



WSSDA Boards of Distinction Application

GENERAL INFORMATION

1. Applications are due by September 21, 2017. Submit the application as a single Word or PDF document to Connie Lauderdale at C.Lauderdale@wssda.org.
2. The date range for this year's application is 9/1/16 – 9/1/17.

TIPS

You will be asked to submit two written sections (hereafter referred to as “essays”) with accompanying evidence: one on the opportunity gap and one you select. The optional topics are benchmarks from three different WSSDA School Board Standards.* Guiding questions for the judging, and therefore recommended for the essays, are:

1. What decisions did the board make?
2. What is the evidence of the results?
3. How this evidence fits the standard?

We suggest approaching the application in the following order:

1. Identify the evidence of your board's success from the past year.
2. Select the benchmark option your board will address in this application, based on what your evidence supports best.
3. As a board, assign tasks to complete the application, such as:
 - a. Who writes each of the two essays
 - b. Who fills out the application
 - c. Who edits and or checks the content

**Each of the five school board standards has several benchmarks. Each benchmark has a number of indicators for success. All are in the standards document accessible from the link on the Boards of Distinction webpage.*

ESSAYS & EVIDENCE INSTRUCTIONS

Essays may be in the form of narrative, bullet points, or a combination of the two, and should reflect the work/decisions of the board. For each essay & evidence (opportunity gap plus one of your choice):

- Please submit an essay of no more than 300 words explaining up to three ways in which the board supports the topic.
- Please consider mentioning whether this is an initial decision made by the board or if you are monitoring progress towards goals.
- Please identify supporting documents by name within each essay, e.g. “Appendix A.”

Immediately after each essay, insert no more than three pages of the evidence selected to support that essay (e.g., portions of board meeting minutes, protocols, policies, evaluation tools, communications, etc.).

- Evidence demonstrates the impact of your actions or outcomes relevant to the essay topic.
- The same piece of evidence may be used to support more than one essay.

SECTION I: DISTRICT INFORMATION

School District Name: **Everett Public Schools**

Street Address or PO Box: 3900 Broadway Ave.

City: Everett State: WA ZIP: 98201

Student enrollment: ☐ 1 – 1000 ☐ 1001 – 9000 ☒ 9001 and over

Board Chair: Caroline Mason

Telephone: 425-385-4018 E-mail: caroline.mason@everettsd.org

Superintendent: Gary Cohn

Telephone: 425-385-4019 E-mail: gcohn@everettsd.org

SECTION II: BOARDSMANSHIP

1. What was the date of your most recent superintendent evaluation? June 2017
2. What is the date of your most recent board self-assessment? August 2017
3. Do you have a current strategic/district improvement plan? ☒ Yes ☐ No
4. What years does it cover? 2017-18

SECTION III: PROFESSIONAL DEVELOPMENT

Professional development is a common element among highly successful boards. **In a short paragraph or a few bullets, please describe one professional development activity your board completed together, and the outcome.**

Enter your answer below this line.

The Board of Directors has spent a significant amount of time and focus this past year on efforts to better understand students and families of diverse backgrounds, which has helped guide the board's work in creating a more welcoming, inclusive and safe learning environment for all our students.

At the board's planning workshop, the board asked a group of students from the LGBTQ community to help the board better understand their experiences in school. At that same meeting Equity Matters representative, Heidi Schillinger, provided insight on how the board could build equity understanding and skills.

Outcomes from this training included:

- Board prioritization of Standard 4—inclusive practices in the superintendent's goals which included all activities resulting from the superintendent's efforts to connect with families from diverse backgrounds
- Individual directors met with parents and students at each school to better understand their experiences
- Board held a special study session with the Equity and Access Advisory Council
- Updated district policies (e.g. [Policy 3213, Transgender Students](#))
- Adoption of [Resolution 1158, Affirming our Commitment to Safe and Inclusive Schools for Each Student](#)

SECTION IV: ESSAYS AND EVIDENCE ON OPPORTUNITY GAP (REQUIRED)

For the opportunity gap content, please address numbers 1-4, below.

1. What decisions did your board make this past year to positively change the opportunity gap?
2. What evidence of success resulted from previous decisions by the board?
3. Demonstrate how you analyze data and how you apply the results towards closing the opportunity gap.
4. Link your evidence to your decision-makers.

Enter your narrative (essay or bullets) below this line.

