

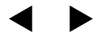
**Lake Washington School District
Executive Limitation Monitoring Report**

**EL-9 District Staff
August 14, 2017**

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

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| <p>1) Attracting and maintaining top quality staff, considering compensation plans and other factors, by:</p> <ul style="list-style-type: none"> a) Attracting and hiring the most highly qualified and best-suited candidates for employment; b) Retaining and nurturing top quality staff; c) Developing compensation and benefit plans that reward employees consistent with statute, with the applicable marketplace, with organizations of comparable size and type, and within available and projected resources; and, d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable. | In Compliance | ◀ ▶ |
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Evidence

- a) Attracting and hiring the most highly qualified and best-suited candidates for employment:

One of district's strategic goals is to recruit, hire, and retain highly effective personnel. The district attends state recruitment fairs and continues to work directly with universities and their teacher preparation programs. Staff continually works with local universities to identify potential qualified candidates and to promote the district. During the 2016-17 school year, Lake Washington participated in major career and recruitment events at the following universities:

- | | |
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| <ul style="list-style-type: none"> • Central Washington University • Gonzaga University • Pacific Lutheran University • Seattle Pacific University • Seattle University | <ul style="list-style-type: none"> • University of Washington, Bothell • University of Washington, Seattle • University of Washington - Tacoma • Western Washington University • Whitworth University |
|--|--|

In addition to attending these university events, staff participated in the Washington School Personnel Association sponsored Spokane and Tacoma Career Fairs and two virtual career fairs sponsored by Topschooljobs.org. At all of the recruiting events, a team of building principals, department administrators, and professional learning specialists works to recruit high quality teacher candidates. The most successful recruiting events in 2016-17 were the district's own Lake Washington School District Job Fairs in January and March. The event attracted over 450 teaching and administrator candidates and 84 interviews were conducted. These efforts resulted in the hiring of 296 teachers.

The district also advertises vacancies with cooperating agencies such as: Washington Association of School Administrators (WASA); Washington School Personnel Association (WSPA); Association of Washington School Principals (AWSPP); Washington State Association of School Psychologists (WSASP); National Association of School Psychologists (NASP); many university education programs depending on the position and LinkedIn.

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Evidence {continued}

The district advertises classified positions on Craigslist, Indeed, LinkedIn and has also utilized signage at schools. Additionally, the District advertises with agencies such as Washington Association of School Business Officials (WASBO); School Nurse Organization of Washington (SNOW); the National Association for the Advancement of Colored People (NAACP); Washington Vocational Services; Washington State Employment Security Veterans Program and WorkSource,; Courage 360; El Centro De La Raza; Urban League; Apprenticeship & Non Traditional Employment for Women (ANEW); Lake Washington Technical College; and Bellevue College for classified positions.

- In the 2016-17 school year, the district attracted 1,713 certificated applicants, from which the following number of staff were hired:
 - Elementary Teachers.....135
 - Secondary Teachers83
 - Special Education Teachers55
 - Specialists23
 - Total new hires.....**296**

- In addition, the district rehired the following non-continuing staff:
 - Elementary Teachers.....10
 - Secondary Teachers27
 - Special Education Teachers5
 - Specialists5
 - Total rehired.....**47**

- In the 2016-2017 school year, the district attracted 1,694 classified applicants, from which 277 new staff members were hired.
- In the 2016-2017 school year, the district attracted 339 administrator applicants, from which 15 new administrators were hired.

Probationary periods are also a means to ensure the highest qualified candidates are retained for employment. For certificated staff, teachers hired by the district into vacant positions are placed on provisional contracts. Teachers new to the profession must serve three (3) years as a provisional teacher. The district may decide to non-renew provisional teachers at the end of each provisional year. Teachers on provisional status must be formally observed twice each year; however, in the last year of provisional service teachers must be formally observed three (3) times.

Teachers new to the district who have served at least two (2) years in another Washington State school district serve only one (1) year in provisional status. The district may decide to non-renew them by May 15 of their provisional year.

- For the 2016-2017 school year, the district had 495 provisional teachers.

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In Compliance



Evidence {continued}

Some teachers are hired on a one-year non-continuing contract as their positions are filling those of continuing contract teachers who have been approved for a leave of absence. Evaluative data on non-continuing contract teachers is used to inform employment decisions should a vacancy become available the following year.

For classified staff, the district establishes defined probationary periods consistent for each classification. During the probationary period, supervisors observe and evaluate staff based on established evaluation criteria and expectations to ensure quality and fit of the selected candidate to the position. Supervisors complete an evaluation form for all new hires prior to the expiration of their probationary period. Supervisors work with Human Resources to determine whether the probationary employee successfully completed the probationary period and should be converted to regular status or whether the employee has failed to successfully meet established criteria during the probationary period and employment should be terminated.

- For the 2016-2017 school year, five (5) probationary classified staff did not successfully complete their probationary periods and their employment was terminated.

b) Retaining and nurturing top quality staff:

The district has made a significant investment in induction programs intended to nurture new staff and ensure their success. The Educator Introduction Academy (EIA) is designed to orient new certificated staff members to the district and ensure they are knowledgeable in district curriculum, standards, instructional framework, and other expectations.

In addition to EIA, teachers in years one and two of their careers participate in the district's New Teacher Support Program (NTSP). The emphasis of NTSP is on enhancing new teachers' skills. Teachers are supported through one-to-one mentoring and coaching, classroom visitations, and differentiated workshops.

Directors, School Support, provide a tiered support system, like EIA and NTSP, for principals new to the district. Monthly meetings focus on leadership and management topics for new administrators and administrative interns. For experienced staff, leadership opportunities exist for positions within professional development, on district committees, and at the building level.

- Annual staff survey results indicate that 70% of staff agree or strongly agree that their school provides an environment that supports long-term employment and 67% of staff agree or strongly agree that the district provides an environment that supports long-term employment.

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Evidence {continued}

Turnover data for staff groups is shown below:

2013-2014	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	5	6	0	0	94*	105*	10%*
Certificated	35	109	0	2	1,518	1,664	9%
Classified	26	61	1	3	993	1,084	8%
2014-2015	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	0	5	0	0	100	105	5%
Certificated	35	125	0	0	1,538	1,698	9%
Classified	47	74	0	8	1,026	1,155	11%
2015-2016	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	3	3	0	0	112	118	5%
Certificated	39	107	0	0	1,613	1,759	8%
Classified	27	69	3	9	1,117	1,225	9%
2016-2017	Retired	Resigned	Termed	Failed Probation	Current	Total	Turnover Rate
Administrators	4	6	0	0	129	139	9%
Certificated	22	145	0	0	1,696	1,863	9%
Classified	36	75	1	5	1,201	1,316	9%

* *NOTE: The increased number in this group is due to a restructuring and consolidation of professional-technical administrators into the administrator group.*

- The turnover rate for teachers increased from 8% to 9% for 2016-17. The turnover rate for classified staff remained the same at 9%, and the turnover rate for administrators increased from 5% to 9% for the 2017-16 school year.
- c) Developing compensation and benefit plans that reward employees consistent with state statutes, applicable marketplace, organizations of comparable size and type, and within available and projected resources:

