

LAKE WASHINGTON SCHOOL DISTRICT NO. 414

BOARD OF DIRECTORS' MEETING

May 22, 2017

Individuals with disabilities who may need a modification to participate in a board meeting should contact the superintendent's office as soon as possible in advance of a meeting so that special arrangements may be made.

CONSENT AGENDA

A consent agenda has been established by the board in order to eliminate the time-consuming task of acting on routine and repetitive business items. These items are now placed in a consent agenda package and will be voted on at one time. If you see an item on the consent agenda that you would like to have publicly discussed, please discuss your concern with a board member prior to action on the consent agenda.

Lake Washington School District Acronyms

AMO: Annual Measurable Objectives
AMAO: Annual Measurable Achievement Objective in English Language Proficiency
AP: Advanced Placement
AVID: Advancement Via Individual Determination
B/CR: Board/CEO Relationship
CAA: Certificate of Academic Achievement
CADR: College Academic Distribution Requirements
CBA: Classroom-Based Assessments
CDSA: Common District Summative Assessments
CEDARS: Comprehensive Education Data and Research System (CEDARS)
CIA: Certificate of Individual Achievement
CIP: Continuous Improvement Process
CLT: Central Leadership Team
COE: Collection of Evidence
CTE: Career & Technical Education
DIBELS: Dynamic Indicators of Basic Early Literacy Skills
DLT: District Leadership Team (manager level and above, includes both certified and classified)
EL: Executive Limitations (See Policy Governance)
ELL: English Language Learners
ELPA21: English Language Proficiency Assessment for the 21st Century
eMAS: Elementary Mobile Access for Students
EOC: End of Course
ER: End Results (formerly known as ENDS). Goals set forth by the board, including the mission of the district.
ESEA: Elementary and Secondary Education Act
GP: Governance Process (Board)
HCP: Highly Capable Program
HSBP: High School and Beyond Plan
KISN: Kindergarten Intensive Safety Net
KPI: Key Performance Indicators
LC: Learning Community - The district is divided into four learning communities. Each one is made up of a high school and the elementary and middle schools that feed into it. The four learning communities are: Eastlake, Juanita, Lake Washington, and Redmond.
LEAP: Learning Enhancement & Academic Planning
MTSS: Multi-Tiered Systems of Support
MSP: Measurement of Student Progress
NSBA: National School Board Association
OSPI: Office of Superintendent of Public Instruction
PCC: Professional Community & Collaboration
PLC: Professional Learning Community
PLIE: Planning, Learning, Implementation, and Evaluation
Policy Governance: A governance process used by the school board. This sets forth “End Results (ER)” that the superintendent must reach, while abiding by “Executive Limitations (EL).” ER include the district’s mission. EL provide the boundaries for how the superintendent and staff can get to the goals. See the board policy section on web site for more information.
Quest: Highly Capable program for students in gr. 2-8
RCW: Revised Codes of Washington
RTI: Response to Intervention
SALT: Strategic Advisory Leadership Team
SIOP: Sheltered Instruction Observation Protocol
SBA: Smarter Balanced Assessment
SBE: State Board of Education
sMAS: Secondary Mobile Access for Students
STEM: Science, Technology, Engineering, and Mathematics
WAC: Washington Administrative Codes
WaKids: Washington Kindergarten Inventory of Developing Skills
WaNIC: Washington Network for Innovative Careers
WCAP – Washington Comprehensive Assessment Program
WELPA: Washington English Language Proficiency Assessment
WSSDA: Washington State School Directors Association

May 22, 2017

Chris Carlson
President, Board of Directors
Lake Washington School District No. 414
Redmond, WA 98052

Dear Mr. Carlson:

I am transmitting herewith the agenda for the Board of Directors' regular meeting of May 22, 2017 beginning at 5:30 p.m. in the Board Room of the Resource Center, 16250 NE 74th Street, Redmond, WA.

Order of Business

1. Convene, Roll Call
2. Approve Agenda
3. Consent Agenda
4. Non-Consent Agenda
5. Program Report
6. Board Member Comments
7. Adjourn

Sincerely,

A handwritten signature in cursive script, appearing to read "Traci Pierce".

Traci Pierce
Superintendent

LAKE WASHINGTON SCHOOL DISTRICT

Board of Directors' Meeting

L.E. Scarr Resource Center Board Room

May 22, 2017

<u>Time</u>	<u>Action</u>	<u>Policy</u>	<u>Tab</u>	<u>Page</u>
5:30 p.m.	Convene, Roll Call			
	Approve Agenda			
	Consent Agenda	GP-8 (Annual Agenda Planning)		
	▪ Minutes – {May 8 study session and board meeting}		1	1
	▪ Human Resources Report		2	8
	▪ Instructional Materials Adoption		3	11
	▪ Surplus of Equipment Resolution No. 2238		4	14
	▪ Approval of Monitoring Reports ✓ EL-7, Academic Program	B/CR (Monitoring CEO Performance)	5	15
	▪ Donations		6	16
	Non-Consent Agenda			
	▪ District Textbook Adoption Algebra 1, 2, and Geometry Adoption		7	17
	Program Report			
	▪ Accelerated Programs			
	▪ Career & Technical Education			

Board Member Comments

Adjourn

6:30 p.m. Study Session/Linkage Session
Topic: Equity

Next Board Meetings:

June 5

5:00 p.m.	Study Session <i>Topic: Strategic Planning and Budget Process</i> <i>Location: Robert Hughes Room</i>
7:00 p.m.	Board Meeting <i>Location: Board Room</i> L.E. Scarr Resource Center 16250 NE 74th Street Redmond, WA 98052

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Study Session
May 8, 2017

The May 8, 2017 study session was called to order by
President Chris Carlson at 5:15 p.m.

CALL TO ORDER

Members present: Chris Carlson, Siri Bliesner, Nancy
Bernard, and Mark Stuart.

ROLL CALL

Excused: Eric Laliberte.

Present: Superintendent Traci Pierce.

The topic discussed was:

TOPICS

- *Strategic Planning/Budget Process*

The meeting was adjourned at 6:30 p.m.

ADJOURNMENT

Chris Carlson, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

OFFICIAL MINUTES
LAKE WASHINGTON SCHOOL DISTRICT NO. 414
Board of Directors' Meeting
May 8, 2017

The board meeting was called to order on May 8 , 2017 by
President Chris Carlson at 7:00 p.m.

CALL TO ORDER

Members present: Chris Carlson, Nancy Bernard, Siri Bliesner,
and Mark Stuart.

ROLL CALL

Excused: Eric Laliberte.

Present: Superintendent Traci Pierce.

Nancy Bernard moved to approve the agenda as presented.
Seconded by Siri Bliesner.

APPROVAL OF AGENDA

Motion carried.

HOST SCHOOL

Toby Brenner, Principal, Frost Elementary School, provided an
overview of Frost Elementary School.

FROST
ELEMENTARY SCHOOL

Karee Oliver asked that steps be taken to alleviate the
overcrowding at Lakeview Elementary School and to put
additional portables on that site. Joel Ryan noted that the art
room was being used as a classroom. This rooms need more
ventilation. He, too, supported placing additional portables at
Lakeview.

PUBLIC COMMENT

Two students from Lake Washington High School, Kalyann
Hamilton and Veronique Harris, shared their concerns with
racism at Lake Washington High School and encouraged steps
be taken to make all students feel welcome and safe at school.
They shared their personal experiences at the school.

Debbie Lacy asked that the district policies be amended to
include racism and hate crimes as part of harassment in order to
send a clear message for behavior and consequences.

Paula White, Kirkland Safe, related it is important to create a
safe, welcoming and inclusive environment for all that live and
work in this area. She shared her students' experiences while in
school.

Margaret Adams referred to the U.S. Department of Education's
letter on dyslexia and it being included as part of the evaluation
process. She welcomed changes in the district's practices and

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May 8, 2017

policies. She stressed the importance of providing accommodations for the PSAT and to make this a smooth process.

A 15-minute break was taken. The meeting was recessed at 8:00 p.m. and reconvened at 8:15 p.m..

BREAK

Nancy Bernard moved to approve the consent agenda. Seconded by Siri Bliesner.

CONSENT AGENDA

Chris Carlson, yes; Siri Bliesner, yes; Nancy Bernard, yes; and Mark Stuart, yes.

Motion carried.

The following April 2017 vouchers were approved:

APPROVAL OF VOUCHERS

General Fund

355574-355827 \$7,381,910.45

Payroll

2636-2646 \$9,695.72

Accounts Payable Direct Deposit \$ 2,696,932.12

Acquisition Card 1,147,242.04

Deferred Comp 86,168.00

Department of Revenue 15,892.84

Dept. of Retirement Systems 2,199,695.23

Dept. of Retirement Systems 805,601.08

Flex Spending 47,439.23

Payroll Direct Deposit 10,892,608.58

Payroll Tax Withdrawal 4,026,378.20

Sodexo 66,255.08

TSA Envoy 290,419.90

VEBA 985.17

Vision/(NBN) 44,480.37

Key Bank Processing Fees \$ 14,331.72

\$22,334,429.56

Capital Projects

36541-36585 \$1,685,978.87

ASB

61159-61283 \$188,041.17

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Transportation Vehicle Fund

\$0.00

Private Purpose Trust Fund

2671-2684

\$3,132.00

Approves minutes of the April 24, 2017 study session and board meeting.

APPROVAL OF MINUTES

Approves May 8, 2017 Human Resources Report.

APPROVAL OF HUMAN
RESOURCES REPORT

Approves the monitoring report for EL-12, Asset Protection, as presented.

APPROVAL OF
MONITORING REPORT
EL-12, ASSET
PROTECTION

Approves Resolution No. 2232 delegating the authority to control, supervise, and regulate interschool activities to the Washington Interscholastic Activities Association for the 2017-18 school year.

WASHINGTON
INTERSCHOLASTIC
ACTIVITIES ASSOCIATION
ENROLLMENT, 2017-18
RESOLUTION NO. 2232

Approves Resolution No. 2233 delegating responsibility for post season conference level play to the KingCo Conference.

DELEGATING
AUTHORITY TO KINGCO
CONFERENCE, 2017-18
RESOLUTION NO. 2233

Approves the 2017-18 School Meal Program Prices as presented.

SCHOOL MEAL
PROGRAM PRICES, 2017-18

Approves Amendment #2 authorizing the Director, Support Services, to approve contract modifications with BNBuilders to proceed with the procurement of identified long lead items identified in Amendment #2 for the New Elementary School in North Redmond in the amount of \$17,876,241.00, plus sales tax.

AUTHORIZATION TO
PROCEED WITH INITIAL
MATERIAL PURCHASES,
AMENDMENT #2 - NEW
ELEMENTARY SCHOOL,
NORTH REDMOND
(SITE #28)

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Approves Resolution No. 2234 approving the educational specifications for the replacement of Peter Kirk Elementary School.

EDUCATIONAL
SPECIFICATIONS
APPROVAL
PETER KIRK
ELEMENTARY SCHOOL
(SITE 09), REBUILD AND
ENLARGE
RESOLUTION NO. 2234

Approves Resolution No. 2235 approving the educational specifications for the replacement of Margaret Mead Elementary School.

EDUCATIONAL
SPECIFICATIONS
APPROVAL
MARGARET MEAD
ELEMENTARY SCHOOL
(SITE 58), REBUILD AND
ENLARGE
RESOLUTION NO. 2235

Approves Resolution No. 2236 authorizing the disposal of Portables No. 194, No. 196A, No. 196B, & No. 309 at Explorer Community School.

SURPLUS OF PROPERTY -
PORTABLES
EXPLORER COMMUNITY
SCHOOL (SITE # 45)
REPLACEMENT
RESOLUTION NO. 2236

Accepts the donations/grants as identified -

DONATIONS

Acceptance from Ben Franklin PTSA to Franklin Elementary in the amount of \$2,485.21 to purchase two-way radios.

Acceptance from Lakeview Elementary PTSA to Lakeview Elementary in the amount of \$10,353.20 to provide stipends for homework club and STEM club (\$5,837.00) and support field trips (\$4,516.20).

Acceptance from Horace Mann Elementary PTSA to Horace Mann Elementary in the amount of \$4,490.00 to provide stipend for safety patrol and support extracurricular activities.

Acceptance from Tabatha Roach to Horace Mann Elementary in the amount of \$2,482.80 to purchase library books.

Acceptance from Rosa Parks PTSA to Rosa Parks Elementary in the amount of \$2,625.00 to support field trips.

Acceptance from Finn Hill Middle School PTSA to Finn Hill Middle in the amount of \$3,348.00 to provide stipends for extracurricular activities.

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Acceptance from International Community School PTSA to ICS in the amount of \$10,432.27 to purchase classroom supplies (\$300.40) and musical instruments (\$8,331.87); and support classroom enrichment (\$1,800.00).