The board adopted standards-based curriculum to support student learning: Elementary literacy, secondary literacy intervention for English Learners and Special Education students, Advanced Placement (AP) English language and composition, and AP Spanish literature and Chinese.

The board hosted an early learning symposium engaging community in the latest brain research regarding how children learn, societal benefits of investing in early childhood education, and involved participants in activities and discussion how to increase access for our most vulnerable children. Participants exchanged ideas and identified actions to build a community that acknowledges, nurtures and benefits from the capabilities of its youngest citizens. The district continues to pursue partnerships to support community investments in early learning.

A robust professional development program was implemented based on board guidance, a comprehensive needs assessment and district priorities in alignment with the strategic plan and annual operating plan. Training was vetted through the Professional Development Advisory Committee. Training focused on district priorities: technology, elementary literacy, TPEP, social emotional learning, new employee onboarding, certificated/classified institutes, deeper partnerships, equity integrated into leadership trainings, and development of 21st century skills definitions and rubrics; maintenance on strengthening content units, early learning, school improvement, and AP.

At the building level, school-based learning communities frequently and consistently address problems of practice, establish systems, set benchmarks, and monitor student progress. Beginning in 2016-17, the district set equity targets for all subgroups based on state data which used in each school's school improvement plans. These plans guided their work throughout the year, and are updated each year. The board regularly monitors district and school progress. The board conducted 12 agenda sessions on student learning performance trends and programs to date and 26 State of the Schools Reviews at each school.

Benefits from the board's investments include improvements in assessment scores districtwide overall, as well as outperforming the state in each ethnic and socio-economic grouping in both ELA and math, and increases in four- and five-year graduation rates.

Insert up to three pages of opportunity gap evidence below this line.

The school board adopted standards-aligned curriculum and instructional to support individual student needs (and reviewed instructional materials and the adoption schedule):

- Instructional materials overview and adoption schedule,
[https://www.boarddocs.com/wa/waesd/Board.nsf/files/AFBNBK5914A2/\\$file/Instructional%20Materials%20Adoption%20Overview%20Presentation%2020161108.pdf](https://www.boarddocs.com/wa/waesd/Board.nsf/files/AFBNBK5914A2/$file/Instructional%20Materials%20Adoption%20Overview%20Presentation%2020161108.pdf)
- Social studies implementation update,
[https://www.boarddocs.com/wa/waesd/Board.nsf/files/AHD38Q05A9CE/\\$file/Secondary%20Social%20Studies%20Adoption%20Implementation%2020170110.pdf](https://www.boarddocs.com/wa/waesd/Board.nsf/files/AHD38Q05A9CE/$file/Secondary%20Social%20Studies%20Adoption%20Implementation%2020170110.pdf)
- World language update,
[https://www.boarddocs.com/wa/waesd/Board.nsf/files/AK2MDR5AC6B6/\\$file/World%20Language%20Program%20Update%2020170307.pdf](https://www.boarddocs.com/wa/waesd/Board.nsf/files/AK2MDR5AC6B6/$file/World%20Language%20Program%20Update%2020170307.pdf)
- English Language Arts adoption and implementations,
[https://www.boarddocs.com/wa/waesd/Board.nsf/files/AN42G27CA812/\\$file/ELA%20Adoptions%20Implementation%20Presentation%2020170606.pdf](https://www.boarddocs.com/wa/waesd/Board.nsf/files/AN42G27CA812/$file/ELA%20Adoptions%20Implementation%20Presentation%2020170606.pdf)
- Chinese and Spanish AP instructional materials,
[https://www.boarddocs.com/wa/waesd/Board.nsf/files/AMUTD56D1FFD/\\$file/Chinese%20and%20AP%20Spanish%20Instructional%20Materials%20Adoptions%2020170606.pdf](https://www.boarddocs.com/wa/waesd/Board.nsf/files/AMUTD56D1FFD/$file/Chinese%20and%20AP%20Spanish%20Instructional%20Materials%20Adoptions%2020170606.pdf)
- Advanced Placement English adoptions,
[https://www.boarddocs.com/wa/waesd/Board.nsf/files/AMWN895EA82B/\\$file/AP%20English%20Instructional%20Materials%20Adoption%20Presentation%2020170606.pdf](https://www.boarddocs.com/wa/waesd/Board.nsf/files/AMWN895EA82B/$file/AP%20English%20Instructional%20Materials%20Adoption%20Presentation%2020170606.pdf)

