



March, 2020

# LC ACHIEVES!

## This Month's Focus: District Strategic Improvement Plan

Improvement requires not just knowing where you want to be, but where you are. Teaching is a constantly evolving process and we work daily to improve our approach to all aspects of your children's education in order to best serve our ever-changing community of students. In order to facilitate these improvements, the District has committed to a District Strategic Improvement Plan. The plan consists of 3 overarching goals:

1. All students in the La Center School District will show growth in their content areas;
2. Students who struggle in their learning in Grades P-12 will be analyzed and provided support through Multi-Tiered Systems of Support/Student Intervention Teams; and
3. All students in the La Center School District will develop the social skills to be confident and self-reliant learners in a complex and rapidly changing world.

In the past, progress measurement relied on state tests, which are limited in their scope and ability to inform instruction. To improve our dataset, we have identified over a dozen additional data points to use as we review our progress toward our District Strategic Improvement Goals. We have focused our Leadership meetings on the three goals and how they manifest within our schools. Additionally, when questions are asked, a simple and often poignant question back is, "What does the data say?" Moving away from the "I feel" or "gut" decisions is healthy for our system and drives lasting change in our instructional practice.

District Strategic Improvement Plan

How Improvement Data Is Measured

- Attendance, Absences, Tardies, and Unexpected Absences
- Secondary Grade Reports
- Elementary Reading, Math and Writing Assessment and Growth
- Discipline Reports
- Professional Development Accessed
- Spexit and Goal Achievement– Special Education
- Graduation Data
- HS Graduation On-Track Monitoring
- Promotion Standards Data
- Healthy Youth Data
- Social-Emotional Data
- Review of Norms of Collaboration
- Student Leadership Access
- Parent Participation in School Events

Source: Asst. Superintendent's Board Report 2-25-2020

**LCES  
Data**

**STAR Assessments** Comparing Winter 2020 with Fall 2019, more LCES students are at/above grade level expectations and fewer students require significant interventions to make needed gains. Students have gained 15% in reading and 15.4% in math. Urgent interventions have decreased to 8.4% in reading and 4.7% in math.

**Teacher/Para Relations** Level of happiness reported by teachers increased from 82% in 2018 to 100% in 2019. Paraeducator happiness increased from 50% in 2018 to 91% in 2019.

**Disciplinary Referrals** There has been a 30% decrease in behavior referrals and an 85% decrease in suspensions during the first half of the year.

<b>KINDY</b>	Early Literacy	Math	<b>1st Grade</b>	Early Literacy	Math
Fall 2019	56%	79%	Fall 2019	61%	50%
January 2020	68%	93%	January 2020	74%	65%

Source: LCES Board Report 2-25-2020

**Teaching Helps Learning** There are 55 middle school students in the second semester serving as tutors for elementary students.

**Restorative Practices** For 2019-20, we have implemented 'Restorative Practices' building-wide, including a student support process in order to keep students in class. This process includes using 3 different strategies and redirection to help a student regain control and remain in class.

**LCMS  
Data**

	1st Semester Referrals	All Year	Lost Instructional Time*
2017-18	97	227	4540 minutes
2018-19	123	307	6140 minutes
2019-20	10	—	200 (1st sem. Only)

\*Based on avg. 20 minutes of lost instructional time per referral.

Source: LCMS Board Report 2-25-2020

83% of 9th graders are on track towards graduation, which means they passed all 6 classes during 1st semester. At the end of last year, 76% of the 9th graders were on track. We are hopeful that support within the classrooms, attention to individualized instruction and appropriate interventions for all students, that the 9th graders will continue to maintain success in passing their classes in order to stay on track towards the graduation goal of 24 credits. 9th grade attendance has also improved. Last year, 9th graders had an 82.7% attendance rate. To date, the 1st semester attendance rate for 9th graders is at 93.5%.

**LCHS  
Data**

	2017-18	2018-19	2019-20
3.5 GPA Honor Roll	21.3%	19.3%	22.9%

Source: LCHS Board Report 2-25-2020