



# Strategic Plan Update & 2013-14 Annual Report

## Message from the Superintendent

Each day, Lake Washington School District (LWSD) strives to provide the best possible educational experience for our students and families. Our vision of *Every Student Future Ready* is one we take seriously. We are working hard to achieve our mission and vision.

As a mission and vision driven organization, we have a concrete road map to guide us. Our five-year strategic plan outlines our mission, vision, values, goals and key indicators of success. The strategic work we do each year is focused on accomplishing our five strategic, inter-dependent goals:

1. Ensure academic success for every student
2. Provide safe and innovative learning environments



*Dr. Pierce reads to students at Muir Elementary School*

3. Recruit, hire and retain highly effective personnel
4. Use resources effectively and be fiscally responsible
5. Engage our communities

We are pleased to provide this "Progress Report" to the community. We want to keep you informed about our efforts and progress. This report includes a summary of the district's student performance results, community feedback and financial results for 2013-14.

*Note: A complete fiscal accounting for the district is available on its website at: [www.lwsd.org/News/publications/Pages/Budget-Summary.aspx](http://www.lwsd.org/News/publications/Pages/Budget-Summary.aspx). State auditor reports also will be posted there when complete.*

We are honored to serve the students, families and community members who reside in Lake Washington School District. We want to hear any questions, comments, or feedback you may have. Please send them to [publiccomment@lwsd.org](mailto:publiccomment@lwsd.org).

Lake Washington School District is working hard to be the very best. We know the important role that community support plays in our success. Thank you for your continued support and involvement.

*- Dr. Traci Pierce, Superintendent*

## Goal 1: Ensure academic success for every student

### Key indicators for academic success and why they are important

We believe that every student can learn and achieve at high levels. It is our responsibility to help every student to learn, grow and be challenged to do their best every day in school.

*Each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society.*

*- Lake Washington School District Mission*

The key word in the LWSD mission is "graduate." That's the district's primary mission: to educate students to the standard that is represented by a high school diploma. To get students to that finish line, there are indicators of whether a student is on track along the way, from kindergarten through the end of high school. In third grade, are they reading at grade level? In fifth grade, do their state test results show they are

prepared for middle school? In eighth grade, can they show they are ready for high school?

At each step along the way, teachers and administrators check to see which students are on track and who may be getting behind. By reviewing that data, teachers and administrators can intervene if needed. No matter which grade, every year, students are working toward that ultimate goal of graduation.

# Goal 1 Milestones and Indicators of Progress

Milestone	Indicator	Fall 2012	Fall 2014	Target 2018	
<b>Early Literacy and Reading Skill Development</b>	% of kindergarteners at benchmark on End-of-Year Dynamic Indicators of Early Literacy (DIBELS) assessment	87%	<b>85%</b>	95%	
<b>3rd Graders' on Track for Success</b>	% of 3rd graders meeting or exceeding state standards in reading	86%	<b>88%</b>	95%	
	% of 3rd graders meeting or exceeding state standards in math	82%	<b>82%</b>	90%	
<b>5th Graders' Overall Academic Readiness for Middle School</b>	% of 5th graders meeting or exceeding state standards in reading	86%	<b>89%</b>	95%	
	% of 5th graders meeting or exceeding state standards in writing in 4th grade	82%	<b>80%</b>	91%	
	% of 5th graders meeting or exceeding state standards in math	82%	<b>83%</b>	90%	
	% of 5th graders meeting or exceeding state standards in science	87%	<b>85%</b>	95%	
<b>8th Graders' Overall Academic Readiness for High School</b>	% of 8th graders meeting or exceeding state standards in reading	84%	<b>88%</b>	94%	
	% of 8th graders meeting or exceeding state standards in writing in 7th grade	87%	<b>87%</b>	95%	
	% of 8th graders meeting or exceeding state standards in math	73%	<b>79%</b>	88%	
	% of 8th graders meeting or exceeding state standards in science	85%	<b>87%</b>	93%	
<b>High School Students on Track for Graduation</b>	% of 9th graders earning 6.0 credits	84%	<b>81%</b>	92%	
	% of 10th graders accumulating 12.0 credits	74%	<b>75%</b>	90%	
	% of 10th graders meeting or exceeding state standards in reading	92%	<b>93%</b>	96%	
	% of 10th graders meeting or exceeding state standards in writing	95%	<b>94%</b>	97%	
	% of 10th graders meeting or exceeding state standards in algebra	82%	<b>94%</b>	93%	
	% of 10th graders meeting or exceeding state standards in geometry	83%	<b>94%</b>	90%	
	% of 10th graders meeting or exceeding state standards in science	79%	<b>91%</b>	90%	
<b>High School Students Graduating Future Ready</b>	% graduation rate	On time	92%	<b>90%</b>	100%
		Extended	93%	<b>Not yet available</b>	100%
	% of graduates passing an AP® exam or earning college credit or equivalent		Not available	<b>89 % class of 2014</b>	80%
	% of graduates enrolling in post-secondary institution within 2 years of graduation		81% class of 2010	<b>Not yet available</b>	88%

