

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 19th, 2018.

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

I continue to work with the Clark County Superintendents to create platform statements to be used for a variety of communication needs around improving instruction and student achievement. In addition, I have had numerous conversations with local political representatives, powers that be in Olympia and various groups and organizations that are concerned with the McCleary solutions and the inequities that it has caused for the La Center school district. I have had meetings with local state Senator Ann Rivers and Senator Braun along with written correspondence with Rep. Orcutt and Rep. Takko to discuss the specific impacts that legislation has had 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 now and into the future. This would include the ability to take new or expanded roles in

the district should the need or opportunity present itself. An example of this would be Dan Bentson completing his principal credentials and now supporting our other three administrators on the K-8 campus as needed. Greg Hall is currently completing his principal's internship and will be ready next year to serve in any expanded role necessary. Lastly, Peter Rosenkranz is in his final year of his superintendent credential program and continues to learn, build capacity and responsibility.

Following my own philosophy, I continue to sit on the executive council for worker's compensation for the ESD112 Loss Prevention Group and the ESD Executive Oversight Committee. In addition, I sit on the Clark County Schools Advisory Council that meets each quarter with the county commissioners to discuss and work on issues that impact schools.

We have had a number of team members that have roles and responsibilities that meet the challenge of this expectation. Carol Patton continues in her role as the AWSP-WASSP (Association of Washington School Principals- Washington Association of Secondary School Principals) state board liaison representing our region for high schools. Lauri Landerholm continues to serve in this same role as the representative for middle schools. This last year Matt Cooke has been elected to be the district 4 representative to the WSSAAA (Washington Secondary Schools Athletic Administrators Association). This is a position that guides athletics across the state at the highest level. In addition, Lauri Landerholm continues to be certified by the Washington State Criminal Justice Commission as a certified School Safety Officer. This is in addition to her certification as an Olweus Bully Prevention Program trainer.

We have numerous teachers across the district that continue to serve as regional and state leaders in their content field who have been supported by their buildings and the district. You will see in Peter Rosenkranz's board report this month a list of teachers district wide that are content "Fellows" who lead their respective departments and buildings in their content areas.

Overall, I feel that we are represented across the county and state by many quality members of our staff on a variety of boards and in various programs that create a vision of La Center School District being a leader in education.

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. I simply continue to 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. I believe that we communicate optimism in everything we do.

Granted this last year, dealing with the restrictions on funding, budget and bargaining has been a real challenge, I've taken the approach of working with our association and the president to take an active and aggressive approach to catalyze change for our district and our employees. I have been presenting the vision of a successful district that despite various obstacles in the past and present, we have and will continue to graduate confident, self-reliant, life-long learners that will be successful in life!

We just completed a new and refreshed version of the district's annual report and it is available for review online in addition to being available in the school offices. I believe this is a great example of communication that is both optimistic and professional.

I continually portray our district as a great place to work and learn. We continue to be successful in attracting a deep pool of candidates for our open positions and are able to hire quality staff as a result. In addition, both our "say something positive" sessions at board meetings and our regularly scheduled showcases portray a positive and optimistic image of our district.

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. As mentioned above in section 1, I and many of our team are involved in formal programs or serving in official capacities on a regular basis. I continually look for opportunities to expand my personal skill set in areas that I feel I can benefit most. Most recently I feel my newly acquired capacity to work through the completion of a new school while guided by the latest research and beliefs has been very exciting. This process from passing a bond to the ultimate opening of the doors has been guided by best practice in political communication, architectural selection and design to property development that I personally spent time to develop.

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 would refer back to examples given in 1 and 3 above as evidence of my personal quest to learn and expand my skill set.

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 the 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. You will see some of these data points communicated in our latest district annual report.

Across the district, one of our most critical improvements and changes over the last two years came in the form of the new implementation of the TPEP evaluation process for teachers. Teachers now have to identify with their principal, at least one TPEP goal 3, 6 and/or 8 which requires them to set academic goals with small group, large group and/or whole school academic achievement, implement strategies for improvement, then gather data and report results. Moving into our second year of identifying these student improvement data goals, I believe we will start to see some real change in student learning at the classroom level. This whole new focus on student learning through the evaluation process has brought a renewed focus across the district on both use of data and on 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, incorporate the best ideas from outside, and adapt those that best meet the needs of our students. Our new focus on STEM that was kicked off last year and is tied to Problem Based Learning (PBL) is a way that we believe we can extend and refocus the past beliefs communicated in the "La Center Learning Model." This will be the focus of a board showcase after winter break. STEM is an example of how we continue to look for initiatives and ideas externally that can help us be more efficient and impactful as a district.

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. Over the last year as in years before, we have had multiple opportunities for the board and superintendent in the form of linkage meetings, public workshops and formal surveys in order to evaluate our changing demographics. 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 and community have input. We just had our first CTE advisory meeting last week. Not only did we bring in community professionals that can share their expertise in their fields, but we began the process of planning for a career fair/day. In addition we made multiple connections to establish job shadows, internships and site tours for our our students.

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 curriculum 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 work in each content area is a 3-4 year process. We evaluate the current curriculum sequences and state learning goals in each content. We follow that by looking at the best practices and research across the state and nation. This is followed by a local review of what is found in step 2, along with possible piloting of some materials. Lastly, the local content committees make recommendations to the IMC for materials they have chosen, the IMC then passes if appropriate, to the school board. This last year, we finalized new science materials across the district with the exception of high school chemistry that is being completed this year.

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 Peter Rosenkranz for their work in creating a wide-ranging and impactful slate of professional development opportunities this last year. Our district-wide teacher in-service day in October was provided mostly by in-house instructors on topics asked for by our staff. Many of these opportunities were specific to our new wellness policy and our social emotional wellness work across the district. 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. A significant portion of our curriculum budget is set aside for training of staff including providing teacher mentors for all new staff for the first two years of employment.