7% 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 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

100% of 4-8th grade teachers will:

- 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

100% of 9-11th grade teachers will:

- Provide Guided Academics support as an elective.
- Provide Academic support through I-connect
- Provide parents written notification and student progress updates

Measurement 1.1.B	3rd grade students proficient in reading and 8 th	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
		Spring 2017	10% each year		

	grade students proficient in math as measured by MSTEP. 11th grade students proficient in EBRW and math as measured by SAT.		2018 Goal Not Met, changed to include 8 th and 11 th grade checkpoints adopted by MDE for 2019	Measurement Tool	2017 % Prof	2018 % Prof	2019 % Prof	Trimester for coach plans
				3rd grade MSTEP-reading	50%	55%		
				8 th grade MSTEP - math	21%	24%		
				11 th grade SAT - EBRW	60%	61%		
				11 th grade SAT - math	35%	32%		

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	Class of 2018 *25 students removed for EC 13 th year	Class of 2019: 336 seniors--with the 13th year early college added in, not including the 12th grade early college or LHP students	10% each year	FAFSA	December and May																
		<table border="1"> <tr><td>415 stud</td><td>Submit</td><td>Complete</td></tr> <tr><td>Dec 15</td><td>158 38%</td><td>145 35%</td></tr> <tr><td>Apr 20</td><td>253 61%</td><td>230 55%</td></tr> </table>	415 stud	Submit	Complete	Dec 15	158 38%	145 35%	Apr 20	253 61%	230 55%	<p>Goal Not Met</p> <p>2% growth</p> <p>Additional night time events for parents and worked to communicate to a younger group of students. Class of 2019 have completed their FAFSA identification during Junior Jump.</p>	<table border="1"> <tr><td>366 stud</td><td>Submit</td><td>Complete</td></tr> <tr><td>Dec 15</td><td>134 37%</td><td>126 34%</td></tr> <tr><td>May</td><td>230 62%</td><td>211 57%</td></tr> </table>	366 stud	Submit	Complete	Dec 15	134 37%	126 34%	May	230 62%	211 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.

Measurement 1.2.B	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation																																																												
Students enrolled in college or career education such as DE, EC, and/or career/technical education will earn credit.	June 2017 311/1263 students enrolled in college programs = 25% 195/1263 in Ed Tech = 15% *** 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.	15% each year beginning with 2017-18 Changed the way we measured goal for the 2018-19 school year Class of 2020 met goal Class of 2019 Goal Not Met	<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 class Non Duplicated</th> </tr> </thead> <tbody> <tr> <td>2020 (365)</td> <td>145</td> <td>21</td> <td>0</td> <td>0</td> <td>154/42%</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 class Non Duplicated</th> </tr> </thead> <tbody> <tr> <td>2021 (431)</td> <td>106</td> <td>2</td> <td>0</td> <td>0</td> <td>107 / 24.8%</td> </tr> <tr> <td>2020 (368)</td> <td>202</td> <td>44</td> <td>39</td> <td>98</td> <td>289 / 78.5%</td> </tr> <tr> <td>2019 (407)</td> <td>210</td> <td>159</td> <td>56</td> <td>119</td> <td>356 / 87.4%</td> </tr> <tr> <td>Total</td> <td>518</td> <td>205</td> <td>95</td> <td>214</td> <td>752 / 65.1%</td> </tr> </tbody> </table> <p>18-19 school year 752 / 1206 = 65% Non Duplicated Students</p>	17-18	AP	DE	EMC	Ed-Tech	# & % by class Non Duplicated	2020 (365)	145	21	0	0	154/42%	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 class Non Duplicated	2021 (431)	106	2	0	0	107 / 24.8%	2020 (368)	202	44	39	98	289 / 78.5%	2019 (407)	210	159	56	119	356 / 87.4%	Total	518	205	95	214	752 / 65.1%	Spring to Spring
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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

