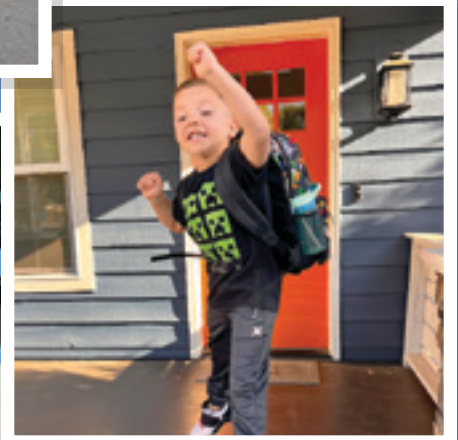
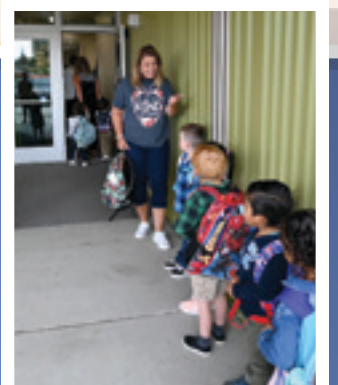


Lake Schools



FALL
2023

Annual assessment scores show growth, opportunities (pg. 1)

Explore our new elementary and secondary language arts curriculum (pg. 2)

Planning for our future facility needs, capacity (pg. 3)