Acceptance from Kang Gridiron Club to Lake Washington High in the amount of \$8,000.00 to purchase football helmets and weight room supplies.

Acceptance from Tesla STEM PTSA to Tesla STEM High in the amount of \$15,000.00 to support classroom enrichment.

TOTAL \$59,216.48

Mr. Mike Van Orden, Director of Teaching and Learning, and members of the K-5 Visual Arts Program Review Committee shared an overview of the process used to develop a recommendation for the adoption of K-5 Visual Arts Program.

There was an opportunity for public review and comment of instructional materials under consideration for adoption.

Title: Deep Space Sparkle: Art School for Kids
Author: Patty Palmer
Publisher: Deep Space Sparkle
Copyright: 2014
No. of Copies: 30 (licenses and readers for use in each school)
Price: \$735.00 per school
School Requesting: LWSD Visual Arts Adoption Committee
Classification: Grades K-5

Nancy Bernard moved to approve the recommendation from the K-5 Visual Arts Program Review Committee and the Instructional Materials Committee to adopt the above listed materials for use in the district. Seconded by Siri Bliesner.

Motion carried.

Dr. Pierce reported that district staff have identified two sites which are no longer needed for current or future needs. As a result, it is being recommended these properties be declared surplus and that staff begin the process to proceed with their sale.

State statutes require the Board to hold a public hearing prior to adopting that the property is surplus and, therefore, can be sold. The district published notice of the public hearing consistent with the legal requirements.

NON-CONSENT AGENDA
DISTRICT CURRICULUM
MATERIALS ADOPTION
K-5 VISUAL ARTS

PUBLIC HEARING:
SURPLUS OF DISTRICT
PROPERTY - REAL
ESTATE
ROSE HILL AREA (SITE 27)
AND FALL CITY ROAD
(SITE 99)
RESOLUTION NO. 2237

Chris Carlson opened the public hearing. No one stepped forward to speak. He closed the public hearing.

The properties recommend for surplus and eventual sale are described below.

The district has owned three tax parcels on Rose Hill east of 132nd Avenue NE comprising 10.5 acres for many years ("Rose Hill Property"). The Rose Hill Property (Site #27) is vacant land and, except for a Northwest Pipeline natural gas facility and easement on the eastern boundary, is a good site for residential home development because it is within the Urban Growth Area (UGA) and does not appear to have environmental restrictions. However, the utilization of the Rose Hill Property for a school is limited because of the natural gas pipeline.

The bus satellite property (Site #99) was acquired many years ago to use as an optional bus barn for the eastern portions of the District. The property is on the Redmond-Fall City Road ("Fall City Road Property"). The property is across the street from Louisa Alcott Elementary School and the Tesla STEM High School. The Fall City Road Property contains a total area of 3.19 acres (138,775 square feet). There is no water utility to the site except for an old under-capacity well. There is no public sewer available. The present zoning of the property includes a restricted zone for use only as a bus barn facility or pipeline utility. Gas pipelines run underneath a portion of the Fall City Road Property located within an easement to Northwest Pipeline who owns and occupies an industrial property adjacent to and east of the site. The zoning around the site has a long history of industrial use.

Dr. Pierce highlighted the next steps:

- Additional notice published in a newspaper of the District's intention to sell real property,
- An appraiser(s) selected by the District must be retained to determine the market value for both properties, and
- Board approval of sale and the process.

Nancy Bernard moved to approve Resolution No. 2237 and, after holding a public hearing as required by law, the Board of

Directors conclude the Rose Hill Property and the Fall City Road Property are no longer required for school purposes, that such properties are "surplus" and authorize the Superintendent to proceed with the process for sale of each property. Seconded by Siri Bliesner.

Motion carried.

Traci Pierce presented EL-7, Academic Program, and highlighted those areas that were in partial compliance. She responded to board members' questions.

Barbara Posthumus, Assistant Superintendent, provided an update on 2016 Bond Projects.

Mark Stuart provided a legislative update.

Siri Bliesner requested time during a study session to review some of the indicators for Board of Distinction (due in September) and asked when a plan of action will be developed for the priorities discussed at the March study session

Chris Carlson indicated that the two program reports, Accelerated Programs and Career & Technical Education, postponed tonight will be presented at the May 22 board meeting.

Nancy Bernard moved to adjourn. Seconded by Siri Bliesner.

Motion carried.

The meeting was adjourned at 9:40 p.m.

MONITOR BOARD POLICY

EL-7, ACADEMIC PROGRAM

SUPERINTENDENT REPORT

FACILITIES

LEGISLATIVE UPDATE

FUTURE AGENDA ITEMS

BOARD COMMENT

ADJOURNMENT

Chris Carlson, President

Traci Pierce, Superintendent

Diane Jenkins
Recording Secretary

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NEW PERSONNEL

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Salary/Rate</u>	<u>Start Date</u>	<u>Reason</u>
Chauhan, Priti P3	Teacher	Rose Hill MS	D-0	08/28/17	Repl. C. Klemczyk
Diamond, Sarah	Special Ed Para Ed	Frost Elem	\$18.04	12/06/16	Budgeted
Dombrowski, Joseph P3	Teacher	17-18 Elem Pool Quest	C-5	08/28/17	Budgeted
Dore Asha NC	Speech Language Path	Special Services	C-0	08/28/17	Leave Replacement
Ferrin, Sonja	Instructional Assist	Rush Elem	\$16.00	10/12/16	Budgeted
Forslund, Hannah	Instructional Assist	Lakeview Elem	\$16.00	11/30/16	Budgeted
Garai, Allegra P3	Teacher	17-18 Elem Pool	D-0	08/28/17	Budgeted
Gee, Karen	Instructional Assist	Extended Day	\$16.00	12/05/16	Budgeted
Grant-Suggs P3	Teacher	17-18 ELL Pool	C-0	08/28/17	Budgeted
Grau, Steve P3	Teacher	Lake Washington HS	C-7	08/28/17	Repl. L. Fike
Hoge, Marta	Instructional Assist	International CS	\$16.00	12/01/16	Budgeted
Jendretzke, Victoria P3	Teacher	Eastlake HS	C-0	08/28/17	Budgeted
Johnson-Key, Julie	Instructional Assist	Kirkland MS	\$16.00	11/24/16	Repl. C. Scace-Bollinger
Jonsson, Emma	Sp Ed Para Ed/Instructional Assist	Mann Elem	\$18.04/\$16.00	12/06/16	Budgeted
Kielty, Scott P3	SpEd Teacher	Special Services	A-0	08/28/17	Budgeted
Knutson, Caleb NC	Teacher	17-18 Elem Pool	A-0	08/28/17	Budgeted
Korshavn, Shawna P3	Teacher	Eastlake HS	C-0	08/28/17	Budgeted
Lam, Hau	Custodian	Parks Elem/Inglewood MS	\$19.79	12/08/16	Repl. B. Wood
McKenzie, Melanie NC	Teacher	Dickinson Elem	B-2	01/17/17	Repl. S. Fitch
Meyer, Danielle P3	Teacher	Special Services	C-0	08/28/17	Budgeted
Miller, Brandon P3	Teacher	Rose Hill MS	C-0	08/28/17	Budgeted
Morosan, Daniela	Custodian	Dickinson Elem/Evergreen MS	\$19.79	12/08/16	Repl. T. Daniels
Payton, Natalie NC	Teacher	Parks Elem	A-0	01/03/17	Repl. A. Vigeland
Pendergrass, Bethany	Director	PIO	\$150,435.00	05/30/17	Repl. K. Reith
Rotoli, Ena P3	Teacher	SpEd Pool	A-0	08/28/17	Budgeted
Smoak, Kathleen P3	Teacher	17-18 Elem Pool	C-0	08/28/17	Leave Replacement
Stenner, Susan	Account Tech III	Accounting	\$23.44	01/04/17	Repl. S. Fanning
Stern Young, Jon	Principal	Redmond MS	\$128,140.00	07/01/17	Repl. K. Clapp
Wojewoda, Elise P3	Psychologist	Special Services	Doctorate	08/28/17	Budgeted
Wong, Johanna P3	Psychologist	Special Services	C-0	08/28/17	Budgeted

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RETIREMENTS/RESIGNATIONS/TERMINATIONS

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Start</u>	<u>Effective Date</u>	<u>Reason</u>
Anderson, Krista	Teacher	Wilder Elem	09/01/92	06/23/17	Retirement
Bellanca, Norma	Special Ed Para Ed	Rockwell Elem	04/30/97	06/23/17	Retirement
Bishop, Breayne	Teacher	Rose Hill Elem	08/14/07	06/23/17	Resignation
Crain, Laurie	Teacher	Lakeview Elem	09/02/76	06/30/17	Retirement
Fernandez, Lauren	Teacher	Muir Elem	08/29/16	06/23/17	Resignation
Greenwood, Jared	Teacher	Lake Washington HS	08/25/14	06/23/17	Resignation
Heide, Margaret	Teacher	Keller Elem	08/27/08	06/23/17	Resignation
Huseman, Diane	Teacher	Redmond Elem	09/29/77	06/23/17	Retirement
Johnson, Terry	Teacher	Wilder Elem	08/28/80	06/23/17	Retirement
Kindelberger, Roy	Teacher	Frost Elem	09/01/98	06/23/17	Resignation
Kinney, Jennifer	Office Assistant	Kamiakin MS	06/17/08	05/25/17	Resignation
Lentz, Meredith	Teacher	International CS	08/25/14	08/03/17	Resignation
Marino Jr., John	Librarian	Dickinson Elem	08/26/13	06/27/17	Resignation
McIntyre, Laura	Teacher	Evergreen MS	08/29/11	06/23/17	Resignation
McLuskie, Caitlin	Teacher	Eastlake HS	08/25/14	06/23/17	Resignation
Morgan, Nicole	Teacher	Mead Elem	08/26/13	06/23/17	Resignation
Newell, Haley	Teacher	Accelerated Programs	08/26/16	06/23/17	Resignation
Over, Edward	Teacher	International CS	09/02/97	06/23/17	Retirement
Passavant, Lily	School Secretary	Lake Washington HS	08/15/16	05/17/17	Resignation
Rhodes, Judy Cheryl	Teacher	Frost Elem	08/31/12	06/23/17	Resignation
Scott, Melissa	Teacher	Wilder Elem	09/04/03	06/23/17	Resignation
Shelley, Jessica	Teacher	Einstein Elem	08/24/05	06/23/17	Resignation
Taylor, Myca	Psychologist	Special Services	08/24/15	07/30/17	Resignation
Teske, Nancy	Payroll Manager	Accounting	03/14/11	07/31/17	Retirement
Tobey, Walter	Custodian	Juanita HS	11/15/05	05/12/17	Resignation
Vonoy, Crystal	Bus Driver	Transportation	03/23/16	05/26/17	Resignation

SUPERINTENDENT'S CONTRACT

Approval of Superintendent's Contract

Effective Date

07/01/17

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CHANGE OF POSITION

<u>Name</u>	<u>Old Position</u>	<u>New Position</u>	<u>Effective Date</u>	<u>Reason</u>	<u>New Salary</u>
Crothell, Whitney	Health Rm Secretary	School Secretary	05/18/17	Repl. L. Passavant	\$20.53
Kinney, Margaret	Assoc Principal	Principal	07/01/17	Repl. G. Moncada	\$128,140.00

INSTRUCTIONAL MATERIALS ADOPTION

May 22, 2017

SITUATION

RCW 28A.320.230 and the SPI Bulletin No. 191-67 establish that each school district shall maintain an Instructional Materials Committee to assist in recommending instructional materials to be used in the respective schools of the district and that the final approval of such material is the responsibility of the Board of Directors.