The board has supported the district's robust professional development program that focuses on supporting administrative leadership and certificated and classified staff. The district conducted 303 sessions on multiple topics in support of key district priorities or maintenance. Training is directly aligned to the strategic plan and priorities. ([link to board report](#))

2016-17 Professional Development Sessions

September 7, 2016 – June 22, 2017

Content	Sessions	Content	Sessions
21st Century Skills	4	Mentor / Mentee	12
AP	21	Menu of Options	41
Assessment	12	Office Personnel - Schools	37
AVID	11	Orientation - Certificated	19
Book Study	48	Orientation - Classified	11
Classroom Management / Behavior	24	OTG	10
Coaches	1	Paraprofessional	27
Counselors	35	Physical Education / Health	32
Early Learning	68	Right Response	33
EL	33	School Improvement	115
Elementary Literacy	70	Secondary Literacy	17
Elementary Math	48	Secondary Math	76
Elementary Social Studies	2	Secondary Science	21
Equity	2	Secondary Social Studies	21
ERO	13	Social-Emotional	39
First Aid/CPR	25	Special Services	30
Food & Nutrition	56	STEM	30
GLAD	31	Technology	92
Health & Wellness	14	Technology Integration	32
Health Room Training	5	TPEP	14
Highly Capable	5	Transportation	1
Humanities	45	Wellness	6
Leadership	91		
Librarians	8		
Maintenance Specific	5		

Training was also completed with staff members from Everett and Sequoia high schools and Garfield, Lowell and Monroe elementary schools to prepare them for effective integration of computing devices into the instructional program, as part of the roll out of one-to-one devices for students funded by the 2016 capital levy. The district also provided onboarding for new administrators and certificated staff members. Learning institutes were held for maintenance and operations and transportation; and institute was also held for paraprofessionals—the first of its kind.

Schools, the district and the board closely analyze assessment and other data and incorporate this data into its planning and daily work to support student learning. We drill down into the data to better understand where the gaps are and develop strategies to increase the graduation rate to 100%, get the next 20% of students to standard, and reduce to 0% district student achievement differences based on demographic characteristics. We are seeing continued progress.

2017 assessment reporting, <http://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-91187/Annual%20%20Achievement%20Report%202017-18.pdf>

District Compared to State 2017 SBA/Science MSP/EOC

	ELA		Math		Science	
	District	State	District	State	District	State
Grade 3	✓ 61.1	52.6	✓ 68.4	57.8		
Grade 4	✓ 65.4	55.2	✓ 64.8	54.3		
Grade 5	✓ 70.9	58.6	✓ 59.9	48.6	✓ 73.5	63.4
Grade 6	✓ 71.7	55.5	✓ 57.0	48.2		
Grade 7	✓ 75.6	60.1	✓ 57.8	49.9		
Grade 8	✓ 73.9	58.5	✓ 56.4	47.6	✓ 77.7	65.9
Grade 11	✓ 80.2	73.6	✓ 41.5	25.9	✓ 79.2	71.5

State and District Poverty Analysis 2016-17					
Combined Proficiency Rate					
	Group/Income	ELA		Math	
		State	District	State	District
Grade 3	A/Low	27.7	30.8	35.7	38.7
	A/Non-low	52.7	62.6	56.1	67.3
	B/Low	43.6	55.2	48.7	64.3
	B/Non-low	70.3	75.2	74.3	82.1
Grade 4	A/Low	30.2	41.7	30.4	38.1
	A/Non-low	54.5	65.5	51.1	61.6
	B/Low	45.7	51.3	45.7	59.9
	B/Non-low	72.8	81.3	71.5	79.3
Grade 5	A/Low	33.1	44.0	23.8	31.7
	A/Non-low	60.0	76.1	46.6	64.2
	B/Low	49.6	55.3	38.6	42.9
	B/Non-low	75.5	88.1	66.2	77.6