Inspiring Excellence



LAKE STEVENS
School District

Annual assessment scores show growth, opportunities

LAKE STEVENS
SCHOOL DISTRICT

2023

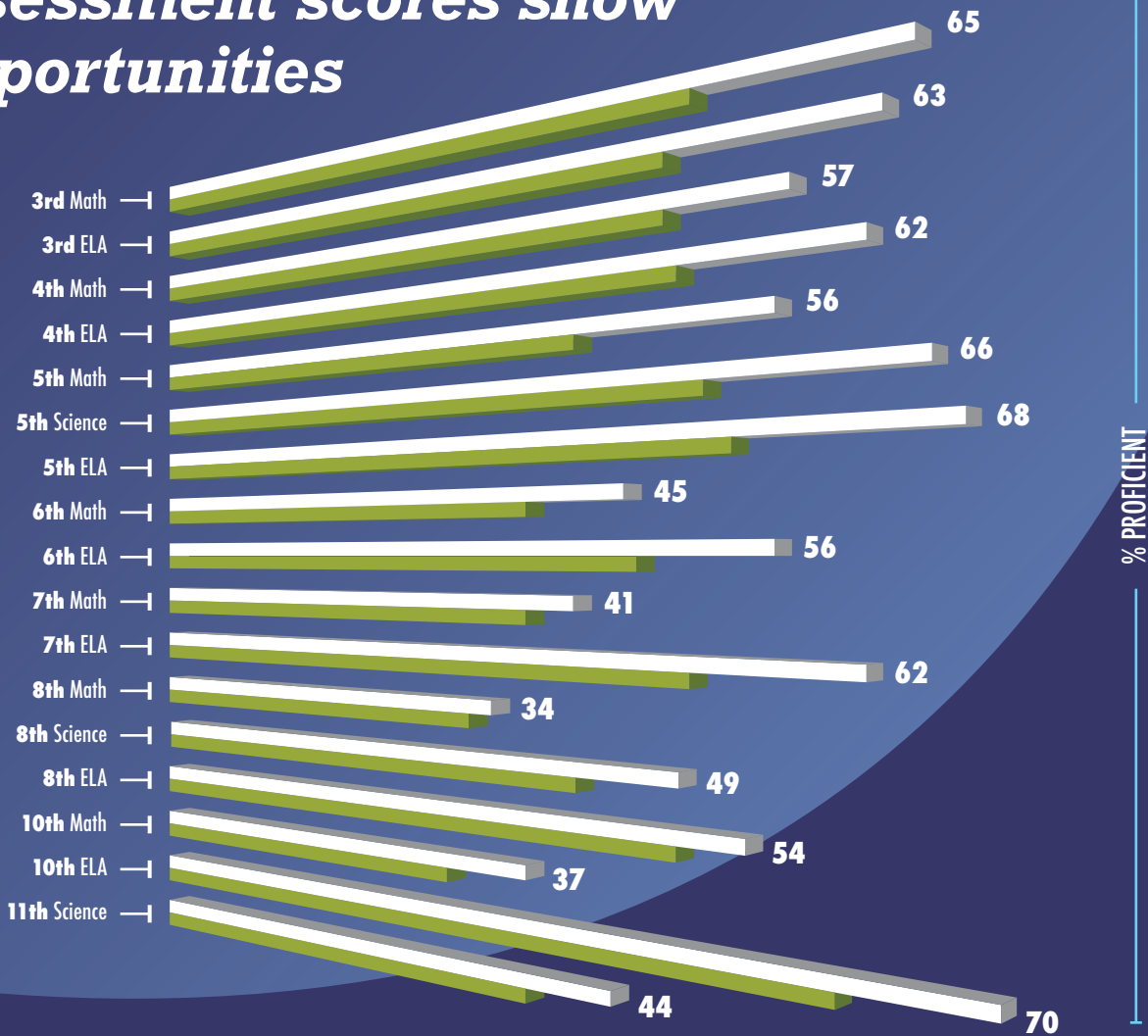
STATE ASSESSMENT
SCORES

VS

WASHINGTON STATE

LSSD State

Third- through eighth-graders and 10th-graders took the Smarter Balanced Assessment in English Language Arts and Math. Fifth-, eighth- and 11th-graders also took the Washington Comprehensive Assessment of Science.



Last spring, Lake Stevens School District’s (LSSD) third- through eighth-graders and 10th-graders took the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) and math. Fifth-, eighth- and 11th-graders also took the Washington Comprehensive Assessment of Science (WCAS). Our students once again outperformed their peers statewide in all assessed categories. Our students were also among the leaders in Snohomish County in the majority of tested areas.

“Our students and educators have demonstrated a commitment to learning, and I’m pleased to see the progress we’ve made as a district,” said Dr. Ken Collins, Superintendent of LSSD. “However, we know our journey is far from complete. While we have areas of celebration, we acknowledge that there is still work to be done. We will continue our efforts to ensure that all students receive the support and necessary interventions required to achieve academic success.”

Summative assessment scores, such as the SBA and WCAS, are just one way that we measure student achievement. In our district, we focus as heavily, if not more so, on frequent, formative, classroom-based assessments that help guide instruction. Information gained from state assessments and other district and

classroom-based assessments and activities help our educators plan and guide instruction. District administrators use the information to plan professional learning for teachers and to help identify, promote, and support successful programs, effective curriculum and instructional strategies.

While the spring 2023 scores indicate progress—gains were made in sixth-grade ELA and math and in eighth-grade ELA and science—opportunity gaps continue to persist. Supporting students furthest from educational justice and students most impacted by the pandemic has remained a priority. Students are receiving interventions through tutoring, after school and summer learning opportunities, reengagement support, mentoring, access to educational technology, and mental health support.

Student assessment scores are available for families in Skyward Family Access under the “Test Scores” or the “Portfolio” tabs. Families of secondary students received a family score report in the mail.

“Our students and educators have demonstrated a commitment to learning”
Dr. Ken Collins, Superintendent

Grade	Math		ELA		Science	
	LSSD	WA	LSSD	WA	LSSD	WA
3rd	65	50	63	48		
4th	57	48	62	49		
5th	56	41	68	53	66	51
6th	45	37	56	46		
7th	41	37	62	50		
8th	34	32	54	49	49	41
10th	37	30	70	60		
11th					44	37

Spring 2023 SBA results: LSSD vs. WA State

For more information about LSSD’s student achievement scores and demographic information, visit <https://washingtonstatereportcard.ospi.k12.wa.us> and search for “Lake Stevens School District.” To learn more about state testing, visit www.k12.wa.us/student-success/testing/state-testing.