The following books have been recommended by the Instructional Materials Committee for district-wide adoption. The items recommended for adoption are:

Title: Everyone Here Spoke Sign Language
Author: Nora Ellen Groce
Publisher: Harvard University Press
Copyright: 1985
No. of Copies: 35
Price: \$27.60 per book
School Requesting: Eastlake High School
Classification: Grade 9

Title: Anything But Silent
Author: Mark Drolsbaugh
Publisher: Handwave Publications
Copyright: 2004
No. of Copies: 35
Price: \$21.50 per book
School Requesting: Eastlake High School
Classification: Grade 9

Title: Deaf Again
Author: Mark Drolsbaugh
Publisher: Handwave Publications
Copyright: 2008
No. of Copies: 35
Price: \$12.69
School Requesting: Eastlake High School
Classification: Grade 9

Title: Signing Naturally Level 3
Author: Ken Mikos, Cheri Smith & Ella Mae Lentz
Publisher: Dawn Sign Press
Copyright: 2001
No. of Copies: 160 (Class set for each high school)
Price: \$84.95 per book
School Requesting: Lake Washington High School
Classification: Grade 12

Title: Grendel
Author: John Gardner
Publisher: Vintage
Copyright: 1971
No. of Copies: 32
Price: \$9.90 per book
School Requesting: Lake Washington High School
Classification: Grade 12

Title: Executive Functions: A Blueprint for Success Guide High School
Author: Rush Neurobehavioral Center
Publisher: School Specialty Inc.
Copyright: 2011
No. of Copies: 25 + Teacher's Notebook
Price: \$197.00 for program
School Requesting: Tesla STEM
Classification: Grade 9

Title: Songs of Ourselves, Volume Two
Author: Anthology
Publisher: Cambridge University Press
Copyright: 2014
No. of Copies: 70
Price: \$8.25 per book
School Requesting: Cambridge program at Juanita High School
Classification: Grade 11

Title: Essential Physics for Cambridge IGCSE
Author: Jim Breithaupt Etc.
Publisher: Oxford University Press
Copyright: 2015
No. of Copies: 70
Price: \$38.00 per book.
School Requesting: Cambridge program at Juanita High School
Classification: Grade 8

Title: Precalculus with Limits
Author: Ron Larson, Paul Battaglia
Publisher: Cengage Learning
Copyright: 2018
No. of Copies: 800
Price: \$175.00 per book
School Requesting: District Wide Adoption
Classification: Grades 10-12

Title: Calculus AP Edition 11e
Author: Ron Larson, Bruce Edwards
Publisher: Cengage Learning
Copyright: 2018
No. of Copies: 250
Price: \$185.00 per book
School Requesting: CTE Office
Classification: Grades 11-12

Title: Calculus of a Single Variable AP Edition 11e
Author: Ron Larson, Bruce Edwards
Publisher: Cengage Learning
Copyright: 2018
No. of Copies: 550
Price: \$180.50 per book
School Requesting: CTE Office
Classification: Grades 10-12

RECOMMENDATION

The district's Instructional Materials Committee has reviewed a series of instructional materials as to their instructional purpose, readability level, and treatment of minorities and women. The above instructional materials satisfy the selection criteria as cited in the local administrative policy IIAA-R and it is recommended that the instructional materials be adopted for use in the Lake Washington schools.

SURPLUS OF EQUIPMENT AND BOOKS
RESOLUTION NO. 2238

May 22, 2017

SITUATION

In the normal course of district operations, materials and equipment become dated, damaged and in many cases, unusable or unsupportable. Our last surplus authorization for equipment and books was in September 2016. Since that time, we have been accumulating items that are no longer of any use to the schools or departments.

In order to dispose of this equipment and materials, they must be declared surplus to the needs of the district. Resolution No. 2238 has been prepared in order to do so.

Once this property is declared surplus by the board and appropriate public notifications are made, we will offer it for sale/redistribution consistent with the requirements of RCW 28A.335.180. This could include providing technology equipment to economically-disadvantaged students, sales to other private and public schools, sale to the general public, and/or disposal. As appropriate, we will use the state surplus warehouse for disposal.

RECOMMENDATION

The Board of Directors adopts Resolution No. 2238 declaring the materials and equipment listed on the attached page as surplus to the needs of the district and authorizing the superintendent to proceed with the distribution, transfer, sale, or disposal of the items listed.

SURPLUS OF EQUIPMENT AND BOOKS

RESOLUTION NO. 2238

WHEREAS, in the course of normal operations, equipment and materials are purchased for use by the various schools and support functions of the district;

WHEREAS, this equipment and these materials have been used and have fulfilled their useful life or have been replaced by other equipment, materials or vehicles which fulfill to a greater degree the needs for which the original equipment or materials were purchased; and

WHEREAS, it is no longer practical or economical to retain these items for possible future use due to cost of storage, handling, and maintenance.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Lake Washington School District, No. 414, declares that the personal property on the attached list is surplus to the needs of the district and that the administration is hereby authorized to dispose of this property in accordance with the regulations of the State of Washington.

APPROVED by the Board of Directors of Lake Washington School District No. 414 in a regular meeting held on the 22nd day of May 2017.

BOARD OF DIRECTORS
LAKE WASHINGTON SCHOOL DISTRICT NO. 414

Attest:

Secretary, Board of Directors

Surplus of Equipment and Books**Resolution No. 2238****May 22, 2017**

Quantity	Unit	Description
1	lot	Activboard, Promethean, Assorted
1	lot	ActiVotes, AV2 model
1	each	ActivSlate
1	lot	AV Equipment (Video Switcher, DVD, Recorders, VCR's, etc.)
1	each	Basketball hoop with portable stand
1	each	Bookcase, Double sided
1	each	Booklet Making System, Duplo DFC-12
1	each	Cabinets, Storage, Assorted
1	lot	Calculators
3	each	Carrel, Study, Assorted
1	lot	Carts (AV, OH, Library, Computer, TV, etc.)
2	each	Cell Phones
1	lot	Chairs, Assorted sizes
5	each	Compressor
1	lot	Computer parts (keyboards, mice, components)
1	lot	Computers, Assorted models
1	lot	Computers, Laptop, Assorted
3	each	Computers, Tablets, Assorted
2	each	Credenza
1	lot	Desks, Assorted
1	each	Digital Camcorder
36	each	Digital Camera, Assorted
1	each	Digital Linear Tape Drive, Compaq
1	lot	Document Camera, Assorted
1	each	Door
25	each	Exercise Steps
2	each	Fax Machine
1	lot	Filing Cabinets
1	each	Floor Scrubber, NSS Wrangler
16	each	Hurdles, Track
2	each	Internal Hard Drives, HP U320 72FGB
1	each	Kitchen Playset
1	lot	Kitchen Smallwares
2	each	Laminator, GBC
1	lot	Library books
8	each	Light poles
3	each	Magazine Rack, wooden
1	lot	Math Manipulatives, Curriculum
6	each	Microscopes
1	lot	Monitors, Assorted
3	each	Motors, Bleacher

2	each	Musical Instruments, Flutes
4	each	Network Modular Storage, Assorted
1	each	Podium, table top
1	lot	Printers, Assorted
31	each	Projector, LCD, Assorted
3	each	Scanner
1	lot	Server, Proliant, HP, Assorted
10	each	Sign Holders
1	lot	Sound/Audio Equipment
5	each	Speaker Stands
1	lot	Speakers
1	lot	Tables, Assorted
1	lot	Telephones
9	each	Tetherball Poles with stands
1	lot	Textbooks
1	each	Volleyball Net with stands
1	lot	Wireless Access components
1	each	Work Bench
1	each	Wrestling Mat

APPROVAL OF MONITORING REPORT
EL-7, ACADEMIC PROGRAM

May 8, 2017

The Board's Governance Policies call for the monitoring of each policy based on the annual calendar in GP-6. EL-7, Academic Program, was presented at the May 8 board meeting. Those areas in non-compliance were reviewed and discussed at the May 8 board meeting. EL-7 is now being presented for approval.

RECOMMENDATION

The Board of Directors approves the monitoring report for EL-7, Academic Program, as presented.

Lake Washington School District Executive Limitation Monitoring Report

EL-7 Academic Program

May 22, 2017

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

Accordingly, the CEO shall:

<ol style="list-style-type: none"> 1. Develop and implement an academic program that specifies: <ol style="list-style-type: none"> a. academic content and technology standards that meet or exceed state and nationally-recognized model standards; b. curriculum aligned with and designed to enable students to meet or exceed the established standards; c. assessments that will adequately measure each student’s progress toward achieving the standards; and d. a compelling and realistic vision of technology that specifies: <ol style="list-style-type: none"> i. technology use in the learning environment, and ii. integration of technology into content areas across all grade levels. 	In Partial Compliance	
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Evidence

Overview

The Lake Washington School District Student Profile specifies the knowledge, skills, and attributes that every student needs to be Future Ready. The Interdisciplinary Content Knowledge of the Profile specifies the content areas and broad knowledge and skills for each content area. The Standards, Curriculum, and Assessments for these content areas are identified in the Teaching and Learning Framework.

The tables below show the timelines for the development and implementation of district standards, curriculum, and assessments for all content areas. The District adoption cycle is designed to ensure that standards, curriculum, and assessment for all content areas are routinely reviewed and renewed. This work is focused on ensuring that we provide clarity regarding critical questions 1 & 2: *What is it that we expect our students to learn? How will we know if they have learned it?*

The column labeled “Next cycle” indicates the next cycle each content area will be reviewed.

Elementary K – 5

Content Area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
HIV/AIDS. Sex Education	2017, in progress	2015-16	2016-17	2007-08	2008-09	2008-09	
Science K-5	2017	2012-13	2016-17	2004-05	2004-05	2016-17	
Social Studies K-5	2020	2007-08	2009-10	2008-09	2009-10	2009-11	
Mathematics K-5	2021	2011-12	2013-14	2009-10	2010-11	2013-14	
Music K-5	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Health & Fitness K-5	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Language Arts K-5	2023	2011-12	2013-14	2012-13	2013-14	2013-14	
Visual Arts K-5	2025	2013-14	2014-15	2015-16	2017-18	2017-18	
Technology K-5				Integrated in Curriculum			

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In Partial
Compliance



Evidence - continued

Middle School 6 – 8

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
HIV/AIDS, Sex Education 6-8	2017, in progress)	2015-16	2016-17	2007-08	2008-09	2008-09	See Implementation schedule in section 1.c.
Language Arts 6-8	2019	2011-12	2013-14	2006-07	2007-08	2013-14	
Social Studies 6-8	2019	2007-08	2008-09	2007-08	2008-09	2010-11	
French, Japanese 8	2020	2008-09	2009-10	2008-09	2009-10	2009-10	
Music 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Visual Arts 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Health & Fitness 6-8	2022	2010-11	2012-13	2011-12	2012-13	2010-11	
Spanish 8	2022	2010-11	2012-13	2011-12	2012-13	2009-10	
Performing Arts 6-8	2024	2012-13	2014-15	2013-14	2014-15	2010-11	
Mathematics 6-8	2025	2011-12	2013-14	2015-16	2016-17	2013-14	
Science 6-8	2025	2012-13	2016-17	2015-16	2016-17	2017-18	
Technology 6-8				Integrated in Curriculum			

High School 9 – 12

Curriculum area	Next cycle	Standards		Curriculum		Assessment	
		Developed	Implemented	Developed	Implemented	Developed	Implemented
HIV/AIDS, Sex Education 9-12	2017, in progress	2015-16	2016-17	2007-08	2008-09	2008-09	See Implementation schedule in section 1.c.
Language Arts 9-12	2018	2011-12	2013-14	2005-06	2006-07	2013-14	
Social Studies 9-12	2019	2007-08	2008-09	2007-08	2008-09	2009-11	
French, Japanese 9-12	2020	2008-09	2009-10	2008-09	2009-10	2009-10	
Music 9-12	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Visual Arts 9-12	2022	2002-03	2002-03	2011-12	2012-13	2012-13	
Health & Fitness 9-12	2022	2010-11	2012-13	2011-12	2012-13	2012-13	
Spanish 9-12	2022	2010-11	2012-13	2011-12	2012-13	2009-10	
Performing Arts 9-12	2024	2012-13	2014-15	2013-14	2014-15	2010-11	
Science 9-12	2025	2012-13	2016-17	2014-15*	2015-16	2016-17	
Mathematics 9-12	2026	2011-12	2013-14	2016-17	2017-18	2013-14	
Technology 9-12				Integrated in Curriculum			

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In Partial
Compliance



Evidence - continued

The State Career and Technical Education (CTE) Re-Approval Program Review Cycle was changed in March of 2017 by the Office of the Superintendent of Public Instruction. Previously, our CTE courses were assigned to one of four CTE Program areas: Skilled and Technical Sciences and STEM, Family and Consumer Sciences and Health, Business and Marketing, or Agriculture. The courses for each program area were re-approved every four years, with one program area selected each year.

The new Re-Approval Review Cycle assigns all CTE courses to one of five CTE Program areas: Family and Consumer Sciences, Business and Marketing, Agriculture, Skilled and Technical Sciences, and STEM and Health. This change requires retooling data bases and coding courses differently. The state has suspended the re-approval process but is still requiring districts to update frameworks and keep them on file this year and to begin posting the frameworks to the State System starting in January of 2018,

The district CTE Re-Approval Review Cycle has been adjusted to match the state.

				Standards		Curriculum		Assessment	
Former Curriculum area	Former Next Cycle	New Curriculum area	Next cycle	Develop	Implement	Develop	Implement	Develop	Implement
CTE: Family and Consumer Science and Health	2015	CTE: Family and Consumer Science	2018	2015-17	2017-18	2015-17	2018-13	2015-17	2018-19
CTE: Business and Marketing	2016	CTE: Business and Marketing	2019	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
CTE: Agriculture	2017	CTE: Agriculture	2020	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
CTE: Skilled and Technical Sciences and STEM	2018	CTE: Skilled and Technical Sciences	2021	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
		CTE STEM and Health	2022	2015-16	206-17	2015-16	2016-17	2015-16	2016-17

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In Partial
Compliance



Evidence - continued

a) academic content and technology standards that meet or exceed state and nationally-recognized model standards;

State standards identify the essential, core standards that clearly identify what every student should know and to be able to do as a result of learning. Lake Washington School District Power Standards are prioritized to state standards. Power Standards are developed using a national process conceptualized by Douglas Reeves whereby standards are prioritized for endurance over time, provide leverage for learning other standards, and provide student readiness for the next level of learning. Power Standards are developed for each of the content knowledge areas of the Student Profile.

