



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

June 26, 2014

Board Members:

I hope this packet finds you well. Enclosed is your board packet for the July 9<sup>th</sup> and 10<sup>th</sup> board meeting at Educational Service District 101 in the Spokane.

I hope you had the opportunity to read [Kris Mayer's letter](#) in the SBE newsletter this week. Dr. Mayer has taken the lead in forging a new voice for us on school funding: now that the legislature has bar has been raised for students, it's time to raise the bar for themselves on school funding. The letter was well-timed as many legislators run for reelection, and the legislature prepares to [address the Supreme Court](#) and show cause as to why contempt charges should not be filed, given lack of progress on a plan to fully implement the revised program of basic education.

You might have also seen the [SBE's mention in the Washington Post](#) – the article discusses, in the context of the national controversy regarding the Washington Redskins mascot, Port Townsend's experience in adopting a new mascot... and how it did so partially at the behest of the Washington State Board of Education.

For this next meeting, we're addressing fewer issues, but in greater depth. Our review and approval process for district Required Action Plans comes to fruition at this meeting, and this will occupy all of Wednesday morning. Several board members are deeply engaged in this review, and will come prepared to guide the discussion about the issues posed by the plans. All districts will be represented by their top staff. There is arguably no work more important than the scrutiny and support we lend to our struggling schools and the students they serve.

We'll also be taking nearly three hours (one hour the first day, two on the second) to discuss our strategic plan. Clearly, the work of the Board is at a cross roads, as major initiatives move from adoption to implementation. We need to take some time in small working groups to reflect on our role, and how we can partner with OSPI and others to leverage the outcomes we wish to see. The goal of these segments is to lay the groundwork for an effective, robust planning retreat in September where decisions can be made.

And finally, the most important news – I had to put away the ball glove for good this past Friday, as the River Ridge Scorpions youth baseball team I co-manage fell just short, by a 12-8 tally, in the Division 3 U-12 Championship game. Both my boys looked at my glumly afterwards: what do we do now? 'Summer learning opportunities!' was my answer!

I look forward to seeing you in Spokane!

Sincerely,

Ben

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Isabel Munoz-Colon • Kevin Laverty • Dr. Daniel Plung • Elias Ulmer • Bob Hughes • Jeff Estes  
Mara Childs • Cynthia McMullen JD • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Peter Maier  
Randy Dorn, *Superintendent of Public Instruction*

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**July 9-10, 2014**

**AGENDA**

**Wednesday, July 9, 2014**

**8:00-8:15 a.m.**

**Call to Order**

- Pledge of Allegiance
- Announcements
- Welcome from Mr. Mike Dunn, Superintendent, Educational Service District 101

Agenda Overview

**Consent Agenda**

The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special Board discussion or debate. A Board member may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- Approval of Minutes from the May 7-8, 2014 Meeting (**Action Item**)
- Approval of Minutes from the June 11, 2014 Indistar Orientation Special Meeting (**Action Item**)

**8:15-10:45**

**Review of Required Action Plan Submissions from Marysville, Wellpinit, Yakima, and Tacoma School Districts**

Ms. Linda Drake, Research Director

Mr. Andrew Kelly, Assistant Superintendent, OSPI

Representatives of Required Action Districts, TBD

*Each district will make a 20 minute presentation*

**10:45-11:00**

**Break**

**11:00-12:00 p.m.**

**Board Discussion on Required Action Plans**

**12:00-12:30**

**Lunch**

**12:30-1:00**

**Executive Session Discussion for the Purposes of Executive Director Evaluation**

- 1:00-1:45**                    **Public Hearing on Proposed Rules to Implement Chapter 217, Laws of 2014 (E2SSB 6552)**
- Proposed Rules for Changes to High School Graduation Requirements and Basic Education Program Requirements
- 1:45-2:00**                    **Public Comment**
- 2:00-3:00**                    **SBE Strategic Plan – Discussion of Dashboard Results and Process for Development of Revised 2015-2019 Plan**  
Mr. Ben Rarick, Executive Director  
Ms. Sarah Lane, Communications Manager
- 3:00-3:15**                    **Break**
- 3:15-4:00**                    **Basic Education Act Waiver Requests**  
Mr. Jack Archer, Director of Basic Education Oversight
- 4:00-5:00**                    **School Discipline Data—Update on Student Discipline Task Force and Discussion of a System Health Indicator**  
Ms. Julia Suliman, Policy Analyst  
Ms. Maria Flores, Program Manager: Accountability Policy and Research, OSPI

**Thursday, July 10, 2014**

- 8:00-8:30 a.m.**            **Executive Session Discussion for the Purposes of Executive Director Evaluation**
- 8:30-8:50**                    **Student Presentation**  
Ms. Mara Childs, Student Board Members
- 8:50-10:30**                    **Strategic Plan Discussion for 2015-2019 Plan**  
Mr. Ben Rarick, Executive Director  
Ms. Sarah Lane, Communications Manager
- 10:30-10:45**                **Break**
- 10:45-11:00**                **Update on Career and Technical Education Course Equivalency Options for Satisfying Math and Science Credit Requirements**  
Ms. Linda Drake, Research Director
- 11:00-12:00 p.m.**        **Implementation of the Teacher and Principal Evaluation Pilot Program (TPEP) – Status Update**  
Ms. Helene Paroff, Assistant Executive Director of Professional Development, Washington Administrators of School Administrators (WASA)
- 12:00-12:15**                **Public Comment**
- 12:15-1:00**                    **Lunch**

- 1:00-1:05**                    **Call for Nominations to the Executive Committee**  
Dr. Kristina Mayer, Chair
- 1:05-1:20**                    **Draft Amendments to Adopted Rules on Charter Schools**  
Mr. Jack Archer, Director of Basic Education Oversight
- 1:20-2:20**                    **Board Discussion**
- 2:20-3:30**                    **Business Items**
1.     Approval of Date Change for the August 25, 2014 Special Board Meeting **(Action Item)**
  2.     Adoption of Proposed Rules to Implement Chapter 217, Laws of 2014 for E2SSB 6552 **(Action Item)**
  3.     Approval of Basic Education Waiver Requests from Auburn, Grand Coulee Dam, Mount Baker, Onion Creek, Cle Elum-Roslyn, Wahkiakum and Selkirk School Districts **(Action Item)**
  4.     Approval of filing for CR-102 for Charter School Rules **(Action Item)**
  5.     Approval of Required Action Plans **(Action Item)**
  6.     Approval of Private Schools for the 2014-2015 School Year under RCW 28A.195.040 and Chapter 180-90 WAC **(Action Item)**
  7.     Approval of Nominations Chair for the Executive Committee Election Process **(Action Item )**
- 3:30**                            **Adjourn**



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May 7-8, 2014  
Kennewick School District Office  
Kennewick, Washington

## State Board of Education (SBE) Board Meeting Minutes

### Wednesday, May 7, 2014

#### 8:30-8:45 a.m. Call to Order

- Pledge of Allegiance
- Announcements
- Administration of the Oath of Office for Jeff Estes
- Welcome from Dave Bond, Superintendent, Kennewick School District

Members Attending: Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Munoz-Colon, Ms. Judy Jennings, Ms. Holly Koon, Dr. Deborah Wilds, Mr. Kevin Laverty, Mr. Eli Ulmer, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Mr. Jeff Estes (15)

Members Excused: Dr. Dan Plung (1)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D., Ms. Tamara Jensen (10)

The meeting was called to order at 8:30 a.m. by Chair Mayer.

Chair Mayer made introductory remarks and welcomed Mr. Jeff Estes to the Board. Ms. Childs welcomed Ms. Madeleine Osmun. Ms. Osmun is joining the Board in July as the student representative of Eastern Washington.

Superintendent Dave Bond welcomed the State Board, offered a classroom activity that included historic and geographic questions, and invited the Board to return to Kennewick School District.

#### **Consent Agenda**

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- Approval of Minutes from the March 5-6, 2014 Meeting (**Action Item**)



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**8:45-9:00**

## **Strategic Plan Dashboard**

Ms. Sarah Lane, Communications Manager

There were major accomplishments in the last couple of months. Several major initiatives of the Board were achieved, including:

- The Legislature passed the 24-credit high school graduation requirement framework. This high standard will help ensure our students are prepared for whatever their next step is after high school.
- The revised Achievement Index has been implemented and used to identify high performing schools and those in need of improvement and support. The index now includes growth, and title and non-title schools were identified. These are both big changes to the state's accountability system.
- Discussion started on a new strategic plan and the inclusion of adequate growth in the Index.

**New English Language Acquisition Award Website:** We have created a website to share the strategies and promising practices used by the award-winning schools. A survey was sent to all award-winning school. Their responses have been posted for all to see on the website. Those looking for information can find schools similar to their own by sorting entries by grade levels, program size, urban or rural setting, and ELL program model used.

**New Washington Achievement Index Website:** We have also been working with OSPI to develop a user-friendly online tool to display the Achievement Index data. The new Achievement Index will be released to the public soon. The board members inquired about the ease of getting onto the website, the relationship between the OSPI website and the achievement index site and will this cause general public confusion?

- Mr. Rarick explained that the Achievement Index site is hosted on the OSPI server, but there is a link to it from the SBE website.
- In response to a question from a board member about the loss of the ESEA flexibility waiver, Mr. Rarick stated that we had a choice, we could revert back to pre-waiver environment but this involved no change and didn't represent the new policy. As an agency we went with the blended approach with a common narrative.

Mr. Rarick was asked by board members to discuss the memo regarding the preparation for adopting a new strategic plan for the next four years. It was suggested that they have a verbal exchange at the July meeting and in September be prepared to have an impactful discussion and make decisions about the direction as a board over the next planning period.

**9:00-9:30**

## **Student Presentation**

Mr. Eli Ulmer, Student Board Member



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This was Mr. Ulmer's last presentation to the State Board of Education Board Members and staff, during the May 7-8, 2014 Kennewick meeting. Eli is leaving his student position at the State Board of Education and moving on to a promising college education and career. Eli is looking forward to spending time with his wife and new baby. He will be attending Big Bend Community College in the fall and will focus his efforts on an IT program. It was a pleasure having him serve on the Board. Staff and Board Members wish him the very best.

## **9:30-10:35                      Review and Discussion of Required Action District Academic Performance Audit Findings**

Mr. Andy Kelly, Assistant Superintendent, OSPI

Mr. Travis Campbell, K-12 Turnaround Director, OSPI

Ms. Chriss Burgess, K-8 Turnaround Director, OSPI

Ms. Maria Flores, Program Manager: Accountability Policy and Research, OSPI

Ms. Drake introduced the Required Action District (RAD) Academic Performance Audit Findings review. Board members formed four groups. Each group focused on a different Required Action District for 15 minutes, then switched district so that they covered all four districts over the course of an hour. Each group was accompanied by an OSPI staff member. Each station covered the following topics:

- Brief overview of school and district.
- Review of audit recommendations.
- Discussion
  - What key issues need to be addressed in the required action plan?
  - What are new issues since School Improvement Grant (SIG) status?
  - What are the old issues that started being addressed with SIG?
  - What might be major implementation challenges?

## **10:35-10:45                      Break**

After the workshop activity and break, board members reported back to the full group. Their discussion raised the following concerns and addressed the following topics:

### Leadership and Staffing

- Leadership is an issue.
- Inexperienced staff and lack of tenure is an issue. Staff turnover is a large issue. Superintendent- and district-level effort is needed to reduce turnover.
- Cultural awareness is an issue, having staff that are unaware of the students' cultural background creates obstacles to serving students.
- One of the most beneficial actions to support these schools is hire and retain principals who can help the improvement process.
- In some of the schools, it looks like there is a dysfunctional relationship between the school board, school administration, and the teachers.
  - Mr. Kelly suggested a deeper dialogue about the relationship with the school board.
- Organizational culture change is needed at the schools. Teachers and administrators need to believe that students can succeed.



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- Mr. Kelly stated that personnel in schools and districts are not lacking in concern for students. He acknowledged that many teachers and administrators are already working as hard as they can. Supports and services should not revolve around creating more work for the teachers and administrators.
- Mr. Rarick noted that discontinuity of leadership at the building and district levels is very influential. There is responsibility for moving from SIG to RAD with a different, more creative lens on the issue. Are we willing to make it financially in someone's best interest to stay for five years?

