

### **BOARD POLICY EXPECTATION**

The Superintendent shall not fail to provide educational leadership for district staff required to achieve the Board's Ends Policies.

### **CERTIFICATION**

I hereby present my monitoring report on Executive Limitations Policy EL-5 "Educational Leadership" in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of November 14<sup>th</sup>, 2016.

Dave Holmes, Superintendent

### **SUPERINTENDENT'S INTERPRETATION OF POLICY**

I interpret this expectation regarding educational leadership to mean the board believes it is important for the superintendent to serve as both a district and community leader in a positive and proactive way so as to advocate on behalf of our students, parents and taxpayers of this district, the value of public education.

### **REPORT**

There are nine specific areas described in this policy. The following will address each specific area of EL-5 as best as possible. At the time of this report, I believe that the district is in compliance with the Board's expectations.

***1. The superintendent shall not fail to project a strong image of instructional leadership to all stakeholders. IN COMPLIANCE***

In the short four months that I've been back in La Center and in my new role, I have had the opportunity to work with the Clark County Superintendents to create a platform statement to be used for a variety of communication needs. This includes conversations with local political representatives, powers that be in Olympia and various groups and organizations that are concerned with the McCleary lawsuit and/or the upcoming legislative session and budget creation. I have scheduled a meeting with local representative Ann Rivers to discuss the specific impacts that of upcoming legislation and funding issues will have on our district.

As a leader for the district, I stress the importance of our entire leadership team taking on roles and responsibilities that expand their influence, knowledge and ability to effectively and efficiently lead their building or department.

Over the last year we have had a number of team members take on roles and responsibilities that meet this challenge. Carol Patton is on the AWSP-WASSP (Association of Washington School Principals- Washington Association of Secondary School Principals) state board representing our region. Lauri Landerholm completed 24 hours of training by the Washington State Criminal Justice Training Commission and is now a certified School Safety Officer. Lauri also just recently completed a 3 day training on the Olweus Bully Prevention Program and is a certified trainer.

Both Matt Cooke and Amy Neiman just completed their coursework and received their Master's degrees in administration and their principal credentials this last year. Dan Bentson is currently participating in that same program.

We have numerous teachers across the district that are regional and state leaders in their content field who have been supported by their buildings. Julie Croskrey, Laurie Cripe, Kristy Schneider, Janice Broten, Andrea Austad and Karen Gozart to name a few who have participated in various ways over the past year at the state level to lead improvements in their content areas.

**2. *The superintendent shall not fail to communicate an optimistic vision for the mission and the work of the district and public education. IN COMPLIANCE***

I feel like this has always been a strength of both the La Center educational community and its leadership over the years. Mark called it “The La Center Way”. I simply approach all conversations and challenges with the attitude that the “Cup is Half Full”. This is simply a way of thinking, making decisions and leading.

Every challenge is both a learning opportunity and a chance to make things better or improve outcomes for students. I continually talk to staff about becoming an educational scientist. Have a hypothesis about your teaching or how you create learning environments for students. Make a change, evaluate the results, modify the hypothesis and reapply.

I continually portray our district as a great place to work and learn. It is also a place that recognizes great work and supports change for the betterment of student outcomes.

**3. *The superintendent shall not fail to possess and use up-to-date educational knowledge in the course of their work. IN COMPLIANCE***

As the superintendent, I work hard to attend as many outside learning opportunities as possible. Some of these are ESD offerings, some are regularly scheduled superintendent meetings with peers and some are state level conferences and in-services. Although it was right before I came back to my new

position, I did complete a graduate level class from George Fox on School Law and Finance this last year. As a leadership team, we have an on-going book study that we participate in every week. Our current book is “Most Likely to Succeed” by Tony Wagner. I most certainly use every piece of knowledge and experience, new and tested, in making decisions and creating the most impactful learning environments possible in the course of my work.