State and District 2016-17					
Combined Proficiency Rate					
	Group/Income	ELA		Math	
		State	District	State	District
Grade 6	A/Low	29.8	46.2	23.6	30.5
	A/Non-low	54.5	76.6	44.3	55.6
	B/Low	45.4	63.6	37.2	45.7
	B/Non-low	72.6	83.9	65.6	71.9
Grade 7	A/Low	35.1	53.5	25.2	32.7
	A/Non-low	58.0	74.0	44.9	53.4
	B/Low	50.3	63.1	38.7	41.3
	B/Non-low	76.1	89.4	66.8	74.5
Grade 8	A/Low	34.2	51.6	23.7	31.0
	A/Non-low	56.0	72.5	42.5	45.0
	B/Low	48.9	68.6	36.0	43.2
	B/Non-low	73.2	85.7	63.4	75.6
High School	A/Low	52.3	55.4	10.8	14.1
	A/Non-low	69.8	83.0	20.6	31.8
	B/Low	66.2	69.9	20.8	31.2
	B/Non-low	83.7	89.0	33.4	52.5

Group A: American Indian/Alaskan Native, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander
Group B: Asian, Two or more races, White

Schools implemented equity targets beginning in 2016-17 to address opportunity gaps. These were embedded in school improvement plans and monitored by the district and school board.

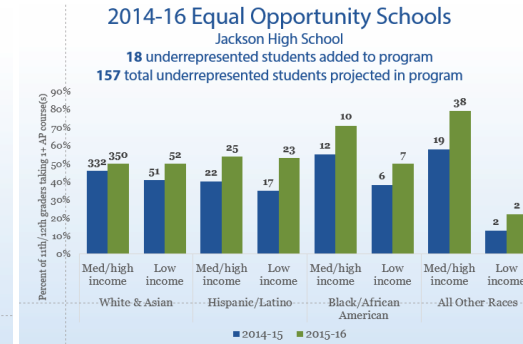
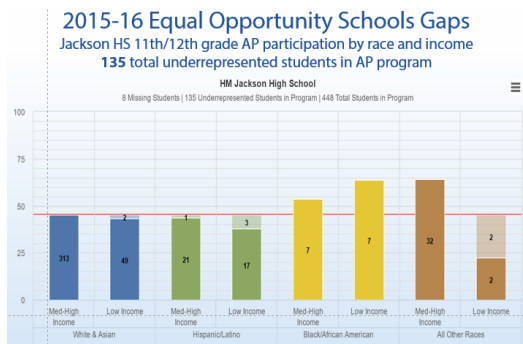
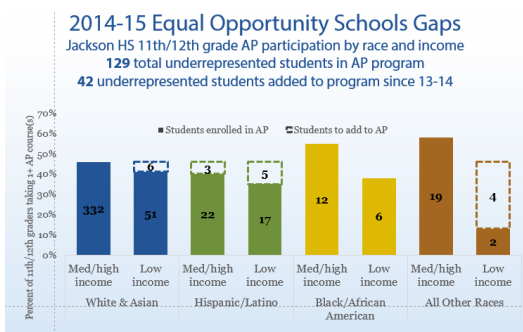
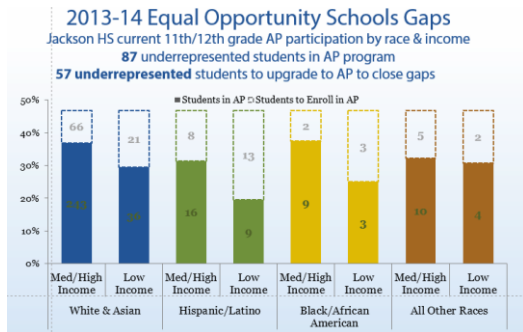
ELA Continuously Enrolled	View Ridge Elementary Grade 5	Baseline Percent Met Standard 2016-16	Five* Year Total Increase	Annual Increase	2017 Target	2017 Actual	+/- 2017 Target	2018 Target	2018 Increase	2019 Target	2020 Target	2021 Target
All	86	62.1	20.0	4.0	66.1	69.7	3.6	70.1	0.4	74.1	78.1	82.1
African American or Black	2											
American Indian or Alaska Native												
Asian	7											
Hispanic or Latino	12	30.0	52.1	10.4	40.4	41.6	1.2	50.8	9.2	61.3	71.7	82.1
Native Hawaiian or Pacific Islander												
Two or More Races	5											
White or Caucasian	60	64.3	20.0	4.0	68.3	71.6	3.3	72.3	0.7	76.3	80.3	84.3
Female	36	63.0	20.0	4.0	67.0	66.6	-0.4	71.0	4.4	75.0	79.0	83.0
Male	50	61.2	20.9	4.2	65.4	72.0	6.6	69.6	-2.4	73.7	77.9	82.1
SpED	8											
Not SpED	78	65.1	20.0	4.0	69.1	73.1	4.0	73.1	0.0	77.1	81.1	85.1
ELL	9											
Not ELL	77	66.7	20.0	4.0	70.7	75.3	4.7	74.7	-0.7	78.7	82.7	86.7
Low Income	34	45.7	36.4	7.3	53.0	61.7	8.7	60.3	-1.4	67.5	74.8	82.1
Non-Low Income	52	71.7	20.0	4.0	75.7	75.0	-0.7	79.7	4.7	83.7	87.7	91.7

The board also analyzes the number of students taking more rigorous courses. This has increased significantly over the last several years, and due to concentrated focus, gaps in enrollment of rigorous coursework has been closed.

