

LCS Board Goal Update

Fall 2022



How we Used to Think



Begin with identifying available funds, then develop a plan to utilize those funds to address student needs.

Old Mindset: “I have a pot of money available, so let’s create something that meets a need.”

Turning our Focus to Whole Child



Identify student needs, determine two or three evidence-based possible solutions, collaborate with fiscal experts to select a strategy and develop a sustainable funding plan.

New Mindset: “A need has been identified with a possible solution. In what ways can I utilize the various resources available to me to meet that need.”

Continuous Improvement has 4 Mindsets



A critical role of each piece of the mindset is to suggest whose **voices need to be part of the conversation** and which **data needs to be considered**.

1- Continuous Process



2- Whole Child



3 - Systems



4- Equity stands alone in all of them

Opportunities, Environments, and Supports

Board Goal Planning:

Continuous Improvement
A process using cycles of inquiry to learn what is needed to improve practice.



- ❖ Michigan Integrated Continuous Improvement Process (MICIP)

Mindset of the Whole Child

“Only a whole child approach aligned across curriculum and instruction, school climate and structures, professional development and student learning, can truly ensure that each child, in each school, in each community, will be healthy, safe, engaged, supported, and challenged for long-term success in college, career, and civic life.”



- Main Principles in the green - Healthy, Safe, Engaged, Supported, Challenged
- Policies and processes in the white
- Healthy components in the blue
- Community in the gold

Systems Thinking Mindset

Moving from classrooms and schools as independent entities to recognizing the role that district-organized and supported systems play in student success, including systems that have more direct impact on student learning (e.g., **curriculum, instruction, assessment, data, student support, technology**) as well as those that support education more generally (e.g., **leadership, communication, human resources, finance, transportation, food service**).

- *Whose interests are being served well by our organization and systems – and how do we know?*
- *What are the barriers (policies, practices, opportunities, structures) preventing identified group(s) from being able to achieve positive outcomes from quality instruction and learning opportunities?*
- *Do all students and adults receive the opportunities, environments and supports based on need?*

District Board Goals aligned with the 4 Mindsets of MICIP

Goal 1: Curriculum

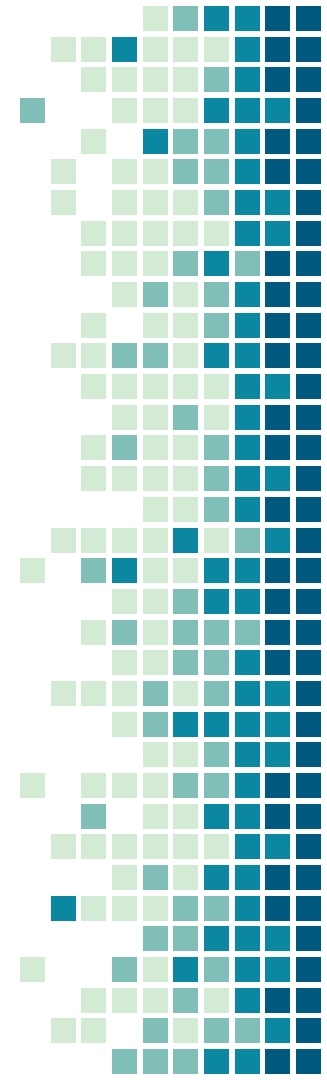
Provide every child access to an aligned, high-quality curriculum from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education – to maximize lifetime learning and success.

Goal 2: Instruction

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.