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Evidence {continued}

- During the 2016-17 school year, the district successfully completed the negotiation of a successor Collective Bargaining Agreement with the Lake Washington Educational Support Professionals (LWESP). LWESP represents secretarial staff in the District. The agreement included a compensation package based on comparable neighboring districts and needs of the various groups within the Council to remain competitive in both recruiting and retaining employees. The agreement also provided a preferred substitute rate to encourage the retention of experienced employees who have recently resigned or retired; revamped the existing mentor and training program for new LWESP members; increased training funds for employees to participate in professional learning not offered by the District; and, increased funds that provide buildings and departments additional LWESP time associated with peak-work times. Additionally, the agreement provided each school/campus a 6-hour Health Room Secretary, ensuring each school/campus has the personnel to address health room issues that rise during the school day. Finally, the District increased the elementary school secretary sized base allocation to address student growth in the District's large elementary schools.
 - The district also successfully negotiated a successor collective bargaining agreement with the Lake Washington Education Association (LWEA), who represent teachers in the district. The agreement includes a twelve percent (12%) pay increase, which is inclusive of the 2.3% State cost of living adjustment (COLA) provided by the legislature, and increases the work day by thirty (30) minutes to provide additional paid planning time for accomplishment of professional responsibilities. The parties agreed to a four (4) year agreement with a reopener for wages only after the first year. Elementary counselors were increased at the elementary level providing each school/site with a 1.0 FTE counselor for increased services to students as well as to provide coverage for issues needing immediate attention when both administrators are out of the building. Special education remedies were lowered for pre-school, resource room, learning centers in elementary schools, secondary transition centers and intervention centers in both elementary and secondary.
- d) Cooperatively examining alternative compensation mechanisms and related opportunities, in partnership with affected staff, through collective bargaining where applicable.

EL-9 District Staff

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Accordingly, the CEO shall:

<p>2) Ensuring all conditions, procedures, actions or decisions are in place which are safe, lawful, ethical, respectful, and in compliance with Board policies by:</p> <p>a) Assuring an organizational culture that conforms with the following:</p> <ul style="list-style-type: none"> • recognition of the fundamental role played by staff in the achievement and well-being of students; • open and honest communication in all written and interpersonal interaction; • respect for others and their opinions; • focus on common organizational goals as expressed in Board End Results policies; • commitment to the integrity and the positive image of the district, its leaders, and staff. <p>b) Maintaining an organizational culture of respect, dignity and courtesy that does not tolerate any behaviors, actions or attitudes by parents or guests that hinders the performance or well-being of staff.</p> <p>c) Having written operating personnel policies which::</p> <ul style="list-style-type: none"> • Clearly state rules and procedures for staff and volunteers; • Provide for effective handling of complaints; • Include adequate job descriptions for all staff positions; • Include an effective personnel performance evaluation system; • Protect against illegal discrimination and harassment; • Provide for appropriate due process. <p>d) Protecting confidential information.</p> <p>e) Making reasonable background inquiries and checks prior to hiring any paid personnel or utilizing the services of any volunteers who have unsupervised contact with students.</p> <p>f) Honoring the terms of negotiated agreements with staff.</p> <p>g) Providing staff with an opportunity to become familiar with the provisions of this policy.</p>	<p>In Compliance</p>	
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Evidence

- a) Assuring an organizational culture that conforms with the values of: importance of staffs’ role; open and honest communication; respect for others and their opinions; focusing organizational goals on End Results; and, a commitment to integrity and positive image are evidenced as follows:

Recognition of the fundamental role staff plays in the achievement and well-being of students is evidenced by:

Ensuring staff are informed and trained on district expectations through:

- New Employee Orientation training held monthly throughout the year and required for all new staff and substitutes to attend to receive training in the areas of:
 - o Risk Management: On the Job Accidents and Injuries, Chemical Hazards, Pest Management
 - o Human Resources: Human Dignity & Harassment Policy, Educators and Touching
 - o Health Services: Child Abuse Reporting, HIV/HBV Presentation
- Buildings and departments’ annual review of the district’s expectations for employee conduct, which includes expectations for safe interactions with students, mandatory reporting requirements, and the district’s harassment policy.

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{See page 6 for complete listing.}

In Compliance



Evidence {continued}

Recognition of outstanding staff contributions occur through a variety of means:

- School Board recognition, district publications, the district's website home page, and media coverage including:
 - o Listing "Kudos" in the *Focus* internal newsletter and highlighting a staff member in each issue;
 - o Providing Years of Service recognition program and annual retirement event;
 - o Honoring new teachers for their efforts at a celebratory event;
 - o Acknowledging National Board Certification in the *Connections* newsletter as well as at Board meetings and on the district website; and,
 - o Publicizing recognition for outstanding educator performance from legislators, special interest, and service clubs.

Open and honest communication in all written and interpersonal interaction is evidenced by:

- Internal communication vehicles to support open and honest communication
 - o A bi-weekly newsletter, *Focus*, includes general, people, and department articles. The goal of this newsletter is to keep employees informed about information that could affect them as well as to build a sense of community. This publication also includes articles from the deputy and associate superintendents to provide regular updates to staff on the work of each division. These communications reinforce a positive organizational culture and the value of district staff
 - o *District Digest*, a communication vehicle for District Leadership Team members, is a weekly e-newsletter designed to give short, easy-to-read information including announcements, "to do's" and reminders as well as to communicate about district initiatives and work.
 - o A regular monthly email or video message from the superintendent, as well as periodic superintendent's messages, are sent to the entire organization. These communications reinforce a positive organizational culture and the value of district staff.

EL-9 District Staff

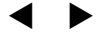
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{See page 6 for complete listing.}

In Compliance



Evidence {continued}

Respect for others and their opinions is evidenced by:

- District Leadership Team (DLT) involvement in strategic planning and budget prioritization process through the Strategic Advisory Leadership Team (SALT).
- Lake Washington Education Association, principal, and central leadership involvement in a strategic planning representative group, which analyzes teacher survey data and provides recommendations to SALT.
- Staff and parent involvement in providing feedback and input regarding district programs through a annual district program survey.
- Building level staff involvement in the Continuous Improvement Process.
- Building level staff involvement in curriculum refinement and materials selection.
- Staff, parents, and community involvement in development of major efforts such as levy and bond measures and boundary decisions.
- Use of the International Association for Public Participation framework as a tool to enable parent, student, staff, and community voices to be heard in decision-making processes.

Focus on common organizational goals as expressed in Board End Results policies is evidenced by:

- The district internal strategic work plan was updated by the Strategic Advisory Leadership Team. This document articulates work to accomplish the district's organizational goals.
- As part of the Lake Washington Education Association (LWEA) bargaining agreement, a process was agreed to which will provide an opportunity for input on the strategic work plan directly from teachers.