Standards development work occurs as part of the Curriculum Adoption & Assessment Cycle. Once Power Standards are identified, Proficiency Scales are written for each standard. These scales, or progressions of learning, describe what students are able to do at each benchmark level, 1-4: 1) not at standard; 2) approaching standard; 3) at standard; and, 4) exceeding standard.

Washington State adopted the Common Core State Standards (CCSS) for English Language Arts and Mathematics for K-12. CCSS were implemented in 2013-14. CCSS replaced District Power Standards K-12 in these content areas.

The Office of Superintendent of Public Instruction (OSPI) requires that Career and Technical Education (CTE) submit a framework for all courses offered under each career cluster every five years. The framework aligns National and Industry Standards to State Core Content Standards, Performance Assessments, Leadership, Employability, Relevance to Work, and Thinking Skills. The framework specifies standards for the course.

Highlights for 2016-17 include:

- Provided writing/literacy training in the three Common Core State Standards text types to K-5 teachers.
- The K-5 Visual Arts Review Committee recommended curriculum aligned with new Washington State Arts Standards. Provided training for teachers in visual arts lessons aligned with these standards.
- Implemented new 6-8 science curriculum aligned with state Next Generation Science Standards and provided training for teachers.
- Implemented new 6-8 math curriculum aligned with Common Core State Math standards and provided training for teachers.
- The Algebra, Geometry and Algebra 2 Adoption Committee recommended materials that are aligned with the Common Core State Math Standards for adoption.
- Focused on deepening system-wide understanding of the Technology Skills Continuum for grades K-12. The Technology Skills Continuum identifies six categories of skills students need to acquire to achieve proficiency on the Technology Standards.
- In 2016-17, the Career and Technical Education (CTE) department completed development of frameworks standards for all our Family and Consumer Science courses:
 - Consumer Life Skills
 - Family Health
 - Food Science
 - Psychology
 - AP Psychology
 - Child Development

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

- | | | |
|---|------------------------------|------------|
| <p>1. Develop and implement an academic program that specifies:</p> <p>a. academic content and technology standards that meet or exceed state and nationally-recognized model standards</p> | <p>In Partial Compliance</p> | <p>◀ ▶</p> |
|---|------------------------------|------------|

In Partial Compliance



Evidence - continued

- Life, Money and You
- Event Planning/Leadership/Travel/Tourism
- Career Prep
- Sports Medicine
- Interior Design
- Anatomy and Physiology
- Middle School Sustainable Material Science
- AP Microeconomics
- Computer Science and Engineering
- Computer Aided Design and Modeling
- Introduction to Business MS
- Introduction to Business HS
- Ethics in Business Leadership
- In 2016-17, OSPI approved submitted frameworks for:
 - Project Lead the Way (PLWT) Engineering
 - Video
 - Video Production
 - Yearbook
 - Photo
 - Video
 - Video Production
 - Forensics
 - Digital Media
 - Robotics

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In Partial Compliance



Evidence - continued

b) curriculum aligned with and designed to enable students to meet or exceed the established standards

Our Curriculum Adoption & Assessment cycle work entails a deliberate and thoughtful process to ensure that we develop and implement a curriculum aligned with and designed to enable students to meet or exceed the established standards regardless of the varied learning styles, backgrounds, or abilities of students.

Representative groups of teachers and administrators engage in the steps of this cycle, which include these phases: 1) research best practice; 2) develop power standards & proficiency scales; 3) develop leveled assessments and scoring guides; 4) adopt instructional materials; 5) provide professional development; and, 6) implement instructional materials.

Highlights for 2016-17:

- Implemented new 6-8 science curriculum aligned with standards and developed standards alignment guides.
- Implemented new 6-8 math curriculum aligned with standards and developed standards alignment guides.
- The K-5 Visual Arts Review Committee recommended curriculum aligned with state art standards.
- The Algebra, Geometry, Algebra 2 Adoption Committee recommended curriculum programs aligned with Common Core State Math Standards.
- The CTE department developed curriculum for Family and Consumer Science courses. Materials were submitted to IMC for Foods, American Sign Language, Consumer Life Skills.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In Partial
Compliance



Evidence – continued

c) assessments that will adequately measure each student's progress toward achieving the standards

A key factor in addressing individual student needs is the LWSD System of Proficiency, which allows teachers to assess students' benchmark levels: 1) not at standard; 2) approaching standard; 3) at standard; and, 4) exceeding standard, and take action based on results. Differentiating next steps for student learning is a key factor and is the main purpose of the System of Proficiency. The System of Proficiency is made up of five parts:

1. Standards: What the students should know and be able to do
2. Proficiency Scales: Clear descriptions of each standard by benchmarks levels 1-4
3. Leveled Assessments: Assessments that assess each level of the proficiency scale
4. Scoring Guides: Documents that use conversion tables and cut scores to keep scoring consistent across the district
5. Reporting systems: Electronic grading systems that monitor progress over time and allow anytime, anywhere access for parents

Three kinds of assessment data are used to adequately measure each student's progress toward achieving the standards:

- 1) State level: Large scale summative assessments
- 2) District-level: Leveled, Common District Summative Assessments (CDSAs)
- 3) Classroom-level: Curriculum-based formative and summative assessments of student learning

1) State-level: Large scale summative assessments

Large-scale summative assessments are used to measure the progress of students toward the achievement of educational standards. In order to have accurate and fair measures of progress, all students are included in the assessment system and assessments are monitored to ensure that student test performance is a valid and reliable measure of their knowledge and skills.

2) District-level: Leveled, Common District Summative Assessments (CDSAs)

Leveled, Common District Summative Assessments (CDSAs) allow teachers to clearly understand current student performance against the state standards as each assessment question is aligned to a level of proficiency on the proficiency scales. The combination of proficiency scales, leveled assessments, and scoring guides gives teachers precise evidence of students' current performance as measured against the LWSD Power Standards and Common Core State Standards. The tables below show current state-level and district-level assessments for all content areas and grade levels:

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In Partial
Compliance



Evidence – continued

State-Level and District-Level Summative Assessments

Elementary Level			
Content Area	Grade Level	State-Level Assessments	District-Level Available Assessments
Reading	K-2	Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) [State reading assessment in grade 2 only]	DIBELS Next *LWSD administers DIBELS Next K -2
English Language Arts	K-2	N/A	Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts Fourteen Wonders End of Unit and Benchmark Assessments Reading Foundational Skills Mini-Assessments (five for grade K, 4 for grade 1)
	3-5	Smarter Balanced Assessment (SBA)	Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts Fourteen Wonders End of Unit and Benchmark Assessments
Mathematics	K-2	N/A	Three assessments designed to measure pre-algebra proficiency each enVision End of Topic assessments (sixteen for grade K, seventeen for grade 1, eighteen for grade 2)
	3-5	SBA	Three assessments designed to measure pre-algebra proficiency each year enVision End of Topic assessments (seventeen for grade 3, sixteen for grades 4-5)
Science	K-2	N/A	Three End of Module assessments measuring the LWSD Science Power Standards
	3-5	Measurement of Student Progress (MSP) @ Grade 5	Three End of Module assessments measuring the LWSD Science Power Standards
Social Studies K-5	K-5	Civics Classroom-Based Assessment @ Grade 5	One assessment per grade level measuring the LWSD Social Studies Power Standards

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In Partial
Compliance



Evidence – continued

Middle School Level			
Content Area	Grade Level	State Level Assessments	District-Level Available Assessments
English Language Arts	6-8	SBA	Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Mathematics	6-8	SBA	Grade 6: Three assessments designed to measure pre-algebra proficiency Grades 6, 7 & 8: Glencoe Math Two CDSAs - one per semester
Science 6-8	6-8	MSP @ Grade 8	Three End of Module assessments measuring the LWSD Science Power Standards
Social Studies	6-8	Civics Classroom-Based Assessment @ Grade 7	One assessment per grade level measuring the LWSD Social Studies Power Standards
Arts	6-8	N/A	One assessment measuring the LWSD Power Standards

High School Level			
Content Area	Grade Level	State Level Assessments	District-Level Available Assessments
English Language Arts	10-11	SBA	Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts
English Language Arts	9	N/A	Three performance tasks given fall, winter, and spring measuring the Common Core State Standards English Language Arts
Mathematics	11-12	End of Course Exams (EOC) Algebra, Geometry	
Mathematics	10-11	SBA	
Science	9-10	End of Course Exam (EOC) Biology	
Social Studies	9-12	Civics Classroom-Based Assessment @ Grade 11	One assessment per grade level measuring the LWSD Social Studies Power Standards
Arts	9-12	N/A	One assessment measuring the LWSD Power Standards

- 3) Classroom-level: Curriculum-based formative and summative assessments of student learning
Curriculum-based formative and summative assessments of student learning are included in all published curricula. Each curriculum comes complete with a curriculum-based assessment strand. Curriculum-based assessment materials typically include a variety of end-of-unit assessments, quizzes, black-line masters, and a variety of performance assessments that teachers may use to assess how students are progressing as they move through any given unit of study. These are used to inform student grades.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In Partial
Compliance



Evidence – continued

Curriculum-based assessment materials also come with a digital strand of assessments that allow teachers to assess students online or to use ActiVotes to determine how students are progressing through any given unit of study. Teachers also use a variety of teacher-created formative and summative assessments to help inform their understanding of how students are progressing toward meeting standards.

Highlights for 2016-17 include:

- Revised proficiency scales for middle and high school science.
- Recommended adoption of high school math curriculum that include formative and summative assessments in print and digital form.
- Continued field tests of SBA interim assessments. 743 students in grades 3-8 completed at least one interim assessment in ELA and 974 students in grades 3-8 completed at least one interim assessment in Math. SBA interim assessments for writing were added as part of the optional Grade 3 writing pilot.
- Established field tests of the Next Generation Science Standards (NGSS) assessment at all four comprehensive high schools.

- **EL 7.1.c is in partial compliance as we shift our current assessment strategy to a comprehensive balanced assessment system, including large-scale state assessments, district interim assessments, and classroom/curriculum-based formative and summative assessments. Field testing of Smarter Balanced interim assessments is being completed. Professional development for all teachers in the use of interim assessments and connections to summative assessment results is scheduled for fall, 2017. We plan to bring this into compliance in 2017-2018.**

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In Partial
Compliance



Evidence – continued

- d) compelling and realistic vision of technology that specifies:**
 - i. technology use in the learning environment; and,**
 - ii. integration of technology into content areas across all grade levels.**

The Student Profile specifies the knowledge, skills, and attributes that every student needs to be Future Ready. The *Guiding Principles* describe the learning environments which are required to foster every student’s ability to learn the knowledge, skills, and attributes.

