

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 22, 2024.

Peter Rosenkranz, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret this expectation regarding district and school improvement plans as the board’s belief in the importance of having a comprehensive strategy or framework for improvement. This approach allows the district to systematically work towards achieving the mission outlined in Board Policy Ends 1 through 4.

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.

District Strategic Improvement Plan Goal:

All students in LCSd, regardless of circumstance or ability, will have access to instruction in order to develop academically and social-emotionally.

[Link to the 24-25 Strategic Improvement Plan](#)

The link above provides access to the current District Strategic Improvement Plan (DSIP). The DSIP framework is built on five components:

1. Team-Driven Shared Leadership

Success Criteria: Leadership teams share responsibility in supporting all adults in the school, fostering student learning and social-emotional growth. Capacity building within the system is aimed at enhancing leadership to support student development.

- **Plan:** Expand voluntary shared leadership across buildings, focusing on professional development.

- **Implement:** Effective systems are established through collaborative planning meetings and professional development facilitated by teacher leaders, instructional specialists, and administration.
- **Assess:** Measure success through the implementation of ideas from planning meetings and their impact on staff professional development and student outcomes.
- **Reflect:** Review the impact on student learning through assessments, surveys, and engagement rubrics to continuously adjust and improve.

2. Data-Based Decision Making

Success Criteria: School teams use a structured process to guide instructional decisions by analyzing academic, social, emotional, and behavioral data together to identify root causes of problems or successes.

- **Plan:** Identify issues or successes, analyze data, and create an impact plan while increasing data literacy.
- **Implement:** Execute the plan as intended with all stakeholders involved.
- **Assess:** Measure the impact to determine if the desired outcomes were achieved.
- **Reflect:** Use findings to inform next steps and improve support, aligning with the district vision.

3. Family, Student, and Community Engagement

Success Criteria: LCSD fosters supportive learning environments by building partnerships with families, staff, students, and the community, emphasizing positive relationships, two-way communication, and transparency.

- **Plan:** Develop systems that enhance relationships and communication with families and the community.
- **Implement:** Foster communication and transparency with a supportive, unified approach.
- **Assess:** Measure engagement through surveys, community events, and direct feedback.
- **Reflect:** Use input from families, students, and the community to refine communication, partnerships, and overall impact.

4. Continuum of Support

Success Criteria: Deliver instruction, enrichment, and interventions along a continuum to meet diverse academic needs, from Tier 1 (core instruction) to Tier 3 (intensive, individualized support).

- **Plan:** Establish core instruction and targeted interventions based on research and standards alignment.
- **Implement:** Provide tiered support, from foundational teaching to targeted and intensive interventions for students with significant needs.
- **Assess:** Monitor progress using various assessments, data on student performance, and engagement levels.
- **Reflect:** Adjust and refine interventions based on assessment outcomes, ensuring alignment with inclusive and equitable practices.

5. Evidence-Based Practices

Success Criteria: Implement strategies, activities, or interventions proven to improve student outcomes.

- **Plan:** Develop clear plans with defined success criteria for activities, strategies, and interventions.
- **Implement:** Follow the teaching and learning cycle with a focus on evidence-based practices.
- **Assess:** Use both qualitative and quantitative measures to evaluate success against set criteria.
- **Reflect:** Identify barriers when success criteria are not met and plan next steps to address them.

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

IN COMPLIANCE

| Data Analysis for School Improvement Process 2024-2025 | |
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| Assessment | <ul style="list-style-type: none"> ● An avenue for data collection ● Formative and/or summative depending on timing and use ● A wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skills acquisition, or educational needs of a student |
| Data | The opinion-free context in which we know our learners. |
| Data Literacy | <p>Being "data literate" means having the ability to effectively interpret, analyze, and use data to inform decisions and understand phenomena. Data literacy is crucial for assessing student performance, tailoring instruction to meet class and individual needs, and improving educational outcomes through evidence-based practices.</p> <p>This involves several key skills:</p> <ol style="list-style-type: none"> 1. Understanding Data: Recognizing different types of data (quantitative and qualitative), knowing how data is collected, and being aware of its sources and limitations. |

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| | <ol style="list-style-type: none"> 2. Data Analysis: Being able to use statistical methods or software tools to analyze data, identify patterns, and draw conclusions. 3. Interpreting Data: Understanding the context of the data and interpreting what it means in relation to specific questions or problems. 4. Communicating Findings: Presenting data and insights in a clear, concise manner, often using visualizations such as charts and graphs to make the information accessible and understandable to others. 5. Making Data-Driven Decisions: Using data to guide decision-making processes and to inform teaching strategies, curriculum development, and student assessments. |
| Renaissance Star | Universal Screener, state data checkpoints for district and school improvement efforts, informs grade level/class/small group/individual instructional next steps and informs our digital intervention for math and reading - MyPath |
| WaKIDS | Informs entry points for Kindergarten students and Transitional Kindergarten students (TK), informs the state on school readiness across regions and districts, and informs instruction |
| WIDA | ELL language proficiency assessment that informs about the language and content readiness of our students who are (ML) Multilingual |
| Grade-Level/Content Common Assessments | Measuring students' performance to inform instructional trends, and next steps, support intentional planning, and provide multiple measures |
| *SBA/WCAS/CBA | To assess the learning and growth of students, schools, districts, states, and our educational system as a whole from a balcony level |

* SBA (Smarter Balanced Assessment), WCAS (Washington Comprehensive Assessment of Science), and CBA (Classroom-Based Assessments) reported to the state