Commitment to the integrity and the positive image of the district, its leaders, and staff is evidenced by:

- Documented Central Leadership Team (CLT) operating principles serve as a guide to how the central administrative team agrees to conduct themselves. These principles include: modeling professional conduct; cultivating healthy interpersonal relationships; practicing clear and purposeful communication; making decisions intentionally; and, engaging in creative problem-solving.
- Active efforts to generate positive media attention for the good work occurring in the district. Weekly *News from the Schools* dispatches provide regular items to local weekly newspapers on student and staff achievements.

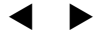
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In Compliance



Evidence {continued}

- a) Maintaining an organizational culture of respect, dignity, and courtesy that does not tolerate any behaviors, actions, or attitudes by parents or guests that hinders the performance or well-being of staff is accomplished through established practice:
- Concerns regarding the behaviors or actions of parents or guests that may hinder the performance or well-being of staff are addressed through building and/or district administrators.
 - If the concern cannot be handled at the building level, the Directors of School Support interface with parents or guests when behaviors may hinder the performance and well-being of staff.
- b) The following written personnel policies, procedures, and guidelines are in place:
- Rules and procedures for staff and volunteers are incorporated into administrative policy, employee bargaining agreements, and staff handbooks. A volunteer manual explains the conditions and expectations of volunteers.
 - Handling of complaints is provided for in each collective bargaining agreement as procedures for the resolution of complaints/grievances. Employees who are not represented by a recognized bargaining unit as defined by state statutes may utilize the Staff Complaints and Grievance Procedures (Policy GBM, Staff Complaints and Grievances).
 - Job descriptions are maintained by the Human Resources department. Prior to posting job vacancy announcements, staff reviews existing job descriptions to ensure the description remains current and consistent with district expectations and is on par with positions of a similar nature in other districts. Human Resources department continues to work on updating job descriptions. Performance evaluation systems are established and outlined in district procedures.
 - Illegal discrimination and harassment are prohibited as addressed in Administrative Policies AC, Non-Discrimination; ACA, Human Dignity; and ACB, Harassment of Staff. These policies outline the procedures to be followed for violations of these policies.
 - The District's non-discrimination statement was updated to reflect current law and is included in appropriate District communications.
 - Due process procedures are followed for all disciplinary or adverse personnel actions. These procedures follow collective bargaining requirements and legal requirements.
- 80.4% of staff members continue to agree that "schools clearly state rules and procedures for staff and volunteers" according to the annual staff survey.

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Evidence {continued}

- c) Staff confidential information is protected under state law (RCW 28A.405, 42, and 49), employee contracts, and Administrative Policy GBL, Personnel Records. Specific practices to protect confidential information include:
 - Procedures established by the Human Resources department allow employee files only to be reviewed by the employee, the employee’s authorized representative, the employee’s supervisor, and those designated as having a specific business need.
 - Files are kept locked in areas with restricted access. Any medical information is filed separately, locked, and access is restricted as required by law.
 - External requests, not made by the individual, are released through the district’s attorney to ensure disclosure only as required by law.
- d) Background inquiries are made for all staff and volunteers as required by state law through applicant disclosure forms and a criminal background history as follows:
 - All applicants complete a district disclosure form indicating any criminal history or previous terminations of employment.
 - Those indicating serious crimes against children are prohibited from employment pursuant to state law.
 - Other disclosures are reviewed and a determination is made as to whether an applicant will be considered.
 - Background checks are made as follows:
 - o New employees, including substitutes, are fingerprinted and submitted to OSPI for processing thorough the FBI data banks.
 - o All district volunteers are checked through the Washington State Patrol Identification and Criminal History Section, Washington Access to Criminal History (WATCH).
 - o Background inquires showing criminal convictions are reviewed. Failure by an applicant to fully complete the disclosure form is grounds to deny employment/volunteer participation. Providing false or incomplete statements on the disclosure form subjects the individual to immediate termination.
 - o All applicants for employment must also submit a Disclosure B form, which must be completed by previous Washington school district employers, indicating any sexual misconduct.
- f) The District works diligently to honor the terms of negotiated agreements with staff by maintaining positive relationships with the various representative labor groups. Each bargaining group has regular labor-management meetings at which concerns are discussed and every attempt is made to address concerns or issues prior to the filing of a formal grievance.
 - During the 2016-17 school year, there were no rulings, judgments, or findings that the district violated any labor law or contractual provision.
 - All other grievances filed with the district were resolved with applicable bargaining unit representatives.
- g) The provisions of these policies have been made available to all staff via the district’s website.

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence

A variety of strategies are engaged to ensure that all staff members are qualified and trained to fulfill their responsibilities effectively and successfully including:

- New Teacher Support Program (NTSP);
- National Board Certification Program;
- Washington State Professional Certification Program (ProTeach);
- Student Teacher Placement Program;
- Professional Learning Coach Program;
- Professional Learning Series Program;
- Classified Professional Learning Program; and,
- New Administrator Support Program.

New Teacher Support Program (NTSP)

The purpose of the NTSP Program is to:

1. Provide teachers in their first and second years of teaching individualized guidance, resources, and support through mentoring and instructional coaching;
2. Accelerate instructional skills of the classroom teacher in order to improve student learning; and,
3. Assist first and second year teachers in their transition to district culture and standards.

Consulting teachers (CTs) serve as mentors and coaches. The sole function of the CT is to assist new teachers as they enter and adjust to the profession. Participation in NTSP is a condition of employment.

Each first and second year teacher is provided a CT. The teacher and CT work together to create a trusting, confidential partnership that promotes the acceleration of instructional practice and student achievement. CTs typically visit/observe first year teachers' classroom weekly to take observational notes, provide feedback, and hold reflective conversations focused on the classroom environment, instruction, planning, and professional responsibilities. Second year teachers are provided with regular support at the start of the second year, followed by a model of "gradual release." Depending on the needs of the individual teacher, CTs spend additional time modeling or co-teaching lessons, in-class coaching, taking video of portions of a lesson, collecting data, and/or taking scripted observation notes. Many times the CT and teacher will meet before-school, after-school, or during planning time to further work on a teacher's goals and area of focus. In addition, CTs coordinate with each teacher and building administrator to attend the teacher's fall and spring post-observation conference with the principal.

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- During the 2016-2017 school year, 164 first year teachers new to the profession and an additional 110 teachers in their second year of teaching were supported.
- CTs completed more than 450 hours of formal classroom observation, over 4,000 hours of informal observation, and provided more than 4,700 hours of curriculum planning and support to new teachers.

Number of Teachers Supported through NTSP

Years of Service	2016-2017 School Year	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year
1st year	164	133	109	91	89	67
2nd Year	110	100	95	82	69	65
Total	274	233	204	173	158	132

National Board Certification Support Program

The purpose of the National Board Certification Program is to:

1. Support teachers who pursue National Board certification candidacy in *Advanced*, *First Time*, and/or *Renewal*;
2. Facilitate National Board candidates to describe, analyze, and reflect upon their teaching practices using student learning as evidence to implement effective instruction;
3. Provide ongoing support for teachers who choose to continue the National Board process for up to three years; and,
4. Provide reflection for teachers to improve student learning.