More students taking rigorous courses

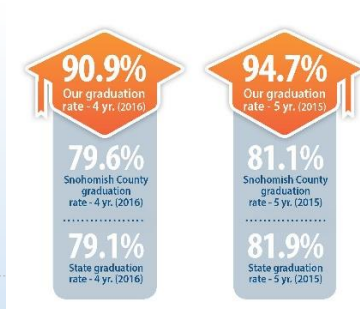
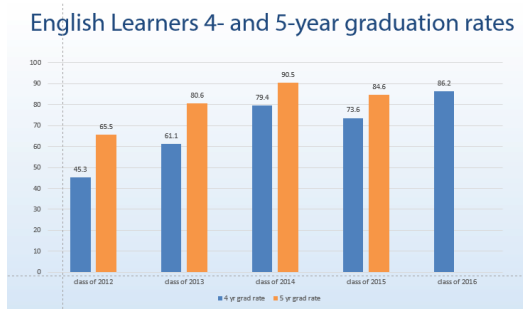
Advanced Placement			College in the High School	
2016			2016	
Students	Students Taking Tests	Tests taken	Students	Classes
1,657	1,171	1,886	2,733	7,550
2012			2012	
Students	Students Taking Tests	Tests taken	Students	Classes
843	548	748	2,048	6,128

Equal opportunity schools data show a closing of gaps in participation in rigorous courses



Graduation rates

As a result of targeted efforts by the board, district and schools to address the opportunity gap, strengthen curriculum and instructional materials, and support the individual needs of students, the district continues to increase its four- and five-year graduation rates and outperforms the county and state in double digits. The district has made significant gains in our extended graduation rates in all areas. Since 2005, we achieved nearly a 20 percent gain in low income, a 19 percent gain in American Indian, a nearly 31 percent gain in Hispanic/Latino, and a nearly 26 percent increase in Special Education.



High School readiness report,

[https://www.boarddocs.com/wa/waesd/Board.nsf/files/AKHVX771D803/\\$file/High%20School%20Readiness%20Presentation%2020170321.pdf](https://www.boarddocs.com/wa/waesd/Board.nsf/files/AKHVX771D803/$file/High%20School%20Readiness%20Presentation%2020170321.pdf)

College readiness indicators,

[https://www.boarddocs.com/wa/waesd/Board.nsf/files/AKYQPN6A47F8/\\$file/Indicators%20of%20College%20Readiness%20Extended%20Version%2020170411.pdf](https://www.boarddocs.com/wa/waesd/Board.nsf/files/AKYQPN6A47F8/$file/Indicators%20of%20College%20Readiness%20Extended%20Version%2020170411.pdf)

Progress to graduation for the class of 2017,

[https://www.boarddocs.com/wa/waesd/Board.nsf/files/AMDQAH66FBE7/\\$file/Progress%20to%20Graduation%20Class%20of%202017%2020170523.pdf](https://www.boarddocs.com/wa/waesd/Board.nsf/files/AMDQAH66FBE7/$file/Progress%20to%20Graduation%20Class%20of%202017%2020170523.pdf)

Postsecondary enrollment patterns,

[https://www.boarddocs.com/wa/waesd/Board.nsf/files/AMEPS265ED79/\\$file/Postsecondary%20Enrollment%20Patterns%2020170523.pdf](https://www.boarddocs.com/wa/waesd/Board.nsf/files/AMEPS265ED79/$file/Postsecondary%20Enrollment%20Patterns%2020170523.pdf)

Please select one of the options below and check the box next to your choice. Address the underlined benchmark in your essay and evidence. Indicators have been included for your convenience to identify areas of narrative content and evidence applicable for that benchmark.