## Progress update

**Early literacy:** The Dynamic Indicators of Early Literacy (DIBELS) assessment is administered at the beginning, middle and end of the year in kindergarten, first and second grade. This assessment helps teachers monitor student progress as they begin to learn to read. The adoption of new literacy materials will make a difference in instruction and student success.

**Third grade:** A key indicator of future academic success is the ability to read by third grade. The new literacy

materials are expected to help increase the number of students reaching benchmark by the end of third grade.

**Fifth grade:** The percentage of fifth graders meeting or exceeding standard has shown improvement in reading. The areas of writing, math, and science have remained relatively constant. Continued focus in all areas will be important to continue making progress towards the 2018 benchmarks.

**Eighth grade:** A key indicator of making progress toward graduation is success in middle school. District eighth

graders are making progress towards the 2018 targets. Significant progress has been made in math.

**High School:** At the high school level, district students have made progress in the percent of 10th graders meeting or exceeding state standards in math and science. In three of the indicators, the 2018 goal has already been reached so these targets will be adjusted for 2018. The district's graduation rate is significantly higher than the state average and continues to work toward the 2018 target of 100% graduation rate.

## New learning standards, new curriculum

During the 2013-14 school year, new Washington state standards for English language arts and mathematics went into effect. These standards describe in detail what students should learn and be able to do in those subjects in each grade from kindergarten through 12th grade. For example, kindergarten students should learn to count to 100 by ones and tens. Seventh grade students should be able to write arguments to support claims with clear reasons and relevant evidence.

This district and its community still decide what curriculum to use to help students learn the content and skills. Teachers determine how they will teach. The targets of what we expect students to learn and do have changed. These standards were written to be rigorous, to prepare students for college readiness and to compete in a global economy. They focus on problem solving and critical thinking skills.

For teachers, this change is significant. A learning standard that might have been expected in one grade under the old standards might now be expected

in a different grade. For an elementary teacher teaching the same grade, that might mean developing new lessons for new standards. While teachers have been learning about the new standards since 2012, that learning continued into 2013-14.

These new standards were adopted for use shortly before the district was scheduled to change to a new elementary literacy curriculum. The district adopts new curricula about every 10-12 years. The **new Wonders curriculum** was selected with the new standards in mind. That meant elementary teachers in 2013-14 used a new reading curriculum to help students reach new learning standards.

Other 2013-14 efforts to increase academic success:

- Eight schools tested the Response to Intervention (RtI) approach to the **early identification and support of students with learning and behavior needs**. This approach provides struggling learners with increasingly intense interventions to accelerate learning.
- New high school **Science, Technology, Engineering, Math (STEM) "Signature Programs"**

launched in four schools. These thematic, interdisciplinary instructional blocks are organized around a career pathway. They engage students in problem-based learning and the real world application of learning. For example, Juanita High School students explored global health through the lens of literature, body systems, and disease detection and prevention.

- Schools use data to help them develop Continuous Improvement Process (CIP) plans. These plans focus their efforts where improvement can best help students toward academic success. Improvements in the district's data dashboard system made it easier for staff to **find and analyze the data** they needed to determine where improvements could be made.
- **Kindergarten Intensive Safety Net (KISN) Program** extends the school day for our most at-risk half-day kindergarten students at eight of our highest poverty elementary schools. Students spend half the day in a typical kindergarten class and the other half of their day in a small class receiving intensive research-based foundational literacy instruction.

