

BOARD POLICY EXPECTATION

The Board expects each student to develop the academic awareness and cognitive capabilities to be a successful learner in a complex and rapidly changing world.

CERTIFICATION

I hereby present my monitoring report on E-2 “Academic Achievement” 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, 2021.

Peter Rosenkranz, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret this to mean that our students, upon graduation, will have the ability to become productive citizens in this or any other community. Successful learning in a complex and rapidly changing world speaks to the necessity of an individual to adapt to what happens throughout their life. Adaptability and perseverance are two traits that come to mind. The average adult in the United States will change jobs, according to the Department of Labor, three to seven times. The ability of our students to become lifelong learners will serve them well in the future.

REPORT

There are 5 specific areas described in this policy. The following report will address each specific area of E-2 as best as possible. At the time of this report, I believe the district is in compliance with the board’s expectations in all of these areas.

IN COMPLIANCE

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings (reading and writing).

Again, focusing on the elementary reading work, I used a portion of the Director of Teaching and Learning, Michelle O’Neill’s, board report for this section:

Enhanced Elementary Reading Intervention Through the ESSER grant portion specifically designated to enhance learning opportunities in service of our district mission, we are increasing the capacity of our human capital by training the paraeducators on research-based reading strategies and providing materials that allow for the implementation of these best practices to advance student reading levels. Letter identification will be the initial focus of kindergarten and first grade. Text level assessments in grades 2-4 will be followed by the intervention of reading small groups using Literacy Footprints. Assessments will be gathered every six weeks to assess progress.

2. Effectively Integrate the core concepts and principles of mathematics; social, physical, and life sciences, civics, history, geography; arts, health, and fitness so as to support their specific learning pathway.

Evidence for this section I used a section of High School Principal Carol Patton's board report:

Mrs. Kathy Bounds, history teacher, reached out to Kathy Hand, the Director of "We The People" for Washington State. Mrs. Bounds is working with her students to partake in the state "We The People" competition in January. She is planning on taking six teams of 2-4 students from her most prepared classes to present the curriculum they learned in January. They will travel to Olympia, where they will present in legislative conference rooms. Each team will present for four minutes, then answer legislators' questions for 6 minutes. The team that takes first will qualify to participate in the national competition in Washington D.C. The social studies teachers also made a point of addressing parts of the Constitution this past week to recognize Constitution Day, a required observance. Some teachers focused on the preamble, while others addressed different parts of the Constitution. As a high school that says the Pledge of Allegiance daily, I believe our students are getting a well-rounded education about our history and government through the various classes we provide to all students.

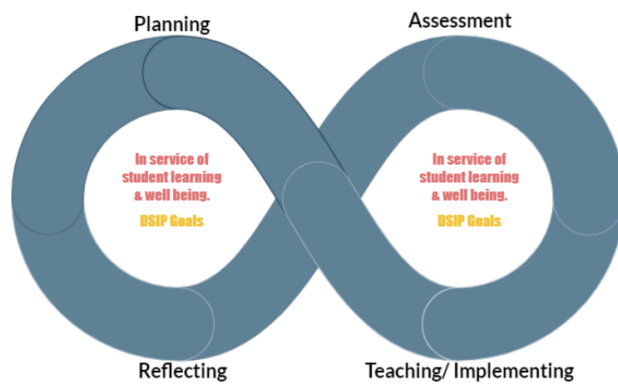
3. Think analytically, logically, and creatively and integrate experiences and knowledge to form reasoned judgments and solve problems (critical thinking).

Evidence for this area would be a story about our homecoming dance for the 2021-2022 school year. Often it's the application of the learning that best demonstrates the actual learning in and of itself. I had made the decision to cancel the homecoming dance a few weeks prior and sent an announcement out to parents and students via Skyward. I had one student response that represented about fifteen students from her class. She communicated in a respectful manner making several points that I had not considered in my original decision. After much conversation and discussion with the student and her parents, I changed course and we began planning the homecoming dance. Currently, there are many loud, and at times, angry voices. I am proud of a student stepping up, thinking clearly, articulating their ideas, and taking a chance to make a positive change.

4. Connect the importance of work and how performance, effort, habits, and decisions regarding school directly affect future learning opportunities within their specific career and education pathway (work awareness and planning).

For evidence of this area of Ends 2, I would like to present an article from ESD 112 that highlights our flipped internship with our high school environmental class: [Link to Article](#) The article describes in detail the flipped internship as it takes off around the county. Woodland, Hockinson, and La Center all have flipped internships within Clark County. What is important to note is that Rebecca Morris, teacher at La Center High School, was the first in the state of Washington and has become the model to which all other programs follow.

5. Develop strong learning connections with others so as to enhance their own learning opportunities.



As we work to revive our learning model, we have landed on a version of a continuous learning cycle that can be used to not only plan for instruction in our classrooms, but also adopt the curriculum, tackle large problems of practice, and much more. As we work to connect with our staff and students around this idea of continuous learning, we will work to develop a system that supports all

learners, students and adults alike. One of the challenges we face as a school is to solely focus on the learning of our students. Adult learning can be just as important. As instructional practitioners, we need professional development to hone our skills and improve learning for students. As we move forward with the Universal Design for Learning (UDL) and Multi-tiered System of Support (MTSS), the only way that work can move forward is by enhancing strong learning connections within our staff.