

BOARD POLICY EXPECTATION

The Board expects each student to develop the academic awareness and cognitive capabilities to be a successful learner in a complex and rapidly changing world.

CERTIFICATION

I hereby present my monitoring report on E-2 “Academic Achievement” in accordance with the monitoring schedule set forth in the board policy. I certify that the information contained in this report is true as of October 17, 2022.

Peter Rosenkranz, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret this to mean that our students, upon graduation, will have the ability to think for themselves, make decisions, and be productive citizens. The goal is not to teach them what to think but rather how to think. Our youth will face problems and challenges we never thought possible.

REPORT IN COMPLIANCE

The District Strategic Plan is designed to maximize growth for our staff and students given where we are at returning from COVID shut downs and mandates. With the first goal being, “All students in LCSD, regardless of circumstance or ability, will have access to instruction in order to grow and achieve academically.” We have four strategies to make this happen.

Strategy #1: Professional Learning Communities (PLC)

We work to develop and improve our teacher teams through Wednesday late starts, in conjunction with systems to support the productivity of those teams. Focusing on data of screeners and classroom evidence, we can better design instruction around what our kids need to focus and learn.

Strategy #2: Strong Core Instruction (Tier 1)

Tier one of all interventions is a guaranteed and viable curriculum. We have completed reading, social studies, science, math, and now health material adoption that would give us access to the curriculum. Materials are the math book, curriculum is the state standards on math, for example. We also use the time in our PLCs to focus on research-based instruction practices. A strong core will build strong learners.

Strategy #3: Academic Tiered Interventions (Tier 2/Tier 3)

Tier two and three are focused on targeted group support (Tier two) and intensive individual support (Tier three). Again, we use a variety of time to make this happen, Wednesdays are important for this, as well as time spent meeting with parents (both during conferences and afterschool meetings).

Strategy #4 Professional Development Opportunities

Coordinating the professional development throughout the school year allows our teams to provide support for the teachers and paraeducators to meet the needs of our students. Teaching and learning have become complex functions that require a robust and coordinated professional development plan. Professional development occurs in August, October, on Wednesdays, in the evenings, and at some point release time. (Release time is dependent on substitutes which are in short supply.)