Goal 3: Collaborative Processes

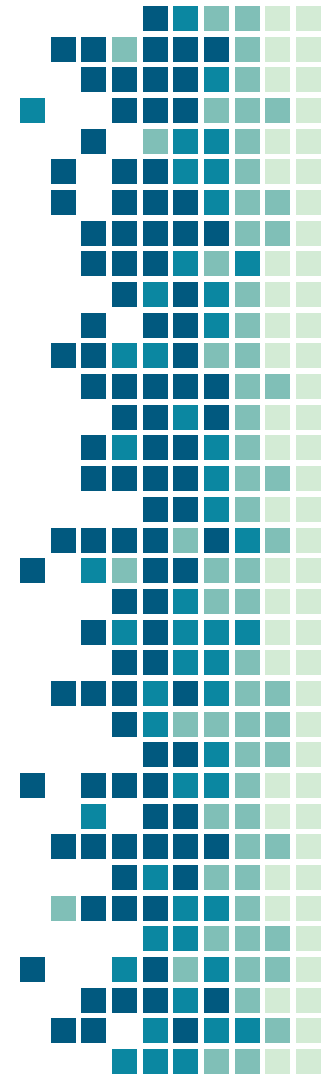
Develop, support, and sustain high-quality collaborative processes that improve teacher performance and student achievement



Goal 2: High-Quality Instruction

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. (Instructional Rounds at each building)**



What is New in MICIP
this year?



Shared ELA and Math Goals

LCS will increase ELA proficiency to 75% by 2027 as measured by State Reading Assessments

LCS will increase Math proficiency to 75% by 2027 as measured by State Reading Assessments



Shared ELA and Math Strategies/Activities



Curriculum

- KUD development - what students need to know, understand and do
- Data Analysis Days

Instruction

- Danielson Framework incorporating KAGAN
- Literacy Essentials K-5
- Disciplinary Literacy 6-12
- Applying mathematical practices
- MTSS/Intervention
- New teacher Math LABs
- Evening Pajama PD via Zoom

Collaborative Processes

- Learning Coach Cycles
- Building and District Instructional Rounds
- KAGAN Trainers onsite

Additional supports funded by ESSER

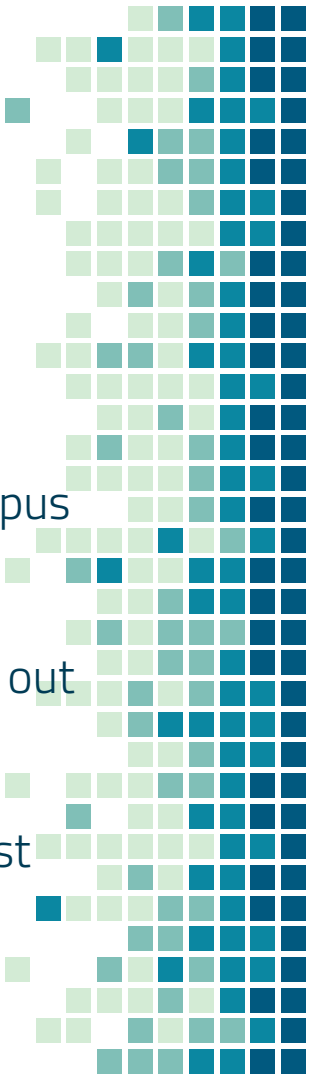
***Must align to the definition of “Learning Loss”**

K-5

- Fountas & Pinnell reading, writing, word study/phonics kits, and 120 read alouds for all teachers
- Benchmark Assessments
- Summer academic camp
- Turrill Intersession
- Part time interventionists
- Reading and Math IXL

6-12

- Guided Academics
- Credit recovery after school campus
- Credit recovery summer school
- Tutoring after school
- LHS Coach/Interventionist/Drop out coordinator
- Zemmer Drop out coordinator
- Community Coach/Interventionist
- Math IXL



Additional supports funded by ESSER

*Non-Learning Loss

K-5

- Schickler Behavior Interventionist
- K-1 Clever badges

6-12

- LHS graphing calculators

K-12

- School Psychologist
- Social Emotional Therapist
- Clever and Go-Guardian



NEW 22-23
Governor's Emergency
Education Relief (GEER)



GEER Application - Estimated \$150,000

Turrill Intersession – 3 weeks in 22-23 school year

- Costs for families
- Supplies
- Stipends for teachers and paras
- Coordinator stipend