## Improvements, Supports, and Strategies

- A member noted that there was no clear strategic plan or visual of the strategic plan for each school. Will the improvement be sustainable? So far, several of the schools have been going up and down in performance.
- There should be a focus on the big-ticket improvements. There are sometimes too many things to focus on rather than a focus on the big-bang items. There should just be a few big, important goals. Choosing a few high-yield, sustainable strategies that lead to positive change is needed. But, there will not be a silver bullet. Waiting for a silver bullet is a passive strategy. Rather, developing the pedagogy of the teachers is very important. Sound teaching is vital.
- More work is needed around the accessibility of data and information on the use of data to change practice.
- Department of Social and Health Services assistance and economic support for communities are important for these schools. Perhaps these schools could be targeted through Early Childhood Assistance Program slots. There are changes that need to happen in the neighborhoods around these schools that cannot simply happen within the school. What can be put in these neighborhoods to interface with the school in partnership with the district? It isn't all about teaching and learning, there are other elements that factor into whether students learn or not. Systematization of these social-emotional and health supports is important.

## RAD Process

- The Elementary and Secondary Education Act (ESEA) flexibility waiver issue delayed the Required Action Plan process. Also, the timeline for turnover of a principal at Wellpinit will not match the timeline for the development of a required action plan by June 6.
- The RAD process has given OSPI an opportunity to lift up districts while providing accountability. Districts have an incentive to improve so that they do not move to RAD II and lose local control.

**11:00-11:45**

### **Required Action Plan Approval Process**

Ms. Linda Drake, Research Director

Ms. Linda Drake summarized the Board's role and decision points. Detail on the following topics of her presentation can be found in the PowerPoint in the additional materials.

The major current and upcoming tasks for the Board are as follows:

- Review Academic Performance Audits.
- Review Required Action Plans.
- Approve Required Action Plans.



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At this board meeting, the Board is asked to:

- Approve the process for approving required action plans.
- Approve a letter to Superintendent Dorn requesting feedback on required action plans.
- Approve emergency rules establishing a timeline for required action plan approval for this year only.

Ms. Drake summarized the elements of Required Action Plans, review form, intervention models, and timeline for approval.

Board members discussed the timeline for Required Action Plan approval. Ms. Drake stated that the timeline for districts is set in the event the Board rejects the plan and the review panel can deal with the rejection. The Board will discuss the issue with the Wellpinit timeline. Extending the timeline would cut short the appeal process timeline and would give districts less time to plan before the school year begins if there were an appeal. Chair Mayer stated that she would like the opportunity to speak with Ms. Drake, Mr. Rarick, and Mr. Kelly about the Wellpinit timeline.

Chair Mayer asked the board to make comments on the timeline for the other three districts. The comments were as follows:

- Besides Wellpinit, do the other school districts have enough time with the June 6 deadline?
  - Mr. Kelly stated that the answer is actually the same for all four districts. Making them focus on required action plans during the last month of school would take attention away from the students whom they are serving. Districts should review plans to make sure that the plans are robust enough to address every major area of findings in the audit.
  - Chair Mayer raised concern with delaying until the July meeting. She asked staff to take a look at an alternate timeline for pushing the process to July, then check back with the Board about that possibility. Chair Mayer voiced support for flexibility in the timeline for the district as long as there is the opportunity for the Board and review panel to go through their timeline.
  - Ms. Drake stated the staff will return with an alternate timeline. Staff will update the emergency rules to reflect that timeline.

## **11:45-12:00 p.m.      Public Comment**

### **Mr. Tim Knue, Executive Director of the Washington Association for Career and Technical Education**

In response to rules on the waiver of the CTE course requirement for districts with students who do not have reasonable access to CTE courses under WAC 180-18-100, Mr. Knue urged the Board to change the word "affirm" to "demonstrate."

## **12:00-1:00              Lunch - Recognition of Mr. Eli Ulmer**

Chair Mayer asked members to share stories with Mr. Ulmer during lunch and recognize his two years of service to the Board.



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1:00-2:00

## Implementation of E2SSB 6552

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Julia Suliman, Policy Analyst

Mr. Rarick briefly summarized the graduation requirement visuals that were included in the board packet.

Mr. Archer stated that the rules were developed with staff, legal counsel, a team of board members, and stakeholder participation. That collaboration will be ongoing throughout the rule-making process.

Mr. Archer summarized the rulemaking on WAC 180-51 based on the E2SSB 6552 legislation. The following topics were addressed in the draft rules and were reviewed in the discussion document on draft rules:

- Instructional hour requirement for basic education (180-16-200)
- Culminating project (180-51-066 and 180-51-067)
- Third math credit (180-51-068 (2))
- Third science credit (180-51-068 (3))
- Laboratory science (180-51-068 (3), (14))
- Personalized pathway requirements (180-51-068 (6), (8), (14))
- High School and Beyond Plan (180-51-068 (10))
- Personalized Pathway (180-51-068 (10), (14))
- Waiver of school district for up to two years from Career and College-Ready graduation requirements (180-51-068 (11))
- District waiver of up to two credits of individual students based on “unusual circumstances” (180-51-068 (12))
- Waiver for districts with under 2,000 students from CTE-equivalent course offerings (180-18-100)

Members raised the following concerns or commented on the following topics:

- For the Personal Pathway Requirements, a member raised concern about how specific a career goal needs to be. Is it a particular career or is it a career cluster?
  - Staff responded that there is flexibility in how specific a career choice is and that that is left to local control.
- A member questioned whether the 17 credits that cannot be waived were in E2SSB 6552.
  - Mr. Rarick responded that he does not necessarily agree that it is not in the law. He stated that E2SSB 6552 adopts the Board’s framework and the law is not in contradiction of the Board’s framework on the issue of the waiver of the 17 credits. He stated that if part of the 17 credits could be waived, then a student could possibly graduate with only one credit of math.
- A board member raised concern with the two-year extension waiver application deadline of May 1. The member stated that the deadline might put the Board in a troubling position if a waiver application comes in after the deadline.
  - Mr. Rarick stated that submitting an application after the school year starts would impact the funding of a district. He stated that the system should be set up in a way



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that is conducive to compliance so that a school is either receiving or not receiving a waiver for a given year.

- A member stated that the deadline should be right before the graduating year.
- Mr. Rarick responded that the waiver deadline should be applied to the students who are entering high school.
- In response to Mr. Knue's public comment on WAC 180-18-100, a board member supported the change of wording of "demonstrate" rather than "affirm" in the application that its students do not have reasonable access.
  - A member suggested that the length of the waiver should be limited in rule.
  - A member stated that affirmation would be enough to raise awareness and community pressure.
- A member asked about the parental permission for a waiver of two credits due to unusual circumstances. How will the district engage the parent? In the case of district communications with parents of ELL students, parents may not be able to read a written notice.
  - Mr. Archer stated that the agreement from other officials would meet the requirement if the parent could not be reached.
  - A member asked if the communication would be in their language or if the medium of communicating was something other than a letter. The member felt that written communications may only be an appropriate medium for some parents.
  - A member asked if there is another part of statute that has requirements on the way information is communicated to parents.
  - A member stated that it could create an administrative burden to try to track down a parent's signature.
  - Staff were directed to add language to the rules to address the member concerns and comments over communication with the parents.

**2:00-2:45**

## **Review of Required Action Plan Guidelines and Progress of Current RAD Schools**

Ms. Maria Flores, Program Manager: Accountability Policy and Research, OSPI  
Mr. Dan McDonald, Superintendent, Soap Lake School District  
Mr. Rick Winters, Principal, Soap Lake Middle/High School  
Mr. Dan Andrews, Principal, Soap Lake Elementary School  
Ms. Mary Ann Nielsen, Math Teacher, Soap Lake Middle/High School  
Mr. Matthew Brewer, Science Teacher, Soap Lake Middle/High School

Ms. Flores summarized the guidance provided to Required Action Districts, and followed with an update to the Board on Cohort 1 of the Required Action Districts. She summarized staff, student, and family survey response results at each of the RAD schools. The takeaways included their progress in instruction, perceptions of staff, and family views on the RAD schools. Each RAD school is making progress. The data analysis is available in the PowerPoint located in the additional materials section of the SBE website.



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A member asked about submission deadlines for Indistar reporting. Ms. Flores stated that, annually, there are three required deadlines for submitting Indistar reports. However, OSPI is able to receive hourly updates when they log in.

## Soap Lake Middle and High School Presentation

Mr. McDonald presented on where Soap Lake started and how they progressed. School staff had a goal of becoming a Blue Ribbon school district, and to reach that goal, they implemented 10 evidence-based improvement strategies. The strategies include the following skills that build success: teaching and learning initiatives, assessment system responses, school-to-home connection, and educational structure recalibration. They did job-embedded professional development and focus-learning to improve. A major hurdle to overcome was teacher anxiety. Staff set the following three major goals for change:

- Establish a place where data, rather than assumptions, drive thoughts and action.
- Establish a place where every lesson is derived from specifically-directed and defined essential standards.
- Establish strategic frameworks that set and define the pathway towards AYP and a Blue Ribbon Rating.

Soap Lake Middle and High School is a small school, with only a hundred students in middle and a hundred in the high school which is housed in the same building. They are thankful for TPEP and student growth goals. The success coaches have greatly improved the progress of their schools. One of their most important assets is their leadership team.

Soap Lake staff presented on their school improvement actions:

- Ms. Nielsen, the school's math teacher, remade the strategy for each math class and attends a regional professional development group.
- Mr. Brewer, the district's teacher of the year, demonstrated Edmodo, a social networking program that offers additional communication opportunities between instructors and students. Edmodo generates randomized formative assessments and allows for horizontal communication between thousands of instructors in the same content area. This communication is important for a small school with one teacher per content area.
- Soap Lake staff talked about change to school climate and culture. Their school implemented a Positive Behavioral Intervention System. Their use of disciplinary action has declined. Another major intervention was a change to their reading program using the College Teachers in Reading workshop that attracts students to high interest books that are at their level. Reading proficiency has increased.

**2:45-3:00**

**Break**

**3:00-4:00**

**BEA Waivers**

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer summarized the eight BEA waiver requests. Full descriptions are available in the board packet that can be found on the board materials section of the SBE website and the Lopez Island



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addendum is available in the additional materials packet. Waivers were requested by the following districts:

- Bainbridge
- Federal Way
- Lopez Island
- Napavine
- Orient
- Shoreline
- Wahkiakum
- Sunnyside

A board member noted the completeness of Shoreline's application. However, the board member noted the lack of detail on some of the other waiver applications. A member stated that Shoreline is a large enough district to have a staff member dedicated to using data. This member stated that some districts do not have the personnel and resources to provide well-developed waiver applications.

Mr. Archer stated that the waiver application has had some frailties. He worked with Members Munoz-Colon, Laverty, and Plung to improve the waiver application. He noted the exceptional work of Member Plung on the waiver application. A member asked about the timeline for the improved waiver application. Mr. Archer stated that the current waiver applicants did not use the revised waiver application.

Mr. Rarick suggested that the waiver application and criteria discussion would be something that the Board should undertake at the upcoming retreat. The board went for many years without any criteria for waivers. The board has had criteria in rule for one year. After one year, it is appropriate for the Board to evaluate its criteria for waivers and reflect on the process. He noted that staff and board members may have different points of view on the waiver process due to their roles in the agency.

Chair Mayer stated that she wishes to retire from the Board with some serious effort to get funding for professional development days. With full funding of professional development days, the need for waivers would be reduced.

## **4:00-4:45 Board Discussion**

Ms. Suliman continued with the presentation on E2SSB 6552 and presented on the High School and Beyond Plan. The Board can play a role in high quality implementation through resolutions and encouragement of best practices.

Board members asked the following questions and made the following comments:

### **Implementation Concerns with HSBP Practices**

- A board member asked if a student doesn't have a strong idea of a career goal, how can a HSBP be built for them? How can the Board improve this process?
  - Ms. Suliman responded that skills assessments and career interest tests can be used to help students figure out what pathway they are interested in.



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- Another board member stated that there is not clarity on the HSBP. When is the HSBP done in schools?
  - Mr. Rarick stated that he is a dissatisfied parent with his daughter's HSBP. The process did not start until the freshman year. During a fifteen minute long student-led conference, his daughter was filling out a piece of paper indicating what she wanted to pursue. He noted that the HSBP was not available on the internet and he didn't have the opportunity to talk to a counselor about it. He felt like there wasn't an infrastructure for the HSBP and there wasn't a genuine ability to build a portfolio.
    - Another member stated that it is an externally imposed requirement that will be met with experiences similar to that of Mr. Rarick. It needs to be a meaningful document that will help students to meet graduation requirements in a useful way. The member suggested that SBE should have a bank of best practices to share with districts.
- A member stated that the HSBP should be a living document. From this member's experience, the idea of a career changed a lot from freshman year to senior year.
- Another member stated that there will be a difference between the rules and what will actually happen. To what extent are parents involved? What will actually happen for the student? What will be the difference between large schools and small schools? This member raised concern that the process will break down in implementation, but not necessarily in the rules.
  - A member responded that the words that go into the rule will result in some changes in the way it is implemented. SBE should know what is being asked of districts and if implementation of what is asked for will be possible.
- Mr. Rarick stated that staff have had discussions with stakeholders. Compliance is not the path towards a better HSBP. Creating a compliance-based rule with the idea that practitioners will jump onto it is unrealistic. However, if someone has the intention make a really good HSBP and the Board doesn't provide guidance for it, then it is the Board's failing to provide a vision of quality.

