

Monitoring Report – Ends Policies 1-4 October 2024

The following combined reports reflect the progress on the four Ends policies.

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 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

As Superintendent of the La Center School District, I interpret the District's Mission as a dedication to fostering a supportive learning environment that empowers students to achieve their fullest potential. We are committed to our core values of collaboration and partnership with families, the community, staff, and students. Our focus is on developing confident, self-reliant, lifelong learners who are prepared to thrive beyond graduation, in an increasingly complex, technologically advanced, and diverse world. We strive to continuously strengthen our connections with students, families, and the community to enhance educational outcomes and support our students in their journey toward and beyond grade 13.

REPORT– IN COMPLIANCE

It is a rare occurrence that I do neglect the reference of our mission statement as decisions are made in the best interest of our students and families. The mission-critical work we engage in daily builds actionable filters that guide decisions with consistency and focus on the work. I have continued community engagement by continuing positive relationships with Lions, American Legion Post, Summer Farmers Market, and LC City Council meetings. Additionally, I have joined the Law and Justice Council to ensure we have a voice at the table of law enforcement within North County and schools of Clark County.

BOARD POLICY EXPECTATION E-2 - E-4

E-2 Academic Achievement

As the cornerstone of the Ends Policy, the Board expects each student to attain the academic proficiency, critical thinking skills, and cognitive competencies necessary to thrive as confident, self-reliant learners prepared for the demands of a dynamic and interconnected world.

E-3 Personal Skill Development

As the second component of the Ends Policy, the Board expects each student to cultivate personal skills, including resilience, adaptability, and self-management, empowering them to become confident, self-reliant learners in a complex, rapidly evolving environment.

E-4 Social Skills Development

As the third component of the Ends Policy, the Board expects each student to acquire essential social skills, such as empathy, communication, and teamwork, to function effectively as confident, self-reliant learners and responsible members of a diverse and rapidly changing global society.

CERTIFICATION

I hereby present my monitoring report on E-2 through E-4 in accordance with the monitoring schedule set forth in the board policy. I certify that the information contained in this report is accurate and true as of October 22, 2024.

Peter Rosenkranz, Superintendent

SUPERINTENDENT'S INTERPRETATION OF POLICY

I interpret these expectations to mean that our students, upon graduation, will have developed a comprehensive set of skills encompassing critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, and interpersonal skills. We will achieve this by grounding instruction in the fundamentals of reading, writing, mathematics, and science, while emphasizing the development of students' ability to think independently and solve complex problems. Our objective is to equip students not merely with knowledge, but with the skills and mindset required to navigate and contribute to an unpredictable future.

REPORT – IN COMPLIANCE

Framework

1. Team-driven shared leadership

Success Criteria: Leadership teams share the responsibility to support all adults in the school building by planning, coordinating, monitoring, and adjusting in service of student learning and social-emotional growth. We build capacity within our system to lead and support the development of our students as learners and valuable members of our community.

Plan	Implement	Assess	Reflect
Increase capacity within our system by expanding voluntary shared leadership at each building in front of whole staff professional development.	Effective systems and structures are established, beginning with a planning meeting prior to the whole staff meeting, ensuring clarity and focus. This process is further supported by instructional specialists, and administration collaborating with teacher leaders to facilitate professional development.	The implementation of ideas from the planning meetings to whole staff professional development will be a measure of success. Supporting the implementation and collaboration around Domain 4 (Principled Teaching) in The Framework for Teaching, (2022)	Impact on student learning as reflected on student assessments, surveys, and engagement rubrics.

2. Data-based decision-making

Success Criteria: School teams use an agreed-upon process to guide instructional next steps. Determine the root causes of problems and successes, then coordinate supports more effectively when they review academic, social, emotional, and behavioral data together.