### LWSD students exceed state reading standards

**Seventy percent** of LWSD fifth graders don't just meet state standards for reading, they **exceed** them by reaching a level 4 on the Measurements of Student Progress (MSP).

In addition, **55 percent** of fifth graders exceed standard in math, **59 percent** in science.

In fourth grade, **42 percent** of students exceed standards in writing.

Thank you for all that you do to help our students succeed!

### More 5th Graders Exceed Reading Standards





# Goal 2: Provide safe & innovative learning environments

## Key indicators for safe & innovative learning environments and why they are important

When a student walks into their school in the morning, how do they feel? Do they feel safe and secure? Is the building full of natural light? Is the classroom layout flexible enough for every lesson the teacher has in mind? Is it equipped with technology tools that can help students learn? The learning environment that is created by the school staff, the building, the equipment in it and how it is used can have a positive or negative affect on whether that student is ready to learn.

Students who don't feel safe are less likely to learn. Key indicators for this goal include data on parent and student perceptions of student safety. Students can't feel safe if they are afraid of bullying or other types of intimidation. Safety data thus includes perception data on bullying.

Key indicators for school facilities include our community's perceptions about how well maintained facilities are and if they provide a healthy environment. In addition, buildings

are scored each year against a state standard for buildings the same age. Meeting the standard indicates they are properly maintained.

Technology is part of an innovative learning environment. The integration of technology in our classrooms helps to enhance student communication, collaboration and critical thinking. Not only must the school be equipped with

technology but it must be put to good use to help students learn. And it has to work. A robust, reliable technology infrastructure and network is critical to the learning environment. While technology may not work 100% of the time, quick and effective support increases the time it is working and available. Key indicators for technology include perception data and technology support.



Finn Hill Middle School is designed with safety and learning in mind.

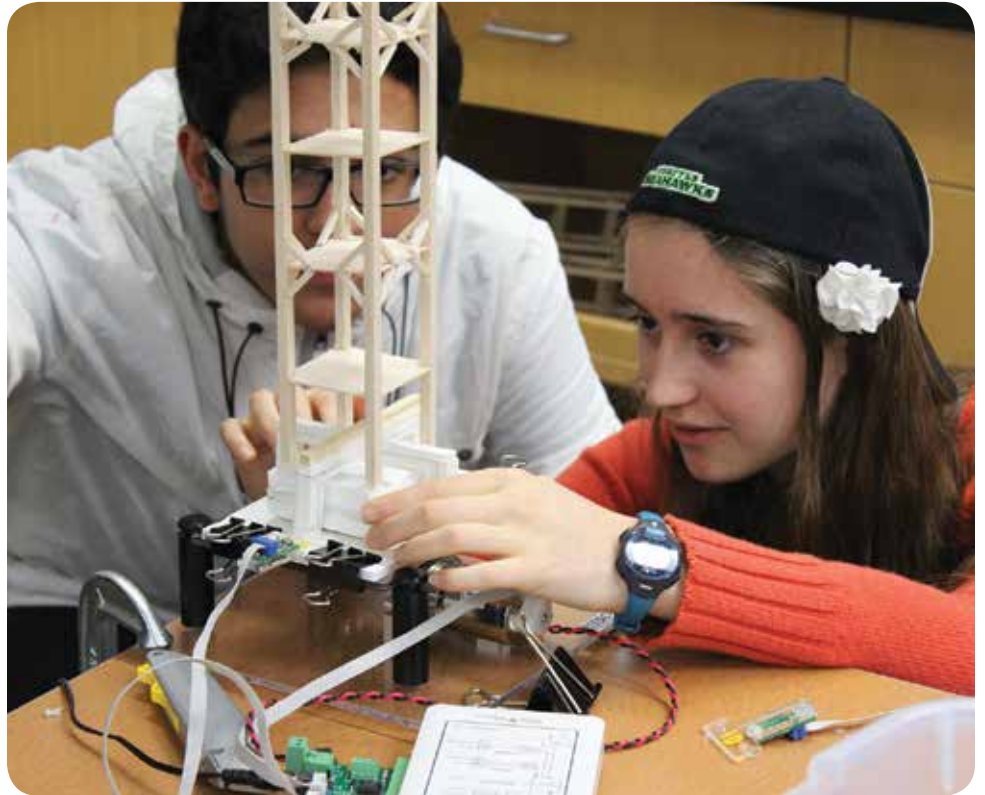
Focus Area	Indicator	Fall 2012	Fall 2014	Target 2018
Student Safety	% of middle and high school students who report they feel safe at school	91%*	87%*	95%
	% of parents who agree that "My children feel safe at school"	97%	92%	100%
	% of parents who agree that "My children's school maintains an environment free of bullying or other types of intimidation"	74%	81%	85%
Facility Conditions	% of schools that have a Building Condition Score at or above the state standard for buildings of their age	100%	100%	100%
	% of community members who agree that "School facilities are well-maintained and provide a healthy environment"	81%	77%	90%
Technology	% of community members who agree that "LWSD schools integrate technology and technology application expectations into all grade levels"	82%	76%	90%
	% of Help Desk tickets resolved at first tier	53%	78%	85%