- 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	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
70% of students enrolled in AP				

	will earn a qualifying score	2016-17: 43.2% earned a qualifying score	6% each year 2018 Goal Not Met (5% growth vs. our goal of 6%) 2019 Goal to come	AP exam 2017-18: 48.1% earned a qualifying score 2018-2019:	July		
Benchmark 1.2.D	100% of students taking a virtual course through LCS will complete all classes with a passing grade.						
	100% of Mentors will A. Attend annual mentor training B. Attend annual curriculum meeting C. Provide academic coaching for students who they support as mentor D. Provide academic support for students in Virtual within their certified area E. Provide strategies to support student success, both content area and support to be successful as an online learner F. Respond to student / parent questions and concerns in a timely fashion (within 24 hours) G. Maintain and document weekly, content specific, documented two-way communication with the student in accordance with Michigan Pupil Accounting guidelines H. Manage curriculum system and prepare reports as requested I. Grade / evaluate assignments and assessments as needed and within one week of student completion of work J. Support pupil accounting requirements 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	
		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. Total: 56% of current virtual students on the track to receive a passing grade in their virtual classes. Depending on the	17/18: 10% increase from 16/17 of total students receiving a passing grade. 18/19: 15% increase from 17/18 of total students receiving a passing grade.	<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> </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
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		group the breakdown changes. Some buildings have a higher percentage than others.	2018 Goal Met 1 st semester: 22% increase 2 nd semester: 28% increase	<table border="1"> <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></td> <td></td> </tr> </table>	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 				
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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	Baseline Data	% Improvement	Measurement Tool	Frequency of Evaluation
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have KUDs aligned to appropriate standards as evidenced in lesson and unit plans

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.

*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.

Unit documents in Public Folders

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%
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

Spring to Spring

									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.										
	<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 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
		Reading 2016-17	% complete	50% completion each year:	Unit documents in Public Folders	January and June
Identified KUD	<ul style="list-style-type: none"> 100% 	<ul style="list-style-type: none"> Standard KUD Identified gaps Identified resources for gaps Resources linked where possible implementation could occur 	<p style="background-color: green; color: black;">2018 Goal Met in standards aligned to KUD Reading was started in 2016-17 and Math started in 2017-2018</p> <p style="color: red;">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</p>			
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	order for all teachers to plan unit and lesson plans effectively.		
		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			
		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%			
		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%			
					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.	Form C	January and June	
					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		
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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> <ul style="list-style-type: none"> • 3a Communicating with Students • 3b Using Questioning and Discussion Techniques • 3c Engaging Students in Learning • 3d Using Assessment in Instruction <p>Domain 3 and 1 alignment to student centered learning:</p> <ul style="list-style-type: none"> • The heart of Domain 3 is engaging students in learning with other components for D3 playing an 	Baseline Data				% Improvement	Measurement Tool	Frequency of Evaluation
		2018-2019 Fall and Spring				10% growth from basic to proficient and proficient to distinguished We changed the way we collected data on goal to align with Danielson rubric.	Danielson Rubric Domain 3a, b, c and d Learning Coach documentation with measurable goals related to Domain 1 and 3	Late Fall and Spring
		LHS	# and % Basic	# and % Proficient	# and % Distinguished			
		3a	Nov: 2-8% June:0-0%	Nov: 23-92% June:42-97%	Nov: 0-0% June: 1-3%			
		3b	Nov: 1-4% June:0-0%	Nov: 22-88% June:41-95%	Nov: 2-8% June: 2-5%			
		3c	Nov: 1-4% June:0-0%	Nov: 24-(6% June:40-93%	Nov: 0-0% June: 3-7%			
		3d	Nov: 7-28% June:0-0%	Nov: 18-72% June:40-93%	Nov: 0-0% June: 3-7%			
		Zemmer	# and % Basic	# and % Proficient	# and % Distinguished			
		3a	Nov:7-20% June: 4-11%	Nov:21-60% June: 27-75%	Nov:7-20% June: 5-14%			
		3b	Nov:12-34% June:14-39%	Nov:21-60% June: 19-53%	Nov:2-6% June: 3-8%			
3c	Nov: 8-22% June: 4-11%	Nov:24-69% June: 27-75%	Nov:4-9% June: 5-14%					
3d	Nov: 6-17% June: 3-8%	Nov:26-74% June: 30-83%	Nov:4-12% June: 3-8%					
RW	# and % Basic	# and % Proficient	# and % Distinguished					
3a	Nov:4-12% June:0-0%	Nov:27-80% June:28-80%	Nov:3-9% June:6-17%					
3b	Nov:5-15% June:4-11%	Nov:23-68% June:24-69%	Nov:6-18% June:7-20%					
3c	Nov:6-18%	Nov:22-65%	Nov:6-18%					

