

Monitoring Report - Executive Limitations Policy
EL-5, Educational Leadership

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 the board policy. I certify that the information contained in this report is true as of November 15th, 2022.

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 both as a district and community leader in positive and practical ways, and 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
My goal is to present a confident, yet humble, image to our stakeholders. We are confident in our practice and ability to serve students. Humble in and understanding that parents are the first teacher in our student's lives and we need to partner with our families, community, staff, and students. The mission is our guiding principle for our work as we set the strategic plan to improve student learning.

Evidence: State of the District Address in July and October. July for an understanding of the impact of the levy on our district and October for input on the strategic plan.

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
The strategic plan is the way in which we will move toward the mission of our school district. Working from the book study two years ago, Coherence by Michael Fullan, we are working to develop the right drivers for action. Capacity building with a focus on results, collaborations, pedagogy, and systemness (coordinated policies). Optimism

comes with intrinsic factors that are primary motivators: “having a sense of purpose, solving difficult problems, and working with peers on issues that are of critical importance to the group.” (Fullan p4)

3. The superintendent shall not fail to possess and use up-to-date educational knowledge in the course of their work. IN COMPLIANCE

We focus on three areas to grow ourselves and our staff through professional development and reflective conversations. Reading, mathematics, and teacher/principal evaluation program (TPEP). We are utilizing remnants of the COVID federal funds and grants to train and process our work in mathematics and reading. We have added screeners for both math and reading. Using that data to build teacher-focused student growth goals keeps the focus on student growth. Additionally, we are calibrating and training on the teacher/principal evaluation program to ensure we maintain growth conversations with our teachers through the evaluation process. Finally, we continue to attend workshops and read professionally as to how we can improve our practice.

4. The superintendent shall not fail to maintain and enhance his/her own educational knowledge through continuous learning. IN COMPLIANCE

There are many opportunities for professional development, some of which are within conferences and outside classes. My main professional development comes from within our community by working on developing partnerships within our school and community. I have attended one workshop through the Washington School Administrators Association on student voice. From that conference, I have expanded on the shared leadership model with staff to students. We have established a student-shared leadership team with the ASB (Associated Student Body) officers. We have met a few times this year and are already collaborating on a plan for student linkage after the holidays.

5. The superintendent shall not fail to maintain and consistently communicate that student achievement is the focus of district staff efforts. IN COMPLIANCE

There is much in the role of the superintendent that can, if allowed, pull our system away from the core mission. Since my role as the special education director many years ago my focus has been and will continue to be focused on student achievement. Reinforcing that work through reading Coherence, by Michael Fullan. As each week passes this year, I continue to see our school system maintain focus on student achievement. Evidence for this work can be found in each board report from our Director of Student Learning.

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 education leader. IN COMPLIANCE

I am excited about the leadership team we were able to hire for this school year. With essentially three new members to our leadership team and four in the past two years, we

have had an infusion of new ideas and energy. As we refine our work and continue to align around the district mission we will be able to adapt to changing needs of our students and families. Evidence: Professional development is occurring year-round and throughout all available times. This professional development is focused on instructional strategies based on what is needed for our students.

7. The superintendent shall not fail to respond to the changing needs of students/parents in a positive and proactive manner. IN COMPLIANCE

The changing needs of our students has been the learning loss from the past two years. For our families it has increased involvement in the lives of their students. We need to work on earning back the trust of our families through continued transparency. This started last year with our work on reading instruction with our paraeducators and small group instruction with students. That reading work continues into this year. An example of developing relationships with our families is the expansion of conferences to the high school. There is significant goodwill with our high school families as I talked with folks about conferences at the high school. More importantly, we have been able to continue to promote teacher-family relationships that will support students in our high school.

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 continue to follow policy and process to ensure that we have the necessary tools in the hands of teachers for student learning. Numbers six and eight in this Executive Limitations are the key to the learning success of our students. For example, we have completed the adoption of the math curriculum and we are in year two of professional development for the use of those materials with instructional strategies to ensure lessons are effective for all students. Additionally, we have just completed a health curriculum adoption. Along with the curriculum adoption, professional development will continue to support our teachers in the use of those materials.

9. The superintendent shall not fail to provide the appropriate professional development necessary for staff to use the approved instructional materials. IN COMPLIANCE

Professional development needs of our staff come from two places, strategic plan and student growth goals from our teachers. As you are aware, the strategic plan provides guidance from the district goals. The second is relatively new to our practice. The last professional development for our principals, as designed by Michelle, focused on the student growth goals from our staff's evaluation process. The student growth goals are focused on ways in which our staff is working to grow and learn from their work with students. Our best learners become teachers and our best teachers are also learners.