Our desired outcome for Technology Integration is twofold:

- 1) to use technology to support students’ acquisition of the knowledge, skills, and attributes in our Student Profile; and,
- 2) to use technology to support teachers’ creation of the learning environments described in our Guiding Principles

The tables below show the technology hardware and software provided in the learning environment at each level to help enable appropriate integration of technology into content areas across all grade levels:

Elementary Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Teacher computer workstation • Computer with a DVD drive dedicated to a ceiling mounted LCD projector • Digital document camera • Speaker system • FrontRow class microphone system • Interactive whiteboard • Interactive feedback devices (ActiVotes) • Netbooks in carts at a ratio of 3:1 (grades K-2) or 2:1 (grades 3-5) with MS Office Productivity Suite 	<ul style="list-style-type: none"> • enVision (Math) • TCI (Social Studies) • FossWeb (Science) • Tinkerplots (Math) • Headsprout (Reading K) • DIBELs Next (Reading K-2) • Type to Learn (Keyboarding) • Discovery Education Video Streaming 	<ul style="list-style-type: none"> • Outlook • PowerSchool Learning • Skyward

Middle School Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Teacher computer workstation • Computer with a DVD drive dedicated to a ceiling mounted LCD projector • Digital document camera • Speaker system • FrontRow class microphone system • Interactive whiteboard • Interactive feedback devices (ActiVotes) • 1:1 laptops for all students with MS Office Productivity Suite 	<ul style="list-style-type: none"> • ALEKS (Math) • My Access (Writing) • Turnitin (Anti-plagiarism) • Writing Coach • Welnet (Physical Education) • Geometer’s Sketchpad (Math) • Type to Learn (Keyboarding) • Discovery Education Video Streaming 	<ul style="list-style-type: none"> • Outlook • PowerSchool Learning • Skyward

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

1. Develop and implement an academic program that specifies:

In Partial
Compliance



Evidence – continued

High School Level

Standard Classroom Hardware	Instructional Software	Communications, Grading & Reporting
<ul style="list-style-type: none"> • Teacher computer workstation • Computer with a DVD drive dedicated to a ceiling mounted LCD projector • Digital document camera • Speaker system • FrontRow class microphone system • Interactive whiteboard • Interactive feedback devices (ActiVotes) • 1:1 laptops for all students with MS Office Productivity Suite 	<ul style="list-style-type: none"> • My Access (Writing) • Turnitin (Anti-Plagiarism) • Logger-Pro (Science) • Geometer’s Sketchpad (Math) • Type to Learn (Keyboarding) • Discovery Education Video Streaming • Fuel Education (Credit Retrieval) 	<ul style="list-style-type: none"> • Outlook • PowerSchool Learning • Skyward

Highlights for 2016-17 include:

- Our technology integration specialists, MAS facilitators, and building administrators worked together to develop building-level plans to implement the framework in each school. MAS facilitators provided training and support for the implementation of the framework.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

<p>2. Develop and implement an instructional program that addresses the needs of all students by:</p> <ul style="list-style-type: none"> a) providing an instructional program, which includes opportunities for students to develop talents and interests in more specialized areas; b) providing an instructional program that addresses the different learning styles and needs of students of various backgrounds and abilities; c) encouraging innovative or experimental programs, carefully monitoring and evaluating the effectiveness of all such programs and informing the Board annually about their effectiveness; d) ensuring a climate that is characterized by support and encouragement for high achievement; and e) considering the class size and organization as important components of the instructional program. 	<p>In Compliance</p>	<p>▲</p>
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Evidence

Overview

Our mission is to ensure our students graduate and our goal of academic success for every student is key to fulfilling our vision of *Every Student Future Ready*. When we talk about academic success for students, we ask four critical questions:

- 1) What is it we expect our students to learn?
- 2) How will we know if each student has learned it?
- 3) How will we respond when some students do not learn it?
- 4) How will we respond when some students already know it?

In the 2008-2009 school year, the Lake Washington School District *Guiding Principles* was developed. The *Guiding Principles* define the learning environments we expect in our classrooms and schools. Specifically, six *Guiding Principles* are organized around the themes of *Connection*, *Value*, and *Challenge* for every student:

Connection	Value	Challenge
<p>Interconnected Learning Experiences Students learn best when programs of study are integrated and interconnected and when learning builds upon previous learning experiences and prior knowledge.</p>	<p>Student Ownership & Engagement Students learn best when they are actively engaged in authentic learning, when work is personally relevant, and when both teachers and students are able to articulate what students are learning, why it is important, and how students are progressing in their learning.</p>	<p>Challenging & Meaningful Curriculum Students learn best when curriculum is rigorous, relevant, specifies standards for both content and student performance, and when those content and performance standards are made explicit to students.</p>
<p>Personalization & Individual Attention Students learn best when they are known well by adults in the school, and when the instruction and support they receive meets their specific needs as learners and individuals.</p>	<p>Equity & Cultural Responsiveness Students learn best in a culturally responsive environment that is equitable, honors diversity, promotes democratic ideals and good citizenship, and where mutual respect exists between and among students and staff.</p>	<p>High Expectations & Quality Instruction Students learn best in an environment where the prevailing belief is that intelligence, talent, and ability is created by effort, where adults expect every student to succeed with effort, and where high quality instruction reflects educational best practice and results in student performance.</p>

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

The LWSD instructional program focuses on answering critical question 3 & 4, and aligning learning environments with our *Guiding Principles*.

a) providing an instructional program, which includes opportunities for students to develop talents and interests in more specialized areas;

At the elementary level, students are provided opportunities to develop their talents and interests through specialist programs (music, physical education, library, and art) and through supplemental programs offered at each individual school. Specialization is also accomplished in each classroom through the use of projects in the core content area. We currently do not have good measures for the use of projects as an instructional strategy.

At the secondary level, students have opportunities to develop talents and interests in more specialized areas through elective programs in middle school and through the culminating project at each high school. Electives provide a broad range of opportunities for students including opportunities in language, technology, art, science, business, etc.

Secondary students are also provided opportunities to develop their talents and interests through curricular programs (AP, music, physical education, library, and arts and drama) and through co-curricular and extracurricular programs offered at each individual school).

The following survey data shows secondary students, staff, and parent perceptions of how well our instructional program is at providing opportunities to develop talents and interests in more specialized areas (5 is very successful and 1 is not successful at all). The data shows overall positive perceptions with room for continued growth.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

Lake Washington School District Perception Survey Data

Question: “In your opinion, how successful has Lake Washington School District been in efforts to provide opportunities for students to develop talents and interests in more specialized areas.”

SEC. STUDENTS	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5 very successful	17%	17%	17%	13%	15%	12%	9%	13%
4 successful	42%	42%	37%	32%	40%	39%	39%	35%
3 neutral	25%	26%	28%	22%	26%	28%	30%	32%
2 less than successful	12%	11%	13%	25%	13%	15%	16%	14%
1 not successful at all	4%	3%	5%	9%	5%	6%	6%	7%
mean	3.5	3.6	3.5	3.2	3.5	3.4	3.3	3.3
N size =	2,844	2,814	1,565	3,449	2,230	1,990	1,405	2,528

PARENTS	May 2016	May 2015	May 2014	May 2013	May 2012	May 2011	May 2010	May 2009
5 very successful	26%	20%	17%	21%	19%	20%	16%	19%
4 successful	39%	37%	37%	44%	37%	32%	43%	43%
3 neutral	23%	27%	33%	25%	31%	37%	31%	29%
1 & 2 less than and not successful at all	11%	15%	13%	9%	12%	11%	10%	10%
mean	3.8	3.6	3.6	3.7	3.6	3.6	3.6	3.7
N size =	216	228	202	189	223	197	205	200

STAFF	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5 very successful	8%	12%	12%	20%	14%	14%	10%	11%
4 successful	54%	54%	54%	50%	52%	52%	46%	48%
3 neutral	25%	20%	20%	22%	23%	23%	27%	27%
2 less than successful	11%	13%	13%	8%	10%	10%	17%	13%
1 not successful at all	2%	1%	1%	20%	2%	1%	1%	2%
mean	3.6	3.6	3.6	3.8	3.7	3.7	3.5	3.5
N size =	740	562	562	1,533	1,017	1,353	1,131	938

Highlights of the Data:

- Staff and student agreement with this item has been consistent over the last three years.
- Parent ratings are somewhat higher this year than in past years.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

b) providing an instructional program that addresses the different learning styles and needs of students of various backgrounds and abilities

The District has in place a variety of programs to meet the needs of students with different learning styles, backgrounds, and abilities. Some of these programs are designed to respond to critical question #3: *How will we respond when some students do not learn it?* District programs include Special Education, Safety Net, Title, and English Language Learners (ELL). Additionally, certificated teachers are required to set student growth goals that address students that are underperforming. Student growth goals are developed, monitored, and assessed as part of the Professional Growth and Evaluation process.

The following survey data shows secondary students, staff, and parents’ perceptions of how well our instructional program is catering to different learning styles and need of students with various abilities interests (5 is very successful and 1 is not successful at all). Perception data has remained relatively stable over time.

Lake Washington School District Perception Survey Data

Question: “In your opinion, how successful has Lake Washington School District been in efforts to cater to different learning styles and needs of students with various abilities.”

SEC. STUDENTS	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5 very successful	18%	17%	15%	14%	16%	15%	11%	13%
4 successful	34%	37%	33%	28%	36%	35%	37%	33%
3 neutral	28%	30%	28%	24%	28%	28%	32%	31%
2 less than successful	14%	10%	16%	23%	14%	14%	14%	14%
1 not successful at all	6%	5%	8%	12%	6%	8%	7%	8%
Mean	3.4	3.5	3.3	3.1	3.4	3.4	3.3	3.3
<i>N size =</i>	<i>2,844</i>	<i>2,814</i>	<i>1,565</i>	<i>3,449</i>	<i>2,226</i>	<i>1,982</i>	<i>1,405</i>	<i>2,528</i>

PARENTS	2016	2015	2014	2013	2012	2011	2010	2009
5 very successful	23%	20%	21%	23%	15%	20%	22%	18%
4 successful	41%	37%	34%	35%	40%	31%	28%	40%
3 neutral	25%	27%	31%	26%	30%	33%	28%	31%
1 & 2 less than and not successful at all	11%	16%	14%	16%	15%	15%	23%	11%
Mean	3.7	3.5	3.6	3.6	3.5	3.5	3.4	3.6
<i>N size =</i>	<i>216</i>	<i>228</i>	<i>202</i>	<i>189</i>	<i>223</i>	<i>197</i>	<i>205</i>	<i>200</i>

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

STAFF	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5 very successful	11%	12%	12%	21%	15%	17%	11%	15%
4 successful	54%	54%	54%	51%	53%	52%	50%	48%
3 neutral	22%	20%	20%	18%	19%	20%	22%	23%
2 less than successful	12%	13%	13%	8%	10%	10%	15%	12%
1 not successful at all	1%	1%	1%	2%	2%	1%	1%	2%
mean	3.6	3.6	3.6	3.8	3.7	3.8	3.5	3.6
<i>N size =</i>	<i>740</i>	<i>562</i>	<i>562</i>	<i>1,535</i>	<i>1,016</i>	<i>1,355</i>	<i>1,131</i>	<i>938</i>

Highlights of the Data:

- Secondary student agreement with this item is similar to past years.
- Parents are showing a little more agreement with this item.
- Staff ratings remain relatively flat.

English Language Learners

Settings for the Lake Washington School District’s English Language Learners (ELL) program range from general classroom services, to consultative support, to pull-out programs. We currently serve students from eighty three different language groups. The top five languages are: Spanish, Chinese - all dialects, Russian, Telugu and Japanese.

The Washington English Language Proficiency Assessment (WELPA) determines student eligibility for English Language Development (ELD) services. This assessment tests reading, writing, listening, and speaking knowledge and skills. The WELPA consists of two tests: the placement test and the annual test. The placement test is used to determine initial student eligibility for English language development (ELD) services. The placement test is given to all students whose families answer “yes” to question #2 on the Home Language Survey: “Is your child’s first language a language other than English?” The annual test is given to all students who qualified for ELD services with a placement test. It measures students’ growth in English language knowledge and skills. Results from this test determine which students are eligible to continue to receive ELD services.

The WELPA results determine the level of student proficiency in English Language, the four levels are: Beginning/Advanced Beginning (L1), Intermediate (L2), Advanced (L3) and Transitional (L4). Our program directly serves students who are L1, L2, and L3. Students who are L4 are exited from our program and are monitored for two years.

ELL	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Enrollment	2,653	2,328	1,901	1,634	1,431	1,429	1,256	1,235	1,108
Exited	32%	34%	25%	28%	24%	35%	33%	33%	29%

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

Annual Measurable Achievement Objectives (AMAO) - During the 2015 – 16 school year the State of Washington transitioned from the WELPA to the ELPA21, because of the change in assessment, the AMAO results were not reported. The state accountability requires states to set performance targets referred to as Annual Measurable Achievement Objectives (AMAOs) for English language proficiency. The AMAO's for English language proficiency must include:

- AMAO-1: Annual increases in the number or percentage of children making progress in learning English.
- AMAO-2: Annual increases in the number or percentage of children attaining English proficiency.
- AMAO-3: The number or percentage of students meeting AMO targets in the reading and math on the SBA ELL cells.