\*student data is from annual student web survey conducted in the spring

## Progress update

**Student safety:** Safety and security continue to be a top priority for the district. The district will continue to improve school building safety in the coming years with upgrades funded by the 2014 capital projects levy. Efforts by schools to address harassment, intimidation and bullying are affecting perceptions in that area.

**Facility Conditions:** The district's facilities challenges continue to be providing adequate space for the district's growing enrollment and addressing aging facilities. Funding from the 2010 capital projects levy enabled the facilities department to replace aging systems in school buildings when they reached the end of their expected life. These investments allowed the district to continue to score at or above the state minimum standard for every school in the district. (That standard varies according to the age of the building.)



*Technology can be used in project-based learning to engage students.*

### Square feet of carpets cleaned summer of 2014



**Custodial staff cleaned 930,000 square feet of carpet this summer - that is equal to 17.2 soccer fields worth of carpet!**

**Technology:** Eighty percent of parents agreed that schools integrate technology into all grade levels. Community members may have less direct knowledge of technology use. The district continues to provide professional development to staff around technology use. The Help Desk ticket resolution rate has significantly improved, ensuring that technology is available for learning.

### New efforts and systems improving learning environments

The district-wide Anti-Bullying Advisory Committee (A-BAC) was initiated during the 2013-14 school year. This committee aims to engage a variety of stakeholders across the district in developing and sharing strategies and programs that

work to reduce the impact of bullying in our schools, making them a kinder place for all students. Part of our work is to build student leadership capacity within our schools.

Other 2013-14 efforts toward safe and innovative learning environments:

- A new **work order system** makes it easier for staff to report facilities issues and track their resolution.
- A new **parents' guide to technology** in LWSD schools helps parents know what types of technology are available to students
- Teaching staff received **new computers**, on the district's regular schedule of replacing old equipment. This replacement was made possible by 2010 capital projects levy funding.

# Goal 3: Recruit, hire & retain highly effective personnel

## Key indicators regarding highly effective personnel and why they are important

Each day, for many students, learning begins on the bus, continues at school in the classroom, the lunch room, the library, on the playground and concludes with after school activities. Every district employee contributes to student academic success. Effective teachers and support staff are critical to creating outstanding learning environments.

One of the most important factors in raising student achievement is a highly qualified teacher. Research shows that teacher subject matter knowledge is greatly associated with student learning. In this era of high standards and high expectations, having a highly qualified teacher has never been more important. To support students and teachers, the district also needs effective support personnel. School support for

transportation, nutrition services, custodial and secretarial functions is critical. Like any organization this large, the district needs capable personnel to provide accounting, purchasing, payroll, Human Resources, technology support and other functions. Retaining effective personnel helps ensure smooth operations. It's also cost effective, since hiring and training new staff takes additional resources.

Focus Area	Indicator	Fall 2012	Fall 2014	Target 2018
Personnel	% of classroom teachers who are highly qualified in their subject areas	99.7%	<b>99.9%</b>	100%
	% teacher retention rate	92%	<b>91%</b>	95%
	% administrator retention rate	92%	<b>90%</b>	95%
	% classified staff* retention rate	88%	<b>92%</b>	95%
	% of community members who agree that "the overall quality of teaching in LWSD schools is excellent"	78%	<b>77%</b>	90%
	% of community members who agree that "the overall quality of leadership in the LWSD and its schools is excellent"	63%**	<b>68%</b>	90%

\*Classified staff hold positions that do not require a teaching certificate. \*\*Baseline data is from Fall 2013.