\$44,000

Secondary Guided Academics - 22-23 school year

- Sections/Overages
- 4 sections per building = 12 total sections

\$60,000

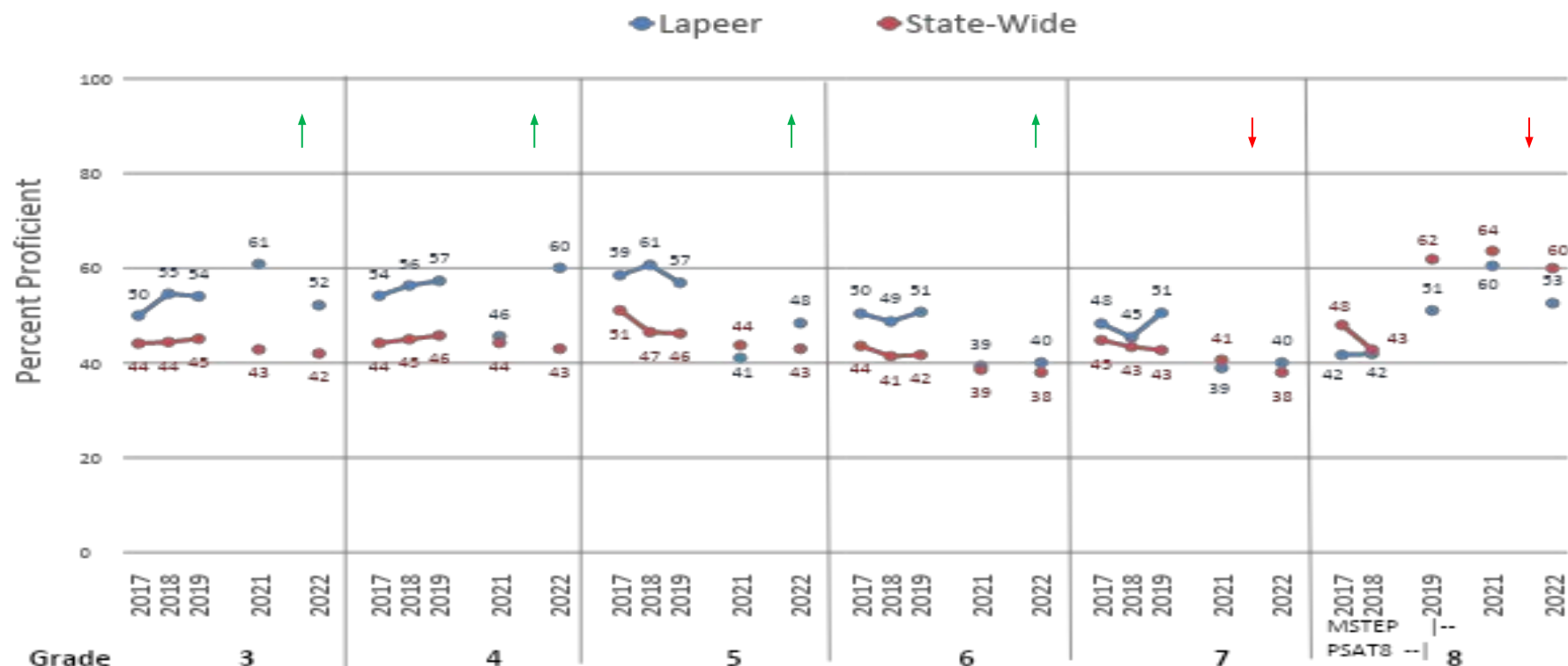
Elementary Fountas & Pinnell 4th and 5th grade Writing Mini Lessons and new teacher Classroom Libraries

