

Monitoring Report - Executive Limitations Policy  
EL-7, District/School Improvement Plans

**BOARD POLICY EXPECTATION**

The Superintendent shall not fail to produce an annual written District/School Improvement Plan (D/SIP) that articulates the strategies, expected outcomes and responsible personnel that are being initiated and monitored for achieving the mission of the district.

**CERTIFICATION**

I hereby present my monitoring report on Executive Limitations Policy EL-7 “District/School Improvement Plans” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of September 20<sup>th</sup>, 2016.

Dave Holmes, Superintendent

**SUPERINTENDENT’S INTERPRETATION OF POLICY**

I interpret this expectation regarding district/school improvement plans to mean the board believes it is important for the district to have an overall strategy or framework for improvement so as to systematically work toward achieving the district’s mission as stated in Board Policy Ends-1 through 4. In addition, the district has a philosophy and leadership model that is adhered to in the implementation of the framework and strategy.

**REPORT**

There are two specific areas described in this policy. The following will address each specific area of EL-7 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 develop, disseminate, share and implement strategies that will achieve the Board’s Ends policies. IN COMPLIANCE***

There are six broad areas of focus that we are working on as an organization to achieve the Board’s Ends Policies. Most of these have been ongoing efforts that have been occurring for many years. Without a doubt, we have made consistent and steady progress towards implementing these changes/improvements in deep and meaningful ways. The six broad areas of focus for organizational improvement are:

- High Cognitive Demand Learning Environments
- Personal Learning Technology
- Family Support and Engagement Services
- Safe Schools
- Flexible Learning Experiences
- Data Driven Decision-making

### **High Cognitive Demand Learning Environments**

This continues to be an ongoing objective of our collective work across the district as it has for nearly a decade. As part of the work for the leadership team this year, we are revisiting the learning model with all staff in order to engage or re-engage staff across the district in this goal.

This re-engagement will take on different looks in each building and is being led by the principals. Each building is at a different stage in their ownership and implementation of this philosophy, so each process will differ accordingly.

The ultimate goal is to have all staff understand, embrace and implement in visibly similar ways, the La Center learning model.

### **Personal Learning Technology**

We are in the process of engaging both staff and students in their thinking around student needs both for engagement of learning and to best prepare for life after graduation. The one-to-one initiatives that were all the rave earlier, have now given way to focusing on classroom environments that can be more efficiently infused with needed technology specific for that class or curriculum. We continue to add Chromebooks in each building to both provide needed technology, but also to prepare students for online testing platforms. We are transitioning iPads out of the 4-12 environment and into the K-3 classrooms and deploying Chromebooks in their place.

### **Family Support and Engagement Services**

FCRC continues to be the backbone for delivery of services and help to our in- need students across the district. As the economy continues to improve, we are seeing a decrease in our homeless student population as well as an overall decrease in the number of families needing services. There is still a large need across the district and our ability to identify and connect with those families continues to improve.

### **Safe Schools**

With the upgrade to our video security system district-wide, we have made a substantial capital investment to improve the safety and security across the district. All administrators attended the Clark County Safe Schools day last August and came away with a number of ideas and programs that we will be modifying to fit our culture and implementing throughout the year. We are in the process of changing our active shooter response to the now widely accepted “run-hide-fight” platform. We will be working during the year to educate staff, students and the community about this change and complete the adoption.

### **Flexible Learning Experiences**

I will be focusing this year on expanding the enrollment and reach of the homeschool academy. We currently have 14.6 FTE enrolled in HSA, up from the 4 that we ended the year with. We are creating a “strings” program that will enable us to recruit more students both from the Battle Ground program, but also from our community that are not enrolled anywhere currently.

We will continue to support the LINX program as an alternative for students who have or are currently struggling in the traditional classroom environment. Having changed our online curriculum provider for this school year, I am very confident that we will see increased success with those students.

### **Data Driven Decision-making**

We will continue to develop a data driven decision-making model that is built around what we call Learner Success Indicators (LSIs).

The key concept of LSIs is to find highly connected points of data that link a student's success to a few key benchmarks throughout their educational journey.

1. First grade reading scores (DIBELS);
2. Grades 4 and 5 reading and math scores;
3. Middle school accountability watch list;
4. Ninth graders earning six or more credits; and
5. On-time graduation rates.

Using these LSI benchmarks are driving much of our change in programs within the buildings. In the elementary, this includes Kindy Cub Night and Kindy Cub Camp programs as well as new changes to our ACE learning support efforts. In the middle school, LSI's have changed our transition plans, accountability support efforts and our program offerings. In the high school, LSI's have changed the way staff look at and discuss support changes for freshman as well as programmatic changes, such as the LINX program.

Lastly, the high school has completed revamping the Navigation program and renamed the new curriculum and instruction to High School and Beyond. This change gives more attention to the non-college bound student, and eliminates busy work and duplicate processes and assignments over the years. This is a long-overdue change, and I'm excited to see the results of the staff's work.

2. ***The superintendent shall not fail to adequately monitor progress toward achievement of the district's mission. IN COMPLIANCE***

The mission of the La Center School District can be broken down into three parts:

- **Create a supportive learning environment that empowers students to reach their fullest potential.**
- **Partnership with families, the community, staff and students.**
- **Develop confident and self-reliant life-long learners who thrive in a rapidly changing, more technologically advanced and diverse society.**

The six areas of focus above are all easily connected to the three parts of the district mission. Therefore, I am confident that we are meeting this expectation. For example, I see the work and progress monitoring listed above in expectation #1 could easily fit into the following three parts of the district mission:

1. Create a supportive learning environment that empowers students to reach their fullest potential.
  - High Cognitive Demand Learning Environments
  - Family Support and Engagement Services
  - Safe Schools
  - Flexible Learning Experiences
  - Data Driven Decision-making
2. Work in partnership with families, the community, staff and students.
  - Family Support and Engagement Services
  - Safe Schools
  - Flexible Learning Experiences
3. Develop confident and self-reliant life-long learners who thrive in a rapidly changing, more technologically advanced and diverse society.
  - High Cognitive Demand Learning Environments
  - Personal Learning Technology
  - Flexible Learning Experiences
  - Data Driven Decision-making

With this in mind, I would offer all the examples detailed in the first part of this monitoring report as ample evidence that we are working to achieve the expectations to adequately monitor progress toward the district's mission. Lastly, the monthly EL reports in all areas, even though some are not directly connected back to EL-7, are all connected back to the district's mission. These EL reports provide an ongoing review of the district's work, successes and illuminate needs for change on a regular and cyclical basis.