## **Implementation Concerns with Capacity, Funding, and Staffing for the HSBP**

- A member stated that early in the 1990s, school-to-career was a big deal during the Clinton era with CTE courses, but that faded away after Clinton and the college focus returned. The member stated that the HSBP will be a mandated, unfunded, extra workload sort of activity. Navigation 101 funding went away two years ago and the work on the HSBP has declined. Who is going to give up the time to work on HSBP? OSPI is attempting to ramp up the work on HSBP again. With the culminating project going away in some districts, the HSBP no longer will be tied to the culminating project.
- A member raised the issue that HSBP doesn't belong to any particular staff member. This member stated that it truly is an unfunded mandate. The HSBP needs to get special appropriations or it needs to become part of a particular course.
- A member suggested the use of the term "assured service" for a program that needs to be delivered to every student. This member stated that counselors would appreciate being part of this assured service program.
- A member suggested that the Board partner with private industry to fill worker gaps. It is an opportunity to ask industry and the private sector to get involved.



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Board members discussed the following:

## RAD Approval Process Timeline

- Could the Board approve of Required Action Plans at the July meeting?
  - Yes. If a plan was denied, the plan would go through the review process.
- Could the board divide the work into four groups, one group per RAD?
  - Members responded that reviewing all of the RADs would be preferable because it would build an appropriate lens for understanding the review process.
- A member raised concern about making sure that there will be enough time in July to deal with this.
  - Chair Mayer stated that staff will work with the OSPI team to make sure that summaries get to the entire Board. The executive committee is charged with developing the agenda and will work to do so.

## E2SSB Rule-Making

- What will happen to students who are coming into the state with other credit amounts? Should their requirements be waived? Should transfers be approved by the school principal or the district?
  - Mr. Rarick stated that we have the military compact bill. What is the regulatory environment for classes being transferred in?
    - Ms. Drake stated that the military compact bill is in place and the Washington state history requirement has rules. But, interpretation of a transcript is left to the district.
    - A member responded that students transferring in may have trouble getting their credits for particular courses or for meeting the total number required. Currently, the rules do not specify that an amount can be waived for transfers into the state. This transfer-in issue should be addressed in the rules.
- How does the two credit individual student waiver play into the rules? What does it change the rules for special education students? Does it change anything from current rules around core academic credits?
  - Ms. Drake stated that it changes nothing from the current rules on waiver of core academic requirements. There is an existing rule for graduation requirements for students with special needs that is dependent on the student's IEP.

**4:45-5:00**                      **Student Musical Performance**  
Kennewick High School Choir

**5:00**                              **Adjourn**

## Thursday, May 8, 2014

Members Attending:                      Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Munoz-



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Colon, Ms. Judy Jennings, Ms. Holly Koon, Dr. Deborah Wilds, Mr. Kevin Laverty, Mr. Eli Ulmer, Mr. Jeff Estes (13)

Members Excused: Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Randy Dorn (3)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Denise Ross, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D., Ms. Tamara Jensen (10)

**8:00-8:20 a.m. School Site Visits Overview at Kennewick School District Office**

**8:25-10:50 School Site Visits**

SBE members and staff visited Southgate Elementary School, Park Middle School, and Phoenix High School.

**10:55-11:00 Return to Kennewick School District Office**

**11:00-11:15 ESEA Update**

Dr. Gil Mendoza, Assistant Superintendent of Special Programs and Federal Accountability

Dr. Andrew Parr, Senior Policy Analyst

Washington became the first state to have its ESEA flexibility waiver revoked by the U.S. Department of Education (USED). Mr. Parr updated the Board on recent developments regarding the waiver and its impact on achievement awards and school identification procedures for the current school year.

- Revocation of the ESEA Waiver has been an ongoing topic of discussion being managed by the OSPI leadership. Beginning in the 2014-15 school year, Washington will be required to resume AYP calculations under the NCLB rules. This means that AYP will be conducted in September 2014 using the 2013-14 assessment data. As part of AYP, the state is required to:
  - Determine whether each school made AYP.
  - Ensure that LEAs notify parents of school choice options for those students attending schools failing to make AYP.
  - Ensure that LEAs provide transportation to students opting to attend a non-failing school.
  - Ensure that LEAs provide Supplemental Educational Services (SES) through an OSPI-approved third-party vendor at identified schools.
  - Ensure that LEAs set aside 20 percent of Title I funds for certain expenditures, some of which may be recaptured in January.
  - Comply with at least another dozen or more requirements specified in a letter from the USED.
- Mr. Parr explained that 2012-2013 assessment data showed that only one school had 100 percent proficiency in reading and math. If 100 percent proficiency is the target, then nearly all schools receiving Washington Achievement Awards for Overall Excellence in 2013 will be characterized as failing in 2014.



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- The 20 percent set asides will require LEAs to fill in the budget hole created by this change, and while some of the funds may be recaptured, it will be impossible to know exactly how many dollars will be available.

Dr. Mendoza explained that the USED authorized the OSPI to identify and serve Priority and Focus schools using the methodology in the approved ESEA Waiver. The OSPI notified all affected LEAs of Priority and Focus School identifications in late-April. The OSPI was still waiting for USED approval of modified Priority School exit criteria and that decision would have some impact on the continuing status of some Priority Schools.

The Achievement Index was used in the identification of Priority and Focus Schools that was required by the USED. The list of Priority and Focus schools was publicly released just before the May SBE meeting.

Dr. Parr explained that District Assessment Coordinators (DAC) had multiple opportunities to review the Index data, computations, and school identifications prior to the public release of the Index. With each wave of DAC review, the number of questions and concerns has been reduced. The DACs provided some constructive feedback about the Index and some possible ideas for improvement.

The Index was also used to identify the 2013 Washington Achievement Award (Overall Excellence, Reading Growth, Math Growth, and High Graduation) recipients and this will be the case for the 2014 Washington Achievement Awards.

**11:15-12:15 p.m.**

## **Discussion of Successful High School and Beyond Plan Practices**

Mr. Mike Hubert, Guidance and Counseling Director, OSPI

Ms. Danise Ackelson, Program Supervisor: Career and College Readiness, OSPI

Mr. Kevin Chase, Superintendent, Grandview School District

Mr. Matt Mallery, Executive Director of State and Federal Programs

Ms. Carol Bardwell, Guidance Counselor at Grandview High School

Mr. Steve Long, Assistant Principal, Grandview High School

Ms. Lyn Desserault, English Teacher/Department Chair, Grandview High School

Mrs. Suliman presented a summary of findings from interviews and research on successful practices for HSBP implementation in Washington districts, and a brief summary of findings from interviews with Colorado, Georgia, North Carolina, and Michigan on their career and college planning efforts. Mrs. Suliman asked the following questions;

- What are the essential components of the plan?
- What are the barriers to implementing the plans within districts?
- What can the Board and the state as the whole do to lift barriers?

The following are the four models of HSBP in Washington:

- During advisory.
- During a course - one instance is for all four years, another instance is for just one semester.
- Core course delivery model - time is carved out of a core course like English.



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- Direct counseling model.
- What tools or strategies are used for developing the HSBP?
  - Districts use the state-developed curricula.
  - Some districts use online tools to develop the HSBP and track student portfolios.
  - Some districts use plan revisions so that the document changes throughout the education.
  - Academic coordinators have been used to develop the plan to incorporate planning among multiple faculty members throughout the student's education.
- What are some of the challenges of implementing the HSBP and ways of overcoming the challenges?
  - Staff buy-in was an issue. Having staff champions helps make sure that it is not simply a check-off.
  - Time and staff capacity are issues. Having a champion helps to carve out time.
- What have other states been doing for the HSBP?
  - In conversations with other states, having a champion and embedding career/college planning into the school culture has been helpful.
  - Georgia has brought planning indicators into the accountability system, taking a compliance approach, and providing an online tool.
  - Colorado required it up until last year. They found that milestones were very important. Districts wanted access around resources on best practices and resources to use.
  - North Carolina and Michigan use online tools to help students develop the plans, but it is not a requirement in either state.

Mr. Hubert and Ms. Ackelson presented on the resources provided by OSPI for career and college planning. They developed the Career Guidance WA curriculum and resources, based on the previous Navigation 101 program, and work closely with districts to implement career and college planning processes. RCW 28A.600.045 provides the legislative intent and background for the structure for the HSBP.

The HSBP educates students about the pathway to their final goal. To support the HSBP, Career Guidance WA lessons cover the different steps needed to reach goals, including options, admissions, registration, and financial aid. Ms. Ackelson highlighted the Career Guidance WA supports to HSBP elements:

- Advisory/Career Center
- Career and College Readiness
- Individual Planning Portfolio
- Student-led Conference
- Student-informed scheduling
- Evaluation of data and practices
- Program management

Mr. Kevin Chase, Superintendent of Grandview School District; Matt Mallery, Executive Director of State and Federal Programs; Carol Bardwell, Guidance Counselor at Grandview High School; Steve Long, Assistant Principal at Grandview High School; and Lyn Desserault, English Teacher/Department Chair at



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Grandview High School; also presented on career and college planning in their district, where they utilize the following Career Guidance WA resources.

The following are the five essential elements of High School and Beyond Planning for Grandview High School:

- Advisory program, curriculum
- Professional development for staff
- Credit review/registration process, focused
- Student led conferences
- Develop a college culture

**12:15-12:30**

## **Public Comment**

### **Ms. Jan Link from Academic Link Outreach**

Ms. Link provided written comment. She congratulated Mr. Ulmer on his story that was shared during the student presentation. She stated that if we can build relationships with students, then we can get every student graduated from the state. One truth is that it is the adults who are responsible for the learning environment of the students. She offered the following quote, "Why do people complain about our generation when they are the ones who raised us?" Improvement is not adding or eliminating requirements or changing the tests, it is providing parents and students the support needed to succeed. Students need time and access to additional learning environments for academic success. She would like to see schools stay open until 6 pm so that they can get the additional support to pass the state tests. The state spends millions on buildings, the state just needs to keep them open. Title-1 funding and other funding sources should be spent on keeping buildings open later. How many students had Ds or Fs in a selected school? 257. 17% of the students were receiving Ds and Fs. Teachers said that it wasn't because the students couldn't do the work, but it was because students were making bad choices and not turning in the work. Consistent academic support is needed for sustained success.

### **Dr. Richard Jones, Superintendent, Napavine School District**

Dr. Jones requested a renewal of a waiver. He stated that Napavine is a small district with 750 students, about 40 staff, and the district has turned over one-third of teachers in the last few years because of retirement. Continuous professional development is needed. Also, the administrative staff are new. They need to continue to reevaluate and understand what the district is doing. He is strongly supportive of TPEP and the state needs to pay attention to it. Paying attention to growth is important. Using data is important for helping teachers to change the way they teach. Giving them the extra shot that they need is incredibly important. Learning time and professional development is very important. Research on change indicates that there is "first order change" - what we are already good at in education, and "second order change" - change that is deep and lasting, change in culture, attitude, belief, and behavior. If we are truly committed to changing the education system, second order changes are incredibly important for changing the culture and the system in their schools. Please consider and approve our request for a waiver.

### **Dr. Richard Cole, Superintendent, and Mr. Brian Hart, Executive Director of Curriculum, Instruction, and Assessment, Sunnyside School District**



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Dr. Cole requested a waiver. The 14 half-days that they had were not useful as instructional days. There was a small window of time for academic instruction on those days. They believe that they need full days for effective instruction so they took 14 half-days and divided in half to come up with a seven day waiver request. He stated that SBE told them not to decrease their student instructional time. Sunnyside School District has an 85.1% graduation rate. Attendance was horrible on half-days. Attendance improved considerably with the full days. When they have below 95% attendance they close the campus so that students cannot leave during the day. Because of this policy, the peer pressure among students helped to keep the school attendance up. Mr. Hart stated that the professional development time is incredibly important. The family connection during parent-teacher conferences is incredibly important. Those days are not necessarily normal days because the teachers adjust the time so that parents can attend, possibly going into the evening. Please approve the request for a waiver.

A board member asked if the district is offering 1080 hours and 24 credits. Mr. Cole confirmed that they are at 1080 hours in grades 9-12 and have already adopted 24 credits. His choice would be to have 180 instructional days, but they are working with what they have.