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.

- Skills in Domain 1 are demonstrated primarily through the plans that

	June:6-17%	June:23-66%	June:6-17%
3d	Nov:9-26%	Nov:21-61%	Nov:4-12%
	June:7-20%	June:24-69%	June:4-11%

Lynch	# and % Basic	# and % Proficient	# and % Distinguished
3a	Nov: 2-11%	Nov: 12-70%	Nov: 3-17%
	June:11%	June:47%	June:42%
3b	Nov:3-17%	Nov: 11-66%	Nov: 3-17%
	June:11%	June:47%	June:42%
3c	Nov:3-17%	Nov: 8-47%	Nov: 6-35%
	June:11%	June:47%	June:42%
3d	Nov:3-17%	Nov: 9-52%	Nov: 5-5%
	June:17%	June:48%	June:35%

Mayfield	# and % Basic	# and % Proficient	# and % Distinguished
3a	Nov: 2-14%	Nov: 10-72%	Nov: 2-14%
	June: 7%	June:6-64%	June:2-14%
3b	Nov: 4-29%	Nov: 10-71%	Nov: 0-0%
	June:2-14%	June:10-72%	June: 2-14%
3c	Nov: 2-14%	Nov: 11-79%	Nov:1- 7%
	June:2-14%	June:10-72%	June: 2-14%
3d	Nov:4- 29%	Nov: 10-71%	Nov:0- 0%
	June:3-22%	June:9-64%	June: 2-14%

Murphy	# and % Basic	# and % Proficient	# and % Distinguished
3a	Nov:4-31%	Nov:8- 62%	Nov:1-7%
	June:3-23%	June:8-62%	June:2-15%
3b	Nov:5-38%	Nov:8-62%	Nov:0-0%
	June:2-15%	June:10-77%	June:1-8%
3c	Nov:4-31%	Nov:7-54%	Nov:2-15%
	June:2-15%	June:7-54%	June:4-31%
3d	Nov:5-38%	Nov:7-54%	Nov:1-7%
	June:4-31%	June:6-46%	June:3-23%

Schickler	# and % Basic	# and % Proficient	# and % Distinguished
3a	Nov:4-28%	Nov: 8- 56%	Nov:2-14%
	June:2-13%	June:10-67%	June: 3-20%
3b	Nov:5-35%	Nov:7-49%	Nov:2-14%
	June:4-27%	June: 8-53%	June:3-20%

	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.	3c	Nov:4-28% June: 4-27%	Nov:8-56% June:8-53%	Nov:2-14% June: 3-20%
		3d	Nov:9-63% June: 6-40%	Nov:4-28% June: 7-47%	Nov:1-7% June: 2-13%
		Turrill	# and % Basic	# and % Proficient	# and % Distinguished
		3a	Nov: 5-26% June:4-21%	Nov: 13-68% June:14-74%	Nov: 1-5% June:1-5%
		3b	Nov: 8-42% June: 6-32%	Nov: 11-58% June:13-68%	Nov: 0-0% June:0-0%
		3c	Nov: 6-32% June:4-21%	Nov: 12-63% June:14-74%	Nov: 1-5% June:1-5%
		3d	Nov: 5-26% June:3-16%	Nov: 14-74% June:16-84%	Nov: 0-0% June:0-0%