Transforming districtwide learning with new elementary language arts curriculum

The classroom lights were dim and students were comfortably seated in the front of the room, fully engrossed in their teacher's reading of *The Wind in the Willows*. When Livia Olesen came upon one of the identified vocabulary words, her Skyline Elementary School third-graders would recite the definition, in unison, complete with hand gestures to help them retain the information.

"Conceited—overly proud of yourself," the students chanted while pointing their noses in the air.

"What makes Toad conceited?" asked Olesen, as nearly a dozen student hands shot into the air to answer her question.

Students were introduced to the adventures of Mole, Rat, Badger, and Toad, all while strengthening their understanding of character traits, settings, themes, plots and sequence of events. Following their reading they worked collaboratively to draft an opinion about Toad and why he was irresponsible.

The story is part of Domain 1: Classic Tales in the Core Knowledge Language Arts (CKLA) curriculum, which was adopted by the Lake Stevens School District's Board of Directors in May 2023, after a two-year comprehensive curriculum review and piloting process.

"My students are adapting very well to CKLA," said Olesen, who was one of 20 teachers to pilot the curriculum last school year. "In third-grade we invest two hours each day to complete a lesson to ensure we teach all of the parts—speaking and listening, foundational skills, writing responses to reading, independent and partner reading, and handwriting. Activities such as these integrate ELA standards while exposing students to a variety of genres and topics. Our new curriculum will equitably give a foundation to all students in our district."



Scan the QR code to learn more about Amplify Core Knowledge Language Arts.

During the pilot of CKLA, Olesen guided her students as they made connections across topics and disciplines. Their vocabulary was enhanced, which also supported their writing skills. She sees her students engaged in their learning and having fun.

"They are excited to learn, and their daily reflections



Skyline Elementary School students work in a small group with their teacher, Livia Olesen, to discuss *The Wind in the Willows* characters as part of the Core Knowledge Language Arts curriculum. This was adopted by the Lake Stevens School District's Board of Directors in May 2023, after a two-year comprehensive curriculum review and piloting process.

show that they are enjoying the materials. I've even had families tell me that their children are actively sharing what they've learned when they get home. And, I'm learning right along with them," said Olesen, who is looking forward to exploring future learning topics including animal classifications, the Roman Empire, Native Americans, ecology and more.

CKLA was fully implemented at the start of this school year in kindergarten through fifth-grade as the district's core language arts curriculum. It immerses students in rich content from literature, history, geography and science, while fostering a deeper understanding of subjects and supporting effective writing and communication.

CKLA adoption process

Prior to adopting CKLA, elementary teachers and principals adopted a literacy vision to ensure that the curriculum review process aligned with the needs of Lake Stevens' students. The elementary team determined that the first step of their process was their own professional learning.

All elementary teachers were trained in LETRS, which provides the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language.

Then, the Elementary Literacy Review Team, made up of elementary teachers, principals and district leaders, began evaluating programs in the fall of 2022. CKLA emerged as the standout choice for several reasons:

- **K-5 Scope and Sequence:** CKLA was the only program that offered a comprehensive scope and sequence for foundational skill instruction across all grade levels.
- **Alignment:** CKLA aligns with the Science of Reading, a body of research that illuminates how students learn to read. This alignment ensures that the district's curriculum is up-to-date and evidence-based.
- **Integration:** CKLA seamlessly integrates reading, writing and handwriting instruction—streamlining the learning process for both students and teachers.