**12:30-1:15**                      **Lunch**  
**Ms. Morgan Haberlack, Kamiakin High School**

Ms. Haberlack's Rainbow Fish, a piece of three-dimensional artwork, was chosen by State Board of Education during OSP's annual art show. She presented on her artwork and the Board thanked Ms. Haberlack for her beautiful artwork.

**1:15-2:00**                      **Board Discussion**

Mr. Parr presented a video about the release of the Achievement Index  
[https://www.youtube.com/watch?v=YnZma\\_JvyDQ](https://www.youtube.com/watch?v=YnZma_JvyDQ)

**2:00-3:30**                      **Business Items**

**Motion:** Move to approve a change to the location of the Board's July 2015 meeting from the Federal Way Public School District Office to South Seattle Community College.

**Motion made.**

**Seconded.**

**Motion carried.**

**Motion:** Move to approve for filing with the Code Reviser the emergency rule amendments to WAC 180-17-020 as set forth in **Exhibit A**.

**Motion made.**

**Seconded.**

**Motion carried.**

**Motion:** Move to approve SBE's Required Action Plan Approval Process as set forth in **Exhibit B**.

**Motion made.**

**Motion seconded.**



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**Motion carried.**

**Motion:** Move to approve the Board's Letter to Superintendent Dorn as set forth in **Exhibit C** requesting OSPI's input on the quality of school district required action plans at the Board's July Meeting.

**Motion made.**

**Motion seconded.**

**Motion carried.**

**Motion:** Move to approve for filing with the Code Reviser a CR 102 with the proposed amendments to WAC's 180-16-200, 180-51-066, 180-51-067, 180-90-160; and proposed new rules WAC 180-51-068 and 180-18-100, as set forth in **Exhibit D**, with a public hearing on the rules scheduled for the Board's meeting on July 9, 2015.

**Motion made.**

**Motion seconded.**

**Motion carried.**

**Motion:** Move to approve Judy Jennings as the State Board of Education's Representative to the Expanded Learning Opportunities Council.

**Motion made.**

**Seconded.**

**Motion carried.**

**Motion:** Move to approve Susan Weed and Michael DeBell as the State Board of Education's citizen appointments to the School Facilities Citizen Advisory Panel.

**Motion made.**

**Seconded.**

**Motion carried.**

**Motion:** Move to approve **Bainbridge Island School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

**Motion made.**

**Motion seconded.**

**Motion carried.**

**Motion:** Move to approve **Lopez Island School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

**Motion made.**

**Seconded.**

**Motion carried.**

**Motion:** Move to approve **Orient School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

**Motion made.**



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**Motion seconded.**

**Motion carried.**

**Motion:** Move to approve **Shoreline School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

**Motion made.**

**Motion seconded.**

**Motion carried.**

**Motion:** Move to approve **Sunnyside School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

**Motion made.**

**Motion seconded.**

**Motion carried.**

**Motion:** Move to approve **Federal Way School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

**Motion made.**

**Motion seconded.**

**Motion carried.**

**Motion:** Move to approve **Wahkiakum School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

**Motion made.**

**Motion seconded.**

Members voiced concern that this waiver application lacked an adequate explanation of how the waiver goals align with the school improvement plan. There was concern that there was not enough information on the outcome of efforts to meet goals from the first waiver.

**Chair Mayer called a roll call.**

**Motion failed on a tie vote (5 yes; 5 no)**

Staff were directed to contact Wahkiakum to explain the reasons why the waiver request was denied.

**Motion:** Move to approve **Napavine School District's** waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

**Motion made.**

**Motion seconded.**

**Motion carried.**

**Motion:** Move to approve the Board's letter to the Washington Student Achievement Council Concerning High School Graduation Requirements in Science and College Admission Standards as set forth in **Exhibit E**.

**Motion made.**

**Motion seconded.**

**Motion carried.**



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**3:30**

**Adjourn**

Minutes were written by Parker Teed and Tamara Jensen.

Staff with editorial rights to these minutes: Ben Rarick, Linda Drake, Jack Archer, Andrew Parr, Julia Suliman, and Sarah Lane.



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June 11, 2014  
Old Capitol Building  
Olympia, Washington

## State Board of Education (SBE) Board Meeting Minutes

### June 11, 2014

Members Attending: Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Peter Maier J.D., Ms. Judy Jennings, Ms. Holly Koon, Mr. Kevin Laverty, Ms. Cindy McMullen J.D., Mr. Jeff Estes (9)

Members Excused: Chair Dr. Kristina Mayer, Mr. Tre' Maxie, Ms. Isabel Munoz-Colon, Dr. Daniel Plung, Dr. Deborah Wilds, Mr. Randy Dorn, Ms. Madaleine Osmun (7)

Staff Attending: Mr. Ben Rarick, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed (4)

Staff Excused: Mr. Jack Archer, Ms. Denise Ross, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D., Ms. Tami Jensen (6)

The meeting was called to order at 4:00 p.m. by Ms. Judy Jennings.

### **Priority and Focus Schools: Increasing Capacity for Improvement Using the Indistar Action-Planning Tool**

Travis Campbell, Director, K-12 Education  
Nate Marciochi, Information Technology Specialist  
Andy Kelly, Assistant Superintendent

OSPI staff described the Indistar Action-Planning Tool, an online school improvement planning tool. They described what Indistar is and is not, how indicators relate to the seven turnaround principles, and, through an interactive exercise, how the tool works.

The meeting was adjourned at 5:05 p.m. by Ms. Judy Jennings.

Minutes were written by Parker Teed

Staff with editorial rights are: Ben Rarick, Linda Drake, and Sarah Lane



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|   |   |   |
|---|---|---|
| <b>Title:</b>                                 | <b>Review of Required Action Plans from Marysville, Wellpinit, Yakima and Tacoma School Districts</b>   |   |
| <b>As Related To:</b>                         | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input type="checkbox"/> Goal Three: Closing achievement gap.  | <input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input type="checkbox"/> Advocacy   | <input type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating   |
| <b>Policy Considerations / Key Questions:</b> | What is the role of the State Board of Education in required action plan approval?<br>How should the SBE use the criteria for approval as outlined in statute to evaluate plans?<br>Do the plans submitted to the SBE meet the criteria for approval?   |   |
| <b>Possible Board Action:</b>                 | <input type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other  |   |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input checked="" type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint  |   |
| <b>Synopsis:</b>                              | <p>State statute specifies the basis for plan approval: "The state board of education shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement." (RCW 28A.657.060.)</p> <p>RCW 28A.657.050 specifies the required elements of plans to include:</p> <ol style="list-style-type: none"> <li>Selection and implementation of an approved school improvement model, including a description of how the concerns of the academic performance audit are addressed. The selection of the model must be intended to improve student performance to allow the district to be released from required action within three years.</li> <li>Application for state or federal funds.</li> <li>Budget that provides for adequate resources to implement the selected model and other requirements of the plan.</li> <li>Descriptions of any changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains.</li> <li>Identification of the measures to be used in assessing the school's student achievement.</li> </ol> <p>The required action districts have submitted their required action plans via the Indistar online planning tool. A committee of members is reviewing the plans in detail to help guide the Board in evaluating plans for approval.</p> |   |



## REVIEW OF REQUIRED ACTION PLANS FROM MARYSVILLE, WELLPINIT, YAKIMA AND TACOMA SCHOOL DISTRICTS

### Policy Consideration

At the July 2014 meeting the State Board of Education (SBE) will consider approval of the required action plans of the districts designed for required action by the SBE at the March 2014 meeting. These districts are Marysville (Tulalip Elementary School), Tacoma (Stewart Middle School), Yakima (Washington Middle School), and Wellpinit (Wellpinit Elementary School).

Criteria for approval is outlined in statute and described in the summary section below. Key questions are what is the role of the SBE in plan approval, how should the criteria be applied, and how should the SBE use the criteria to evaluate plans?

### Summary

State statute specifies the basis for plan approval: “The state board of education shall approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.” (RCW 28A.657.060.)

RCW 28A.657.050 specifies the required elements of plans to include:

- a. Selection and implementation of an approved school improvement model, including a description of how the concerns of the academic performance audit are addressed. The selection of the model must be intended to improve student performance to allow the district to be released from required action within three years.
- b. Application for state or federal funds.
- c. Budget that provides for adequate resources to implement the selected model and other requirements of the plan.
- d. Descriptions of any changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains.
- e. Identification of the measures to be used in assessing the school’s student achievement.

### Background

How the Board approaches approval of required action plans depends on the role of the Board. At the May meeting the Board approved a letter to Superintendent Dorn requesting his input and the expertise of the Office of Student and School success in evaluating the quality of the required action plans. The statutory role of the Office of the Superintendent of Public Instruction (OSPI) in required action plans is to help districts develop their plans if the district requests assistance, and to review the plans for consistency with federal and state guidelines. In addition to the statutory role, the letter of the Board to the Superintendent requests that the role of OSPI is also to provide technical guidance on the quality of plans. This allows OSPI and the SBE to have distinctly different roles in plan approval: OSPI reviews plans for federal and state guidelines and provides technical guidance on plan quality, and the SBE considers

plans for approval, taking into account OSPI's technical expertise and members' best judgment as citizen representatives.

At the May meeting, the Board approved a process for evaluating required action plans and emergency rules that changed the timeline for approval of required action plans. The emergency rules shifted approval of plans from a proposed special meeting in early June to the July Board meeting. The process includes a committee of members who will review plans in depth and guide the Board as a whole in plan evaluation and approval.

OSPI requires that required action plans, along with school improvement plans for challenged schools in need of improvement, be developed and recorded in the Indistar school planning tool. The plans were pulled during the afternoon June 20, 2014, the due date that the SBE asked districts to submit plans for approval. However, the use of the Indistar tool allows districts and schools to continue to refine and modify plans. While the primary actions of what districts and schools plan to do to address their required action status should be recorded in their June 20 required action plans, the plans should not be considered static documents. OSPI has been asked to notify the Board if any substantive changes are made to the plans after June 20.

Included in this section of the Board packet are:

- The required action plans for schools pulled from the Indistar planning tool on June 20, 2014. These plans are not included in the printed packet of materials provided for members, but are included in the online packet posted on the SBE website.
- Evaluation forms that members may use to evaluate plans, and that staff will use as a framework for compiling member comments.
  - An evaluation form was created for each district, and includes a summary of the academic performance audit recommendations.
  - Each form also lists the required elements of plans, and provides space for the evaluator to make comments on each element if they choose.
  - One required element for evaluation is a budget, however, the districts have not yet finalized a budgets. Staff is working with OSPI to obtain preliminary budget information for the evaluation.
- Cross-walk tables.
  - These tables list the Indistar indicators specifically recommended in the academic performance audit for schools and districts. SBE staff checked for the use of the indicators in the school and district plans.
  - These tables provide an indication of the responsiveness of plans to the recommendations of the performance audit.
    - The use of the recommended indicators in each of the schools' plans show that each of the schools were responsive to the academic performance audit findings in developing the school plans.
    - One district, Wellpinit, does not have a well-developed district plan that addresses the district indicators recommended by the academic performance audit. This district was performing a superintendent search during the past months. The board may wish to work with OSPI and the district for a timeline to allow Wellpinit to fully develop the district plan, and to ensure the district and school plans align.

## Action

The SBE will consider approval of the required action plans of Tacoma, Yakima, Wellpinit and Marysville.

## Tulalip Elementary School RAD Plan Evaluation

The SBE’s legislative responsibility is to “approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.” (RCW 28A.657.060) This form summarizes the recommendations of the academic performance audit and lists the requirements of RCW 28A.657.050. The Board may also wish to offer districts a response to plans that helps districts understand how knowledgeable members of the public may perceive their required action plan, and what areas of concern the Board has in implementing the plan (question 4 below).

**1. Improvement model chosen:** \_\_\_\_\_

Is the improvement model appropriate for the required action?