Each year, the district provides support for candidates pursuing National Board Certification. The district's Professional Learning Department provides six National Board Certified and state trained facilitators to support candidates. Due to increased participation in 2016-2017 the district hired 2 additional NB trained facilitators to support candidates. Facilitators meet monthly with candidates at the Resource Center. In addition, each candidate receives *three release days*, which are organized and coordinated through Professional Learning. The support program is open to all teachers, counselors and librarians within the Lake Washington School District. Support continues for teacher candidates for up to five years.

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Evidence {continued}

National Board Certification Support Program Participation

	2016-2017 School Year	2015-2016 School Year	2014-2015 School Year	2013-2014 School Year	2012-2013 School Year	2011-2012 School Year
First Time Candidates	103	53	28	32	23	20
Advanced	2	2	10	7	2	11
Renewal	20	14	4	9	5	0
Total	125	69	42	48	30	31

Washington State Professional Certification Program (Pro Teach)

The purpose of *ProTeach* is to:

1. Support participants through the required process designed to move them from Residency Certificate to Professional Certificate; and,
2. Provide participants with the details, facilitative support, and work time necessary to complete and submit the *ProTeach* assessment portfolio to the ProTeach Standards Board for scoring.

Teachers are required to begin the process to earn their Professional Certification within five years of entering the profession or moving to Washington State from another state. The *ProTeach* assessment is composed of three portfolio entries designed to demonstrate proficiency of the Washington State Teaching Standards. The district's Professional Learning Department assists teachers working on their Professional Certification. Teachers receive three release days a year to complete these requirements. The Professional Learning Department and Professional Certification Specialists organize and coordinate these days as well as participate on the teacher candidate Professional Growth Teams.

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Evidence {continued}

Number of Educators Participating in ProTeach by Year

2016-2017 School Year	2015-2016 School Year	2014-2015 School Year	2013 – 2014 School Year	2012 – 2013 School Year
16 LWSD/SPU support cohorts including Master’s program 56 LWSD only support	19 LWSD/SPU support cohorts including Master’s program 59 LWSD only support	23 LWSD/SPU support cohorts including Master’s program 62 LWSD only support	30 LWSD/SPU support cohorts including Master’s program 41 LWSD only support	40 LWSD/SPU support cohorts including Master’s program 22 LWSD only support

Student Teacher Placement Program

The purpose of the Student Teacher Placement Program is to:

1. Place and develop teachers new to the teaching profession;
2. Create and maintain relationships with colleges and universities in order to access cadres of quality pre-service teaching candidates;
3. Support student teaches as potential future employees in order to maintain teaching quality and reduce professional attrition;
4. Maintain a roster of high-quality Cooperating Teachers who will positively impact the growth of future educators; and,
5. Provide a consistent process familiar to principals and placement coordinators.

The growth of individuals new to the profession is critically important in maintaining teaching quality and reducing professional attrition. For that reason, the district is committed to the development of the teaching profession by placing student teaching candidates in our system. These placements allow the district to support student teachers as potential future employees. Giving schools in the district equal access to student teaching candidates from local universities also ensures that district principals and teachers have a shared obligation and opportunity to grow and develop the next generation of educators.

Student Teacher Placements – 4-year trend

2016-17 School Year	2015-2016 School Year	2014-15 School Year	2013-14 School Year
71 placements	59 placements	74 placements	63 placements

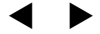
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Compliance



Evidence {continued}

Professional Learning Coach Program

The purpose of the Professional Learning Coach Program is to:

1. Encourage, empower, and equip all educators to respond to the instructional needs of all students through partnering in ongoing, job-embedded professional learning;
 2. Provide optional coaching to teachers who have taught for a minimum of one year; and,
 3. Support the professional learning of teachers in the district by collaborating with other professional learning specialists.
- For 2016-2017, efforts focused on developing skills and resources for collaborative practices that support teaching and learning.
 - This was our second year of the Quick Start component of our program. The goal of Quick Start is to support the transition of experienced educators, new to LWSD, into the district by providing personalized one-to-one coaching support. Of the 135 educators who were eligible for a Quick Start in September 2016, 61 opted in and received support from a Professional Learning Coach by the end of October 2016.

Level	Total Educators Served (Quick Start & Standard Coaching)		
	2016 – 2017 As of 4/30/17	2015 - 2016	2014- 2015*
Elementary	116	136	63
Middle School	90	52	31
High School	64	71	15
Total	270	259	109

* No Quick Start this year

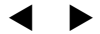
EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

- 69% of Standard Coaching participants responded to a survey conducted at the end of their coaching cycle as follows:

Percentage of “Strongly Agree” or “Agree” Survey Responses			
	2016 - 2017 As of 4/30/17	2015-2016	2014-2015
Would access the program again	96%	97%	94%
The coaching cycle was productive	100%	99%	94%
The Coaching cycle was personalized	100%	98%	96%
The coach request process was easy to understand and timely	100%	96%	96%
Reflection was incorporated throughout the process	100%	99%	96%
The coaching cycle positively impacted student achievement	96%	98%	93%

Thirty-seven (37) Standard Coaching participants responded to a survey conducted in the fall of the following year asking about the long-term impact of coaching.

- 100% of respondents said they would access the coaching program again.
- 95% either *Strongly Agree* or *Agree* that student engagement increased based on the coaching cycle and the changes made to professional practice.
- 95% either *Strongly Agree* or *Agree* that student achievement increased based on the coaching cycle and the changes made to professional practice.
- 92% either *Strongly Agree* or *Agree* that the quality of their practice improved in Professional Community and Collaboration.

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Professional Learning Series Program

The purpose of the Professional Learning Series Program is to:

1. Provide certificated staff access to extended learning opportunities outside their regular workday;
2. Provide certificated staff opportunities to serve as instructors in areas in which they possess expertise which could benefit others; and,
3. Provide opportunities for the attendees of given courses to build on what they have learned by sharing the resources and knowledge with others in their building.

The Professional Learning Series Program provides a variety of paid and unpaid opportunities for certificated staff to access self-selected learning focused on a wide variety of topics. These topics include, but are not limited to, technology, curriculum design, effective instructional practices, unit and lesson planning, gifted education, and assessment. Quarterly book studies are also offered. These professional learning experiences are based on staff input, current needs, and trends in education. General education teachers, special education teachers, preschool teachers, occupational therapists, speech and language pathologists, and physical therapists and vision specialists may access this program.

Professional Learning Series Program Participation

Quarter	Fall 2016	Winter 2017	Spring 2017	Summer 2017	Total 2017
Participants	278	222	TBD	TBD	TBD

Quarter	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Total 2016
Participants	378	334	297	225	1,234

Quarter	Fall 2014	Winter 2015	Spring 2015	Summer 2015	Total 2015
Participants	122	178	201	505	1,006

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Classified Professional Learning Program

The purpose of the Classified Professional Learning Program is to:

1. Provide classified staff with training opportunities that meet job-specific employee professional development needs as well as support the District in meeting its organizational goals.
2. Develop and offer mandatory training that meets organizational, supervisor and employee needs for office professionals and instructional assistants.
3. Coordinate onboarding training for office professionals
4. Offer First Aid/CPR training to all district staff, coaches and volunteers.