**Fifteen Lake Washington School District teachers** achieved National Board Certification®, as announced by the National Board for Professional Teaching Standards (NBPTS). In addition to the 15 newly certified teachers, five teachers renewed their certification this year, for a total of 20 teachers completing the process. (Certifications must be renewed every ten years.) According to NBPTS, 246 National Board Certified Teachers (NBCT) earned their certification while at work in LWSD schools.



New and renewing National Board Certified Teachers.





*Highly qualified teachers raise student achievement.*



**Blackwell Elementary Quest teacher Nancy Pfaff** was named the Washington recipient of the prestigious Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) for mathematics. The PAEMST is the nation's highest honor for teachers of mathematics and science (including computer science). Winners of this Presidential honor receive a \$10,000 award from the National Science Foundation, to be used at their discretion. They also are invited to Washington, D.C., for an awards ceremony and several days of educational and celebratory events.

## Progress update

**Personnel:** Almost all district teachers are highly qualified in their subject area. We will continue to strive for 100 percent.

The district has expanded efforts to recruit highly effective personnel. Attending recruiting fairs and events helps identify high quality candidates so they can be offered jobs each spring. The district invited potential candidates to interview for teaching positions on a Saturday last spring. From this event, 29 staff members were offered contracts for the following year. Recruiting early ensures that the best candidates hear from LWSD before they are hired by other districts.

Community perception is important. For a number of years, the district has asked the community's perceptions regarding overall teaching quality. In 2013, the district also began to ask the community's perceptions of district and

school leadership quality. The baseline data reflected 63% agreement and has risen to 68%.

### New Professional Growth & Evaluation Systems

The district continues to strive for excellence in our staff. New Professional Growth and Evaluation Systems have been implemented for teachers, building and central office administrators. These systems include professional frameworks that are the basis for goal setting and coaching. There is a four-tiered rating system to help staff know specific steps they can take to improve their practice.

The new teacher professional growth and evaluation system requires student growth as a component of each teacher's overall evaluation. Principals have worked together to improve their ability to provide teachers with quality feedback to help improve classroom instruction. The new teacher

evaluation system enables principals to systematically work with teachers to focus on areas that need improvement.

In 2013-14, a similar professional growth and evaluation system for principals was instituted. Principals are required to have student growth as a component of their overall evaluation. This new system helps the district administrators work with principals to ensure they are effective educational leaders.

Other 2013-14 efforts to recruit, hire and retain highly effective personnel include:

- We continued efforts to use recruitment fairs to reach good candidates early in the hiring season.
- We continued to improve systems to ensure the highly qualified status of personnel.
- We negotiated competitive compensation packages within our budget that also attract qualified candidates and retain effective personnel.

# Goal 4: Use resources effectively & be fiscally responsible

## Key indicators of using resources effectively and being fiscally responsible and why they are important

As a publicly-funded organization, the district must be efficient and effective in the use of public resources to ensure and maintain the public's trust and willingness to invest in our communities and the future of our students. Fiscal responsibility means using resources strategically to help meet goals and see results for students. The district must use resources toward achieving strategic goals and realizing the mission and vision.

Key indicators for fiscal responsibility include a grade from bond rating agencies, money in the bank, and community perception. That money in the bank is the minimum fund balance the district's policy requires. That amount is a minimum 5% fund balance, to ensure continued operation even if an unexpected financial issue occurs.

The district owes its taxpayers the effective use of those funds entrusted for the education of students. It is accountable to taxpayers for the use of those funds.

Focus Area	Indicator	Fall 2012	Fall 2014	Target 2018
Fiscal Accountability	% bond rating agencies that rate district's credit as Aaa, AA+, or better	100%	100%	100%
	% time that district maintains a minimum 5% fund balance	100%	100%	100%
	% of community members who agree that "the district uses resources effectively and practices sound financial management"	57%*	57%	95%

\*Baseline data is from Fall 2013.

## Progress update

**Fiscal accountability:** The district has maintained a strong credit rating and more than its required minimum 5% fund balance. In addition, state audits continue to find no material misstatements in the district's financial statements.

Community perception is important. In 2013, the district began to ask the community's perceptions of how well the district uses resources and manages finances. The baseline data reflects 57% agreement.