**2. Are the concerns of the academic performance audit sufficiently addressed?**

### Suggested Scoring Guide

| Minimal Development 1-2   | Partial Development 2-3  | Full Development 4-5   |
|---|--|--|
| -Plan failed to address the recommendation<br>-Plan was vague or inconsistent with the RAD requirements | -Plan did not clearly demonstrate an understanding of the RAD requirements<br>-Plan addressed none or some of the recommendations<br>-Plan demonstrated some commitment to the RAD process | -Plan met or exceeded expectations for addressing recommendations<br>-Evidence the district is committed to the success of the plan<br>- Plan shows understanding the RAD requirements |

Table 1 lists the broad recommendations of the academic performance audit, and a few specific concerns and observations of the performance audit related to the broad recommendations. These concerns and observations should be taken as illustrative examples rather than a complete summary of concerns brought up by the performance audit. ***In reviewing the information in this table and the Indistar plans, a consideration of the Board might be “Do the indicators in the plan address the concerns of the audit, and are the tasks sufficient to address the Indicator and lead to improved student performance?”***

**Table 1: Broad Recommendations of the Academic Performance Audit with Selected Concerns and Observations (in shaded cells)**

| Finding Recommendation  | Development (1-6) | Comments |
|---|-------------------|----------|
| <b><i>Concerns and observations from Audit:</i></b> Audit notes several positives concerning this recommendation: “at the tipping point with respect to this recommendations” and teacher teams collaborating frequently around student data. Concerns include: 1) the difference in achievement between Tulalip Elementary and Quil Ceda Elementary students—leadership and staff need to understand and address disparity; 2) need to accelerate students beyond ‘one year of growth’; 3) mixed level of support and engagement in professional development |                   |          |

**1)** Ensure all students receive grade-level appropriate core instruction and curriculum by (a) aligning curriculum to Common Core and Washington State Standards; (b) using data to inform and differentiate instruction and interventions based on student needs; and (c) continuing to use culturally responsive practices and appropriate materials.

|   |  |  |
|---|--|--|
| <b>1.A</b> Design and Implement Culturally Responsive, Standards-Based Units of Instruction |  |  |
|---|--|--|

|   |  |  |
|---|--|--|
| <b>1.B</b> Utilize Professional Learning Community Structure Supporting Use of Data to Inform |  |  |
|---|--|--|

|  |  |  |
|--|--|--|
| <b>1.C</b> Provide Professional Development, Technical Assistance, and Support |  |  |
|--|--|--|

**Concerns and observations from Audit:** *Currently two principals are assigned to the merging schools. At the time of the audit there was not yet a determined leadership model and staffing assignments for next year.*

**2)** Continue the shared leadership model through the transition and provide co- principals operational flexibility that (a) supports the school’s turnaround plan; (b) builds staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions; and (c) aligns with districtwide expectations for increases in student achievement.

|                                 |  |  |
|---------------------------------|--|--|
| <b>2.A</b> Principal Leadership |  |  |
|---------------------------------|--|--|

|                                |  |  |
|--------------------------------|--|--|
| <b>2.B</b> District Leadership |  |  |
|--------------------------------|--|--|

**Concerns and observations from Audit:** *The audit recognized that while the school is committed to creating a safe learning environment (Compassionate Schools and AVID have been implemented) major issues remain a challenge. Students impacted by trauma results in classroom behavior concerns, staff becoming overwhelmed, students with trauma identified for special education. Parent, family and community engagement has been affected by racism and the history of boarding schools.*

**3)** Build upon the school’s culturally responsive multi-tiered system of academic and social-emotional support, using a data-based inquiry system to track progress and make adjustments for individual students, classrooms, and the school.

|   |  |  |
|---|--|--|
| <b>3.A</b> School and Classroom Environment |  |  |
|---|--|--|

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|---|--|--|
| <b>3.B</b> Parent/Family and Community Engagement |  |  |
|---|--|--|

**3. Are the requirements of RCW 28A.657.050 met?**

**Table 2: Additional considerations for approving required action plans**

| Requirement of RCW 28A.657.050   | Development (1-6) | Comments  |
|--|-------------------|---|
| 1) Will anticipated improvements allow the district to be released from required action within three years of implementing the plan?   |                   |   |
| 2) Application for state or federal funds  | 6                 | OSPI affirms that districts have submitted applications.        |
| 3) Budget that provides for adequate resources to implement the selected model and other requirements of the plan  |                   | [The budget is still being developed.]                          |
| 4) Descriptions of changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains   |                   |   |
| 5) Identification of the measures to be used in assessing the school's student achievement   |                   |   |
| 6) Demonstration of collaboration between administrators, teachers, other staff, parents, unions, students and other representatives of the local community in the development of the plan |                   |   |
| 8) Public hearing held   |                   | [Districts have been asked when their public hearing was held.] |

**4. Do you have concerns about plan implementation?**

## Stewart Middle School RAD Plan Evaluation

The SBE’s legislative responsibility is to “approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.” (RCW 28A.657.060) This form summarizes the findings of the academic performance audit and lists the requirements of RCW 28A.657.050. The Board may also wish to offer districts a response to plans that helps districts understand how knowledgeable members of the public may perceive their required action plan, and what areas of concern the Board has in implementing the plan (question 4 below).

**1. Improvement model chosen:** \_\_\_\_\_

Is the improvement model appropriate for the required action?

**2. Are the concerns of the academic performance audit sufficiently addressed?**

### Suggested Scoring Guide

| Minimal Development 1-2   | Partial Development 3-4  | Full Development 5-6   |
|---|--|--|
| -Plan failed to address the recommendation<br>-Plan was vague or inconsistent with the RAD requirements | -Plan did not clearly demonstrate an understanding of the RAD requirements<br>-Plan addressed none or some of the recommendations<br>-Plan demonstrated some commitment to the RAD process | -Plan met or exceeded expectations for addressing recommendations<br>-Evidence the district is committed to the success of the plan<br>- Plan shows understanding the RAD requirements |

Table 1 lists the broad recommendations of the academic performance audit, and a few specific concerns and observations of the performance audit related to the broad recommendations. These concerns and observations should be taken as illustrative examples rather than a complete summary of concerns brought up by the performance audit. ***In reviewing the information in this table and the Indistar plans, a consideration of the Board might be “Do the indicators in the plan address the concerns of the audit, and are the tasks sufficient to address the Indicator and lead to improved student performance?”***

**Table 1: Broad Recommendations of the Academic Performance Audit with Selected Concerns and Observations (in shaded cells)**

| Finding Recommendation  | Development (1-6) | Comments |
|---|-------------------|----------|
| <p><b>Concerns and observations:</b> <i>instruction practice changes were implemented during SIG, but failed to result in sustained progress in student achievement. Proficiency increases in reading and math occurred in the first year of SIG, but was not sustained during the remaining years. The number of preparations and the larger percentage of new and inexperienced teachers was a concern expressed by staff. Survey results show 45% of staff believes that all students can meet state standards. Effective use of formative assessments was found in half the classrooms.</i></p> |                   |          |
| <p><b>1)</b> Design and implement protocols, structures, and professional development for Stewart’s Student Success Cycle (data-informed inquiry cycle) to ensure all students receive rigorous, standards-aligned and differentiated instruction and curriculum.</p>   |                   |          |
| <p><b>1.A</b> Design and Implement Rigorous, Standards-Based Units of Instruction</p>   |                   |          |
| <p><b>1.B</b> Provide Professional Development, Technical Assistance, and Support</p>   |                   |          |
| <p><b>1.C</b> Build and Consistently Use Protocols and Structures Supporting Use of Data to Inform Instruction</p>  |                   |          |
| <p><b>Concerns and observations:</b> <i>The incoming principal will be the fourth since 2010-2011, the first year of SIG. There has been some turnover in assistant principals as well.</i></p>   |                   |          |
| <p><b>2)</b> Provide the principal operational flexibility that (a) supports the school’s turnaround plan, (b) builds staff capacity to deliver rigorous, standards-based instruction and curriculum and use data in making instructional decisions, and (c) aligns with districtwide expectations for increases in student achievement.</p>  |                   |          |
| <p><b>2.A</b> Principal Leadership</p>  |                   |          |
| <p><b>2.B</b> District Leadership</p>   |                   |          |
| <p><b>3)</b> Ensure the learning environment is safe, supportive, mutually respectful, and honors the cultures and families represented in the school.</p>  |                   |          |
| <p><b>3.A</b> School and Classroom Environment</p>  |                   |          |
| <p><b>3.B</b> Parent/Family and Community Engagement</p>  |                   |          |

**3. Are the requirements of RCW 28A.657.050 met?**

**Table 2: Additional considerations for approving required action plans**

| Requirement of RCW 28A.657.050  | Development (1-6) | Comments   |
|---|-------------------|--|
| 1) Will anticipated improvements allow the district to be released from required action within three years of implementing the plan?                        |                   |  |
| 2) Application for state or federal funds   | 6                 | OSPI has documented that all RADs have completed an application. |
| 3) Budget that provides for adequate resources to implement the selected model and other requirements of the plan   |                   | [Budgets are still under development.]                           |
| 4) Descriptions of changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains                        |                   |  |
| 5) Identification of the measures to be used in assessing the school’s student achievement  |                   |  |
| 6) Demonstration of collaboration between administrators, teachers, other staff, parents, unions, students and other representatives of the local community |                   |  |
| 8) Public hearing held  |                   | [Districts have been asked when their public hearing was held.]  |

**4. Do you have concerns about plan implementation?**

## Washington Middle School RAD Plan Evaluation

The SBE’s legislative responsibility is to “approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.” (RCW 28A.657.060) This form summarizes the findings of the academic performance audit and lists the requirements of RCW 28A.657.050. The Board may also wish to offer districts a response to plans that helps districts understand how knowledgeable members of the public may perceive their required action plan, and what areas of concern the Board has in implementing the plan (question 4 below).

**1. Improvement model chosen:** \_\_\_\_\_

Is the improvement model appropriate for the required action?

**2. Are the concerns of the academic performance audit sufficiently addressed?**

### Suggested Scoring Guide

| Minimal Development 1-2   | Partial Development 3-4  | Full Development 5-6   |
|---|--|--|
| -Plan failed to address the recommendation<br>-Plan was vague or inconsistent with the RAD requirements | -Plan did not clearly demonstrate an understanding of the RAD requirements<br>-Plan addressed none or some of the recommendations<br>-Plan demonstrated some commitment to the RAD process | -Plan met or exceeded expectations for addressing recommendations<br>-Evidence the district is committed to the success of the plan<br>- Plan shows understanding the RAD requirements |

Table 1 lists the broad recommendations of the academic performance audit, and a few specific concerns and observations of the performance audit related to the broad recommendations. These concerns and observations should be taken as illustrative examples rather than a complete summary of concerns brought up by the performance audit. ***In reviewing the information in this table and the Indistar plans, a consideration of the Board might be “Do the indicators in the plan address the concerns of the audit, and are the tasks sufficient to address the Indicator and lead to improved student performance?”***

**Table 1: Broad Recommendations of the Academic Performance Audit with Selected Concerns and Observations (in shaded cells)**

| Finding Recommendation   | Development (1-6) | Comments |
|--|-------------------|----------|
| <b>Observations and concerns:</b> <i>There is lack of evidence that current practice for placing students in language arts and math classes is serving students well—concern that the block system as described in the performance audit is not designed for students to exit.</i> |                   |          |

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|---|--|--|
| <p><b>1)</b> The school’s Improvement Plan should address how the instructional core will be expanded to ensure (a) all students receive grade-level appropriate instruction and curriculum that are research-based, rigorous, and aligned with State academic content standards; and (b) interventions are differentiated based on student needs.</p>  |  |  |
| <p><b>1.A</b> System to Place Students in Core and Intervention for Language Arts and Mathematics</p>   |  |  |
| <p><b>Observations and concerns:</b> <i>‘Teacher churn’ a major challenge. Concern that new teachers have not received training in the Safe and Civil Schools Initiative. Evidence that teachers are not yet consistently implementing research-based instructional practices with fidelity.</i></p>  |  |  |
| <p><b>1.B</b> Professional Development, Technical Assistance, and Support</p>   |  |  |
| <p><b>1.C</b> Professional Learning Communities and Use of Data</p>   |  |  |
| <p><b>2)</b> The school and district action plans will need to demonstrate expanded capacity of the principal and leadership team to demonstrate their ability to (a) lead and engage staff in the school’s data-based action-planning process, (b) monitor changes in educator practice and student outcomes resulting from the plan, and (c) revise plans as needed to significantly increase student learning.</p> |  |  |
| <p><b>Observations and concerns:</b> At the time of the audit, the district had not yet determined who will lead the school next year and beyond.</p>   |  |  |
| <p><b>2.A</b> Principal Leadership</p>  |  |  |
| <p><b>2.B</b> Distributed Leadership</p>  |  |  |
| <p><b>Observations and concerns:</b> <i>School and classroom environment—“passive compliance” versus “culture of learning”</i></p>  |  |  |
| <p><b>3)</b> The school and district action plans will need to identify how they will ensure the learning environment is safe, mutually respectful, and honors the cultures and families of the students represented in the school.</p>   |  |  |
| <p><b>3.A</b> School and Classroom Environment</p>  |  |  |
| <p><b>3.B</b> Parent/Family and Community Engagement</p>  |  |  |

**3. Are the requirements of RCW 28A.657.050 met?**

**Table 4: Additional considerations for approving required action plans**

| Requirement of RCW 28A.657.050  | Development (1-6) | Comments   |
|---|-------------------|--|
| 1) Will anticipated improvements allow the district to be released from required action within three years of implementing the plan?                        |                   |  |
| 2) Application for state or federal funds   | 6                 | OSPI affirms that all districts have submitted applications  |
| 3) Budget that provides for adequate resources to implement the selected model and other requirements of the plan   |                   | [Budget still being developed.]                              |
| 4) Descriptions of changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains                        |                   |  |
| 5) Identification of the measures to be used in assessing the school's student achievement  |                   |  |
| 6) Demonstration of collaboration between administrators, teachers, other staff, parents, unions, students and other representatives of the local community |                   |  |
| 8) Public hearing held  |                   | [Districts have been asked when the public hearing was held] |

**4. Do you have concerns about plan implementation?**

## Wellpinit RAD Plan Evaluation

The SBE’s legislative responsibility is to “approve a plan proposed by a school district only if the plan meets the requirements in RCW 28A.657.050 and provides sufficient remedies to address the findings in the academic performance audit to improve student achievement.” (RCW 28A.657.060) This form summarizes the findings of the academic performance audit and lists the requirements of RCW 28A.657.050. The Board may also wish to offer districts a response to plans that helps districts understand how knowledgeable members of the public may perceive their required action plan, and what areas of concern the Board has in implementing the plan (question 4 below).