**4. *The superintendent shall not fail to maintain and enhance his/her own educational knowledge through continuous learning.* IN COMPLIANCE**

Our entire culture as a team of professionals is built on a drive to learn as a way to improve our practice as educators in the service of our students. Again, be an “Educational Scientist”! I can say that a large portion of my motivation to take the superintendent’s job in southern Oregon was the desire to grow and learn. I can also say that I was quite successful in that learning endeavor, but also promise not to do that again. :-)

I would also refer back to examples given in #3 above.

**5. *The superintendent shall not fail to maintain and consistently communicate that student achievement is the focus of district staff efforts.* IN COMPLIANCE**

One of the keys to our success as a learning organization is the clear focus the Board provides us in their Ends Policies. Particularly with Ends-1 and 2. The mission of our district and the focus on academic achievement in E-2 send a clear message to the organization about focus on student achievement. This report, which is preceded in my office by AL-5 reports from all administrators, requires them to report this same focus. I request and receive multiple reports throughout the year from all administrators that detail such data as graduation progress, testing results, participation numbers, athletic and arts achievements, pass/fail percentages, honor roll achievement and student learning indicators to name just a few.

At the middle school, two out of three of their building learning goals are related to student achievement, raising the number of students increasing or maintaining state standards, and increasing the number of students meeting promotion standards. At the high school, we have created two 9th and 10th grade focus classes that are designed specifically to help struggling students achieve academic success. Across the district, teachers have identified TPEP goals 3, 6 and 8 which deal specifically with small group, large group and school academic achievement.

**6. *The superintendent shall not fail to research and utilize the best and most effective instructional practices as the foundation of their work as the top educational leader.* IN COMPLIANCE**

Again, focusing on continual improvement, being an educational scientist, and applying what we've worked on over the past decade around the La Center learning model, we continually pursue improvement in our instructional practices. I believe that there are many things to be learned from the best thinkers in educational practice outside of our district although most of what is learned must be adopted to our unique school and community. We continually look to modify what we learn and create within the walls of our district with the best ideas from outside and find and adaptation that best meets the needs of our students.

**7. *The superintendent shall not fail to respond to the changing needs of students/parents in a positive and proactive manner.* IN COMPLIANCE**

We continually seek out parent and community feedback on all initiatives and projects that we are involved in. Our community is changing and that change will likely accelerate with the opening of the new casino. That community change will be reflected in the needs of our students and their parents. We have many practices currently in place that solicit feedback. November's board/community linkage meeting last week and the spring student linkage are two prime examples of outreach. The community bond conversation that I hosted in September is another example. Parents on the IMC (instructional materials committee), school accreditation committees, CTE and highly capable advisory committees, curriculum adoption and Title I oversight are a number of areas that parents have input.

**8. *The superintendent shall not fail to ensure that a high quality curriculum is in place at all levels and that staff effectively use approved instructional materials to meet district, state and national standards that are approved by the Board.* IN COMPLIANCE**

We continually work to update both our curriculums and our instructional materials that support all content areas. We focus on one or two content areas per year and set aside a significant portion of our annual budget to facilitate this work. This last year we adopted new ELA (English Language Arts) in grades K-3 and are currently piloting new ELA materials in grades 4-6. We will be working with grades 7-12 this year to complete ELA adoptions of materials and looking at our scope and sequence of curriculum as well. At the same time, we will begin looking at our science curriculum in order to begin a process next year of adopting new instructional materials to help our teachers meet the new NGSS (Next Generation Science Standards).

**9. *The superintendent shall not fail to provide appropriate professional development necessary for staff to use the approved instructional materials.* IN COMPLIANCE**

I would like to commend our entire leadership team, especially Amy Neiman for their work in creating a wide ranging and impactful slate of professional development opportunities. Both of our district wide teacher inservice days in October and April are provided by in-house instructors on topics asked for by our staff. Many of these opportunities are specific to adoption of instructional materials. Others are designed to improve the use of technology with adopted materials and still others are designed to improve the creation of learning environments around the La Center learning model which is applicable to all content and grade level areas.