

### **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 the board policy. I certify that the information contained in this report is true as of October 20th, 2021.

Peter Rosenkranz, 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 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. What is presented below is accurate based on our work at the Leadership Conference in August. Missing from this is teacher voice and feedback to the specific framework that supports the three goals.**

## **DISTRICT STRATEGIC IMPROVEMENT PLAN (DSIP)**

**DRAFT**

La Center School District (LCSD) 2021 - 2022

Why a DSIP?

This strategic plan underpins and guides our work

We have a commitment to

Providing high-quality educational opportunities for our students.

Fostering robust learning environments  
Data-driven decision making

Safety, personal growth, and acceptance Equity Mutual respect	Maximizing transparency in our processes
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## La Center School District Mission

[Ends 1](#) - *The mission of the La Center School District is to create a supportive learning environment that empowers students to reach their fullest potential. We will do this in partnership with families, the community, staff, and students to develop confident and self-reliant life-long learners, who can thrive in a rapidly changing, more technologically advanced, and diverse society.*

[Ends 2](#) - *Academic and Learner Competencies Achievement*

[Ends 3](#) - *Personal Skill Development*

[Ends 4](#) - *Social Skills Development*

## Tools our teams utilize to succeed in reaching our Mission

### Norms of Collaboration:

1. Promoting a Spirit of Inquiry
  - a. Use Data in Making Decisions
2. Presuming positive intentions
  - a. Intent vs. Impact
3. Putting ideas on the table
4. Paying attention to self and others
5. Pausing
6. Paraphrasing
7. Probing for specificity

### Baseline Data Points for Semiannual and Annual Review by Leadership Team:

1. Attendance, Absences, Tardies, and Unexcused Absences
2. Secondary Grade Reports - No Pass Lists (Credit by Grade)
3. Elementary Reading, Math and Writing Assessment & Growth
4. Discipline Reports
5. Professional Development List (What was accessed this year for PD)
6. Spexit and Goal Achievement - SPED
7. Graduation Data
8. Six Credits for 9th, 10th, 11th & 12th Grades
9. Promotion Standards Data
10. Healthy Youth Data
11. Social-Emotional Data - (ES Panorama, a survey set up for construction of a survey)
12. Parent participation in school events (Open House/Back to School Night etc... how are we bringing parents into the conversation?)

We are working to capitalize on the difference between typical school years and 2020-2021, with the impact of Distance Learning and COVID-19. At best, students will have the opportunity to learn half of the standards from a typical school year. LCSD will continue to develop the idea of a growth mindset to build resiliency within our students and staff, so we are able to thrive within challenging circumstances.

## Summary of Goals to Achieve the Mission

Make literacy and mathematics action items? Big part of ES SIP.  
Collaboration? Tie into STEM/PBL? [Connects to Ends 2 & 4](#)  
Community collaboration?  
Responsibility of areas?  
Timelines?  
Links to all Building SIP's?

**Goal 1: All students, regardless of circumstance or ability, will have access to instruction in order to grow and achieve academically and socially.**

1. If we establish a coherent **Learning Cycle** that incorporates [Planning](#), [Implementation](#), [Assessment](#), and [Reflection](#), In service of students' learning the state standards, then the district can maintain focus on creating a system that supports the growth of all learners. [See Appendix A]
  - a. By providing an intense focus on **literacy** skills, then students will develop a solid foundation to thrive.
  - b. If we engage in mathematical conversations and materials alignment, then our students will improve their **mathematical reasoning** skills.
2. [Three-Year STEM Plan](#) If we continue to refine our three-year STEM Plan and build capacity around PBL (Project/Problem Based Learning) instructions, then our students will be engaged in authentic learning.
  - a. If we use the 100-day plan reset from Spring of 2021 as a starting point to build capacity we will continue to keep our STEM plan at the forefront of instruction.
3. [Inclusionary Practices Plan](#) If we move toward more **inclusionary practices**, then all students will, regardless of their educational needs, be provided targeted interventions and accommodations. This will allow all students access to the core curriculum.
4. If we broaden our **Career and Technical Education** (CTE) program, then students will thrive in a rapidly changing, technologically advanced, and diverse society.

**Goal 2: Students who struggle in their learning, Grades P-12, will be analyzed and provided support through Multi-Tiered Systems of Support (MTSS).**

**School Theory:**

1. If we build MTSS teams and collaborate with formative assessment data on potential Tier 1 and 2 student supports, then we can increase student engagement and inclusion in the general education classroom.

**Student Theory:**

2. If we work toward students self mitigating barriers to their learning through a tiered system of support, then students become self-sufficient in their efforts to own their learning.
3. [Title 1 Plan](#) If we continue to provide **Title 1** building-wide services for La Center Elementary School, then we will close the gap between students who are not at grade level and their grade-level peers.

**Goal 3: (connected with Ends 4) All students in the LCSD will develop the social skills to be confident and self-reliant learners in a complex and rapidly changing world.**

1. If we refine our **communication** plan with multiple forms of communication in and around our school and the broader community, then our community will be informed about the La Center School District.

2. If we develop a **positive culture and climate**, then all students will feel safe, welcome, and valued members of our school community.
3. If students and staff develop quality relationships within our school community, then students will become **resilient, confident, and self-reliant** learners in our rapidly changing world.