- **Engagement:** The program is highly engaging for students, making learning a captivating and enjoyable experience.
- **Content and vocabulary building:** CKLA exposes students to complex grade-level texts daily, emphasizing meaningful content and vocabulary development.
- **Resource accessibility:** Teachers have access to pre-made and editable Google Slide decks for each lesson, and classrooms are equipped with grade-level texts and teacher guides. Students in kindergarten through third-grade use consumable workbooks, while those in fourth- and fifth-grades have digital and paper-pencil response options.
- **Equity and consistency:** CKLA helps align literacy learning experiences across our district, offering an equitable experience for all students—regardless of the school they attend, or the teacher they have. This uniformity promotes excellence in education throughout our community.

"Over the past few years, brain research has been published that better defines how students learn to read," said Steve Burleigh, Executive Director of Elementary Teaching & Learning. "I am so pleased with CKLA, which is grounded in this important research. The commitment and dedication of our elementary educators and administrators to screen, pilot, learn and implement CKLA was essential, and greatly appreciated. Our elementary students throughout the district now have an aligned, equitable and engaging literacy curriculum to prepare them as they advance through our district."



A third-grader plans his opinion paragraph, starting with a topic sentence, inviting the reader to learn why Toad is irresponsible.

New core English Language Arts curriculum implemented for ninth- through 11th-graders

In May 2023, Houghton Mifflin Harcourt (HMH) Into Literature English with Writable was adopted by the Board of Directors as the new core English Language Arts (ELA) curriculum in ninth- through 11th-grades. Writable is an online tool with opportunities for daily practice, peer review and timely writing feedback.

This new curriculum allows our secondary educators to:

- Take an **integrative approach** to teaching reading, writing, listening, and speaking skills that foster student learning and engagement;
- Provide up-to-date, **integrated technologies through a digital platform** that expands the ability to use a variety of resources in the classroom;
- **Use assessment data** to identify targeted skills, focus on data-informed instruction and foster collaborative conversations about students' needs;
- Introduce texts that are **diverse and culturally-inclusive**;
- Provide student-centered learning to include **social-emotional learning and citizenship**; and
- Harness a platform for **ongoing professional learning** to pursue best practices to cultivate a culture of professional growth.

A Curriculum Review Core Committee—made up of Cavelero Mid High School (CMHS) and Lake Stevens High School (LSHS) ELA teachers, school administrators, and district administrators—extensively reviewed 22 programs over the course of the last two school years. During the 2022-23 school year, a team of CMHS and LSHS ELA teachers piloted two curriculums before selecting and presenting Into Literature to the district's Curriculum Commission and finally to the Board of Directors for adoption.

"I appreciate that teachers have options for how to present the material to students."

Julie Henggeler

"Into Literature offers a variety of different reading and writing activities, and has the potential for students to engage in rich discussions," said Julie Henggeler, an ELA teacher at Lake Stevens High School, and a pilot teacher. "Although it's early in the year, students seem to be engaging with and responding favorably to the updated

texts. I appreciate that teachers have options for how to present the material to students. Students have tangible workbooks that include all of the texts, and they can respond in their workbooks, on digital documents, and in their digital platforms."

Into Literature replaces the district's previous 23-year-old ELA curriculum, which was not aligned with the Common Core State Standards and did not have a digital platform. The previous curriculum also lacked diverse and culturally-inclusive texts and global awareness.

"Adopting a new curriculum is no small feat, and our educators' dedication to the process was remarkable," said Mike Snow, Executive Director of Secondary Teaching and Learning. "I appreciate the differentiation options Into Literature and Writable offer to ensure that all students—including English Language Learners, Highly-Capable students, and those who need targeted interventions—have the tools they need for success."

To prepare for implementation of the new curriculum prior to the start of this school year, CMHS and LSHS ELA teachers received intensive training provided by the publisher. This training will



Community-led collaboration guides district's facilities planning process

Large sheets of paper line the room, filled with colorful Post-It notes containing questions, suggestions and creative ideas. Participants of varying ages and roles are huddled in small table groups throughout the room—pouring over data, maps and charts. The synergy in the room is palpable as the group collaborates and works through scenarios.