Each district must inform parents of English Language Learners (ELLs) participating in the State Transitional Bilingual Instructional Program (STBIP) and/or Title III if the district did not meet one or more of the AMAO targets for each school year. Notices are to be communicated in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

		AMAO-1 Making Progress			AMAO-2 Attainment of English Proficiency								AMAO-3		
	Met All 3 AMAOs	Students matched	Making progress	Met AMAO 1 target (67.2%)	Unscored	Levels				Total students	% Transitioning	Met AMA O2 target (7.1%)	Met Reading Proficiency/ Participation	Met Math Proficiency / Participation	Met AMA O3
						1	2	3	4						
2015-2016	NA	2653	NA	NA	9	-	-	-	-	2,653	32.0%	NA	NA	NA	NA
2014-2015	No	1290	87.8%	Yes	23	77	350	1,080	798	2,328	34.2%	Yes	No	No	No
2013-2014	No	1095	77.6%	Yes	16	69	387	953	476	1,901	25.0%	Yes	No	No	No
2012-2013	No	944	81.4%	Yes	7	45	337	792	453	1,634	27.7%	Yes	No	No	No
2011-2012	No	841	80.5%	Yes	16	31	335	706	343	1,431	24.0%	Yes	No	No	No
2010-2011	Yes	787	85.8%	Yes	9	21	269	655	504	1,458	34.6%	Yes	Yes	Yes	Yes

ELL Highlights for 2016-17 include:

- 32% of students exited the ELL program while 67.9% of students remain in the program. 59.6% of students are identified as Progressing and 7.3% are identified as Emerging. We are exceeding state performance with our English Language Learners.
- New curriculum resources are being added at the elementary level that directly align to Common Core State Standards as well as what is being used in the general education classroom.
- New ELL programs were implemented at Eastlake High, Finn Hill Middle, Inglewood Middle, and Kirkland Middle.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

ELL Highlights for 2016-17 include (continued):

- Principals and ELL teachers delivered professional learning on the newly adopted English Language Proficiency Standards (ELPS).
- State requirements and funding provided exited ELL students who struggled academically with direct and indirect support.
- ELL teachers were provided professional learning in collaboration and co-teaching. ELL teachers participated in learning walks and book studies.
- ELL staff developed and provided professional learning to general education teachers about strategies to support ELL students in core instruction. This spring, the committee offered a four-session series around newcomer EL support. Additional classes developed by this committee will be offered in Fall 2017.
- Training in the use of a Sheltered Instruction Observation Protocol (SIOP) was offered multiple times during the school year targeting secondary ELA and Math teachers. Follow up support is offered to training participants.
- Newly identified ELL students are provided academic support through a summer program. The program will expand up to five sites depending on student need.

Safety Net

Lake Washington School District uses blended funding from federal, state, and local monies to support students who are not at standard as measured by the state SBA and End of Course (EOC) assessment in grades four through twelve. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is used to identify students in kindergarten through third grades.

Safety Net K-12	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Enrollment	3,322	2,962	3,484	2,102	2,746	2,880	2,885	2,917	3,056

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

Safety Net Highlights for 2016-17 include:

- Elementary Safety Net Literacy teachers participated in professional learning focused on foundational reading skills that enable students to read words, relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.
 - Continued work with CORE and the Comprehension Tool Kit to ensure teachers have the strategies to address the key elements of an effective reading program—phonemic awareness, decoding, vocabulary development, fluency, and comprehension.
 - The Kindergarten Intensive Safety Net (KISN) Program was modified for all-day kindergarten (ADK). The program continues to focus on closing the learning gap for students by providing them with prescriptive and diagnostic reading instruction using BURST. Progress monitoring occurs every ten days to adjust the learning outcomes for students based on individual performance data. KISN incorporated Lexia Reading Core 5, an adaptive technology tool.
 - Elementary Safety Net Math teachers took part in professional development focused on adding the technology tool: Assessment and Learning in Knowledge Spaces, or ALEKS to the Safety Net math program. ALEKS is a Web-based adaptive assessment and learning system.
 - Four-week summer program for K-4 students in Title 1 schools and identified K-3 students at non-Title 1 schools. BURST and add Lexia will be used during summer programs.
 - Students at a Title I school and are transitioning from elementary to middle school will be provided the 6th Grade Prep summer program. This program provides students with academic content and the opportunity to learn skills in organization, self- advocacy, and study skills. The program is co-taught by an elementary and middle school teacher. Additionally, students participate in STEM activities through a partnership with the LWHS Robotics team.
 - Through a partnership with the YMCA of Greater Seattle; a full day summer program will be offered at Einstein elementary. The Y will offer enrichment activities for the afternoon following the intensive, academic intervention in the morning.
 - Burst was used with all K-3 students that scored well-below benchmark.
 - A middle school to high school transition form was developed and will be implemented this spring, this tool will be used to communicate Safety Net student progress between middle-to high school staff members.
 - Middle School Language Art Safety Net teachers continued to use the Scholastic Reading Inventory (SRI) for initial screening and ongoing progress monitoring. Professional development was provided on how to analyze SRI results and how to incorporate the results into instructional planning.
 - Middle School Math Safety Net teachers implemented a new math curriculum this year including online resources such as ALEKS. CORE provided professional development in the areas of:
 - Mathematical Discourse, Writing, Reading and Vocabulary Workshop
 - Improving Arithmetic and Algebraic Teaching and Learning
 - Teaching Problem Solving Through Mathematical Modeling and Other Math Applications
 - Intensive Lesson Study workshop
- **EL 2.1.b is now in compliance because the processes for tracking how we define Safety Net and count enrollment has been systematized.**

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

Special Education Services

Special education services are offered to students with disabilities in various settings, including the general education classroom, pull-out services, self-contained classrooms, and in some cases non-public agency school settings. All special education students have an Individualized Education Program (IEP).

Special Ed Preschool - 21	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Enrollment *	3433	3414	3383	3379	3250	3186	3,108	2,885	2,751

* Enrollment numbers based on October 1st P-223 enrollment reports (Birth – 21).

Special Education Highlights for 2016-17 include:

- All Special Education teachers (K-12) participate in two full release days for ongoing professional development. Topics and content are aligned with district strategic work and high interest topics identified by teacher representatives.
- All Special Education teachers (K-12) were trained on the findings of the WISM final report recommendations. Special Education teachers participated in professional development training on the refinement of writing measurable annual goals, focusing on samples of redacted IEPs and then working in small groups calibrating their work and revising their own IEP goals.
- All Special Education teachers (K-12) are provided two half day release to participate in learning walks/student observations as part of the ongoing refinement of the promotion process. Receiving and sending school share their program and service delivery models, class configurations and options for students.
- A core group of special services administration and staff participated in attended Dr. Fletcher’s presentation on Understanding Dyslexia: A Scientific Approach to Reading and Reading Disabilities and Navigating the Dilemma: Evidence Based Literacy Practices and Dyslexia Recommendations.
- Special Services initiated an 18-21 advisory group comprised of Special Education teachers, department administrators, School Support Specialists, and parents, to develop new pathways for students in district transition centers who are turning 18 or 19-years-old. The pathways will be based on the Transition Academy principles. The range of services will be developed to meet the needs of students who require more support and scaffolding of instruction. Programs and services will include job coaching and the development of independent/supported living skills and work skills.
- Interdepartmental collaboration between the Special Services and Teaching and Learning departments focused on effective practices for individual and small groups of students who are two or more years below grade level and who are being served in Special Education Resource Rooms.
- Assistive Technology guidance and procedures are currently being updated for staff and families.

Preschool Programs

The preschool program includes three different types of classrooms: Ready Start, Students Needing Additional Program Supports (SNAPS), and Head Start. Students with IEPs are enrolled in all three of these types of classrooms. Head Start serves students who are at-risk and income eligible. Students who are income eligible and have IEPs may be in a Head Start classroom. Ready Start blended classrooms serve students in three different categories: students who are 3-4 years old with IEPs, students who are 4 years old and typically developing but may be at-risk based on income, and students who are 4 years old, typically developing and pay a fee to attend. Ready

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

Start Learning Center classrooms have only students with IEPs. The SNAPS program services are extended day services for students diagnosed with Autism Spectrum Disorder and modeled after the University of Washington's Project DATA. Evidenced-based strategies are used to teach our students with autism in the SNAPS program. Students who qualify for SNAPS program services attend preschool for half day and attend SNAPS for the other half. SNAPS currently serves close to 63 students and is housed at three of our preschool sites: Juanita, Dickinson, and Blackwell elementary schools. The overall enrollments in both Ready Start and Head Start Programs continue to be limited by space availability and funding limitations. Fee-based enrollment opportunities exist for parents who would like their children to participate in an enriched, diverse preschool program at any of our preschool sites.

The overall enrollment capacity for preschool is relatively flat over the last several years due to the limitations of space and funding.

Preschool Highlights for 2016-17 include:

- The 2016-17 school year is the fourth year of the implementation of the preschool curriculum that was adopted along with the elementary Wonders Literacy curriculum. All our Ready Start and Head Start preschool classrooms are fully implementing the language arts and math curriculum. The science activities are recommended to be incorporated at least once/week and social studies concepts are incorporated in literacy instruction through the curriculum vocabulary and literature. Activities are adapted to meet the diverse needs of the learners in our preschool classrooms.
- Preschool Learning Center teachers are implementing a modified version of the OWL curriculum in the areas of literacy and math, with planning and pacing guides tailored to the unique needs of the district's Preschool Learning Center.
- Professional Development in the preschool has focused on the following topics this year: inclusive practices in the preschool setting, planning for and explicitly teaching classroom routines, teaching functional communication skills, teaching skills for independence, and teaching self-regulation.
- Preschool group norms were developed for use at professional development meetings and have been implemented throughout the school year.
- Researched the Creative Curriculum and its related assessment Teaching Strategies Gold (TS Gold). Head Start currently uses TS Gold as part of their classroom assessments and will be adopting Creative Curriculum for the 2017-18 school year. The Preschool Think Tank has recommended piloting the Creative Curriculum and TS Gold in two Ready Start blended classrooms and one Ready Start Learning Center classroom for the 2017-18 school year.

Preschool 3-5 year old students	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Enrollment	378	354	422	452	451*	423*	364	333	334

* The March Enrollment number includes 69 fee-based Preschoolers; 29 Ready Start (RS) Preschoolers, 74 Head Start (HS) Preschoolers (this number includes 9 students who qualify for Special Education services), 151 Special Education (RS & HS), and 64 Special Education Learning Center Preschoolers. In addition to the 378 preschool students attending class, there are 52 preschool Itinerant students receiving services throughout the school district.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

- c) **encouraging innovative or experimental programs, carefully monitoring and evaluating the effectiveness of all such programs and informing the Board annually about their effectiveness**

The district encourages and monitors innovative and experimental programs and informs the Board regarding their progress.

Choice Schools

Twelve choice schools offer parents and students options of schooling. Choice school characteristics may include: small learning environments, multi-age instruction, international education, environmental education, classical education, and/or STEM education.

Choice Schools Grades 1-12	2016-2017	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Enrollment *	1,834	1,833	1,797	1,721	1,418	1,259	1,389	1,471	1,465

* Enrollment numbers based on October 1st P-223 enrollment reports

Highlights for 2016-17 include:

- The Choice Schools continued to use the common application for the 2016-17 school year. The application was available in both English and Spanish. Tesla STEM is now fully subscribed with grades 9 -12. The first graduating class from Tesla STEM commenced in June 2015. A new elementary STEM Choice Program will be established at Mead Elementary for the 2017-2018 school year.

STEM Signature Programs

Each of our high schools offers STEM-focused Signature courses and/or Signature programs unique to the school. A Signature course is a one period class where students earn 1 credit. A Signature program is a 2-3 period block of classes where students earn 2-3 credits. Students enrolled in Signature Courses or Signature Programs:

- Earn academic credit required for graduation (1-3 credits);
- Learn through a thematic, interdisciplinary curriculum connected to a career pathway;
- Engage in problem-based learning and industry-based projects; and,
- Learn from both teachers and professionals in the field through community and business-based partnerships.

Washington Network for Innovative Careers Skill Center (WaNIC)

WaNIC provides advanced-level Career and Technical Education programs based on rigorous academic and industry standards. WaNIC prepares students for career and college readiness and successful entry into high-skill, high-demand careers, and employment. The skills center programs provide dual credit opportunities (both high school and college credit) and/or lead to industry certification.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

WaNIC Skills Center programs are delivered through a system of satellite and branch campuses in six of our seven participating districts. Lake Washington School District serves as the host district.

School District	Skill Center Courses	High School Location	2016-17 Student FTE	2015-16 Student FTE	2014-15 Student FTE	2013-14 Student FTE
Bellevue	Automotive Technology	Bellevue High School	171	169	179	171
	Cisco Networking	Newport High School				
	Culinary Arts	Newport High School				
Issaquah	Sports Medicine/ Athletic Training	Issaquah High School	58	46	42	38
Lake Washington	Dental Careers	LWIT	176	169	143	169
	DigiPen Animation	DigiPen				
	DigiPen Draft	DigiPen				
	DigiPen Video Game Design	DigiPen				
	Fire & EMS	LWIT				
	Health Science Careers	LWIT				
Mercer Island	International Entrepreneurship	Mercer Island High School	0	0	0	28
Northshore	Advance Auto. Tech. Composites Health Science Careers	Bothell High School	72	81	70	37
Snoqualmie Valley	Culinary Arts	Mt. Si High School	0	0	1	0
Summer Programs	Computer Science & Eng Culinary Creations Dynamic DNA Intro to Fire & EMS Health Health Careers Exp. Intro to Medical Careers Radio/TV Broadcasting DigiPen Art & Animation DigiPen Cyber Security DigiPen Robotics DigiPen Sound Design DigiPen Video Game Dev DigiPen Video Game Pro	RHS LWHS LWIT MIHS LWHS	Not available yet	66.5	39.8	17.8

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

Integrated Honors

Prior to reconfiguration to 6-8 middle schools, junior high schools had varying approaches for providing honors curriculum for students. Some schools offered a standalone Honors Language Arts/Social Studies class for 30 students. Some schools offered Honors curriculum through an integrated approach whereby all students could opt-in to Honors curriculum offered in the general Language Arts/Social Studies classroom setting. One school did not offer any Honors curriculum. During planning for reconfiguration to 6-8 middle schools, the decision was made to shift all middle schools to the Integrated Honors approach in Language Arts/Social Studies.