- ☐ Standard 1/Benchmark C: Provide responsible school district governance by respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

Indicators:

1. Does the board recognize the superintendent as an integral part of the governance team and model collaboration and commitment to a shared purpose?
2. Does the board delegate through written policy authority for the superintendent to manage district operations and implement policy?
3. Does the board provide the superintendent with a clear statement of its expectations for his/her performance which is used in the superintendent's evaluation?
4. Does the board honor the roles and responsibilities of the superintendent and staff?
5. Does the board thoughtfully consider recommendations of the superintendent and staff prior to making decisions?
6. Does the board establish and commit to written protocols for respectful internal and external interactions?

- ☐ Standard 4/Benchmark A: Hold school district accountable for meeting student learning expectations by committing to continuous improvement in student achievement at each school and throughout the district.

Indicators:

- Does regular communication from the board to the staff and community reinforce its commitment to high levels of achievement for all students?
- Does the board establish and follow a schedule for the timely review of the district plan?
- Does the board ensure a high degree of coherence between the district's plan and individual school improvement plans?
- Does the board annually review district and school improvement plans?
- Does the board publicly recognize the efforts of individuals and schools in improving student learning?

- ☐ Standard 5/Benchmark C: Engage local community and represent the values and expectations they hold for their schools by ensuring district information and decisions are communicated community-wide.

Indicators:

1. Does the board ensure that a proactive communications system is in place to disseminate information and address issues in the schools and community?
2. Does the board identify and use key communicator groups to provide input and disseminate district information and decisions?
3. Does the board communicate district performance to the public in clear and understandable ways?

Enter your narrative (essay or bullets) below this line.

Standard/Benchmark 4

The board is committed to a continuous improvement process that is embedded throughout the district at all levels. The board regularly reviews the strategic plan, board goals and superintendent's goals and ensures alignment. The district has created a robust rubric to ensure district, school and department work aligns with the strategic plan and the organization's focus on student learning. The board develops an annual meeting calendar, which includes a schedule for timely review of the district's annual operating plan, school improvement plans, and strategic progress monitoring. The board conducts a State of Schools Review at each school that includes a review of the school's school improvement goals, progress, areas of focus and future plans. Detailed assessment and other data are presented and discussed.

The board regularly communicates to the community its commitment to high levels of achievement for all students through its board meetings which are videotaped and made available through YouTube, shared on social media, and links and information included in the enewsletter, *BoardNotes*. Additionally, superintendent messages to staff and families reinforce board action and priorities. The board participates in board breakfasts with staff and parents at each school to listen, learn and engage. The board also meets individually with parents and community members and attends various community meetings to share information and gather input.

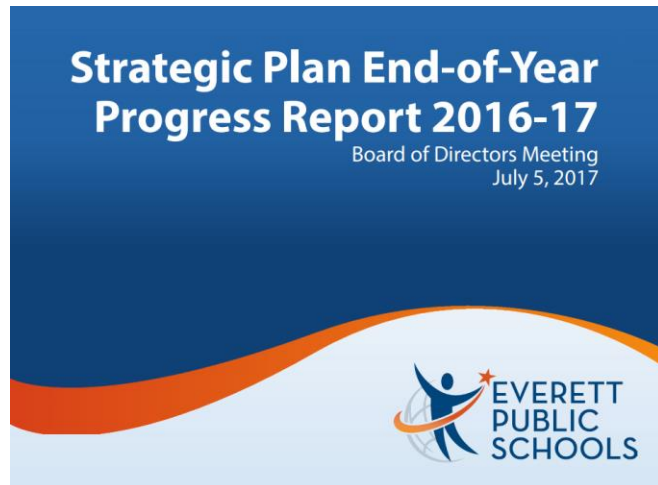
The board publicly recognizes the efforts of individuals and schools that are improving student learning at its regularly scheduled board meetings. Last year, 15 recognitions were held celebrating staff, students, schools and community groups for their achievements or efforts. The board also selects a teacher of the year who embodies the highest quality instructional and professional qualities of certificated staff. Additionally, the board recognizes a staff member and community partner at the Washington Association of School Administrators annual luncheon.

Insert up to three pages of evidence below this line.

The Everett Public Schools Strategic Plan is reviewed and updated annually by the school board, <https://www.everettsd.org/Page/18901>). An end-of-year progress report, <https://www.everettsd.org/Page/22320>, and presentation, <http://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-89421/Strategic%20Plan%20End-of-Year%20Progress%20Report%202016-17%20Presentation.pdf>, is completed. The strategic plan guides the district's annual operating plan.