Number of Staff Participating in Classified Professional Learning Classes by Year:

Year	# of classes offered	Total # of attendees	Office Professionals	Instructional Assistants	Para Educators/ Trades	Prof Tech	Other (Sub, Cert)
2016-17*	73	1,164	636	368	77	54	29
2015-16	93	1,477	703	457	131	88	98
2014-15	103	1,358	689	312	211	74	72
2013-14	82	1,507	801	414	177	51	64
2012-13	44	560	193	144	169	39	15

* Numbers through May 3, 2017

Mandatory Classified Trainings

Year	# of classes offered	Total # of attendees	Employee Group
2016-17	14	358	Office Professionals
	1	204	Instructional Assistants
	2	52	Extended Day Instructional Assistants
2015-16	9	232	Office Professionals

Total Classified Professional Learning Offerings

Year	# of classes offered	Total # of attendees
2016-17 *	90	1,778
2015-16	102	1,709
2014-15	103	1,358
2013-14	82	1,507
2012-13	44	560

* Numbers through May 3, 2017

EL-9 District Staff

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3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Technology Classes

- For the fourth year, Classified Professional Learning prepared interested staff members to obtain the Microsoft Office Specialist certification in Microsoft Word and Excel and Outlook, the leading worldwide IT certification signifying a high level of knowledge, skills, and abilities in using Microsoft Office 2016 software. Instruction was provided in three multiple-class series on Office applications plus opportunities for staff with certifications to test and upgrade to the current version of Office. Through May, 26 classified staff members earned 36 Microsoft Office certifications. A final 12-class Excel series is ending in mid-June. Since the program's inception, 166 Microsoft Office Specialists certifications have been earned providing staff an opportunity to enhance their skills and knowledge.
- Technology offerings this year included new classes to help staff utilize software provided by the District including Microsoft Forms, OneNote, Windows 10, Excel, and Office 365 as well as Photoshop and Acrobat.

Instructional Assistant (IA) Professional Development

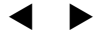
- The 2016-19 SEIU Collective Bargaining Agreement called for four hours of mandatory training for instructional assistants and extended day instructional assistants who are scheduled for four or more hours in that position. On the March 10th, 204 instructional assistants from across the district gathered at for an event that provided IAs with skills and information to support their work with students. The training featured three topics: childhood development, restorative practices and growth mindset. The keynote speaker, Dr. Kristen Missall, Associate Professor of School Psychology at the University of Washington, engaged the audience with research-based observations on children's development and the importance of adults understanding this progression as they interact with students of different ages. The event was widely praised by attendees in post-training survey data. The content was repeated on two mornings for 26 extended day instructional assistants. Staff also reported gaining important skills that can be used in their work with elementary students before and after the school day.
- A professional development committee including District and SEIU representatives continued to meet for the sixth year. The professional development committee oversees an Educational Compensation Program budget that provides opportunities for the professional and personal development of employees. The committee's work includes allocating the number of paid hours SEIU members can be compensated for attending professional learning classes outside of their workday. The committee provided valuable input used in developing the first annual mandatory training as well as topic ideas for classes outside of the workday organized by Classified Professional Learning. Classes offered this year included reading and math instruction in small groups, managing the lunchroom, and using technology in the classroom.
- A new crossing guard curriculum was developed in partnership with Evergreen Safety Council. One hundred sixteen elementary IAs who perform crossing guard duties were trained on three October conference day afternoons. Representatives from the District's insurance broker also presented on playground safety. IAs who are new to crossing guard duties next year will be trained in October.
- One hundred and eighty-eight (188) IAs took at least one class outside of their regular workday.

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.	In Compliance	◀ ▶
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Evidence {continued}

Office Professionals Professional Development

- For the second year, monthly mandatory training for office professionals was organized, in response to feedback from principals and office professionals, on common processes and procedures for key office functions. Classes were offered during the workday and featured presentations by Data Services on Skyward Attendance, Discipline, Grading and Scheduling along with related processes. In addition, the Accounting, Purchasing, Human Resources and Payroll departments trained all current staff on the processes and procedures they administer. Staff members were invited based on their responsibilities to ensure consistent understanding and implementation across the district. Three hundred and fifty-eight (358) attendees participated in 14 trainings.
- Classified Professional Learning began coordinating onboarding training for new office professionals. Group trainings were held beginning in September and continued throughout the year. As staff members joined the district, district departments were scheduled to present in a one-day format, making the onboarding training more efficient for new hires. With the increase in health room secretary hours, Data and Health Services presented at three district-wide trainings to enhance training efficiency and ensure that new health room secretaries received needed information.
- A professional development committee including district and LWESP representatives met quarterly for the sixth year. The committee discusses topics for training to meet the needs of LWESP members.
- One hundred and fifty-three (153) LWESP members took one or more classes outside of their regularly scheduled workday.
- All new office professionals are offered the opportunity to participate in the Training and Mentoring Program that pairs new employees with mentors who are in the same position to answer questions that arise as they assume their new responsibilities. In 2016-17, 13 mentor/protégé teams worked together. Given the large number of new high school Data Processors and Office Managers, mentor/protégé groups were established where one mentor met with a group of protégés to share knowledge at regularly scheduled meetings coordinated by Classified Professional Learning. This new initiative involved a total of 11 protégés and two mentors who met for a total of 19 hours.
- The LWESP Training Fund provides up to \$250 in funding for job-related workshops, conferences or classes that are not offered by the district. This year, 18 office professionals received funding to attend conferences or participate in individual classes.
- The August 2016 Office Professionals Workshop featured 21 presentations from district departments who shared updates and information on processes and policies of interest to office professionals. The District’s Safety and Risk Management team collaborated with Redmond Middle School Police to present a conference focused on the topic of front office safety best practices. One hundred and eleven (111) staff members attended. Attendance at this conference has increased steadily from 82 participants in 2013 to 111 participants in August 2016.

EL-9 District Staff

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3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

Professional-Technical Staff Professional Development

- Professional learning programs are outlined in the Professional-Technical Handbook.
- For the fourth year, Professional Technical staff members had an opportunity to apply for up to \$350 in funding to cover registration fees or materials related to professional development training to enhance their skills and support the district's organizational goals.
- This year, Classified Professional Learning also provided opportunities to the Health Services Specialists. This outreach contributed to the increase in Professional Development Fund applications.
- Nine (9) Professional-Technical staff requested almost \$2,000 from the Professional Development Fund, more than double the amount applied for in 2015-16.
- Professional-Technical staff members are also compensated for attending relevant training for up to one day outside of the scheduled work day. Eighteen (18) Professional-Technical staff attended one or more classes after regular work hours.

Para Educator Professional Development

In addition to classes offered by Classified Professional Learning, departments coordinate training specific to their staff.