This group is Lake Stevens School District's Facilities Needs Advisory Committee (FNAC). It includes parents, caregivers, staff, students and community leaders, and is being led by Andrea Wright—a district parent, volunteer and engaged member of the community. FNAC members applied to participate after engaging in the district's Facilities Needs Survey in early September.

"I'm honored to lead this dynamic committee," exclaimed Wright. "We're collaborating to tackle the multifaceted challenges of safety, programs, building condition and capacity. Our shared commitment to prioritize these challenges, and create a recommendation to the Board of Directors, guarantees that our schools will continue to effectively support all of our students for years to come."

More than 1,200 people participated in the Facilities Needs Survey, sharing 824 thoughts in response to this question:

What facilities needs should be considered as we plan for enrollment growth and the improvement of schools and district facilities in the years to come?

Respondents expressed concerns for safety, comfort and the capacity of our schools. This included overcrowding concerns and the need for additional schools, particularly at the middle and high school levels. Safety was a recurring theme, with participants emphasizing the importance of secure campuses and classroom doors. Climate control was also highlighted as a priority, with many calling for air conditioning and better heating in classrooms. Other suggestions include modernizing facilities

continue throughout the school year, and teachers have regular access to support and resources. They also have the ability to collaborate with their grade-level teams for alignment and calibration.

Scan the QR code to explore HMH Into Literature or visit www.hmhco.com/programs/into-literature.





Superintendent Ken Collins welcomed members of the Facilities Needs Advisory Committee, and outlined the group's purpose and goal. He provided an overview of the district's strategic plan, and the pivotal role district facilities play in student achievement.



The committee is made up of parents, caregivers, staff, students and community leaders. It is being led by Andrea Wright (standing, back right). The committee will meet through the end of 2023 to identify and prioritize facilities needs. They will present final recommendations to the Board of Directors in early 2024. These recommendations will be used by the Board and district leaders for future bond planning to address continued growth and aging facilities.

and providing more parking. Participants stressed the need for equitable resources and facilities across all schools in the district.

"We appreciate the willingness of our district stakeholders to partner in this important work," said Robb Stanton, Executive Director of Operations Services. "Community engagement is an essential part of our district and a crucial component of our long-term planning and strategy."

Continual planning and anticipation of growth, facility needs

The FNAC was formed to begin a community-based process to evaluate the district's facilities needs, which are greater than the district's annual budgets. Facilities and capacity planning are a normal part of the district's operations.

District administrators perform enrollment projections several times a year, which are coupled with the six-year enrollment projections supplied from the Office of the Superintendent of Public Instruction. Permits for future housing developments and quarterly reviews of construction are also conducted.

To determine facility needs, annual building condition assessments are performed. Results from these assessments are shared with the Board of Directors. District administrators also perform annual safety audits of schools to determine where improvements are needed.

"We use data to drive our decisions, and are constantly planning for our future," said Stanton.

When data indicates that the facility needs are greater than district leaders can manage with annual budgets, a needs assessment is developed. If the Board of Directors is in agreement with the needs assessment, district leaders move forward with surveying our community and convening a FNAC.

The FNAC will meet through the end of 2023 to identify and prioritize facilities needs. They will present final recommendations to the Board of Directors in early 2024. These recommendations will be used by the Board and district leaders for future bond planning to address continued growth and aging facilities.

In addition to the work of the FNAC, technical experts are meeting to review potential funding sources, to identify potential solutions and alternatives, and to begin estimating the scope of work that may be needed.

Follow along in our facilities planning process by visiting our website, www.lkstevens.wednet.edu.

Engagement



PARTICIPANTS

1,262



THOUGHTS

824



RATINGS

30,042

Watch how we're benefitting from our 2016 bond projects

We are committed to providing safe and modern learning spaces for every student. In 2016, our community continued its investment in this important work by approving a school construction bond that allowed us to build a new elementary school and early learning center, modernize and expand Lake Stevens High School, and provide updates to safety and security and infrastructure systems at all schools.