Everett Public Schools Strategic Plan Progress Report End-of-Year 2016-17



Board goals are developed annually and aligned to the strategic plan, [http://www.boarddocs.com/wa/waesd/Board.nsf/files/AE4Q8Y6823A6/\\$file/Board%20Annual%20Goals%202016-17.pdf](http://www.boarddocs.com/wa/waesd/Board.nsf/files/AE4Q8Y6823A6/$file/Board%20Annual%20Goals%202016-17.pdf).



Board of Directors Annual Goals 2016-17

Based upon the results of the Everett Public Schools Board of Directors' annual self-appraisal to assess its performance as a board, its review of the district's accomplishments through the most recently completed year, and its revisions to the new strategic plan, the board develops a carefully focused work plan for the school year. The plan is structured to address board priorities that support its strategic priorities, organized using the WSSDA School Board Standards framework.

School Board Standards	School Board Goals	Strategic Goal	Superintendent Standard
Standard 1. Provide responsible school district governance.	a. Revisit the board agenda format and conduct, and revise the annual agenda plan to reflect strategic priorities. b. Enhance board effectiveness through board study sessions, community engagement, and conferences. c. Regularly review district financial reports. d. Regularly review policies for revision, deletion, and addition.	3.5 3.3 4.1 3.5	6.2.C 6.2.C/6.2.E 3.1.B 3.2.A/3.2.B/ 3.2.C/3.2.D
Standard 2. Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations.	a. Monitor instructional materials planning, selection, and implementation processes. b. Approve and monitor implementation of integrated technology plans. c. Establish with the superintendent annual goals consistent with the strategic and annual operating plans. d. Monitor the development of a new early learning plan.	1.2 2.2/2.3 3.3 1.1/3.2	6.2.E 6.2.A/6.2.C 6.2.E/6.2.F 1.1.A/1.1.D
Standard 3. Create conditions district-wide for student and staff success.	a. Establish and audit budget priorities to align with strategic priorities. b. Evaluate capital bond and facilities priorities in support of the strategic plan.	4.1/4.2 4.1	3.1.B 4.1.D
Standard 4. Hold school district accountable for meeting student learning expectations.	a. Monitor student learning improvement progress. b. Monitor key strategic priorities progress. c. Evaluate the superintendent's performance. d. Monitor district-wide the growth and development of effective instructional practices.	1.2 2.2/3.5 3.3	1.1.C/2.2.A 1.1.C 2.2.A/2.2.D 2.1.B/2.1.D/ 2.1.E
Standard 5. Engage the local community and represent the values and expectations they hold for their schools.	a. Identify and participate in community engagement opportunities designed to optimize stakeholder engagement to inform strategic decision-making. b. Pursue refined state and local legislative advocacy in support of district priorities.	2.2/5.1 5.1	6.1.A/6.1.C 6.1.B

Board Approved: September 13, 2016

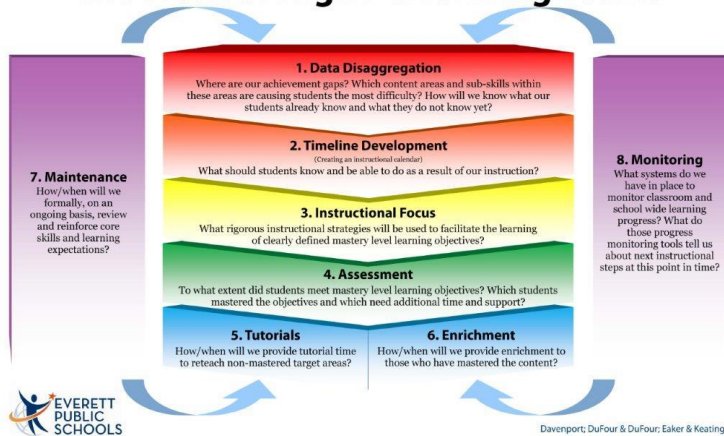
Superintendent's goals (<https://www.everettsd.org/Page/20051>) are aligned the board's goals and inform district work.

School improvement plans and district work plans align with the strategic plan, annual operating plan, and superintendent's goals. State of Schools Reviews are conducted by the board at all 26 schools,

<http://www.boarddocs.com/wa/waesd/Board.nsf/Public>.