- Special Services held mandatory 12 hours of paid training for para educators on the Friday LEAP days in October and March. These two full-day trainings offered several topics including teaching strategies for students on the autism spectrum, special education law, self-care and resiliency, de-escalation and conflict resolution.
- Sign language interpreters attended 12 hours of specialized training to enhance their skills.

First Aid/CPR Training

- First Aid/CPR trainings are open to all district staff and coaches providing a certification that is renewable bi-annually. Certificated staff can earn clock hours for the 3.5-hour class through a partnership with Puget Sound ESD.
- With five classes remaining in 2016-17, 553 classified and certificated staff, coaches, and substitutes have already earned their First Aid and CPR certifications. Eleven schools (11) hosted trainings for their staff, generally scheduled on a LEAP Wednesday. Other trainings are offered at the Resource Center and in each Learning Community.
- A professional-level CPR course was organized in partnership with Special Services to train occupational and physical therapists together with speech and language pathologists. Written and skills testing enabled participants to receive an American Heart Basic Life Support card.

EL-9 District Staff

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In
Compliance



Evidence {continued}

Year	Total # of First Aid/CPR classes	# of schools requesting building-based onsite training	# of classes offered at the Resource Center/Learning Communities	# of staff and coaches certified
2016-17	32	11	21	553*
2015-16	30	8	22	549
2014-15	36	10	26	646
2013-14	24	2	22	457

* Through June 2016. Does not include attendance numbers from three August 2016 classes

Training Offered by District Departments

In addition to classes offered by Classified Professional Learning, departments offer training specific to the employees in their area of responsibility. Below are highlights of department-level training that occurred across the District.

- Support Services offered Trades staff job-specific and safety training including monthly “Toolbox Talks” on topics including Hazardous Waste Disposal; Mold Awareness; Hazard Communication; Back/Shoulder Injury Prevention; Heat Stress; Slips/Trips/Falls; Lock Out/Tag Out; Protective Personal Equipment; Confined Space; and, Fall Height Protection. Forty-eight (48) training topics were offered through Support Services.
- Custodians participated in monthly on-site trainings that centered on a safety or technical topics. Learning was reinforced with weekly e-mail safety tips and an electronic newsletter
- Technology Operations and Data Center trained staff on Office 365/OneDrive, new teacher laptops and wireless classroom presentation technology, new telecommunications system, and Skyward data systems
- The Communications Department offered classes on a range of topics including the Tandem Calendar, SchoolMessenger, and school websites.

EL-9 District Staff

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Accordingly, the CEO shall:

3. Ensuring that all staff members are qualified and trained to perform the responsibilities assigned to them.

In
Compliance



Evidence {continued}

New Administrator Support Program

The purpose of the New Administrator Support Program is to:

1. Provide administrators in their first-year individualized guidance, resources, and support through mentoring, supervision, and coaching;
2. Accelerate leadership skills of administrators; and,
3. Assist first year administrators in their transition to district culture and standards.

Each year, the District provides support for new administrators through August New Administrator Orientation (NAO) and monthly meetings. NAO is provided to ensure a proper induction and orientation to the district and to introduce new administrators to their colleagues from across the district. Directors, School Support, provide a tiered support system, for principals new to the district. Monthly meetings are held which focus on leadership and management topics for new administrators and administrative interns. For experienced staff, leadership opportunities exist for positions within professional development, on district committees, and at the building level.

- 16 new administrators participated in NAO during the 2016-2017 school year.

4. Establishing technology application expectations for staff and ensure that these are met.

In Compliance



Evidence

Expectations of appropriate use of district electronic resources are outlined in the district's Acceptable Use Policy. These guidelines govern the appropriate use of the district network and other digital resources.

Expectations for technology applications are specific to job duties. Technology skills, which are job specific, are assessed as part of the recruiting and hiring process and/or provided through in-district training. Training is provided to classified staff on a variety of technology applications. Training for teachers is provided through the Professional Learning Department in alignment with the Responsibility Contract as negotiated and as outlined below:

- The 2013-2017 collective bargaining agreement between Lake Washington School District and Lake Washington Education Association created the *Technology Responsibilities: Skill Acquisition and Integration Contract*. This supplemental contract specifies the technology application expectations for staff and provides compensation to teachers for acquiring technology skills and integrating technology into their classrooms.
- During the 2016-2017 school year, technology training courses were provided for certificated, classified, and administrative staff.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

- | | | |
|--|---------------|-----|
| 4. Establishing technology application expectations for staff and ensure that these are met. | In Compliance | ◀ ▶ |
|--|---------------|-----|



Evidence {continued}

Certificated Staff

- Certificated staff participated in 7 hours of required technology training during all-day LEAP activities to support professional growth and evaluation, Mobile Access for Students (MAS), and productivity. Training topics included:
 - Acceptable Use Procedures
 - Digital Citizenship
 - Digital Curriculum Resources
 - LWSD Technology Skills Continuum
 - Office 365
 - PGE Online for Professional Growth & Evaluation
 - PowerSchool Learning
 - Technology Standards
- New teachers received an additional 4-7 hours of technology training through EIA to ensure basic technology skills and familiarity with district applications
- Staff may participate in optional technology training. Topics include:

Certificated Staff

- Data Analysis with Students – Using Excel & Forms
- Designing Effective Presentations
- Digital Classroom Collaboration
- Discovery Education
- Flipped Learning
- Integration of Technology Skills Continuum using Office 365
- OneNote Class Notebook
- PowerSchool Learning
- Research and Citation Instruction
- SAMR Model to Enhance Instruction

Classified Staff


- Office 365/OneDrive
- Microsoft Office with emphasis on Excel, Word, Outlook, OneNote and Forms
- Adobe Photoshop
- Adobe Acrobat
- PowerSchool
- General Fund and ASB budgets
- Skyward student modules including student registration, attendance, discipline, grading, data mining and class scheduling

Building Administrators

- Building Administrators receive ongoing training, as needed, through level and/or learning community meetings or in one-on-one settings.

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

<p>5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's End Results policies and complies with the Board's organizational limitations policies, by:</p> <p>a) Developing and administering an evaluation system for all academic and administrative personnel that is designed to:</p> <ul style="list-style-type: none"> • Improve instruction; • Measure and document excellent performance and unsatisfactory performance based on valid and reliable evidence; • Assist teachers and administrators to link their performance with multiple measures of student achievement and well-being; • Assure that instructional time is used to students' maximum advantage. <p>b) Developing and administering an effective evaluation system for classified personnel.</p> <p>c) Providing to the Board an annual report, as a part of the annual internal monitoring report, on the effectiveness of the evaluation system and its alignment with the Board's End Results policies.</p>	<p>In Compliance</p>	
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Evidence

Teacher/Certificated Evaluation System

The district's Professional Growth and Evaluation (PGE) system for teachers and certificated staff is based on Charlotte Danielson's *Framework for Teaching*. Danielson's instructional framework identifies aspects of a teacher's responsibilities that have been shown, through research studies, to promote improved student learning. The framework specifies 4 domains and 22 associated components of teacher professional practice and defines unsatisfactory, basic, proficient, and distinguished performance in each domain and associated component.