**1. Improvement model chosen:** \_\_\_\_\_

Is the improvement model appropriate for the required action?

**2. Are the concerns of the academic performance audit sufficiently addressed?**

### Suggested Scoring Guide

| Minimal Development 1-2   | Partial Development 3-4  | Full Development 5-6   |
|---|--|--|
| -Plan failed to address the recommendation<br>-Plan was vague or inconsistent with the RAD requirements | -Plan did not clearly demonstrate an understanding of the RAD requirements<br>-Plan addressed none or some of the recommendations<br>-Plan demonstrated some commitment to the RAD process | -Plan met or exceeded expectations for addressing recommendations<br>-Evidence the district is committed to the success of the plan<br>- Plan shows understanding the RAD requirements |

Table 1 lists the broad recommendations of the academic performance audit, and a few specific concerns and observations of the performance audit related to the broad recommendations. These concerns and observations should be taken as illustrative examples rather than a complete summary of concerns brought up by the performance audit. ***In reviewing the information in this table and the Indistar plans, a consideration of the Board might be “Do the indicators in the plan address the concerns of the audit, and are the tasks sufficient to address the Indicator and lead to improved student performance?”***

**Table 1: Broad Recommendations of the Academic Performance Audit with Selected Concerns and Observations (in shaded cells)**

| Finding Recommendation  | Development (1-6) | Comments |
|---|-------------------|----------|
| <b>Observations and concerns:</b> <i>A major concern is the frequent turnover of leadership; largest concern among interviewees was to ensure the district actively recruits, inducts, and retains a strong instructional leader at the school level.</i> |                   |          |

|   |  |  |
|---|--|--|
| <p><b>1)</b> Attract and retain a principal who will ensure s/he and the leadership team demonstrate the capacity to (a) maintain a strong focus on instructional improvement and student learning outcomes; (b) regularly monitor and continuously improve the core instructional program; and (c) use data to assess the strengths and weaknesses of the curriculum and instructional strategies.</p> |  |  |
| <p><b>1.A</b> Maintain a strong focus on instructional improvement and student learning outcomes</p>  |  |  |
| <p><b>Observations and concerns:</b> <i>BERC report indicates lessons aligned to powerful Teaching and Learning have decreased over the past year.</i></p>  |  |  |
| <p><b>1.B</b> Regularly monitor and continuously improve the core instructional program</p>   |  |  |
| <p><b>1.C</b> Use data to assess the strengths and weaknesses of the curriculum and instructional strategies</p>  |  |  |
| <p><b>2)</b> Expand staff capacity to deliver effective instruction and instructional intervention through engagement in sustained professional development aligned to identified needs based on student and staff performance; and develop staff capacity to deliver culturally relevant, standards-based instruction and curriculum and use data in making instructional decisions.</p>               |  |  |
| <p><b>2.A</b> Provide distributed Leadership</p>  |  |  |
| <p><b>Observations and concerns:</b> <i>Observations and concerns: Teacher leaders reported that coaching or ongoing support feels the most effective and would like to see more classrooms with modelling, practice lessons, and ongoing assistance.</i></p>   |  |  |
| <p><b>2.B</b> Professional development</p>  |  |  |
| <p><b>3)</b> Engage partners within the community and families to ensure the learning environment is safe, orderly, and honors the cultures of students represented in the school.</p>  |  |  |
| <p><b>Observations and concerns:</b> <i>student behavior remains an area of concern in the school. Staff expressed concern that expectations within the agreed upon behavior intervention system (PBIS) is no implemented with fidelity across the school.</i></p>  |  |  |
| <p><b>3.A</b> School and Classroom Environment</p>  |  |  |
| <p><b>3.B</b> Parent/Family and Community Engagement</p>  |  |  |

**3. Are the requirements of RCW 28A.657.050 met?**

**Table 4: Additional considerations for approving required action plans**

| Requirement of RCW 28A.657.050  | Development (1-6) | Comments  |
|---|-------------------|---|
| 1) Will anticipated improvements allow the district to be released from required action within three years of implementing the plan?                        |                   |   |
| 2) Application for state or federal funds   | 6                 | OSPI affirms that all districts have submitted applications.    |
| 3) Budget that provides for adequate resources to implement the selected model and other requirements of the plan   |                   | [Budgets are still being developed.]                            |
| 4) Descriptions of changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains                        |                   |   |
| 5) Identification of the measures to be used in assessing the school's student achievement  |                   |   |
| 6) Demonstration of collaboration between administrators, teachers, other staff, parents, unions, students and other representatives of the local community |                   |   |
| 8) Public hearing held  |                   | [Districts have been asked when their public hearing was held.] |

**4. Do you have concerns about plan implementation?**

**TULALIP SCHOOL AND DISTRICT ACADEMIC PERFORMANCE AUDIT SUMMARY AND RECOMMENDED INDICATOR CROSS-WALK WITH SCHOOL AND DISTRICT PLANS**

The table below summarizes the Academic Performance Audit recommendations that are aligned with research-based actions. It includes the recommended Indistar Indicators. The Y/N columns have been filled in by staff, verifying that the school and district plans address the recommended indicators and providing a ‘quick check’ that the plan is responsive to the recommendations of the academic performance audit.

**Specific Recommendations and Indistar Indicators (highlighted in gray). Y/N columns filled in by SBE staff as of 6/17/2014.**

| School-level recommendations and indicators  | In School Plan Y/N | Actions aligned with school-level recommendations  | District-level recommended Indicators  | In District Plan Y/N                         |
|--|--------------------|--|--|--|
| <b>Principle 1: Provide Strong Leadership</b>  |                    |  |  |  |
| <b>1) Recommendations 1B and 2A</b> (1 and 2 in Table 3 below): Continue to develop distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10) | <b>Y</b>           | <b>Leadership team:</b><br>Leads school improvement process<br>Reviews data<br>Selects strategies<br>Manages implementation<br>Monitors effectiveness of efforts | <b>Expected Indicator P1-C:</b> District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.<br><b>Expected Indicator P1-B:</b> The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. | <b>Y</b><br><br><b>Y</b> (Fully implemented) |
| <b>2) Recommendations 1B and 2A</b> (1 and 2 in Table 3 below): Sustain the practice of spending at least 50% of the time working directly with teachers to improve instruction, including classroom observations. (Indicator P1-IE08)   | <b>N</b>           | <b>Principals (and team)</b> spend 50% of time working with teachers to improve instruction  |  |  |
| <b>Principle 2: Ensure Effective Instruction</b>   |                    |  |  |  |
| <b>3) Recommendations 1A and 1C</b> (1a-1c in Table 3 below): Provide targeted professional development (PD) to build teacher capacity to implement culturally relevant and standards-   | <b>Y (both)</b>    | <b>Provide</b> professional development to build capacity to implement culturally responsive and standards-based:<br>Curriculum<br>Instruction                   | <b>Expected Indicator P2-C:</b> Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the   | <b>y</b>                                     |

|  |                  |  |  |          |
|--|------------------|--|--|----------|
| based curriculum, instruction, and interventions. (Indicators P2-IF11 and/or P2-IF12)  |                  | Interventions  | requirements of its Student and School Success Action Plan and evolving needs.   |          |
| <b>4) Recommendations 1B and 2A</b> (1 and 2 in Table 3 below): Set goals for Professional Development and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)  | <b>Y P2-IF12</b> | <b>Set specific PD goals and monitor:</b><br>Changes in staff practice<br>Impact on student learning   |  |          |
| <b>5) Recommendation 3A</b> (3 in Table 3): Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., culturally relevant practices, AVID) and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P1-IE07)                          | <b>Y (both)</b>  | <b>Monitor implementation and impact</b> on student learning of implementation of culturally responsive and standards-based:<br>Curriculum<br>Instruction<br>Interventions |  |          |
| <b>Principle 3: Increase Learning Time</b>   |                  |  |  |          |
| <b>6) Recommendations 1A and 1C</b> (1a-1c in Table 3 below): Continue to provide time for data teams to meet while specialists work with students in the areas of behavioral health and culture (P3IVD02, P4-IIIA07, P5-IID08, P5-IID12, and/or P6-IIIC16)  | <b>Y (all)</b>   | <b>Provide</b> time for data teams to meet while students are with specialists   | <b>Expected Indicator P3-A:</b> The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.  | <b>Y</b> |
| <b>Principle 4: Improve Instructional Program</b>  |                  |  |  |          |
| <b>7) Recommendations 1A and 1C</b> (1a-1c in Table 3 below): Implement culturally relevant instructional strategies and materials aligned with state standards and student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on identified student needs (Indicators P4-IIA03 and/or P4-IIIA07) | <b>Y (both)</b>  | <i>Included above with the added emphasis on tailoring to student needs</i>  | <b>Expected Indicator P4-A:</b> The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.<br><b>Expected Indicator P4-B:</b> The district works with the school to provide early and intensive intervention for students not making progress. | <b>Y</b> |
|  |                  |  |  | <b>Y</b> |
| <b>8) Recommendations 1A and 1C</b> (1a-1c in Table 3 below): Upgrade the mathematics program (core and supplemental) and the literacy program (supplemental) and ensure alignment with Common Core State Standards.   |                  | <b>Upgrade</b> math core and supplemental curriculum and literacy supplemental curriculum to align with CCSS   |  |          |
| <b>Principle 5: Use Data to Improve Instruction</b>  |                  |  |  |          |

|  |                        |   |  |                 |
|--|------------------------|---|--|-----------------|
| <p><b>9) Recommendations 1A and 1C</b> (1a-1c in Table 3 below): Expand the capacity of teacher teams to monitor and assess mastery of standards-based objectives and to track school-wide implementation and impact of culturally relevant practices and instructional materials. (P5-IID06)</p>  | <p><b>Y</b></p>        | <p>Included above</p>   | <p><b>Expected Indicator P5-A:</b> The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis.</p> | <p><b>Y</b></p> |
| <p><b>10) Recommendations 1A and 1C</b> (1a-1c in Table 3 below): Use a variety of data to identify special needs students. (Indicator P5-IID12)</p>   | <p><b>Y</b></p>        | <p><b>Improve</b> identification of special needs students.</p>   |  |                 |
| <p><b>11) Recommendations 1B and 2A</b> (1 and 2 in Table 3 below): Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and improvement initiatives. (Indicator P5-IID08)</p>  | <p><b>Y</b></p>        | <p><b>Assess</b> curriculum and instructional strategies for strengths and weaknesses.</p>  |  |                 |
| <b>Principle 6: Establish a Safe Learning Environment</b>  |                        |   |  |                 |
| <p><b>12) Recommendation 3A</b> (3 in Table 3 below): Continue to ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity, positively teach them to their students, and implement the multi-tiered system of support for students struggling with trauma and unsafe behaviors. (Indicators P6-IIIC13, P6-IIIC16, and/or P6-IIIC04)</p> | <p><b>Y (All)</b></p>  | <ul style="list-style-type: none"> <li>• <b>Teach and reinforce</b> rules</li> <li>• <b>Provide</b> a tiered system of support for students based on their needs</li> </ul>                                     |  |                 |
| <b>Principle 7: Engage Families and Communities</b>  |                        |   |  |                 |
| <p><b>13) Recommendation 3B</b> (3 in Table 3 below): Collaborate with parents and community members to build on the cultures of the students in the school and to identify and implement strategies to engage parents/families and community in the school's improvement efforts. (Indicators P7-IVA05 and/or P7-IVA13)</p>   | <p><b>Y (both)</b></p> | <ul style="list-style-type: none"> <li>• <b>Collaborate</b> with parents and community around culture</li> <li>• <b>Identify and implement</b> parent and community engagement in school improvement</li> </ul> | <p><b>Expected Indicator P7-B:</b> The LEA/School has engaged parents and community in the transformation process.</p>   | <p><b>Y</b></p> |

**STEWART/TACOMA ACADEMIC PERFORMANCE AUDIT SUMMARY AND RECOMMENDED INDICATOR CROSS-WALK WITH SCHOOL AND DISTRICT PLANS**

The table below summarizes the Academic Performance Audit recommendations that are aligned with research-based actions. It includes the recommended Indistar Indicators. The Y/N columns have been filled in by staff, verifying that the school and district plans address the recommended indicators and providing a ‘quick check’ that the plan is responsive to the recommendations of the academic performance audit.