- Supplies

\$46,000

ELA - M-STEP Grades 3-8 - Spring 2017 -2022*

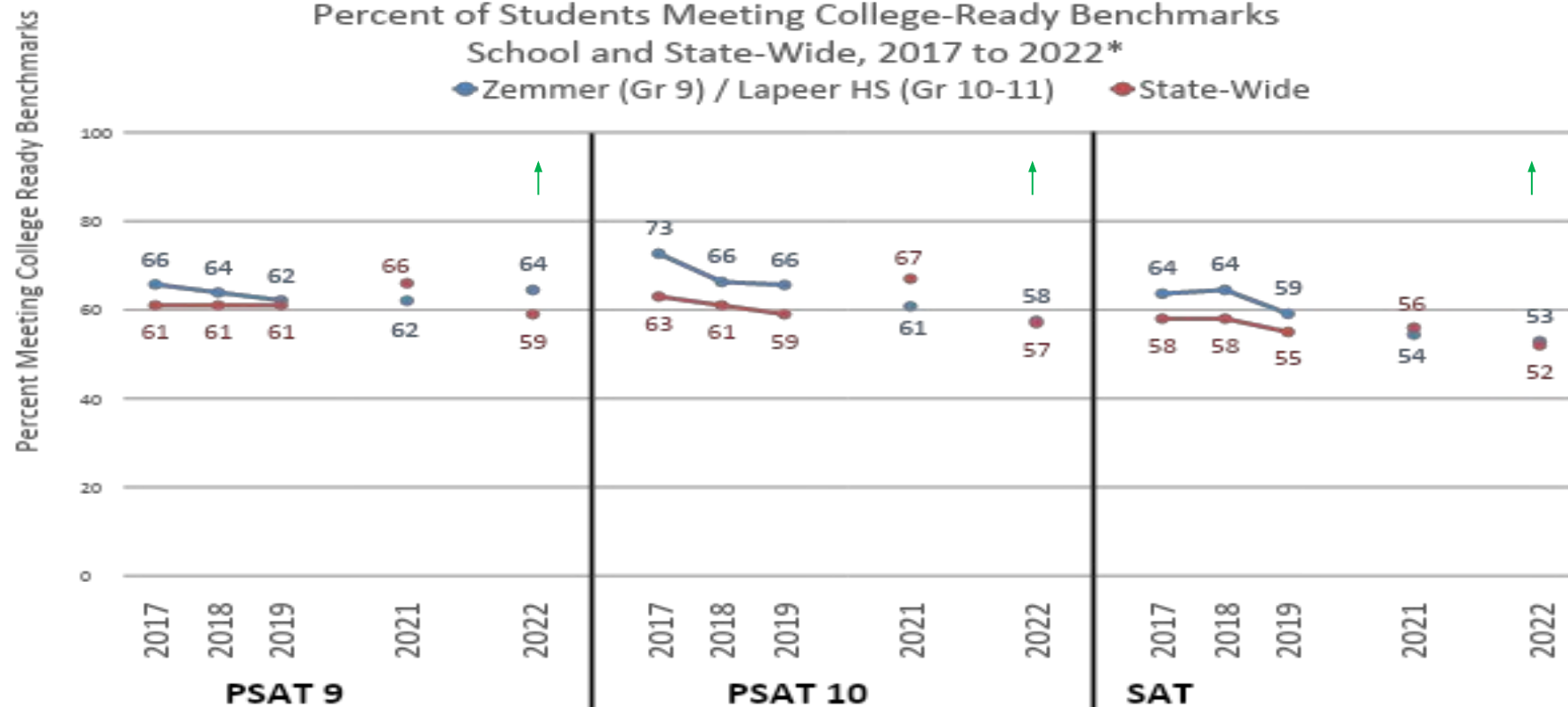
Percent Proficient (Levels 3 & 4)



* No Testing in 2020. Testing in 2021 was "semi-mandated" -- with a WIDE variation between the individual GISD districts in **Percent Tested**. This makes ANY comparisons problematic at best. (either across years or between Districts or Between Districts & State-Wide and/or GISD-WIDE)