## Telling the financial story

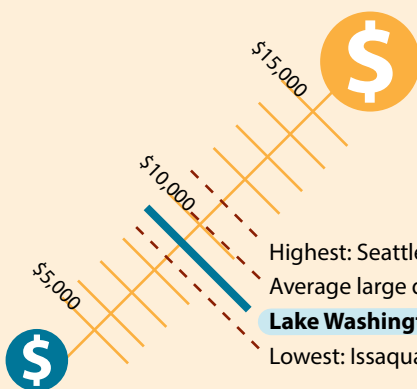
The LWSD 2014-15 Budget publication told more of the district's story this year than in the past. In an effort to be

more transparent and show how the district manages its money, the entire document was redone. Sections were added on budget policies, personnel trends and student enrollment trends, including enrollment history and projections. This budget document tells the story about how the district is aligning its budget with strategic planning, to ensure that funds are put to use thoughtfully.

Other indicators of fiscal responsibility in 2013-14:

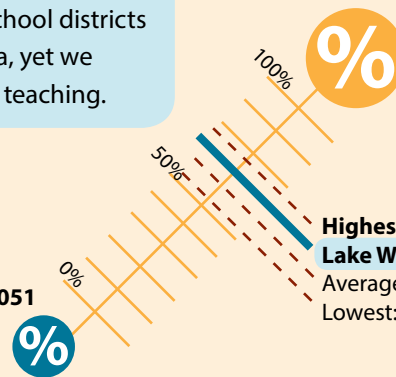
- The district had no findings in its annual financial audit and accountability audit by the state. This is the fifth year in a row that the auditors have made no specific findings in the regular annual audit.

## Revenue per student



Lake Washington is one of the lowest funded\* large school districts in the Puget Sound area, yet we focus that spending on teaching.

## % of general fund spending on teaching



\*From Office of Superintendent of Public Instruction, data for 2012-13, latest available data for comparisons. Data for the 14 Puget Sound area districts with 10,000 or more students.



# 2013-2014 Financial Report

Lake Washington School District's goal is to use resources effectively and be fiscally responsible. During 2013-14, district revenues increased by \$18.5 million over the previous school year. Some of these additional funds are the result of increased enrollment of about 800 students. More students also mean an increase in expenses for staffing and other costs of serving the additional students. The state legislature also increased funding for school districts. This funding restored some previous cuts. It provided increases for compensation, maintenance, supplies, operating costs and transportation (\$11.8 million). Not only did the district operate well within budget for 2013-14, it was also able to place additional funds in reserve.

## General Fund

The highlight of this year's financial report is the general fund. This year's beginning fund balance was \$2.8 million higher than planned. This difference was mainly due to carryover on

unspent grants, building and program budgets. In addition, the total revenue was \$1 million more than projected. Major differences that resulted in the additional revenue include:

- \$159,000 more in grants/donations and self-supporting programs;
- \$201,000 more in levy collections, apportionment revenue and interest earnings; and,
- \$360,000 more in the high needs safety net award

In addition to the increase in revenues, expenditures were \$2.5 million lower than projected. The two main reasons for this are:

- \$2.7 million less in planned expenditures on building and program budgets and grants.
- \$216,000 more spent on special education services.

## Building up the district's reserves

By the end of the school year, nearly \$4 million was put into the district's reserve funds, bringing the fund balance to over \$26 million. That fund balance represents 10.4% of revenue, more than double the 5% required by board policy. The district is being conservative with its fund balance in light of potential levy and state funding changes.

All Funds 2013-14	Beginning Fund Balance	Revenues	Expenditures	Ending Fund Balance
General	\$22,219,975	\$251,640,697	\$247,723,995	\$26,136,677
ASB	\$1,005,777	\$3,103,594	\$3,096,941	\$1,012,430
Debt	\$12,771,298	\$46,645,261	\$46,986,600	\$12,429,959
Capital	\$49,298,458	\$36,979,757	\$30,325,107	\$55,953,108
Transportation Vehicle Fund	\$2,221,140	\$777,732	\$0	\$2,998,872



The majority of funding goes toward teaching and teaching support.

**Schools honored** - More Lake Washington School District schools than ever received Washington Achievement Awards from the Office of Superintendent of Public Instruction (OSPI) and the State Board of Education (SBE) this year. OSPI announced that 413 schools statewide, including 25 in LWSD, were honored. The 25 LWSD schools received a total of 46 recognitions, including 17 schools recognized for overall excellence.