We've created a video that highlights how our students, employees and families are benefitting from these projects. Your support has made a difference, and we are delivering on our promises. Together, we're shaping a bright future for Lake Stevens. Thank you!



Building Futures

Celebrating successes from the 2016 school construction bond



Discover our new district and school websites

We're proud to introduce our newly redesigned websites! This includes the district website and all of our school websites. We hope that you enjoy this new web experience, and that you are able to quickly find the information you are looking for.

New website highlights:

- Truly mobile responsive: Check out the new sites on your phone or tablet. It's a much cleaner experience than our previous website.
- Updated navigation: Menus and quick links have been updated to help you find the information you need more intuitively and efficiently.
- Robust search features: Can't find what you're looking for? The advanced search features on the new site allow users to quickly and easily find the exact content they are looking for with behind-the-scenes tools.
- Accessibility and translations: The new site is more accessible and offers a wider range of translation options. Click the accessibility icon in the bottom left of the screen to explore accessibility options. Use the drop-down and select from available languages to auto-translate our website.

Visit www.lkstevens.wednet.edu to get started!



Special Education services in Lake Stevens School District

The Lake Stevens School District is focused on meeting the needs of all students. Toward this end, the district is committed to locating, evaluating and identifying students from birth to age 21 who are suspected of having a disability for the purpose of determining whether they are in need of special education and related services. This extends to students residing in the district, whether or not they are enrolled in the public school system. This also includes highly mobile children (such as migrant or homeless students) who are suspected of having a disability and in need of special education, even though they are advancing from grade to grade.

A student eligible for special education means a student who has been evaluated and determined to need special education because of having a disability in one of the eligibility categories, and who, because of the disability and adverse educational impact, has unique needs that cannot be addressed exclusively through education in general education classes with or without individual accommodations, and needs specially designed instruction. The eligibility categories are hearing, vision, speech, language, orthopedic or health impairment, intellectual disability, an emotional behavioral disability, autism, traumatic brain injury, deaf-blindness, multiple disabilities, a specific learning disability or for students, ages three through nine, a developmental delay.



For more information, visit the school district website and click on "Departments" and "Special Services" or call 425-335-1660.

Student attendance is an essential part of learning

Absenteeism is a lost opportunity to learn. Our families and community members play a key role in making sure students understand why attendance is so important for success in school. Attending school regularly helps students feel better about school and themselves.

Make school attendance a priority! Here are some helpful tips:

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Try to schedule medical appointments and extended trips when school isn't in session.
- Talk about the importance of attending school, on time, every day that your child is well.
- If your child must stay home due to illness, ask their teacher for resources and ideas to continue learning at home.
- Contact the attendance office at your child's school to excuse their absence.

If your family or your student needs support with school or attendance, please reach out to your school's main office for support. Additional resources are available at www.attendanceworks.org.



Message from Your Superintendent

This is my 33rd year in this extraordinary district, and I can honestly say that the magic and excitement of a new school year remains undiminished. I've thoroughly enjoyed my visits to schools, and every opportunity I've had to connect with our students, employees and community members.

We kicked-off the year by introducing our Foundation for Excellence, the strategic plan that will guide the work of our district for the next five years. Please take a few moments to review the plan by scanning the QR code on this page. The plan is a testament to the dedication that our entire district has to meeting the academic and social emotional needs of our students.

One way our student achievement is measured is by on-time graduation rates and state assessment scores. Last spring our students took state assessments in English Language Arts, math and science. Our students once again outperformed their peers statewide in all assessed categories, and were leaders in Snohomish County in many of the tested areas. I encourage you to read the article on the first page of this publication to learn more about how we use assessment data. Additionally, each school mailed home individual student scores for families to review with their students.