Teacher Evaluation

Teachers are defined as certificated staff with classrooms and/or have daily responsibilities for instructing. State law requires all districts to have a state-approved instructional framework, aligned with the state's eight teacher evaluation criteria as well as a four- tiered system of evaluation. Lake Washington's long-standing use of Charlotte Danielson's *Framework for Teaching* as the adopted instructional framework meets this requirement. The professional growth and evaluation system includes the following:

1. Implementation of five (5) student growth goal components in addition to the 22 components found within the *Framework for Teaching*;
2. Implementation of specific strands of evaluation: Comprehensive and Focused;
3. Use of the state's scoring band to determine level of proficiency (basic, unsatisfactory, proficient, or distinguished);
4. Implementation of the state's scoring band to determine level of proficiency (low, average, high) in setting and achieving student growth goals; and,
5. Determination of an overall numeric rating for all teachers.

EL-9 District Staff

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Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's **End Results** policies and complies with the Board's organizational limitations policies, by:
{see page 25 for complete listing}.

In
Compliance



Evidence {continued}

- An online tool supports the required processes associated with requirements for professional growth and evaluation. The district's adopted tool, Teachescape, was purchased by Frontline Technologies in 2015-16. The district evaluated the Frontline Technologies platform and adopted it as the online tracking system for certificated evaluation.
- All teachers and administrators were trained in the new evaluation system and in the use of the online system at the beginning of the 2016-17 school year.
- Training was provided throughout the 2016-17 school year for teachers and administrators.

Other Certificated Educator Evaluation

The evaluation system for other certificated educators (e.g. counselors, librarians) is similar to that of teachers and is based on a framework specific to their role.

Evaluation Processes

The evaluation process for all certificated employees includes the following:

- Employee completes a self-assessment aligned to the domains and components;
- Employee works in collaboration with his/her evaluator to set annual goals for professional growth;
- Employee meets quarterly with a support team of colleagues to share and discuss evidence toward goal attainment;
- Evaluator conducts routine, informal classroom observations and formal observations as required;
- Employee collects evidence of goal attainment and presents evidence to evaluator in end-of-year summary conference; and,
- Evaluator assesses employee performance in all domains and associated components in annual summary evaluation.

Comprehensive and Focused Evaluation Strands

Teachers are designated as either on the Comprehensive or Focused strand of evaluation in alignment with the State's evaluation system requirements.

Comprehensive

All teachers in their first four (4) years of employment with the district and/or on a provisional contract are on placed on the Comprehensive Evaluation strand and are expected to perform, at a minimum, at the basic level in all criteria/domains and components. The proficient level must be reached in all criteria/domains and components by the end of the third year of teaching. Teachers on the Comprehensive Evaluation strand must be informally observed on a regular basis and formally observed at least two times per year. Throughout the year, teachers and evaluators collect performance evidence associated with all 22 components found in the *Framework for Teaching* and the 5 student growth goal components. Teachers on Plans of Improvement must also be placed on the Comprehensive Evaluation strand. After three successful years on the Comprehensive Evaluation strand, teachers move to the Focus Evaluation Strand; every fourth year, successful continuing teachers return to the Comprehensive Evaluation strand for one year.

EL-9 District Staff

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Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board's **End Results** policies and complies with the Board's organizational limitations policies, by:
{see page 25 for complete listing}.

In
Compliance



Evidence {continued}

Focused

The Focused Evaluation strand is meant for proficient and distinguished teachers and its purpose is to support professional growth. Non-provisional, continuing teachers in year 5 of employment or beyond, whose performance is proficient or better in all criteria/domains and components are placed on the Focused Evaluation Strand. Teachers on the Focused Evaluation strand must be informally observed on a regular basis. Throughout the year, teachers and evaluators collect performance evidence associated with all the components of domain 4: Professional Responsibilities, found in the *Framework for Teaching* and the student growth goal component aligned with criteria 8: *Exhibiting collaborative and collegial practices focused on improving instructional practices and student learning.*

Student Growth Goals

In accordance with state law, all teachers all set student growth goals.

- Teachers on the Comprehensive Evaluation strand set goals in five (5) components that focus on sub-groups of students, classes of students, and whole groups (grade level or content strand) of students.
- Teachers on the Focused Evaluation strand set goals in one (1) component, which focuses on whole groups (grade level or content strand) of students. Teachers in this strand must have demonstrated proficiency in the other four (4) components of student growth goals.
- The following chart shows the number of teachers at each year and level of the evaluation system for the past five years:

*Number of Certificated Staff * By Year and Level*

Designation	2016-17		2015-16**		2014-15		2013-2014		Designation	2012-2013	
	N	%	N	%	N	%	N	%		N	%
Total Comprehensive	1,100	61%			915	54%	893	53%	Total Level 1	432	28%
Total Focused	715	39%			785	46%	783	47%	Total Level 2	1,090	72%
Total Certificated Staff	1,815	100%			1700	100%	1,676	100%	Total Certificated Staff	1,522	100%

* *Certificated Staff includes librarians, counselors, psychologists, instructional specialists, and therapeutic specialists (OTs, PTs, SLPs)*

* *Total Certificated staff is based on head count of part and full time staff*

** *Data not made available from Teachscape for the 2015-16 school year*

- The following tables reflect the percent of certificated staff at the specific level of proficiency by designated category:

EL-9 District Staff

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Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}</i> .	In Compliance	◀ ▶
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Evidence {continued}

Certificated Staff – Comprehensive and Focused: 2016-17 school year

Designation	Unsatisfactory		Basic		Proficient		Distinguished	
	N	%	N	%	N	%	N	%
Comprehensive	1	<1%	10	<1%	730	66%	359	33%
Focused	0	0	0	0	208	29%	507	71%

Continuing teachers with identified performance concerns, as identified by their supervisor through the district’s teacher professional growth and evaluation system, are placed on Plans of Improvement and provided assistance in the areas of deficiency. If their performance does not rise to proficient levels, they are subject to the probationary process as defined by law and may be subject to non-renewal.

- During the 2016-17 school year, eight (8) teachers were identified with performance concerns and placed on Plans of Improvement (POI). Of these teachers:
 - Three (3) resigned or retired prior to being placed on probation;
 - Three (3) improved his/her performance deficiencies and was taken off the Plan of Improvement; and,
 - Two (2) remain on a Plan of Improvement as the 2016-2017 school year begins.

The table below shows multi-year Plan of Improvement data.