A further evaluation of integrated honors is planned for the 2017-18 school year.

Highlights for 2016-17 include:

- STEM Signature courses and programs are being implemented in our high schools:
 - Eastlake – Sammamish Startups
 - Emerson - Food and Sustainability
 - ICS – Engineering Grand Challenges
 - Juanita High School - Global Health
 - Lake Washington High School – Engineering: Design Your World
 - Redmond High School - Global Health: Policies, Problems, and Solutions
 - TESLA STEM High School
 - Environmental Engineering and Sustainable Design
 - Forensics/Psychology
 - Biomedical Engineering
 - Advanced Physics / Global Engineering

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

d) ensuring a climate that is characterized by support and encouragement for high achievement

Overview

Lake Washington School District has in place a variety of programs to meet the needs of students by ensuring a climate that is characterized by support and encouragement for high achievement. These programs have one strategy designed to respond to critical question #4: *How will we respond when some students already know it?* District programs include Quest, Advanced Placement (AP), and Running Start.

Parent and Community Data:

The charts below provide parent and community information from the December 2009-February 2013 LWSD Community Perception Survey of parents and community members:

<p align="center">% agreement that “Schools create a climate of support and encouragement for high achievement”</p>						
Community phone survey		5	4	3	2 or 1	Mean
3/11-5/11	Have a child in LWSD	38*, ^^	32*, ^^	24	6	4.0
	Don't have child in LWSD	39*, ^^	28	25	8	3.9
3/10-5/10	Have a child in LWSD	25	47	21	6	3.9
	Don't have child in LWSD	25	48	14*, ^	13	3.8
3/11-5/11	Have a child in LWSD	38*, ^^	32*, ^^	24	6	4.0
	Don't have child in LWSD	39*, ^^	28	25	8	3.9
3/12-5/12	Have a child in LWSD	28	47	21	4	4.0
	Don't have child in LWSD	28	39	25	8	3.8
3/13-5/13	Have a child in LWSD	31^	41	18	9	3.9^
	Don't have child in LWSD	28	45^	19	8	3.9^^
3/14-5/14	Have a child in LWSD	31	42	21	6	4.0
	Don't have child in LWSD	32^^	41	19*	8	4.0*, ^^

* = Significant difference vs. January 2005
 **= Significant difference vs. those who have a child in LWSD
 ^ = Significant difference vs. preceding survey
 ^^ = Significant difference vs. March 2006
 N= 189 in 2014, 189 in 2013, 215 in 2012, 213 in 2011, 194 in 2010

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

Highlights of the Data:

- Results from those with no student in our schools remain flat while parents are more likely to agree with this statement than in the past.

	% agreement that “My school creates a climate of support and encouragement for high achievement.^”						
<i>Annual Web Surveys</i>	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Secondary Students	64%	66%	64%	62%	63%	60%	56%
Staff overall	82%	89%	83%	89%	89%	88%	88%
Certificated staff	84%	91%	88%	90%	92%	93%	90%
Classified staff	75%	84%	78%	84%	81%	84%	81%

- ^% giving one of top two answers – agree or strongly agree (4 or 5 on a scale of 1-5).
- Student n=3,513/2009; 2,528/2010; 1,405/2011; 2,002/2012; 2,213/ 2013; 3,449/2014; 1,560/2015; 2,814/2016
- Staff overall n=1,471/2009; 938/2010; 1,110/2011; 1,377/2012; 1,025/2013; 1,522/2014; 568/2015; 620/2016
- Certificated staff n=1,040/2009; 677/2010; 772/2011; 1,017/2012; 729/2013; 1127/2014; 414/2015; 487/2016
- Classified staff n=432/2009; 261/2010; 320/2011; 335/2012; 230/ 2013; 395/2014; 140/2015; 116/2016

Highlights for 2016-17 include:

- Staff agreement levels with this statement fell this year, both among certificated and classified staff.

Highly Capable/Quest

The Highly Capable/Quest Program for grades K-8 is designed to meet the learning styles and needs of highly capable students who have been assessed to have exceptional intellectual, academic, and creative ability. Enrollment numbers are from OSPI Highly Capable End of Year Report.

The K-2 Highly Capable program provides math enrichment in the areas of number sense, problem-solving, and logical reasoning through challenging activities that encourage divergent and creative thinking. The K-2HC program added single domain services in reading at the Kindergarten level for 2016-2017.

The Elementary Quest Full Time program accelerates the curriculum in literacy and math and enriches the curriculum in science and social studies. The Elementary Quest Enrichment Pull-out Program enhances the curriculum with an emphasis on higher-level thinking skills.

The Middle School Quest Program enhances the curriculum by providing high academic challenge, greater breadth and depth of learning, and raising expectations for student achievement.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

The chart below reflects ten years of Quest enrollment data:

Quest Enrollment*	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010--11	2009-10	2008-09	2007-08
Total Elementary	1091 [^]	843 [^]	852 [^]	593	587	802	834	842	830	731
Middle**	345	325	295	276	245	165	191	175	155	118
Total Program	1,436	1,168	1,147	869	832	967	1,025	1,017	985	849

* Gender representation is 52% male and 47% comparable to our district wide ratio. In 2013-14, it was 51% male and 48% female and in 2011-12, 53% male and 47% female)

** Was formerly junior high school

[^] Includes K-2HC Services

Ethnic representation in the Quest Program for the past four years is as follows:

Ethnicity	Change from 15-16 to 16-17	Total 16-17	Change from 14-15 to 15-16	Total 15-16	Total 14-15	Total 13-14	Middle School 14-15	Middle School 13-14	Grade K-5 [^] 14-15	Grade 2-5 [^] 13-14
Asian	-1%	68%	+4%	69%	65%	61%	60%	56%	67.75%	63%
Black	0%	0%	0%	0%	.17%	>1%	.34%	>1%	.12%	>1%
Hispanic	0%	1%	-.3%	1%	1.3%	>1%	0%	1%	1.75%	1%
Native Am	0%	0%	0%	0%	>1%	>1%	0%	>1%	0%	>1%
White	-3%	20%	-4.18%	23%	27.19%	32%	32.88%	32%	25.26%	32%
Other*	+6%	11%	-.47%	5%	5.47%	4%	6.15%	7%	5.12%	4%

* now more than one race

[^] now Grades 2-5 and Grades 6-8

Highlights for 2016-17 include:

- The K-1 Program has been expanded to K-2 for 2016-2017 and includes single domain services. This model will be expanded to K-3 for 2017-2018. The selection process and eligibility ranges for K-8 Quest programs have been adjusted to follow Consolidated Program Review action items and to provide increased opportunity for students with a more diverse learning profile. The fall 2016 eligibility changes have resulted in a 31% increase in eligibility for K-8 programs for 2017-2018.
- Services for Kindergarten and first grade Highly Capable students continued for the third year and expanded to second grade. K-2HC added single domain services in 2016-2017.
- We continue to test all first-grade students. We have adjusted the first-grade screening criteria from 98% to 95% CogAT composite for the 2016-2017 year. Ethnic data continues to show overrepresentation of Asian students when compared to our general population.
- Criteria and selection process for all grade levels were adjusted for 2016-2017 to allow students with a more diverse learning profile to qualify for services.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

Advanced Placement (AP®)

Courses provide students the opportunity to take high school courses consistent with the requirements of post-secondary institutions and to earn credit or advanced placement at most of the nation’s colleges and universities. AP® courses are taught by specially trained high school teachers who follow rigorous course guidelines that are developed, published, and audited by the College Board. Enrollment continues to go up. Pass rates continue to remain high. Enrollment numbers are from October class counts.

The chart below displays nine years of AP program enrollment data:

AP Enrollment**	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Total Program	5,565	4,613	4,339	4,272	3,777	3,670	3,177	2,966	2,694

* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course or student may take an exam and not the AP course

Students enrolled in AP courses have the opportunity to obtain college credit by passing AP national examinations given in May.

The chart below displays eight years of AP enrollment, exam participation, and pass rate data:

AP	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Enrollment *	4613	4,339	4,272	3,777	3,470^	3,177	2,966	3,157
Exams	3934	3,758	3,496	3,104	2,803	2,731	2,599	2,406
Pass %	80%	80%	80%	76%	79%	77%	80%	78%

* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course, or student may take an exam and not the AP course.

The chart below displays nine years of AP course enrollment* by high school:

High School	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Eastlake	982	955	697	729	669	669	618	544	539
ICS	262	219	136	207	236	291	279	203	199
Juanita	852	689	665	772	686	662	614	558	731
Lake Washington	1001	737	832	896	823	728	595	764	697
Redmond	1330	1,053	1,056	1,120	1,169	1,120	1,071	897	991
Tesla STEM	1124	960	953	570	194				

* Enrollment numbers represent instances of enrollment versus individual head count; students may be enrolled in more than one AP course.

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

The chart below shows numbers of individual students taking AP courses by high school and WaNIC:

High School	2016--17 Percent of School Population Comprehensive HS grades 9-12	2016-17 number	2015--16 Percent of School Population Comprehensive HS grades 9-12	2015-16 number	2014-15 number	2014-15 Percent of School Population Comprehensive HS grades 9-12	2013-14 number	2013-14 Percent of School Population Comprehensive HS grades 9-12
Emerson	4%	2	3%	2	3	4%		
Eastlake	34%	572	36%	588	387	24%	359	24%
Emerson K-12	12%	3	10%	2				
ICS	52%	116	40%	95	72	17%	69	33%
Juanita	31%	457	28%	402	399	29%	292	22%
Lake Washington	36%	563	34%	505	470	32%	370	27%
Redmond	35%	633	30%	531	517	28%	415	23%
Tesla STEM	71%	414	71%	400	374	67%	246	57%
WaNIC	2%	6	8%	34	33		31	

From October 1 enrollment reports

Through recruitment and teacher recommendation, efforts are being made to address the under-representation of certain minority populations. Ethnic and gender representation for students who have taken AP exams is as follows:

Student Profiles	District Total 2016*	2016^	District Total 2015*	2015^	2014^	2013^	2012^	2011	2010	2009
Male	51.7%	47%	51.8%	48%	48%	48.1%	46%	47%	48%	48%
Female	48.3%	53%	48.2%	53%	52%	51.9%	54%	53%	52%	52%
Ethnicity										
African-American	1.6%	.7%	1.6%	1.2%	1.4%	1.2%	1.6%	2%	2%	1%
Asian	23.3%	24%	20.1%	26.17%	24.7%	28.3%	21.3%	17%	22%	23%
Caucasian	57%	58%	61.4%	58.54%	61.1%	60.6%	67.8%	73%	66%	65%
Hispanic	10.6%	8%	10.2%	5.6%	4.8%	4.6%	3.6%	5%	4%	5%
Native American	.1%	.1%	0.2%	.27%	0.6%	0.6%	0%	1%	0%	0%
Other	7.1%	8.2%	6.5%	5.49%	5.8%	3.8%	4.5%	N/A	3%	5%
Not Stated	N/A	N/A	N/A	2.75%	1.4%	0.7%	1%	N/A	3%	2%

^ College Board Data

* OSPI website

EL-7 Academic Program

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2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – *{continued}*

Enrollment in STEM-related AP courses

We continue to see an increase in enrollment in STEM-related AP courses. The chart below shows the AP STEM-related enrollment data for the past four years:

STEM-related AP Course	2016-17 District enrollment	2015-16 District enrollment	2014-15 District enrollment	2013-14 District enrollment	2012-13 District enrollment	2011-12 District enrollment
AP Biology	278	260	228	299	195	152
AP Calculus AB	545	489	511	498	357	389
AP Calculus BC	240	254	198	143	137	138
AP Chemistry	346	327	379	279	311	287
AP Comp Science	301	207	240	106	97	91
AP Environmental Science	434	295	350	336	434	296
AP Physics	218	126	103	56	26	26
AP Physics C	165	157	127	57	49	98
AP Statistics	385	268	245	240	233	183
Total	2,912	2,383	2,381	2,014	1,839	1,660

Highlights for 2016-17 include:

- Total AP course enrollment has increased 28% since 2014-2015
- Total AP STEM course enrollments have increased by 22% since 2014-2015
- LWSD was again on the AP Honor Roll for our 2016 80% pass rate and growth in diversity for the fourth time in seven years.
- Common AP program menu in STEM areas at comprehensive high schools are listed above.