Plan	Implement	Assess	Reflect
Identify the problem or success, review the data, and create an impact plan while increasing our ability to be data literate in service of student learning	Implement the draft solution as intended with all stakeholders	Measure the impact of the draft plan to determine if the desired outcome was achieved	Outline next steps in decision-making and continually improve support in service of our district vision

Data Analysis for School Improvement Process 2024-2025	
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. 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

3. Family, student, and community engagement

Success Criteria:

LCSD works to build systems that create supportive learning environments by building partnerships with families, the community, staff, and students. Families are essential to student success; positive relationships, two-way communication, meaningful decision-making, transparency, and our evaluation of family-school collaboration efforts.

Plan	Implement	Assess	Reflect
1. Positive relationships 2. Two-way communication 3. Meaningful decision-making 4. Transparency	Implement communication, and transparency, through a lens of support, and as a united front	Measure the impact of family engagement and partnerships through surveys, community/school events, conversations, and student conferences	Review community, family, and student input to improve our impact, communication, and partnerships

In the words of Tim Shriver, “No brain ever enters a school building outside a body.”



We serve whole students in an effort to produce self-reliant lifelong learners who can thrive. Students develop academically and socially-emotionally throughout their educational journey. There is strong research to support leading with social-emotional skills to lift academic skills and compelling research linking increased reading skills aiding in the development of social-emotional skills. We tease these components apart to ensure we understand the needs, causes, and modifications necessary to best

serve students. Relationships are key in every classroom because without those relationships a child’s brain will not learn at full capacity. When students leave our buildings each day, or our K-12 system as a whole, they leave as a whole child.

4. Continuum of support

Success Criteria: Instruction, enrichment, and interventions are delivered along a continuum to meet the full spectrum of academic needs of students.

- Tier 1 The foundation and focus for core instruction that is research-based, accessible, and aligned to grade-level standards.
- Tier 2 Supports are an additional layer of targeted, evidence-based interventions.
- Tier 3 Supports are an additional layer of intensive, evidence-based interventions that have been individualized to meet the needs of students who demonstrate significant risk and do not respond to tier 2 interventions.

Plan	Implement	Assess	Reflect
<p>Tier 1 The foundation and focus for core instruction that is research-based, accessible, and aligned to grade-level standards</p> <p>Tier 2 Supports are an additional layer of targeted, evidence-based interventions</p> <p>Tier 3 Supports are an additional layer of intensive, evidence-based interventions that have been individualized to meet the needs of students who demonstrate significant risk and do not respond to tier 2 interventions</p>	<ul style="list-style-type: none"> - Guaranteed and Viable Curriculum - Research-Based Instructional Practices - Equity Plan of Inclusionary Practices including Universally Designed Instruction (UDL) 	<p><u>Quantitative:</u></p> <ul style="list-style-type: none"> - Intentional Unit Plans - Vertical and Horizontal Alignment - Discipline Numbers - Assessment Results from all types of assessments on the 24-25 Assessment Calendar - Increased Access Points - Less Students In Need of Differentiation - On-Time Graduation Rates (Profit Margin) - Instructional Materials Committee (Staff, Parents, Community) Process and Approval - State Report Card <p><u>Qualitative:</u></p> <ul style="list-style-type: none"> - Unit Plan Collaboration, Calibration, and Direction - Engagement Level - Observational - Classroom-based Assessments - Anecdotal Notes <p>The implementation of ideas from staff development to student learning and engagement will be a measure of success. (Labs, Walk-Throughs, Observations)</p>	<p>Tier 1 Teaching and learning cycle for whole class data and next steps</p> <p>Tier 2 Reflection of data from multiple measures of targeted interventions</p> <p>Tier 3 Individualized reflection of success criteria that resulted from targeted interventions with a detailed plan for next steps</p>

5. Evidence-based practices

Success Criteria: Implementation of activities, strategies, or interventions that have been proven to improve student outcomes.

Plan	Implement	Assess	Reflect
Plan for... 1. Activities 2. Strategies 3. Intervention ...with a clear purpose and success criteria.	Using the teaching and learning cycle	Could be qualitative and/or quantitative depending on the evidence-based practice implemented, but needs to measure the success criteria	If success criteria were not met, identification of the barrier is needed to plan for the next steps.