Plan of Improvement Data

	2016-17	2015-16	2014-15	2013-14
Total Number of Teachers Placed on a Plan of Improvement	9	8	10	14
Improved and Taken off Plan	2	3	1	1
On Leave	0	0	1	1
Resigned or Retired	3	3	2	8
Total on Plan at End of School Year	4	2	7 <i>(of which 1 is on leave)</i>	5 <i>(of which 1 is on leave)</i>
Total Number of Teachers Placed on Probation and Exited from System	0	-	-	-

EL-9 District Staff

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Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}.</i>	In Compliance	◀ ▶
Evidence {continued}		

Building Administrator Evaluation System

The district’s Professional Growth and Evaluation (PGE) system for building administrators is based on the Association of Washington School Principals (AWSP) Leadership Framework, aligned to the state’s eight criteria for principal leadership and evaluation:

1. **Creating a Culture** - Create a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
2. **Ensuring School Safety** - Lead the development and annual update of a comprehensive safe schools plan that includes prevention, intervention, crisis response, and recovery.
3. **Planning with Data** - Lead the development, implementation, and evaluation of the data-driven plan for improvement of student achievement.
4. **Aligning Curriculum** - Assist instructional staff in aligning curriculum, instruction, and assessment with state and local learning goals.
5. **Improving Instruction** - Monitor, assist, and evaluate staff implementation of the School Improvement Plan, effective instruction, and assessment practices.
6. **Managing Resources** - Manage human and fiscal resources to accomplish student achievement goals.
7. **Engaging Communities** - Communicate and partner with school community members to promote student learning.
8. **Closing the Gap** - Demonstrate a commitment to closing the achievement gap.

Similar to teachers, principals are placed on either Comprehensive or Focused Evaluation strands. Principals new to the district and within their first four (4) years of service are placed on the Comprehensive Evaluation Strand. After the fourth year, principals are eligible to be placed on the Focused Evaluation Strand. To be eligible for placement on the Focused Evaluation Strand, principals must demonstrate proficiency in all 28 components of the Leadership Framework. Principals on the Comprehensive Evaluation Strand must collect and submit specific evidence of performance associated with all components of the Leadership Framework. Principals on the Focused Evaluation Strand must collect and submit specific evidence of performance associated with criterion 5: Improving Instruction. Principals on the Focused Evaluation Strand must also demonstrate ongoing proficiency in all components of the Leadership Framework. Also similar to teachers, the law requires principals to set student growth goals. Principals on the Comprehensive Evaluation Strand set student growth goals associated with criteria 3, 5, and 8. Principals on the Focused Evaluation Strand set student growth goals associated with criterion 5.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.

Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}.</i>	In Compliance	◀ ▶
<i>Evidence {continued}</i>		

Process

Principals* are evaluated by their respective learning community’s Director, School Support (DSS). The evaluation process for all building principals includes the following:

1. Principal completes self-assessment aligned to the components of the Leadership Framework;
2. Principal works in collaboration with his/her DSS to set annual goals for professional growth;
3. Principal and DSS meet regularly throughout the year to review evidence toward goal attainment;
4. Principal and DSS meet to review final summative performance evidence; and,
5. DSS assesses principal performance in annual summary evaluation.

* *Principals are responsible for evaluating associate principals using the same process as outlined above.*

• Final Summative Rating:

The following tables reflect the number Final Summative Scores for comprehensive and focused Building Administrative Staff:

*Principal and Associate Principal –Final Summative Evaluation Data
Number of Building Administrators by Proficiency Rating*

Level of Proficiency	2016-17	2015-16	2014-15
Distinguished	35	31	37
Proficient	44	28	31
Basic	1	2	1
Unsatisfactory	0	0	0
On Plan of Improvement	1	0	0

EL-9 District Staff

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Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}.</i>	In Compliance	◀ ▶
Evidence {continued}		

Central Office Administrator Evaluation System

The district’s Professional Growth and Evaluation (PGE) system for central office administrators is based on a district-developed Central Leadership Team (CLT) Framework, based on the following eight criteria:

1. **Fostering District Culture:** Demonstrating understanding of and commitment to district mission, vision, values, and goals.
2. **Communicating, Facilitating, and Presenting:** Engaging in effective and efficient two-way communication.
3. **Managing Resources:** Ensuring that staff and fiscal resources support achievement of strategic goals and fulfillment of legal/policy responsibilities.
4. **Leading Initiatives and Continuous Improvement Efforts:** Developing, implementing, and evaluating data-informed plans for strategic work and division or department improvement.
5. **Problem-Solving and Decision-Making:** Demonstrating initiative, sound judgment, integrity, and creativity in approaching problems and decisions.
6. **Engaging Communities:** Promoting the success of the organization by creating and sustaining a culture of collaboration and authentic community engagement.
7. **Leading and Building the Leadership Capacity of Others:** Promoting the success of the organization by creating a culture focused on continuous professional growth.
8. **Growing Professionally:** Promoting the success of the organization by focusing on personal professional growth.

Process

CLT members are evaluated by immediate supervisor. The evaluation process includes the following:

1. CLT member completes self-assessment aligned to the components of the Leadership Framework;
 2. CLT member works in collaboration with his/her supervisor to set annual goals for professional growth;
 3. CLT member and supervisor meet regularly throughout the year to review evidence toward goal attainment;
 4. CLT member and supervisor meet to review final summative performance evidence; and,
 5. Supervisor assesses CLT member performance in annual summary evaluation.
- As of June 2017, there are no central office administrators on a formal plan of improvement.

EL-9 District Staff

Executive Limitation: The CEO shall employ top quality personnel, treat staff as respected professionals, and evaluate staff meaningfully and fairly.
Accordingly, the CEO shall:

5. Developing an evaluation system that guides and relates employee skill development and performance to achieve the Board’s <i>End Results</i> policies and complies with the Board’s organizational limitations policies, by: <i>{see page 25 for complete listing}.</i>	In Compliance	◀ ▶
Evidence {continued}		

Classified Staff Evaluation System

Evaluation tools have been established for each classified bargaining group as documented in the collective bargaining agreements. The evaluation formats focus on technical performance, customer service, compliance with policies and procedures, and service to students. The classified evaluation instruments require ratings on proficiency-based scales using a Distinguished, Proficient, Needs Improvement, Unsatisfactory rating scale or a Satisfactory, Needs Improvement, Unsatisfactory rating scale.

Supervisors complete the evaluation in alignment with the applicable contract provisions and timelines. The Human Resources Department maintains a tracking system to ensure the annual completion of the evaluations, and staff provides support and assistance to individual supervisors and employees in addressing needed improvements.

Human Resources staff monitors evaluations to ensure employees marked unsatisfactory or needs improvement are appropriately placed on a plan of improvement. Having completed work on the teacher and administrator evaluation tools, Human Resources will be reviewing the various classified evaluation instruments for recommendations for improvement that could be addressed collaboratively with applicable union groups.

Continuing classified staff members with performance concerns, as identified by their supervisor through the district’s classified evaluation system, are placed on Plans of Improvement (POI) and provided assistance in the areas of deficiency. If the employee’s performance does not rise to satisfactory/proficient levels by the conclusion of their POI, their employment is terminated due to failure to meet the minimum qualifications for their position.

- For the 2016-2017 school year, five (5) individuals were placed on a Plan of Improvement. Two (2) of these individuals successfully improved their performance and the remaining three (3) continue to be active on their Plan of Improvement.

I certify the above to be correct as of August 14, 2017.

Traci Pierce, Superintendent