Evidence Based Reading/Writing PSAT_9, PSAT_10, & SAT Results
Percent of Students Meeting College-Ready Benchmarks
School and State-Wide, 2017 to 2022*

● Zemmer (Gr 9) / Lapeer HS (Gr 10-11) ● State-Wide

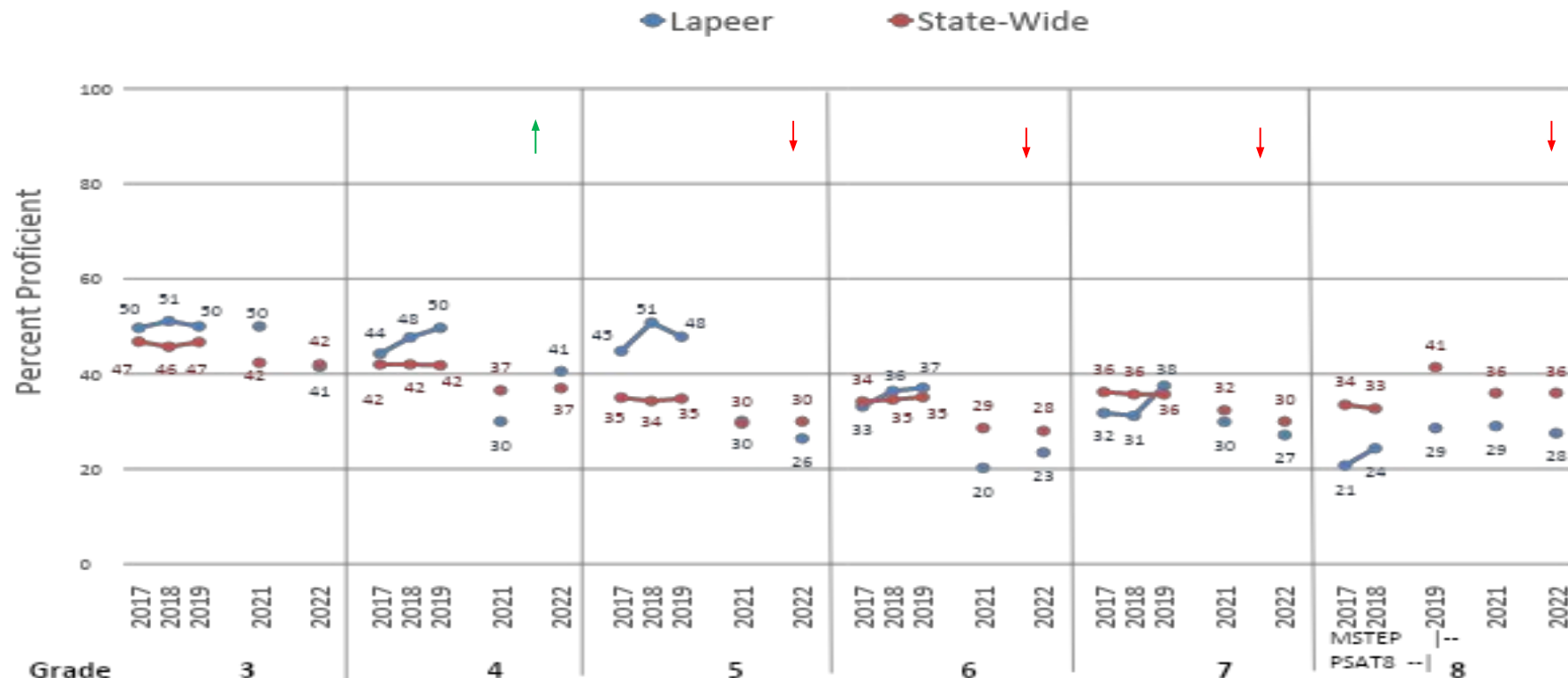


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2022 State-Wide Results are from the 2021 PSAT 9/10 and SAT sites and may differ slightly from the results released from this summer.

