

Lake Chelan School District

Annual Teaching & Learning Report
Board of Directors

June 14, 2022





Key Updates:

1. Inclusionary Practices Project
2. MTSS Cohort
3. Professional Learning Communities
4. K-12 Literacy Adoption
5. Special Programs
6. Lake Chelan Online Academy
7. Summer School

Inclusionary Practices Project

- **Lab Classroom Teachers:** Increasing from 6 to 15, representing all departments and grade-bands
- **Professional Learning:** Over 3,000 hours of training focused on Universal Design for Learning
- August 25th Kick-off with Katie Novak, January 3rd follow-up
- **State Conference Presentation:** Terry and Sarah TedTalk
- Summer Learning [Choice Board](#)
- Project **Success Metrics** nearly complete



IPP Success Metrics

Activities and Practices to Monitor: *Key activities, systems, and professional practices to monitor that are expected to positively impact desired student performance and perceptual outcomes..*

Outcomes to Measure: *Key student performance and perception outcomes measure that we expect to improve as a result of the project.*

Systems		Capacity Building	Student Outcomes
(1.a) Overall Project Implementation		(3.a) Quantity of staff participating in professional learning specific to inclusionary practices	(5.a) English language proficiency and growth
(1.b) Multi-tiered System of Support (MTSS Implementation)		(3.b) Quality of professional learning specific to inclusionary practices	(5.b) Academic proficiency and growth
(1.c) Disproportionality in course/program enrollment, discipline, and attendance		(3.c) Teacher and paraeducator capacity to implement inclusionary practices	(5.c) Student sense of ability to access desired programming and achieve proficiency
Professional Practice		(3.d) Effectiveness of the PLC as a structure to support inclusionary practices	(5.d) Student sense of belonging and wellbeing
(2.a) Evidence of inclusionary practices in classrooms and other student learning settings		Resources	(5.e) Effectiveness of the school experience in preparing students for the next phase of learning
(2.b) Evidence of inclusionary practices in meetings, trainings, and family engagement activities led by administrators and consultant teachers		(4.a) Staff access to necessary technology, materials, and environmental supports (i.e. furniture) to implement inclusionary practices	

Student Outcomes

(5.a) English language proficiency	The Director of Teaching and Learning and designated staff will annually review WIDA data in June for both growth and proficiency, analyzing WIDA results for students with continuous enrollment of 3 or more years.
(5.b) Academic proficiency and growth	The Superintendent, Director of Teaching and Learning, Director of Inclusion, administrators and designated staff will annually review academic achievement data in June for both growth and proficiency disaggregated by program and demographics consistent with the OSPI report card. Assessments will include, but may not be limited to iReady and Smarter Balanced.
(5.c) Student sense of ability to access desired programming and achieve proficiency	The Superintendent, Director of Teaching and Learning, Director of Inclusion, administrators and designated staff will annually review feedback generated through focus groups, interviews, and surveys, including the IPP Student Survey and CEE Student Survey Data . Strengths and opportunities for improved support will be identified using the YTBD framework/rubric.
(5.d) Student sense of belonging and wellbeing	The Superintendent, Director of Teaching and Learning, Director of Inclusion, administrators and designated staff will annually review feedback generated through focus groups, interviews, and surveys, including the IPP Student Survey and CEE Student Survey Data . Strengths and opportunities for improved support will be identified using the YTBD framework/rubric.
(5.e) Effectiveness of the school experience in preparing students for the next phase of learning	The Superintendent, Director of Teaching and Learning, Director of Inclusion, administrators and designated staff will annually review feedback from 6th, 9th, and recent (1 yr. graduated) alumni generated through focus groups, interviews, and surveys. Annually the postsecondary data from Washington State Education Research and Data Center be reviewed. Strengths and opportunities for improved support will be identified using the YTBD framework/rubric.

MTSS Cohort

- “Congratulations, on behalf of OSPI’s and the ESD’s MTSS Team, we would like to welcome you to Cohort 2.”
- “We were very impressed with the amount of foundational systems thinking your team has accomplished and look forward to working with the Lake Chelan Team as you continue building the district’s capacity for MTSS.”
- Six statewide professional learning sessions will be offered over the course of the 2022-223 school year.
- Support includes regular collaboration with a regional Professional Learning Group and MTSS coaching



Professional Learning Communities

- The district is resetting the professional learning community concept to focus on universally designing learning experiences that meet the needs of all students.
- PLC teams will have data-based discussions about students strengths, experiences, and identified areas for support to inform the learning design in multiple areas -- engagement, representation, and/or expression.
- The PLC leader will help the PLC team to examine scaffolding practices and strategies to remove barriers.
- PLC leaders will engage in training over the summer and collaborate with other PLC leaders throughout the school year.



K-12 Literacy Adoption

- 6-8 Amplify materials have been delivered.
- K-5 Amplify materials have been shipped, hoping for arrival prior to last day of school.
- Training has been scheduled and confirmed for August 23rd and 24th
- HS novel set recommendation is nearing readiness for board approval.



Special Programs

- Completed Highly Capable identification for Spring 2022; 4 new students identified
- Completed WIDA assessment of all English Language learners.
- Final Migrant/Bilingual PAC Officer meeting is scheduled for June 21; officers evaluate the program
- K-5 LAP/EL staff for 22-23SY met to begin planning the support model for next year
- Hiring EL paraeducator for CMS



Lake Chelan Online Academy

- 18 total students enrolled throughout the school year
- 4 students remain – completing the second semester; 1 transitioned back to in-person classes in May
- Discontinuing the program for next year due to low enrollment
- Accelerate Education has been a very good partner throughout the year



Summer School

Grades 1-6

- STEM as the core (6 teachers)
- Art in flat top, using Global Passport art lessons, new country every week – 2 teachers
- Field trips: Manson Bay Swimming, Bebee Springs Park, Bowling

Grades 7-8

- CMS STEM Lead and Learn Summer Program is an intensive two week program focused on exposure to science, technology, youth leadership, and communication. (3 teachers)

Grade 9

- LIFT – Summer program to support the successful transition of targeted 8th graders into high school (1 teacher)



Questions?