## Strong financial controls

The district monitors and tracks all revenue and expenses. All state and federal regulations are followed. Processes are in place to ensure that restricted funds are used only for their intended purposes. As a result, the district had no findings on either the [Accountability Audit Report](#) or the [Financial and Federal Audit Report](#). Both are available from the Washington State Auditor's office.

## Where the money comes from and where it goes

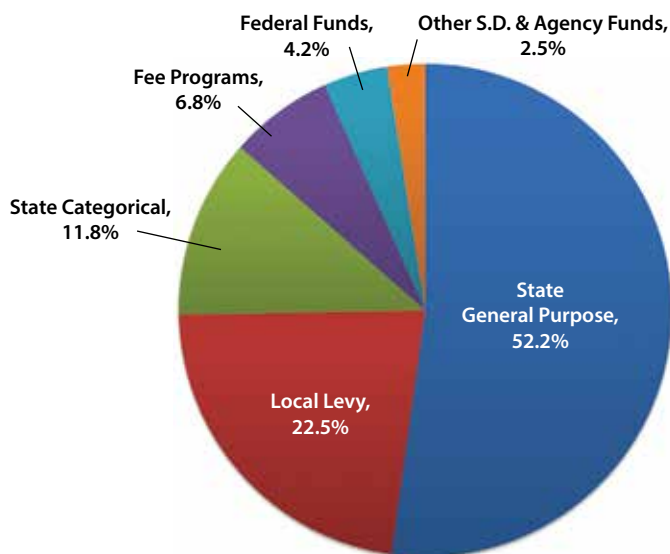
Lake Washington School District receives funding from a variety of local, state and federal resources. Some of that money is reserved for specific uses, while others can be used at the discretion of the district. The largest portion of the district's revenue comes

from the state (52.2% for general purposes and 11.8% for specific purposes). Local levy money is also used to support educational programs (22.5%). Fee-based programs such as All Day Kindergarten and after school athletics also make up a small portion of the district's revenues at 6.8%.

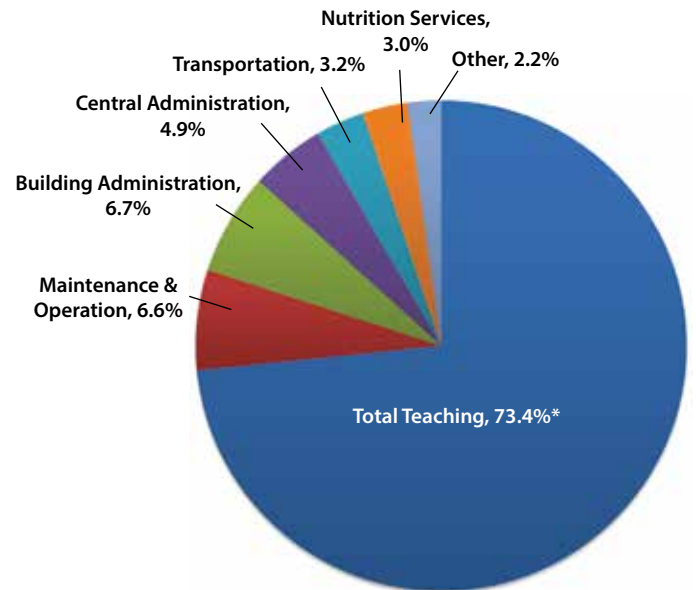
So how does the district determine how its money will be spent? A look at the Expenditures chart below shows the district's main priority is in the classroom, supporting the district's strategic goal of ensuring academic success for every student. In fact, 73.4% of the district's total budget is spent on teaching and teaching support. The next two highest percentages of the budget are used for building administration (6.7%) and maintenance and operations (6.6%).

**STEM Lighthouse School** - The Office of Superintendent of Public Instruction named Tesla STEM High School a STEM Lighthouse School. Tesla STEM will now serve as a Science, Technology, Engineering and Math (STEM) mentor to other schools in the state. Tesla STEM and six other schools were recently awarded \$18,000 grants each that will promote and develop STEM education. They will provide technical assistance and advice for other middle schools and high schools that are creating their own STEM environments.