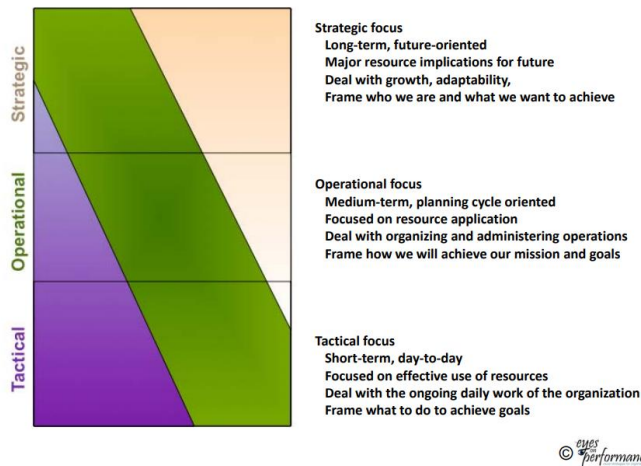
The board and district follow an 8-step continuous improvement process (high performing teams).

The Work of High Performing Teams

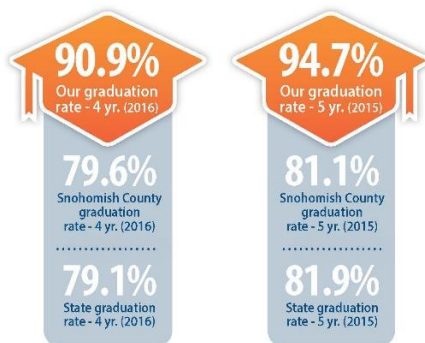


The board uses a strategic decision-making model to inform its work.

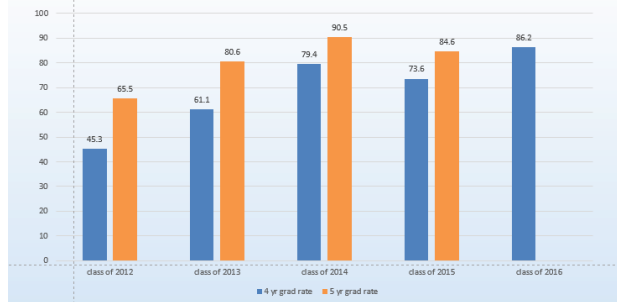
Strategic Decision Making Model



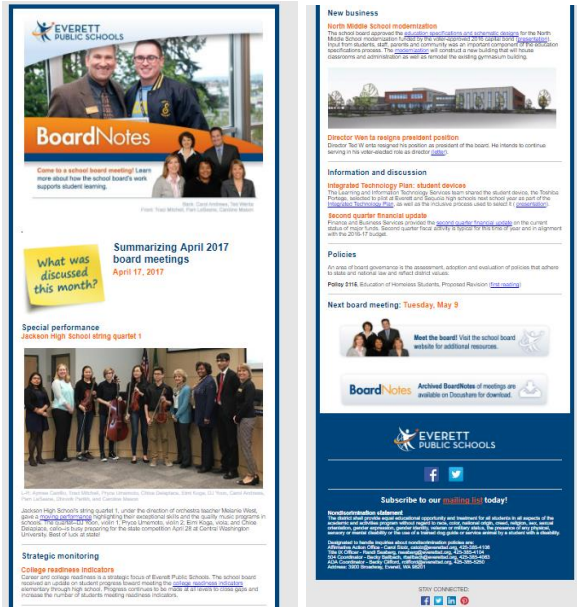
As a result of its focus on continuous improvement in alignment with the strategic plan, the district is making incremental annual progress towards a 100 percent graduation rate and closing the opportunity gap.



English Learners 4- and 5-year graduation rates



The *BoardNotes* e-newsletter highlights board meetings.



The board held 15 recognitions of staff, students, schools and community in 2016-17 to celebrate their contributions to support student learning.



Garfield Title 1 award board recognition



Board recognition of student Harshu Munsunuri

The board conducted a special meeting March 30, 2017, on high school capacities and enrollment growth, [http://www.boarddocs.com/wa/waesd/Board.nsf/files/AKYPW56683EC/\\$file/High%20School%20Capacity%20Analysis%20Presentation%2020170330.pdf](http://www.boarddocs.com/wa/waesd/Board.nsf/files/AKYPW56683EC/$file/High%20School%20Capacity%20Analysis%20Presentation%2020170330.pdf)