**Specific Recommendations and Indistar Indicators (highlighted in gray). Y/N columns filled in by SBE staff as of 6/17/2014.**

| School-level recommendations and indicators   | Expressed in Plan? Y/N | Actions aligned with school-level recommendations  | District-level recommended Indicators   | Expressed in Plan? Y/N |
|---|------------------------|--|---|------------------------|
| <b>Recommendation 2A:</b> Develop shared/distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10)                         | Y                      | <b>Leadership team:</b><br>Leads school improvement process<br>Reviews data<br>Selects strategies<br>Manages implementation<br>Monitors effectiveness of efforts           | <b>Expected Indicator P1-C:</b> Provide principal with operational flexibility in order to support school turnaround plans in key areas.  | N                      |
| <b>Recommendations 1B and 1C:</b> Provide targeted professional development (PD) to build teacher capacity to implement standards-based curriculum, instruction, and interventions. (Indicators P2-IF11 and/or P2-IF12)   | Y (both)               | <b>Provide</b> professional development to build capacity to implement culturally responsive and standards-based:<br>Curriculum<br>Instruction<br>Interventions            | <b>Expected Indicator P2-C:</b> Provide differentiated professional development and technical assistance to teachers to move instruction to increased levels of rigor and relevance for students.<br><b>Expected Indicator P2-C:</b> Build capacity within the coaching cadre to (a) support expanded teacher core instructional practices and differentiated instruction and (b) train on the adopted instructional framework. | Y (fully implemented)  |
| <b>Recommendation 2A:</b> Set goals for Professional Development (PD) and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)  | Y (both)               | <b>Set specific PD goals and monitor:</b><br>Changes in staff practice<br>impact on student learning   |   |                        |
| <b>Recommendation 3A:</b> Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., Safe and Civil Schools [CHAMPS], AVID) and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P2-IF07) | Y (both)               | <b>Monitor implementation and impact</b> on student learning of implementation of culturally responsive and standards-based:<br>Curriculum<br>Instruction<br>Interventions | <b>Expected Indicator P2-C:</b> Ensure coherence across professional development and teaching/learning practices within the school.<br><b>Expected Indicator P2-C:</b> Provide professional development around culturally responsive leadership and   |                        |

|  |                 |   |  |                              |
|--|-----------------|---|--|------------------------------|
|  |                 |   | instructional practices and monitor the extent to which these practices are implemented and impact student outcomes.   |                              |
| <i>No additional Indicators beyond "active" Expected Indicator addressed by the school for Principle 3.</i>  |                 | <i>Extended learning time will support teacher teams to implement all recommendations.</i>  | <b>Expected Indicator P3-A:</b> Allocate resources (e.g., personnel, fiscal, and professional development and technical assistance) to support additional learning time for staff.                   | <b>Y</b>                     |
| <b>Recommendations 1A and 1C:</b> Align instructional strategies with student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on identified student needs. (Indicators P4-IIA03 and/or P4-IIIA07)  | <b>Y (both)</b> | <i>Included above with the added emphasis on tailoring to student needs</i>   | <b>Expected Indicator P4-B:</b> Provide training and support on systems of intervention that result in accelerated student learning.   | <b>Y</b> (fully implemented) |
| <b>Recommendations 1A and 1C:</b> Implement protocols, structures, and professional development that expand the capacity of teacher teams to monitor and assess mastery of standards-based objectives and to make instructional adjustments to the core instructional program based on student needs. (Indicator P5-IID12) | <b>Y</b>        | <i>Included above</i>   | <b>Expected Indicator P5-A:</b> Provide technology, training, and support for school leadership to collect and analyze a variety of data to track changes in educator practice and student learning. | <b>Y</b>                     |
| <b>Recommendation 2A:</b> Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indicator P5-IID08)  | <b>Y</b>        | <i>Included above</i>   |  |                              |
| <b>Recommendation 3A:</b> Ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity and positively teach them to their students. (Indicator P6-IIIC13)   | <b>Y</b>        | <ul style="list-style-type: none"> <li>• <b>Teach</b> and <b>reinforce</b> rules</li> <li>• <b>Provide</b> a tiered system of support for students based on their needs</li> </ul>  |  |                              |
| <b>Recommendation 3B:</b> Collaborate with parents and community members to identify and implement strategies to engage parent and the community in the school's improvement efforts at the current site and the temporary site. (Indicators P7-IVA05 and/or P7-IVA13)   | <b>Y (both)</b> | <ul style="list-style-type: none"> <li>• <b>Collaborate</b> with parents and community around culture</li> <li>• <b>Identify and implement</b> parent and community engagement in school improvement; determine specific strategies to engage parents and community at both current site and temporary site.</li> </ul> | <b>Expected Indicator P7-B:</b> Engage parents and community in the transformation process.  | <b>Y</b> (fully implemented) |

**WASHINGTON/YAKIMA ACADEMIC PERFORMANCE AUDIT SUMMARY AND RECOMMENDED INDICATOR CROSS-WALK WITH SCHOOL AND DISTRICT PLANS**

The table below summarizes the Academic Performance Audit recommendations that are aligned with research-based actions. It includes the recommended Indistar Indicators. The Y/N columns have been filled in by staff, verifying that the school and district plans address the recommended indicators and providing a ‘quick check’ that the plan is responsive to the recommendations of the academic performance audit.

**Specific Recommendations and Indistar Indicators (highlighted in gray). Y/N columns filled in by SBE staff as of 6/17/2014.**

| School-level recommendations and indicators   | In School Plan? Y/N | Actions aligned with school-level recommendations  | District-level recommended Indicators   | In District Plan? Y/N  |
|---|---------------------|--|---|--|
| <b>Recommendation 2B:</b> Develop shared/distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10) | Y                   | <b>Leadership team:</b><br>Leads school improvement process<br>Reviews data<br>Selects strategies<br>Manages implementation<br>Monitors effectiveness of efforts   | <b>Expected Indicator P1-A:</b> Identify leader competencies required of a transformational leader and ensure an individual with these skills is leading the school.<br><b>Expected Indicators P1-A, P1-B, and P1-C:</b> Support and engage with school leaders to expand their capacity for transformational leadership. | Y fully implemented 10/30/2013<br><br>Y fully implemented 10/30/2013 |
| <b>Recommendations 2A:</b> Ensure principal capacity to maintain a focus on instructional improvement and student learning outcomes. (Indicator P1-IE08)  | Y                   | <b>Principal and team</b> maintain their focus on instructional improvement, using data on student learning outcomes to anchor their improvement initiatives.      |   |  |
| <b>Recommendations 1A, 1B, and 1C:</b> Provide targeted professional development (PD) to build teacher capacity aligned with the district’s instructional framework (Danielson) and monitor impacts of PD in educator practice and student outcomes. (Indicators P2-IF11 and/or P2-IF12)          | Y (both)            | <b>Provide</b> professional development Danielson Instructional Framework. to build capacity to implement culturally responsive and standards-based:<br>Curriculum | <b>Expected Indicator P2-C:</b> Provide differentiated professional development and technical assistance to teachers to move instruction to increased levels of rigor and relevance for students.<br><b>Expected Indicator P2-C:</b> Build capacity within the coaching cadre to (a) support                              | Y fully implemented 10/9/2013  |

|  |                 |  |   |                                      |
|--|-----------------|--|---|--------------------------------------|
|  |                 | Instruction Interventions  | expanded teacher core instructional practices and differentiated instruction and (b) train on the adopted instructional framework.  |                                      |
| <b>Recommendations 2A and 2B:</b> Set goals for Professional Development (PD) and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)   | <b>Y(both)</b>  | <b>Set specific PD goals and monitor:</b><br>Changes in staff practice<br>Impact on student learning   | <b>Expected Indicator P2-C:</b> Ensure coherence across professional development and teaching/learning practices within the school.   |                                      |
| <b>Recommendation 3A:</b> Provide professional development around culturally responsive leadership and instructional practices and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF07 and/or P2-IF12)  | <b>Y (both)</b> | <b>Monitor implementation and impact</b> on student learning of implementation of culturally responsive and standards-based:<br>Curriculum<br>Instruction<br>Interventions | <b>Expected Indicator P2-C:</b> Provide professional development around culturally responsive leadership and instructional practices and monitor the extent to which these practices are implemented and impact student outcomes. |                                      |
| <b>Recommendations 1A, 1B, and 1C:</b> Extend learning time for students and time for teacher collaboration within and/or beyond the school day, week, or year, and monitor progress of these extended learning opportunities on educator capacity and student learning. (Indicators P3-IVD05 and/or P3-IVD06) | <b>Y (both)</b> | <b>Provide</b> time for teams to meet; include specific expectations for collaboration around using data to improve instructional practice and student outcomes.           | <b>Expected Indicator P3-A:</b> Allocate resources (e.g., personnel, fiscal, professional development and technical assistance) to support time for teacher collaboration and instructional planning                              | <b>Y</b> fully implemented 10/9/2013 |
| <b>Recommendations 2A and 2B:</b> Establish a team structure for collaboration with specific duties and time for instructional planning. (Indicators P3-IVD05 and/or P3-IVD06)   | <b>Y (both)</b> | <i>Included above</i>  |   |                                      |
| <b>Recommendations 1A and 1C:</b> Align instructional strategies with student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on identified student needs. (Indicator P4-IIA03)  | <b>Y</b>        | <i>Included above with the added emphasis on tailoring to student needs</i>  | <b>Expected Indicator P4-B:</b> Provide training and support on systems of intervention that result in accelerated student learning.  | <b>Y</b> fully implemented 5/18/2014 |
| <b>Recommendations 1A, 1B, and 1C:</b> Expand teacher and instructional coach practices that support identification of student learning needs and  | <b>Y</b>        | <i>Included above, with added emphasis on role of coaching and differentiation of</i>  |   |                                      |

|   |                 |   |  |                                      |
|---|-----------------|---|--|--------------------------------------|
| differentiation of instruction based on needs. (Indicator P4-III A07)   |                 | <i>instruction based on student learning needs</i>  |  |                                      |
| <b>Recommendations 1A and 1C:</b> Expand the capacity of teacher teams (grade-level and/or departmental) to monitor and assess mastery of standards-based objectives and to make instructional adjustments to the core instructional program based on student needs. (Indicator P5-IID12) | <b>Y</b>        | <i>Included above</i>   | <b>Expected Indicator P5-A:</b> Provide appropriate assessment tools, technology, training, and support for school leadership to collect and analyze a variety of data to track changes in educator practice and student learning. | <b>Y</b> fully implemented 5/19/2014 |
| <b>Recommendations 2A and 2B:</b> Set goals for Professional Development and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)   | <b>Y (both)</b> | <i>Included above</i>   |  |                                      |
| <b>Recommendations 2A and 2B:</b> Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indicator P5-IID08)   | <b>Y</b>        | <b>Assess</b> curriculum and instructional strategies for strengths and weaknesses.   |  |                                      |
| <b>Recommendation 3A:</b> Ensure all staff members demonstrate an understanding of community cultures, customs, and values, and model a respect for them. (Indicator P6-IIIC01)   |                 | <b>Assess</b> current practice and <b>provide</b> professional development to address weaknesses.   |  |                                      |
| <b>Recommendation 3B:</b> Collaborate with parents and community members to identify and implement strategies to engage parent and the community in the school's improvement efforts. (Indicator P7-IVA13)  | <b>Y</b>        | <ul style="list-style-type: none"> <li>• <b>Collaborate</b> with parents and community around culture</li> <li>• <b>Identify and implement</b> parent and community engagement in school improvement</li> </ul> | <b>Expected Indicator P7-B:</b> Engage parents and community in the transformation process.  | <b>Y</b>                             |

**WELLPINIT SCHOOL AND DISTRICT ACADEMIC PERFORMANCE AUDIT SUMMARY AND RECOMMENDED INDICATOR CROSS-WALK WITH SCHOOL AND DISTRICT PLANS**

The table below summarizes the Academic Performance Audit recommendations that are aligned with research-based actions. It includes the recommended Indistar Indicators. The Y/N columns have been filled in by staff, verifying that the school and district plans address the recommended indicators and providing a ‘quick check’ that the plan is responsive to the recommendations of the academic performance audit.