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*

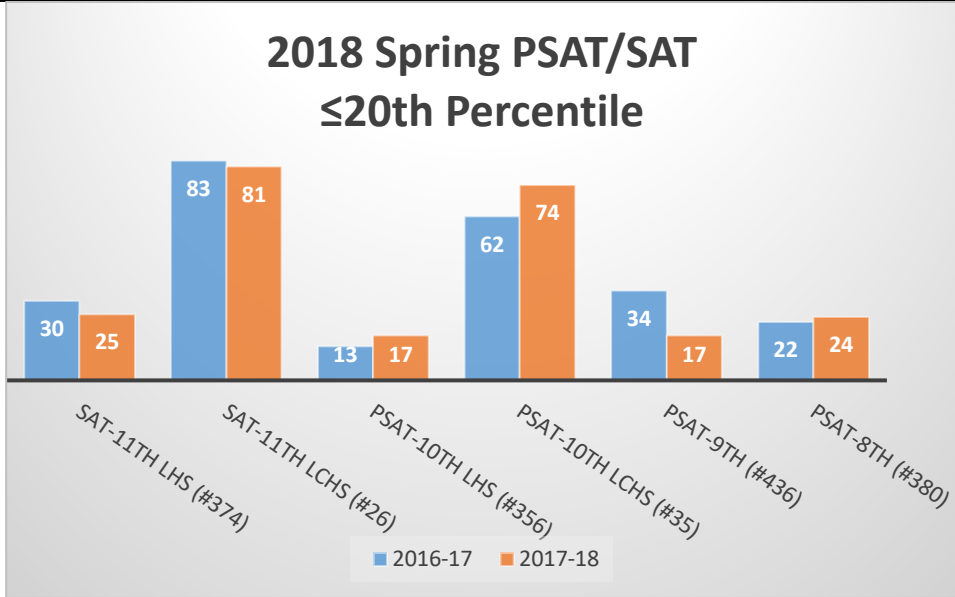
Measurement 2.1.D		Baseline Data					% Improvement	Measurement Tool	Frequency of Evaluation	
Benchmark 2.1.E	100% of learning coaches will have individual and group coaching cycle plans to include <i>student-centered</i> , measurable goals and <i>measurement (assessment) methods aligned to cycle goals and content standards</i> . 100% of learning coaches will monitor the impact of coach cycles on student achievement. Administrative walk through <i>observational</i> 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 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	Baseline Data					% Improvement	Measurement Tool	Frequency of Evaluation	
		There were 111 total coaching cycles total in 16-17. There were 132, as of data collected March 12, 2018. There were 192 total coaching cycles in the 17-18 school year.					50%	<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			2018: Goal Not Met: 45% improvement
		Coach Cycles with Measurable Goals	50%	92%	95%	98%	99.5%			This portion of Goal Met: 85% average observed transfer of practice. (Target was 75%).
		Coaching Cycles that Included a Method to Measure Impact on Achievement	Not measured	86%	93%	98%	99.5%			
		Of those with Measurement Method, Cycles Demonstrating Positive Impact on Student Achievement, based on pre- to post-cycle data	Not measured	98%	99%	94%	95%			
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%	2019: Goal				

(6-12) in relation to the coaching cycle.

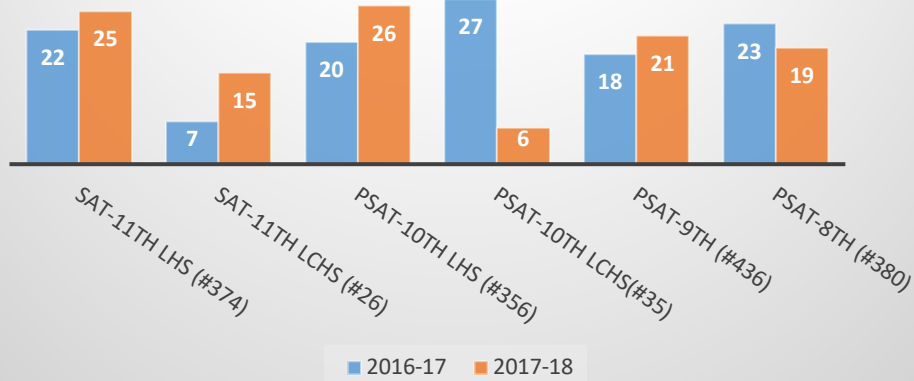
Strategy 2.2 Ensure that all students have access to individualized instruction and feedback based on assessment data, both formative and summative.

