

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 20th, 2017.

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 our work as a leadership team this year at our retreat, we began revisiting the learning model 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 of this philosophy and its implementation so each process will differ accordingly.

I meet with every new hire to the district, both classified and certified, before they begin employment. At that meeting I review our district mission and our Ends policies. I have a primary focus on the three legs of the learning model “stool,” increasing cognitive demand, student to student information and being an “educational scientist!”

Personal Learning Technology

We have continued to add Chromebooks in each building to both provide needed technology, and to prepare students for online testing platforms. We have transitioned iPads out of the 4-12 environment and into the K-3 classrooms and are deploying Chromebooks in their place. I believe that we currently have deployed a sufficient number of devices for students to access and staff to rely on based on their expressed needs. With the on-going upgrades to our wireless system, I feel that we are now moving into an area of needing professional development geared toward the most impactful uses of this technology in the classroom.

Family Support and Engagement Services

FCRC was discontinued at the end of last year and those resources were redeployed in the form of increased counseling services. 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. Our free and reduced lunch percentages have declined from a high of approximately 32% to a current level of 23%. There is still a need across the district and our ability to identify and connect with those families through our counseling departments will continue 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 changed our active shooter response to the now widely accepted “run-hide-fight” platform. We will be working during the year to continually educate staff, students and the community through drills. We continue to stay abreast of the latest research and response to bullying in our schools and Lauri Landerholm continues to be our resident expert in this area attending the best professional training offered in our region.

Flexible Learning Experiences

I will be focusing again this year on expanding the enrollment and reach of the homeschool academy. We currently have 22.8 FTE enrolled in HSA, up from the 14 that we ended the year with. Ruth Schrock has been doing a great job expanding the program and attracting appropriate students to this opportunity.

I have discontinued the LINX program due to lack of quality progress by the majority of students enrolled in this delivery method last year. A few appropriate students have transferred to the Home School Academy and the rest have either graduated or are back at the high school.

We are in the process of upgrading our CTE (vocational education classes) courses by connecting with community employers to design specific pathways that lead to employment opportunities or certifications. Kathy Bounds is heading this initiative as our new vocational director. We have already met community employers to begin work in the metals shop and Kathy is teaching a section of business herself to help redesign that curriculum.

As mentioned in my September board report, the high school will be working to initiate “College in the High School” through Central Washington University. This will be an on campus alternative to Running Start.

Data Driven Decision-making

We 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.

We have redesigned the LAP/Title I supports this year by changing to what is called a “push in” model. This allowed Megan Bright to move back into the classroom to reduce grade level class sizes and also allows Colleen Wing and our para support staff to work in the classroom with students and their teachers on the same material that the rest of the class is working on.

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 move away from navigation.

Our new model for meeting the state graduation requirements away from navigation and high school and beyond will be a major focus of our staff at the high school this year. Mr. DiStefano continues to offer a zero hour class three days a week during first semester for college bound juniors and seniors to prepare scholarship materials and college admissions paperwork.

Overall as an administrative team, we are making the statement or question, “What does the data say?” This is our first response to all requests for programs, funding, materials or changes in policy or procedure.

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 in section 1 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 through increased counseling support for students
 - Safe Schools through continued focus on the latest research and implementation through practice
 - Flexible Learning Experiences to provide for unique learning styles
 - Data Driven Decision-making that demands we have clear and defensible reasoning behind our pathway to change. This helps avoid those “seat of the pants” or “it feels right” decisions.
- 2) Work in partnership with families, the community, staff and students.
- Family Support and Engagement Services again through increased counseling services
 - Safe Schools through professional development and good, consistent communication with students and parents
 - Flexible Learning Experiences designed to make sure that unique learners don’t “fall between the cracks.”
- 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 across grade bands and curricular departments
 - Personal Learning Technology that exposes students to “real world technology and applications”
 - Flexible Learning Experiences
 - Data Driven Decision-making so that we get it right the first time. In our rapidly changing society, we can’t afford “do-overs”

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. Lastly, connected to this month’s agenda is an action item asking the board to consider moving the due date for EL-7 from September to October. We currently don’t have an EL due in October and having EL-7 due in September does not allow for buildings to produce SIP’s in time for the district to then come together and mesh the building SIP’s into a DIP (District Improvement Plan). Buildings are currently in their final stages of producing their SIP’s with their staff and we will begin the process of taking those plans and creating the DIP shortly. This specific process hasn’t been done in recent years as previous leadership believed that Ends 1-4 and administrative

work toward those ends was sufficient to meet this expectation. I have a differing view and will be producing a more traditional, Goal/ Responsible Person/ By Date document that will be shared in October.