This fall we welcomed more than 20 new teachers and specialists to our

district. We also welcomed several school administrators, and educational support professionals into our schools and departments. Our district is actively hiring bus drivers and substitute drivers, certificated and classified substitutes, custodians and food and nutrition services employees. This is a great place to work, and I encourage you to consider applying for an open position. And, please help us spread the word throughout our community.

Our schools are not just buildings; they're vibrant hubs of learning and community. We encourage you to get involved, whether it's volunteering your time, attending events, or sharing your ideas. We're always looking for new ways to enrich the educational experience for our students. To get started, please visit our website and click on "Community" and "Volunteer Program."

I'm excited about the adventures and accomplishments that lie ahead this school year. Your dedication to education is what makes our community so special, and I'm proud to be your superintendent.

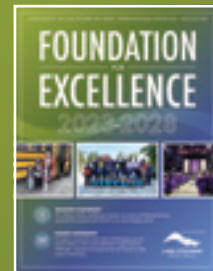


Sincerely,

Ken Collins, Ed.D.
Superintendent

Explore our Foundation for Excellence

Lake Stevens School District's strategic plan—the Foundation for Excellence—was launched in 2013 to guide our work, districtwide. Since that time, the plan has been revitalized to keep pace with our progress, and with the changing needs of our students.



This five-year plan represents a collective effort from our Board of Directors, employees, students, families and community members. To engage these important voices

in this process, we used surveys, listening sessions and planning meetings to obtain feedback on our progress, and to identify what enhancements were needed. Meeting with students and staff from each school was the most rewarding part of this process.



We're proud to present this plan to you, and to partner with you to accomplish our goals. Thank you for joining us in this important work.

Lake Stevens School District is **HIRING!**



Substitute Teachers



Bus Drivers and Sub. Drivers



Paraeducators and Substitute Paraeducators



Food Services and Substitute Food Service



Visit: www.lkstevens.wednet.edu/jobs

STAY INFORMED ABOUT WHAT'S HAPPENING IN OUR SCHOOLS!

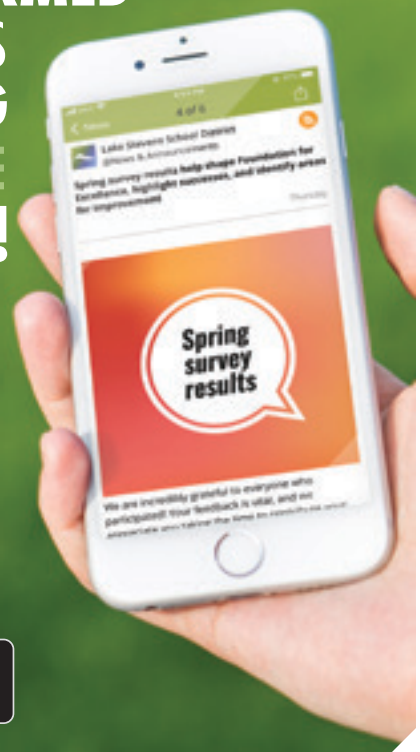
The free LSSD mobile app provides easy access to news, calendars, notifications and lunch menus. Search "Lake Stevens School District" on the App Store or Google Play.



Download on the
App Store



GET IT ON
Google Play



2023-24 SIGNIFICANT DATES

Note: Every Friday is 85-Minute Early Release. Dates are subject to change. Please confirm dates and times on the district website calendar.