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

**Goal 1**

**All students in the La Center School District will show growth in their content areas.**

<b>Theories</b>	<b>Action Items</b>	<b>How do we know it’s working?</b>
<p>If we focus on <b>literacy</b> skills in the primary grades then our students will continue to excel throughout their P-12 education.</p> <p><b>Connects with Ends 2-a &amp; e</b></p>	<p>Articulate resources for teachers that identify what is available to be read instructionally at each grade level.</p> <p>The following tools are available:</p> <ul style="list-style-type: none"> <li>- Adopted curriculum</li> <li>- Orton-Gillingham Training</li> <li>- Dyslexia screening</li> <li>- STAR screening</li> </ul>	<ol style="list-style-type: none"> <li>1. State assessment scores</li> <li>2. District assessment scores</li> <li>3. Scores on curriculum-based assessments &amp; Progress Monitoring (PM)</li> </ol>
<p>If we engage in mathematical conversations and materials alignment, then our students will improve their <b>mathematical reasoning</b> skills.</p> <p><b>Connects with Ends 2-b &amp; e</b></p>	<p>Initiate a Mathematical Instructional Team (MIT) to develop: Conversations grades 6-12 that align materials and instructional strategies to support students’ mathematical reasoning skills.</p>	<ol style="list-style-type: none"> <li>1. State assessment scores</li> <li>2. District assessment scores</li> <li>3. Scores on curriculum-based assessments &amp; Progress Monitoring (PM)</li> <li>4. Increased enrollment in advanced courses</li> </ol>
<p>If we continue to develop our three-year plan for <b>STEM</b> and look to build strong leadership within <b>PBL</b> instruction, then our students will be the problem-solvers of our future.</p> <p><b>Connects with Ends 2-c</b></p>	<p>Meet with STEM/PBL Team and work on the following possible actions items:</p> <ol style="list-style-type: none"> <li>1. Review 3-year plan</li> <li>2. Reinitiate plan</li> <li>3. Review on how to merge with Career Pathways</li> <li>4. Continue working with - ESD 112 Director for Career Readiness and STEM Initiatives</li> <li>5. Incorporate 21st Century Skills.</li> <li>6. Student-Centered Planning with general education students</li> </ol>	<ol style="list-style-type: none"> <li>1. Review measures from the STEM/PBL Plan</li> </ol>

<p>If we move toward more <b>inclusionary practices</b>, then our students who have disabilities will, regardless of their educational needs, be provided targeted interventions and accommodations, allowing them to learn in the general education classroom and engage the core curriculum.</p> <p><b>Connects with Ends 2-e.</b></p>	<p><u>From page 1 of the Grant submitted in 2019</u></p> <p><b>Goal 1:</b> Develop a team to construct our district plan to meet the second goal of this proposal</p> <p><b>Goal 2:</b> Improve our district LRE percentage from LRE 1 = 34.4%, LRE 2 = 63.9% to where we have more students in LRE 1 than LRE 2.</p> <p><b>Goal 3:</b> Expand our Inclusionary learning into the la Center Middle and Elementary School.</p>	<p>LRE (Least Restrictive Environment) Data</p>
<p>If we Broaden our CTE collaboration between middle and high school, then students will be better prepared for life and work after high school.</p> <p><b>Connects to Ends 2-d</b></p> <p><b>Why:</b> Career and technical education is an important part of our preparation for life after high school. As much as 75% of our students do not go on to college. We need to increase our students exposure and skill sets prior to entering the workforce after high school</p>	<p>CTE</p> <ul style="list-style-type: none"> <li>- Have the CTE director suggest changes.</li> </ul> <p><b>High School</b></p> <ul style="list-style-type: none"> <li>- develop and publish a 5 year plan for LCHS CTE action items to improve our offerings for students.</li> <li>- Instructional Materials?</li> </ul> <p><b>Middle School</b></p> <ul style="list-style-type: none"> <li>- access to Xello... align MS classes as CTE/STEM</li> <li>- MS qualifications for being a CTE MS Teacher?</li> <li>- Kevin, Lauri &amp; Carol to meet.</li> </ul> <p><b>Elementary School</b></p> <ul style="list-style-type: none"> <li>- Career exposure</li> </ul>	<ol style="list-style-type: none"> <li>1. CTE Offerings expand in HS</li> <li>2. CTE enrollment increases</li> <li>3. Post High School Survey Data - provide information on the results from Comprehensive Local Needs Assessment (CLNA) course offerings</li> <li>4. Xello access 6-12</li> <li>5. ES - survey students for feedback on career presentations.</li> </ol>
<p>If we create a coherent learning model that incorporates standards, instruction, and assessment, then our district can maintain our focus on instruction.</p> <p><b>Connects with Ends 2-b.</b></p>	<p>Review the learning model of old and capitalize on what was learned to bring forward into a more balanced, district wide approach to instruction.</p> <p>Develop a learning and instruction cycle that incorporates standards, instruction, and assessment.</p> <ol style="list-style-type: none"> <li>1. Standards       <ol style="list-style-type: none"> <li>a. Common Core State Standards</li> </ol> </li> <li>2. Instruction       <ol style="list-style-type: none"> <li>a. Identify high impact teaching</li> </ol> </li> </ol>	<p>Adopted Learning and Instruction Cycle</p> <p>Development of understanding that can be taught to teachers new to the district to better understand our approach to learning.</p>

	<p>strategies that support the greatest gain for student learning</p> <p>3. Assessment</p> <p>a. Use formative assessments to plan lessons, inform instruction and learning</p>	
<p>If we develop strategies for improving student <b>engagement</b> then our students will improve learning during Distance Learning.</p> <p>Connects with Ends 2-e.</p>	<p>Share strategies within the PK-12 system to coordinate support for families.</p> <ul style="list-style-type: none"> <li>- Tutoring</li> <li>- Internet Cafe</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>- Constant and varied communication with families and input on changes to modalities.</li> </ul>	<ol style="list-style-type: none"> <li>1. Increasing the number of students engaged in typical classrooms.</li> <li>2. Number of students passing classes</li> <li>3. Attendance improving in both internet cafe and in classes</li> <li>4. Completed assignments</li> </ol>