**Revenues 2013-14 (Where the money comes from)**



**Expenditures 2013-14 (Where the money goes)**



\*Total Teaching = Teaching and Teaching Support

# Goal 5: Engage our communities

## Key indicators of engaging our communities and why they are important

Strong communities build strong schools, and strong schools build strong communities. Families want the best for their children and are attracted to areas with good schools.

The indicators selected for engaging our communities come from the community members themselves.

This perception data tells how engaged community members feel with the district. This data comes from a random sample poll of the community.

Lake Washington School District benefits from communities that value education. Parents and community members who are actively involved in our schools are critical to their success.

## Progress update

### Communication and Engagement:

LWSD gathers information on parent and community opinions about the district and its work year round. An annual parent/community climate survey provides one opportunity to weigh in on how the district is doing. This information is used in the district's continuous improvement efforts. A new annual survey on district programs helps shape the work that is done in the strategic plan to reach our goals. Parents and community members serve on task forces and advisory groups. An example is the Long-Term Facilities Planning Task Force, which includes parents from every school. Curriculum adoption committees all have parent representatives.

Focus Area	Indicator	Fall 2012	Fall 2014	Target 2018
Communication and Engagement	% of community members who agree that "I receive information about LWSD on a regular basis"	73%	<b>75%</b>	85%
	% of community members who agree that "I have online access to information about school and district programs"	86%	<b>88%</b>	92%
	% of community members who agree that "LWSD schools gather feedback on important issues"	62%	<b>63%</b>	82%
	% of community members who agree that "I feel welcome in LWSD schools"	87%	<b>88%</b>	93%

## Seeing is believing

When do field trips for senior citizens have them donning protective gear to watch students in a lab work with genes in a virus as they learn about communicable diseases? When an LWSD bus tour for Emerald Heights residents visited the Global Health signature program at Redmond High School in November 2013. Community members who do not have students in school often don't have a first-hand opportunity to see what is going on. These kinds of tours provide an opportunity for community members to learn more about the public education their tax dollars support.

Parents and community members also help the district plan and make

decisions. Last year, the "Your Voice" section was added to the district website to invite participation in surveys as well as to report results. The district's strategic planning process now requires some form of public engagement for all major projects.

Other indicators of engaging our community for 2013-14 include:

- The district completed a public engagement process to seek feedback and input on its strategic plan from staff, parents and community members.
- The district continues to use the Public Participation framework to guide inclusion in projects and decision making.

At right: Tesla STEM High School teacher Arny Leslie describes student projects from his engineering class to senior citizens.





ECRWSS  
**POSTAL CUSTOMER**

## Lake Washington School District Board of Directors

Here are a few important facts about Lake Washington’s School Board:

- Board members are elected officials
- Board members are elected by voters from the entire district
- Board members receive no pay for their service
- Board members are elected for four-year terms
- Most of the Board members have served for multiple terms
- Collectively these five Board members have served the district for nearly 49 years!

The School Board plays a critical role in representing the community and in leading the district. The Board governs our district through “Policy Governance.” Policy Governance is a framework for organizational leadership whereby the Board establishes and monitors organizational performance through the following governance policies:

1. Governance Process (GPs): these policies define how the Board will govern itself and conduct business as a governing body
2. Board CEO Relationship (BCRs): these policies describe the delegation of authority for organizational management to the superintendent
3. Executive Limitations (ELs): these policies set limits and boundaries for achieving organizational and student outcomes

4. End Results (ERs): these policies define desired outcomes for our students based on their educational experience in our district

The Lake Washington School District Board of Directors generally meets twice every month to conduct district business. School Board Study Sessions provide the Board the opportunity to study topics in depth. At School Board Meetings, Board Members review formal organizational reports (ELs and ERs), take action by voting on key policy issues, listen to community members during public comment, and recognize staff and students for key accomplishments.

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Director of Human Resources, 16250 NE 74th Street, Redmond, Washington 98052, (425) 936-1266.

## Superintendent and Board of Directors



**Dr. Traci Pierce**  
 Superintendent



**Jackie Pendergrass**  
 School Board  
 President,  
 District 1



**Nancy Bernard**  
 School Board  
 Vice President,  
 District 3



**Christopher Carlson**  
 School Board,  
 District 2



**Mark Stuart**  
 School Board,  
 District 4



**Siri Bliesner**  
 School Board,  
 District 5