*pending no school closures

November 2023

1-2	P-7 Family Conferences; 2.5 hour early release K-7; no preschool
10	No school in observance of Veterans Day
22	2.5 hour early release
23	Thanksgiving Day
24	No school

December 2023

18-29	Winter Break, no school
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January 2024

1	New Year's Day, no school
15	Dr. Martin Luther King Jr. Day, no school
26	End of first semester
29	No school, Learning Improvement Day for staff

February 2024

16	No school
19	Presidents Day, no school

March 2024

4-7	P-7 Family Conferences; 2.5 hour early release K-7; no preschool
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April 2024

1-5	Spring Break, no school
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May 2024

27	Memorial Day, no school
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June 2024

11	Graduation
12	Last day of Early Learning Center
18	*Last day of school, 2.5 hour early release
19	Juneteenth, schools and offices closed
20-21	Snow make-up days, if needed

ECRWSS

Current Resident

Join us for the Holiday Maker Fair on Dec. 2

You are invited to Lake Stevens School District's Holiday Maker Fair (formerly known as the Dickens Fair, which was trademarked, forcing the name change) on Saturday, Dec. 2 from 10 a.m. to 4 p.m. at Cavelero Mid High School, 8220 24th St SE in Lake Stevens.

More than 120 vendors will sell their handcrafted wares. Admission to the fair is a can of food or monetary donation to the Lake Stevens Community Food Bank. All proceeds from the fair support the district's volunteer and employee recognition programs. For more information, visit www.lkstevens.wednet.edu/fair.



Golden Viking card offers free admission for senior citizens



Senior citizens are invited to participate in Lake Stevens School District's Golden Viking Program. The program is a partnership opportunity for seniors living in Lake Stevens School District's boundaries to participate in high school athletic events and high school drama productions at no charge.

The Golden Viking Card admits one senior citizen (65 years of age or older) to regular season high school sporting events and drama productions where admission is charged. This does not include playoff games.

Golden Viking applications are available online, www.lkstevens.wednet.edu/goldenviking and at the Educational Services Center, 12309 22nd St NE. You may also call 425-335-1500.

We hope you'll join us by participating in the amazing experiences that our students bring to our community through education and activities.

REGISTER TO VOTE OR UPDATE YOUR REGISTRATION

Are you a registered voter? Have you moved or changed your name? Registering to vote, or updating your registration, is quick and easy! Visit vote.wa.gov to get started. Paper registration forms are available at the Educational Services Center or your neighborhood school.

AMERICAN RED CROSS LIFEGUARDING COURSES

\$200

Applicants need to pass the pre-course before signing up. Visit the LSSD Pool or call (425) 335-1526.

- ▶ Nov. 22 from 3 to 7 p.m. and Nov. 24 to 26 from 10 a.m. to 5 p.m. | Registration deadline: Friday, Nov. 17
- ▶ Dec. 18 to 21 from 9 a.m. to 4 p.m. | Registration deadline: Wednesday, Dec. 13

Visit our website for more information: www.lkstevens.wednet.edu/community/pool/training-courses

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Mari Taylor, President • David Iseminger, Vice President • Paul Lund, Legislative Representative • Dr. Nina Kim Hanson • Vildan Kirby

In accordance with RCW 49.60, the Lake Stevens School District does not discriminate in employment and schools. The Lake Stevens School District provides Equal Educational and Employment Opportunity without regard to race, creed, color, national origin, sex, handicap/disability, sexual orientation including gender expression or identity, creed, religion, age, veteran or military status, use of a trained dog to guide or service animal by a person with a disability, and provides equal access to the Boy Scouts and designated youth groups. The district complies with all applicable state and federal laws and regulations to include, but not limited to, Title IX, Title VI of the Civil Rights Acts, Section 504 of the Rehabilitation Act, RCW 49.60 "The Law Against Discrimination," and RCW 28A.640 "Sex Equity," and covers, but is not limited to, all district programs, courses, activities, including extracurricular activities, services, access to facilities, etc. Inquiries regarding compliance procedures should be directed to Lake Stevens School District, 12309 22nd St. NE, Lake Stevens, WA 98258, Attention: Title IX and Civil Rights Coordinator, John Balmer, (425) 335-1500, John_Balmer@lkstevens.wednet.edu or ADA Compliance Coordinator and Section 504 Compliance Coordinator, Miriam Tencate, (425) 335-1500, Miriam_Tencate@lkstevens.wednet.edu.