

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 October 23rd, 2018.

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
- Safe Schools
- Support for struggling learners
- 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 over 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 evaluate the next chapter in the La Center learning model.

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!” This conversation always resonates with our new hires and sets the stage for them to begin serving students with the same vision as the rest of our staff.

Personal Learning Technology and Skills

We continue to add chromebooks in each building to provide both needed technology for daily learning but also to prepare and facilitate online testing platforms for students. We continue our transition of iPads out of the 4-12 environment and into the K-3 classrooms and eventually out of our system all together as they become obsolete or broken with chromebooks being deployed 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 finalization of 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. We saw some of those PD opportunities just last Friday at our district wide inservice day.

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 continue to attend the Clark County Safe Schools day in August and come away with a number of ideas and programs that will be modified to fit our culture and implemented throughout the year. After having changed our active shooter response last year to the now widely accepted “run-hide-fight” platform, we are focused this year on retraining and revisiting. 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.

Support For Struggling Learners

As you have seen, this is directly out of this year's district improvement plan:

Students who struggle in their learning in Grades P-12 will be analyzed and provided supports through Multi-Tiered Systems of Support/Student Intervention Teams.

- Building teams collaborate with formative assessment data on potential Tier 1 and Tier 2 supports that can occur in the general education classroom.
- Work with students to mitigate barriers to student learning through a tiered system of supports. Assist with students becoming self sufficient in their efforts to support themselves in their own learning.

This goal is being supported by the change for the focused Title/LAP program to the schoolwide plan this year in the elementary. The SIT (student intervention team) and the MTSS (multi-tiered system of support) teams continue to focus weekly on students at all grade levels that are struggling with academic success.

Data Driven Decision-making

We continue to develop a data driven decision-making model that is built around 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) Reading at grade level in grade 3
- 3) Performing in math at grade level in grade 5
- 4) Middle school accountability watch list; (previously referred to as the promotion standards)
- 5) Ninth graders earning six or more credits; and
- 6) On-time graduation rates.

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 and to Xello online.

Our new model for meeting the state graduation requirements away from navigation and high school and beyond has been a major focus of our staff at the high school this last 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. This process and the

use of Xello gives us a large amount of data on our students and their progress toward graduation and life after high school.

Overall as an administrative team, we continue to ask the 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
 - Personal learning technology and skills
 - Safe Schools through continued focus on the latest research and implementation through practice
 - Support for struggling learners
 - 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 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 lifelong 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”
 - Support for struggling learners
 - 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.

Finally, I am very proud of our entire staff that began looking at data and student needs in the spring. They worked together as building teams to create building SIP’s (student improvement plans) that were then brought together over the summer by the administrators who crafted the district improvement plan that supports all of this work. We have not had a true DIP in this district for years. It feels good to both meet this expectation, but to also have the work give direction and to have had broad stakeholder input in its creation. Our DIP was created in the right way, from the bottom up not the top down!