Benchmark 2.2.A 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.

- 100% of K-12 teachers will
- 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																						
Measurement 2.2.A	<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;">2018 Spring PSAT/SAT ≤20th Percentile</p>  <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">SAT Percent of Students ≤20%</th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>SAT-11th LHS (#374)</td> <td>30</td> <td>25</td> </tr> <tr> <td>SAT-11th LCHS (#26)</td> <td>83</td> <td>81</td> </tr> <tr> <td>PSAT-10th LHS (#356)</td> <td>13</td> <td>17</td> </tr> <tr> <td>PSAT-10th LCHS (#35)</td> <td>62</td> <td>74</td> </tr> <tr> <td>PSAT-9th (#436)</td> <td>34</td> <td>17</td> </tr> <tr> <td>PSAT-8th (#380)</td> <td>22</td> <td>24</td> </tr> </tbody> </table>	SAT Percent of Students ≤20%		2016-17	2017-18	SAT-11th LHS (#374)	30	25	SAT-11th LCHS (#26)	83	81	PSAT-10th LHS (#356)	13	17	PSAT-10th LCHS (#35)	62	74	PSAT-9th (#436)	34	17	PSAT-8th (#380)	22	24	<p>10% each year</p> <p>Goal Progress Color Codes:</p> <p>2018 Goal Not Met</p> <p>Goal Not Met, but Made Progress</p> <p>Goal Met</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 	<ul style="list-style-type: none"> • K-7 Fall, Winter and Spring • 8-10 Fall and Spring
SAT Percent of Students ≤20%		2016-17	2017-18																								
SAT-11th LHS (#374)	30	25																									
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PSAT-9th (#436)	34	17																									
PSAT-8th (#380)	22	24																									

2018 Spring PSAT/SAT ≤21st-40th Percentile



SAT Percent of Students between 21-40th Percentile

	2016-17	2017-18
SAT-11th LHS (#374)	22	25
SAT-11th LCHS (#26)	7	15
PSAT-10th LHS (#356)	20	26
PSAT-10th LCHS (#35)	27	6
PSAT-9th (#436)	18	21
PSAT-8th (#380)	23	19

	2017-18 Fall (%)	2017-18 Spring (%)
Math (≤20%ile)		
6th	25%	28%
7th	31%	30%
Math (between 21-40th %ile)		
	2017-18 Fall (%)	2017-18 Spring (%)

6th	22%	19%
7th	21%	23%

	2017-18 Fall (%)	2017-18 Spring (%)
Reading (≤20%ile)		
6th	23%	19%
7th	28%	25%
Reading (between 21-40th %ile)		
6th	20%	18%
7th	17%	13%

	2017-18 Fall (#)	2017-18 Fall (%)	2017-18 Spring (#)	2017-18 Spring (%)
Reading (≤20%ile)				
Kdg	17	5%	34	11%
1st	57	20%	35	12%
2nd	102	37%	67	24%
3rd	64	27%	38	16%
4th	64	26%	45	18%
5th	56	24%	31	13%

	2017-18 Fall (#)	2017-18 Fall (%)	2017-18 Spring (#)	2017-18 Spring (%)
Reading (between 21-40th %ile)				
Kdg	72	23%	65	21%
1st	54	19%	60	21%
2nd	62	22%	65	24%
3rd	50	21%	30	13%
4th	57	23%	49	20%
5th	51	22%	49	21%

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 professional development and guidance for implementation of 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
				PLC meeting minutes	
Benchmark 3.1.B	<i>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</i>				
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 Instructional Rounds each year		<ul style="list-style-type: none"> • PD agendas • PLC meeting minutes with feedback 	

	<p>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.</p>				
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