Running Start

This program provides 11th and 12th grade high school students with the opportunity to take college-level courses at participating community, technical and state colleges, and universities. As an alternative way for students to transition from high school to college, Running Start offers a challenging option for students who may perform better in a college setting than in that of a traditional high school. Additionally, flexibility in scheduling allows Running Start students to meet a variety of other commitments for their education, including employment and family responsibilities.

Running Start	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09
Enrollment *	440	352@	304	299	315#	324	287	287

* Enrollment numbers based on October 1st P-223 enrollment reports

Number corrected for 2011-12. Originally reported as 299

@ Number corrected for 2014-15. Originally reported as 304

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: *{refer to page 13}*

In
Compliance



Evidence – {continued}

College in the High School

Through the College in the High School Program, students complete and earn college credit in their high school classrooms and with their high school teachers. Students and teachers use college curriculum, activities, texts, tests, and grading scales. Students earn a final grade over time. Students receive recognition for their college work at most public institutions and many private institutions. There is a fee for earning credits in these courses, but it is reduced from the cost of taking equivalent courses at a college.

School	College in the High School courses	Number of students enrolled 2015-16	Number of students enrolled 2016-17
Eastlake	UW Astronomy	18	16
	UW Calculus (124)	61	79
	UW Composition and Ethnic Lit	67	78
	UW Pre-Calculus	78	112
	UW Psychology 101	12	25
Juanita	Japanese 3	14	10
	STEM English 11	4	33
	STEM English 12	2	9
Lake Washington	French 3	67	58
	Spanish 3	337	204
Redmond	AP Computer Science A	77	88
	STEM Social Science	14	0
Tesla STEM	Anatomy & Physiology	54	45
	AP Computer Science A	40	127
	Forensic Science	82	50
	Sustain Design and Enviro Engineer	176	33
	UW Pre-Calculus	166	21

EL 2.1.b is now in compliance because we have implemented all of the Highly Capable Program findings identified in the OSPI Consolidated Program Review.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

2. Develop and implement an instructional program that addresses the needs of all students by: <i>{refer to page 13}</i>	In Compliance	▲
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Evidence – {continued}

e) considering the class size and organization as important components of the instructional program.

The district has in place a staffing formula that drives class sizes across the system. The staffing formula applies to all schools and represents priorities that have been established. These priorities include:

- Reducing elementary class size across all schools;
- Providing Title I resources to support schools with the highest academic needs. These resources provide staffing to reduce class size during core academic instructional time which is generally accomplished through regrouping for like instructional needs. This has been targeted at literacy and math;
- Using other class size reduction efforts to assist students performing below standard. For these students, reading and writing instruction is provided in much smaller groups than our regular classes. Class sizes grow as students become older;
- Addressing special education class sizes and caseloads to provide an equitable and manageable case load for staff; and,
- Making class configuration decisions at the elementary level by the building principal to best balance class size issues.

With increased state funding for class size reduction, the district has developed an allocation model that has lowered class sizes at all elementary grade levels. The allocation model assures that schools are not forced to use split grade level configurations.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

3. Develop and implement a process for continuous improvement of every school, classroom, and individual student.

In Partial
Compliance



Evidence

The Continuous Improvement Process (CIP) Plan and the related district, building and classroom level efforts focus on student learning improvement in every school. Each school develops their CIP Plan with measurable goals. The table below highlights CIP-related efforts by month:

Month	Work
August	Large Scale Assessments downloaded into Data Dashboard and made publicly available on the OSPI report card
	Building staffs begin to review data prior to the start of school to finalize student placement into support or enrichment programs
September	Building staffs reflect and analyze previous year’s goals and action plans against the Large Scale State Assessment results
	Buildings staffs use Learning Enhancement and Academic Planning (LEAP) Wednesdays to meet in grade level/content teams to write reflection and analysis for Continuous Improvement Process (CIP) plans. Schools use the Data Dashboard to access student achievement data to reflect on progress goals that are specific, measureable, achievable, realistic, and timely (SMART)
September- May	Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing
October	Part 1: Reflection and Analysis due to Directors of School Support
November	Part 2: Building administrators and school staff write goals in the following areas: <ul style="list-style-type: none"> • Academic • School Effectiveness • College and Career Readiness (secondary) • Addressing achievement gaps • Attendance • Discipline Building administrators and school staff determine assessments to monitor progress towards goals throughout the year
	Part 2: Current CIP goals due to Directors of School Support
December- June	Building Staffs continue to use LEAP Wednesdays to meet in content or grade level PLC teams in order to: write unit/lesson plans, develop common assessments, and examine student work/outcomes/results
January	Directors of School Support write a summary of their Learning Community results and submit them in addition to the CIP Plans to the LWSD Board of Directors
January-June	Directors of School Support meet with each building administrator to monitor progress and review implementation of identified strategies
February- March	Principals provide time for faculty and staff to take the “9 Characteristics of Effective Schools” survey (Taken each year to provide direction for developing Perception Goals in the spring)
March-April	Faculties and students participate in state testing

EL-7 Academic Program

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3. Develop and implement a process for continuous improvement of every school, classroom, and individual student.	In Partial Compliance	◀ ▶
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Evidence- {continued}

Highlights for 2016-17 include:

- Directors of School Support and principals work to align goal setting processes for CIP and student growth goals as appropriate.
- Directors of School Support continued this year to write a summary of their Learning Community results. Summaries were submitted to the Board.
- Principals provide written information to parents and the community about CIP goals and progress.
- Principals have the school’s CIP on the school website.

EL.7.3 is in partial compliance because we have not yet fully developed and implemented parent and student data views as part of the overall CIP efforts. Given the interdependencies of this effort with our overall technology infrastructure improvement efforts, a concrete timeline for bringing EL.7.3 into full compliance is yet to be established.

4. Ensure that all instructional programs are regularly evaluated and modified as necessary to assure their continuing effectiveness.	In Compliance	◀ ▶
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Evidence

As part of the regular Curriculum Adoption & Assessment Cycle work, all curricular content areas undergo a review process. In addition, we review district programs as part of state and/or federal program reviews or when our review of data gives cause for review.

Highly Capable/Gifted (Quest and AP) Programs Review

The Office of the Superintendent of Public Instruction conducted a Consolidated Program Review of our Highly Capable Program this spring. In the Commendation section of their preliminary report they stated, “The District has conducted extensive evaluation of program operations as detailed in December 2014 and May 2015 documents. The Board is commended for efforts to expand avenues to identify more students and better serve their needs as Highly Capable, through Basic Education provisions. This will strengthen the program.”

Career and Technical Education (CTE) Program Review

Every offering is reviewed once every four years as required by OSPI.

Intervention Programs Review

In 2012-13, as part of our district strategic plan, a program review of Intervention Programs, ELL, Safety Net, and Title I began. Efforts continue in this area.

Preschool Program Review

In 2012-13, as part of our district strategic plan, a program review of Preschool was conducted. Efforts continue in this area.

Special Services Program Review

In 2014-15, a program review of Special Education and 504 services began. The district concluded data collection, review and analysis during the 2015-16 school year.

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

5. Ensure that the instructional program includes all legally required courses and programs.

In Partial
Compliance



Evidence

Programs are monitored on an annual basis to ensure compliance with district and state requirements. Currently, all programs are in compliance with the exception of Physical Education minutes. The legal references for this requirement include:

- WAC 180-16-200 Total Instructional Offerings
- WAC 180-16-210 K-3/4-12 Student to Classroom Teacher Ratio
- WAC 180-16-210 Minimum 180-Day School Year
- WAC 180-50-115 Mandatory areas of study in the common school.
- RCW 28A.230.130 Program to help students meet minimum entrance requirements at baccalaureate granting institutes.
- WAC 392-170-080 Educational program for highly capable students.
- WAC 392-172-160 Individualized education programs
- RCW 28A.250.050 Student access to online courses and online learning programs

The legal requirement for Physical Education is 100 minutes. LWSD provides 60 minutes for elementary students. There are no plans to address this issue due to resource constraints. *{See note below.}*

We complete an annual Basic Education Report to ensure compliance with district and state requirements.

NOTE:

According to RCW 28A.230.040, every pupil attending grades one through eight of the public schools shall receive instruction in physical education as prescribed by rule of the superintendent of public instruction: PROVIDED, That individual pupils or students may be excused on account of physical disability, religious belief, or participation in directed athletics. WAC 392-410-136 further specifies that an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades 1-8).

LWSD provides sixty minutes of physical education per week for grades 1-5, and provides approximately 250 minutes of physical education per week, for a semester each year, for grades 6, 7 and 8. Therefore, LWSD meets and exceeds the one hundred minute average for grades 6, 7 and 8, but due to inadequate funding from the state, we are not able to fully meet this one hundred minute requirement for elementary grades.

- **EL.7.5 is in partial compliance because WAC 180-50-135 requires that K-6 students receive the average of 100 minutes per week of instruction in PE each year. Currently, our K-5 students receive an average of 60 minutes per week. We have no plans at present to bring this into compliance.**

EL-7 Academic Program

Executive Limitation: The CEO shall ensure that the district implements an academic program that includes clearly defined academic standards, a comprehensive curriculum to help students achieve the standards, assessments to determine student progress toward achieving the standards, and an instructional program targeted to meet the needs of all students.

6. Ensure that the Board is informed of any deletions of, additions to, or significant modifications of any instructional programs.

In
Compliance



Evidence

The Board has been informed in deletions of, additions to, or significant modifications to any instructional program. This includes informing the Board of a significant change in major curricula, adoption, or major program offerings. This does not include increases or decreases in offerings in one or several buildings due to enrollment changes or registration changes.

I certify the above to be correct as of May 22, 2017.

Traci Pierce, Superintendent

DONATIONS

May 22, 2017

SITUATION

Individuals and/or groups periodically desire to make monetary donations to the school district. Monetary donations which exceed \$1,000 are submitted for board approval. Following is a list of those requests for the time period including the individual or group making the request, the amount of donation and the purpose for which the funds are to be used.

<u>From</u>	<u>Amount</u>	<u>Purpose</u>
Lake Washington Schools Foundation to Lake Washington High School	\$3,000.00	To purchase classroom supplies.
Rachel Carson PTSA to Carson Elementary	\$2,000.00	To support extracurricular activities.
Samantha Smith PTSA to Smith Elementary	\$2,629.29	To provide stipend for choir (\$1,347.00), purchase library books (\$825.27) and classroom supplies (\$59.02), and support staff training (\$398.00).
Finn Hill Middle School PTSA to Finn Hill Middle School	\$3,700.00	To purchase student planners (\$1,500.00); to support classroom enrichment (\$2,200.00).
Inglewood Middle School PTSA to Inglewood Middle School	\$2,200.00	To purchase site license for Wordly Wise 3000 (online vocabulary program).
Eastlake Wolfpack Association to Eastlake High School	\$12,223.28	To provide extra hours for out-of-season football coaching.
Seattle Education Tour Center to Eastlake High School	\$1,100.00	To support extracurricular activities.
International Community School PTSA to ICS	\$1,100.00	To support classroom enrichment.
Tesla STEM PTSA to Tesla STEM	\$2,500.00	To support Safe Schools Ambassador program.
TOTAL	\$30,452.57	

RECOMMENDATION

The Board of Directors accepts the donations as identified at the May 22, 2017 board meeting.

DISTRICT TEXTBOOK ADOPTION
ALGEBRA 1, 2, AND GEOMETRY ADOPTION

May 22, 2017

SITUATION

During the 2015-2017 school years, the Algebra 1, 2 and Geometry Adoption Committee reviewed research and standards, and developed rubrics to use for the evaluation of various math curricula. These rubrics included: Best Practice Alignment; Standards Alignment; Assessment Alignment; Organization and Design; and Digital Resources.

This year, the committee heard presentations from publishers, evaluated curricula using rubrics, piloted materials in classrooms, and narrowed options to a final recommendation for each subject. The district's Instructional Materials Committee reviewed these materials and recommended them for adoption at its May 4 meeting.

We provided an opportunity for public review and comment of instructional materials under consideration for adoption, and an opportunity to give written feedback. Materials were on display outside of our Curriculum Library at the Resource Center from April 17 - May 1.

Teachers will participate in professional development in math standards, proficiency scales, and curriculum materials during August. Training in the math standards and collaboration time to learn and implement the new materials will be provided throughout the 2017-18 school year.

Teacher and student materials will be bar-coded and entered in the district textbook inventory system during the summer. The curriculum materials will be implemented in the 2017-18 school year.

Title:	Big Ideas Math: Algebra 1, Geometry, Algebra 2
Author:	Larson Boswell
Publisher:	Big Ideas Learning
Copyright:	2015
No. of Copies:	7500
Price:	\$110.00 per student (textbook and digital license)
School Requesting:	District Wide Adoption
Classification:	Grades 7-12

RECOMMENDATION

The Board of Directors approves recommendations from the Adoption Committee for Algebra 1, 2 and Geometry, and the Instructional Materials Committee to adopt the above listed materials for use in the district.