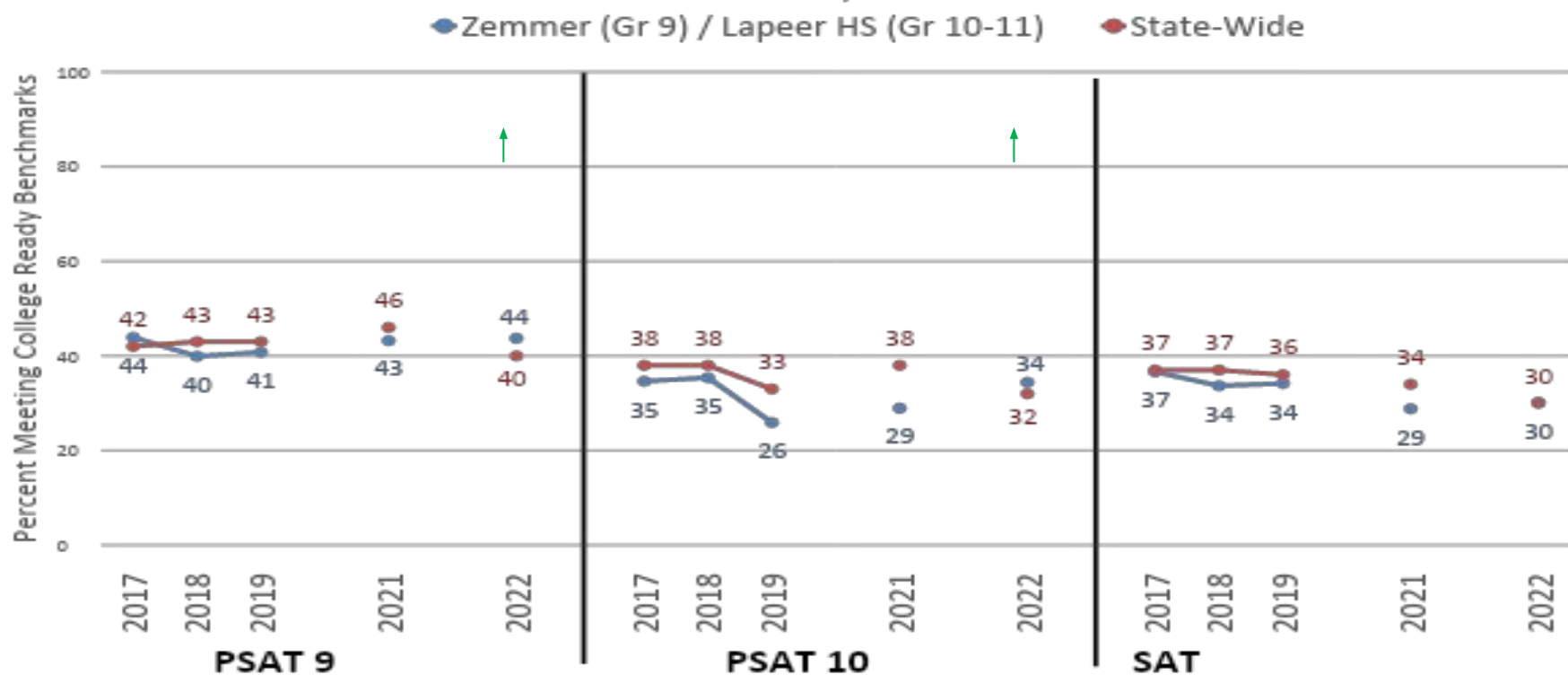
MATH - M-STEP Grades 3-8 - Spring 2017 -2022*

Percent Proficient (Levels 3 & 4)



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MATH PSAT_9, PSAT_10, & SAT Results
Percent of Students Meeting College-Ready Benchmarks
School and State-Wide, 2017 to 2022*



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2022 State-Wide Results are from the 2021-2022 PSAT site, and may differ (slightly) from PSAT results released later this summer.

Questions?

Fall 2022

