

2011-12 Local Educational Agency Planning Cycle Protocol

The Local Educational Agency Planning Cycle (LEAPC) information that is developed in the Michigan Department of Education (MDE)/AdvancED web site applies to the LEA (district level). The acronym LEA includes local districts, Public School Academies (PSAs) and Intermediate School Districts/Regional Educational Services Agencies. PSAs and districts with only one school (K-12, K-8 districts) develop their LEAPC at the school level in AdvancED; all other districts develop their LEAPC at the district level in AdvancED.

All LEAs are required to attach an LEAPC PDF to the 2011-12 Consolidated Application. The Consolidated Application cannot be submitted or approved unless the LEAPC Application is attached and the Title I School Selection Application has been submitted.

A minimum of three and a maximum of five academic goals with associated objectives and strategies are required as part of the LEAPC.

For the benefit of the district, the MDE Office of Field Services is providing districts with the tool Field Services Consultants use to review the contents of the LEAPC.

Reminder:

Title I, Part D and/or Title III districts should include objectives, strategies, and or activities as applicable.

The LEAPC must demonstrate a clear connection between the Consolidated Application budget detail and the strategies/activities in the Goals Management Tool.

GOAL

Content Area:

- Goal must be linked to identified student academic learning needs in one of the four core content areas or serve as a maintenance Goal in one of the four core content areas if there are no academic challenges identified through the comprehensive needs assessment. A behavioral Goal may be included but must be in addition to the three/four academic Goals.

Student Goal Statement:

- Student focused
- Links to identified student academic learning needs in one of the four core content areas or serve as a maintenance Goal in one of the four core content areas if there are no academic challenges identified through a comprehensive needs assessment

Note: Districts do NOT need one Goal in each content area in the School Improvement Plan (SIP), District Improvement Plan (DIP) or LEAPC; for example, four content areas can be embedded within 3 Goals AND the LEAPC Goals only need to address content areas that are supported by Federal funds which may be concentrated in less than 4 content areas (less than 4 Goals)

- States broadly the area of focus and that all students will demonstrate increased proficiency
- Based on a careful analysis of multiple sources/types of data
- Defines the priority area for an improvement plan
- Should not include specific percentages or time elements

Ex: "All students will increase proficiency in <core academic subject>".

Gap Statement:

- A comparison to the Goal statement of 100% of the students achieving State academic standards and achievement on other assessments/ data
- Specifically identify subgroup gaps, if applicable
- Must be updated annually

Cause for Gap:

- Analysis of current levels of student achievement and non-academic achievement data and information
- Describes suspected causes (systemic, instructional) for the gaps in student academic achievement
- Addresses only causes within the school district's control (i.e., the economic status of a child is not within the school district's control therefore should not be cited as a cause)

Measures/Sources of Data:

- Sources may include achievement, demographic and/or perception data
- Sources may be student data or system data

OBJECTIVE

Measurable Objective Statement:

- Student focused
- Links to the Goal statement
- Identifies the knowledge, skills, outcomes and results that are measurable, observable, quantifiable and time bound
- States: Who will be able to do what, by when, as measured by what?
- Puts the "SMART" in the phrase "SMART Goals"
- Addresses grade span and/ or subgroup gaps, if applicable

Ex: "The <name of subgroup/grade span> subgroup will increase <content area or assessed area> proficiency by <x>% by <timeframe> as measured by <assessment tool>."

STRATEGY/ACTIVITIES

Strategy/Activity Statement:

- Must be research-based
- Describes an adult action (what adults will do to assist students in meeting the Objective)
- Links to an Objective statement
- Are specific, planned, research-based instructional practices (Name specific instructional strategies that will be implemented and evaluated, "Marzano's instructional strategies" is not sufficient)
- Addresses system practices that were identified as challenges through the comprehensive needs assessment
- Focuses on maximizing each student's growth and individual success
- Can be academic or non-academic (behavioral, parent involvement activities, professional development), etc.
- Are done to/or with students, staff or parents, depending on the funding source, to develop a specific result
- **Must demonstrate a clear connection between the Consolidated Application budget detail and the Strategies/Activities in the Goals Management Tool.**

Ex: "<People responsible> will <instructional practice to be implemented> with <group or subgroup>."

- Paraprofessionals will deliver small group instruction to eligible identified Title I students
- Title I instructional staff will provide extra time and opportunity to struggling readers

Ex: <Who> will <state the action that will be implemented to support the Strategy>

- Title I instructional staff will provide an extra 45 minutes/day of reading instruction to students scoring in the lowest 20% on the DIBELS or STAR Assessment.

- Instructional staff will implement Lucy Calkins Writing Strategies.
- Instructional staff will be provided professional development on the implementation of Lucy Calkins writing strategies.

Research:

- Identify the research that supports the Strategies
- Provide a brief summary of the research

Ex: Research – What Works Clearinghouse, Assisting Students Struggling with Mathematics, Response to Intervention (RTI) for Elementary and Middle Schools. Instruction during the intervention should be explicit and systematic.

Funding Sources are required in the Goals Management Tool for the benefit of the district; Field Services Consultants do not review beyond the activity level.