

E-1 District Mission

Board Policy Expectations

The mission of the La Center School District is to create a supportive learning environment that empowers students to reach their fullest potential. This is done in partnership with families, the community, staff and students to develop confident, self-reliant, lifelong learners who can thrive in a rapidly changing, more technologically advanced and diverse society.

Certification

I hereby present my monitoring report on Ends Policy E-1 District Mission 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 20th, 2020.

Superintendent's Interpretation of Policy

I interpret the district mission to serve as a written description of the overarching purpose of the organization as well as the manner in which district personnel will operate in the process of accomplishing this overarching purpose. The results are to be derived from the creation and/or maintenance of a supportive learning environment for students and staff. This will produce evidence seen to create confident, self-reliant, lifelong learners. To accomplish this goal, we create ownership by involving stakeholders in all facets of the operations of the district. This is created with a flat or shared leadership model that allows and expects everyone to offer a voice and creative mind to the challenges that we face daily. We operate under the organizational construct of having a team consisting of the student, teacher and parent that is responsible for the success of that student.

Report – In Compliance

I believe that we are in compliance with the board's mission statement. The district is committed to creating a supportive learning environment for all students and staff. This is accomplished for students in the variety of class offerings and extracurricular activities provided across the district. In addition at the elementary level, we use student assessments to determine the best route of instruction for our students. Our move to a school wide Title/LAP support model two years ago has proven to be highly successful in grades K-5. This is an example of recognizing a decades long struggle to find the best delivery model and continuing to research and test until a successful implementation was found. I'm highly confident that this model is the right structure for the future and we will now move forward continuing to make small adjustments to squeeze every student learning improvement impact out of it that we can.

When students are able to develop skills in areas that interest them, they are allowed to become more self-reliant and reach their fullest potential. We survey students annually to develop courses that they desire. Our compliance is also evidenced through the district's on-time graduation rate that was 92% for the last reporting year, an increase of 6% over the previous year. We continue to improve our support for our upperclassmen as they approach their next educational opportunity as evidenced by our implementation of Xello and of the senior college prep course that focuses on both scholarship opportunities and also on military acceptance and workplace internships.

Staff is always encouraged to find new ways to educate and encourage students to develop the skills necessary to be successful. This has truly come into focus the last 6 months as we've shifted to online learning. Staff continues to meet as teams to better support our students. All staff have participated in learning activities around Google Classroom, Zoom, Flipgrid and the use of Google Drive, known as "Core Four" for the incorporation and use of technology in their classrooms. The completion of the "One-to-One" implementation by issuing over 1000 Chromebooks to our students has allowed us to engage all students in distance learning and also sets the stage for the increase in technological skills once we return in person. The kick-off of the district wide STEM implementation plan last year was our next step in moving the old La Center Learning Model forward and improving both its impact on student learning and a way to connect it to a nationally recognized model.

I continue to expect our teachers to have the mindset to be an educational scientist. I expect teachers to have a hypothesis about their instruction on a regular basis that they are testing, reviewing results and modifying their approach. I tell new teachers, "It is not ok to try new things in our district and fail, I require you to try new things and fail!" We only improve our instruction and student learning by continuing to be life-long learners ourselves. This is a conversation, as I've said before, I have with every new hire before they begin, including our certificated and classified substitutes.

I believe that the District Improvement Plan, [linked here](#), fully supports our mission statement!