**Specific Recommendations and Indistar Indicators (highlighted in gray). Y/N columns filled in by SBE staff as of 6/17/2014.**

| School-level recommendations and indicators   | In School Plan?<br>Y/N | Actions aligned with school-level recommendations  | District-level recommended Indicators   | In District Plan?<br>Y/N |
|---|------------------------|--|---|--------------------------|
| <b>Recommendations 1A, 1B, 1C, and 2A:</b> Continue to develop distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts. (Indicator P1-ID10) | Y                      | <b>Leadership team:</b><br>Leads school improvement process<br>Reviews data<br>Selects strategies<br>Manages implementation<br>Monitors effectiveness of efforts | <b>Expected Indicator P1-B:</b> Recruit and support an experienced principal and build their capacity to nurture sustained growth within their staff. | N                        |
| <b>Recommendations 1A, 1B, and 1C:</b> Provide strong leadership by ensuring the principal keeps a focus on instructional improvement and student learning outcomes (P1-IE06)   | Y                      | <b>Principal and team</b> maintain their focus on instructional improvement, using data on student learning outcomes to anchor their improvement initiatives.    |   |                          |
| <b>Recommendation 1A:</b> Continue to spend at least 50% of the time working directly with teachers to improve instruction, including classroom observations. (Indicator P1-IE06)   | Y                      | <b>Principals (and team)</b> spend 50% of time working with teachers to improve instruction  |   |                          |
| <b>Recommendation 3A:</b> Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., culturally relevant practices) and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P1-IE07)       | Y (both)               | <b>Provide</b> professional development to build capacity to implement culturally relevant and standards-based:<br>Curriculum<br>Instruction<br>Interventions    |   |                          |
| <b>Recommendation 3A:</b> Continue to provide professional development around culturally responsive leadership and instructional practices (e.g., culturally relevant practices)  | Y (both)               | <b>Provide</b> professional development to build capacity to implement culturally relevant and standards-based:  | <b>Expected Indicator P2-C:</b> Provide professional development around culturally responsive leadership and  | N                        |

|   |   |   |   |          |
|---|---|---|---|----------|
| and monitor the extent to which these practices are implemented and impact student outcomes. (Indicators P2-IF12 and/or P1-IE07)  |   | Curriculum<br>Instruction<br>Interventions<br><b>Monitor</b> changes in staff practice and impact on student learning.  | instructional practices and monitor the extent to which these practices are implemented and impact student outcomes.  |          |
| <b>Recommendations 1A, 1C, and 2B:</b> Set goals for Professional Development (PD) and monitor the extent to which staff has changed practice and impacted student learning. (Indicators P2-IF14 and/or P5-IID06)   | <b>Y (1<sup>st</sup>)</b>                 | <b>Set specific PD goals and monitor:</b><br>Changes in staff practice<br>Impact on student learning  |   |          |
| <b>Recommendations 2A and 2B:</b> Establish a team structure for collaboration with specific duties and time for instructional planning. (Indicators P3-IVD05 and/or P3-IVD06)  | <b>Y (both)</b>                           | <b>Provide</b> time for teams to meet; include specific expectations for collaboration around using data to improve instructional practice and student outcomes.  | <b>Expected Indicator P3-A:</b> Allocate resources (e.g., personnel, fiscal, professional development and technical assistance) to support time for teacher collaboration and instructional planning        | <b>N</b> |
| <i>No additional Indicators beyond “active” Expected Indicator addressed by the school for Principle 4.</i>   |   | Regularly <b>monitor</b> and continuously <b>improve</b> the core instructional program.  | <i>No additional Indicators beyond Expected Indicators addressed by the school for Principle 4.</i>   |          |
| <b>Recommendations 1B, 1C, 2A, and 2B:</b> Use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies. (Indicator P5-IID08)  | <b>Y</b>                                  | <i>Included above</i><br>.  | <b>Expected Indicator P5-A:</b> Provide technology, training, and support for school teams to continue to collect and analyze a variety of data to track changes in educator practice and student learning. | <b>N</b> |
| <b>Recommendation 3A:</b> Continue to ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity, positively teach them to their students, and implement the multi-tiered system of support for students struggling with trauma and unsafe behaviors. (Indicator P6-IIIC13, P6-IIIC16, and/or P6-IIIC04) | <b>Y (1<sup>st</sup>, 2<sup>nd</sup>)</b> | <ul style="list-style-type: none"> <li>• <b>Teach</b> and reinforce rules</li> <li>• <b>Provide</b> a tiered system of support for students based on their needs</li> </ul>                                     |   |          |
| <b>Recommendation 3B:</b> Collaborate with parents and community members to build on the cultures of the students in the school and to identify and implement strategies to engage parents/families and community in the school’s improvement efforts. (Indicators P7-IVA05 and/or P7-IVA13)  | <b>Y (both)</b>                           | <ul style="list-style-type: none"> <li>• <b>Collaborate</b> with parents and community around culture</li> <li>• <b>Identify and implement</b> parent and community engagement in school improvement</li> </ul> | <b>Expected Indicator P7-B:</b> Engage parents and community, including the Spokane Tribe, in the transformation process.   | <b>N</b> |

# Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

6/20/2014

Tulalip Elementary School---P NCES - 530486000741

Marysville

## Student and School Success Principle Indicators

Key Indicators are shown in RED.

### Student and School Success Principle 1: Strong leadership

#### Team structure

|                   |   |   |  |
|-------------------|---|---|--|
| <b>Indicator</b>  | <b>P1-ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)</b> |   |  |
| <b>Status</b>     | Tasks completed: 0 of 7 (0%)  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 05/06/2014  |  |
|                   | Index:  | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>Our school disaggregates student achievement data and we use it to plan for MTSS, unit acceleration, and data team PD done at each and every grade level. At this time the work is not done by the leadership team. It is done by the two administrators, math and literacy coaches, RTI coordinator, and includes the grade level group of teachers whenever possible.</p> <p>Data flows to and from grade levels but there is limited vertical work. There are additional times that the RTI coordinator, coaches, and administrators meet come together to allocate resources or make decisions that need rapid turnaround time related to acceleration grouping, instructional adjustments, and needed job embedded professional development. There is limited alignment with special education work but discussion has begun to align and coordinate the work between these two teams.</p> <p>We have begun to progress monitor students at the grade, class, and individual student level. We also have begun to monitor and plan for students based on the data team proficiency levels. We do progress monitor our special education students and our ELL students. We also have an identified list of students of concern who have not moved academically despite a high number of interventions. We do not yet plan for students by subgroup and/or differentiate PD based on experience or need of staff.</p> <p>At this time we have limited walk through data from administrators viewing instruction with a targeted lens to look for fidelity of implementation and to give constructive feedback that would increase the effectiveness and efficiency of teaching in all classroom settings.</p> |  |

|             |  |   |
|-------------|--|---|
| <b>Plan</b> | Assigned to:   | Anthony Craig   |
|             | How it will look when fully met:   | <p>Tulalip Elementary will be implementing the Washington Synergy Model throughout the three year RAD period (2014-17). The district level plan and school plan work together to fulfill all requirements of the Washington Synergy Model. As a response to the RAD audit team's recommendations 1B and 2A: "Continue to develop distributed leader capacity to facilitate a continuous improvement process; guide and manage the review of data, selection of strategies, and implementation of improvement efforts; and monitor the effectiveness of these efforts," Tulalip Elementary School will continue to develop distributed leadership capacity to facilitate a continuous improvement process. The Leadership Team, consisting of principals, teacher leaders, and parent/community representative(s) will meet on a monthly basis to review and update the student and school success plan in Indistar. During those meetings team members will review task completion, SMART goal data, and evidence of plan implementation. The team will monitor the effectiveness of the plan, select targeted strategies, participate in problem solving, and create new tasks as needed to bring the plan's preferred futures into reality. The team will practice the strategy of updating the Indistar plan in real time during the Leadership Team meetings. The team will use student achievement data (disaggregated by subgroup) and aggregated classroom observation data to measure effectiveness and inform necessary adjustments to the plan. The leadership team will be comprised of member of each PLC/data team in the school in order to ensure clear communication between groups to align all initiatives (social/emotional/behavioral and academic) to meet goals of school improvement plan. Shared information will allow the leadership team to clearly communicate progress of improvement efforts and collaborate with all staff in order to strengthen implementation and include all staff in monitoring progress. The parent/community member (s) of the team will be to offer a parent/family perspective in feedback and guidance for school improvement initiatives. Further, this member will be responsible for communicating to various parent groups and community based organizations the progress of the school and will bring input from those groups/individuals that will inform the actions of the leadership team.</p> <p>SMART Goals:<br/>The Indistar plan will be updated on a monthly basis, showing tasks completed, evidence of full implementation of strategies and comments that will serve as a communication tool to the entire staff through the read-only function of Indistar. The Indistar snapshot function will show regular updates to the plan.</p> <p>As a result of increased participation and distributed leadership on the building Leadership Team, the spring 2015 staff survey will show a 15% increase in staff satisfaction around regular monitoring of the school improvement plan, increasing from 47% to 63% on CEE area: "Our school meets regularly to monitor implementation of our school improvement plan."</p> |
|             | Target Date:   | 06/05/2015  |
|             | <b>Tasks:</b>  |   |
|             | 1. The Leadership Team will meet monthly and a designee will record updates to the Indistar plan |   |
|             | Assigned to:   | Kathryn Thornton  |
|             | Added date:  | 05/15/2014  |
|             | Target Completion Date:  | 06/05/2015  |

|  |                         |   |
|--|-------------------------|---|
|  | Frequency:              | monthly   |
|  | Comments:               | Keep indistar up and running throughout each leadership team meeting to capture ongoing progress. |
| 2. The principal(s) will communicate the process for determining building leadership team members.   |                         |   |
|  | Assigned to:            | Anthony Craig   |
|  | Added date:             | 06/10/2014  |
|  | Target Completion Date: | 09/30/2014  |
|  | Comments:               |   |
| 3. Aggregated walkthrough data will be shared and analyzed with the building leadership team to monitor the effectiveness of agreed upon instructional strategies and allow for adjustments.   |                         |   |
|  | Assigned to:            | Anthony Craig   |
|  | Added date:             | 06/10/2014  |
|  | Target Completion Date: | 06/12/2014  |
|  | Frequency:              | four times a year   |
|  | Comments:               |   |
| 4. Based on student data from universal screeners the leadership team will determine targeted instructional strategies to be implemented by all teachers. These instructional strategies will be measured for implementation and effectiveness through classroom walkthroughs. |                         |   |
|  | Assigned to:            | Anthony Craig   |
|  | Added date:             | 06/10/2014  |
|  | Target Completion Date: | 06/12/2015  |
|  | Frequency:              | four times a year   |
|  | Comments:               |   |
| 5. Data will be compiled and shared with Leadership Team for each grade level from each universal screener indicating proficiency levels (Proficient, Close, Far, Not Likely Yet) and disaggregated by subgroup this data will be compiled at data team/PLC meetings.          |                         |   |
|  | Assigned to:            | Irene Bare  |
|  | Added date:             | 05/15/2014  |
|  | Target Completion Date: | 06/05/2015  |
|  | Frequency:              | monthly   |
|  | Comments:               | Data from each grad level will be compiled and analyzed.  |
| 6. Staff will be updated quarterly of tasks completed, evidence of full implementation of strategies, and progress toward meeting SMART goals.   |                         |   |
|  | Assigned to:            | Anthony Craig   |
|  | Added date:             | 05/15/2014  |
|  | Target Completion Date: | 06/05/2015  |
|  | Frequency:              | four times a year   |
|  | Comments:               | Student achievement data shared along with aggregated walkthrough data                            |
| 7. The staff survey will be administered in spring and results compared to the previous year's survey results.   |                         |   |
|  | Assigned to:            | Kathryn Thornton  |
|  | Added date:             | 05/15/2014  |
|  | Target Completion Date: |   |

|                   |   |   |
|-------------------|---|---|
|                   | Target Completion Date:   | 05/29/2015  |
|                   | Comments:   | CEE survey  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 7 (0%)  |
| <b>Indicator</b>  | <b>P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)</b> |   |
| <b>Status</b>     | <b>Full Implementation</b>  |   |
| <b>Assessment</b> | Level of Development:   | Initial: Full Implementation 02/22/2014   |
|                   | Evidence:   | Teachers are all organized into grade-level or department teams. Each team has regular meetings which occur during the 100 minutes per week of "data team" time built into the master schedule, plus during PGW days that are designated as PLC. Specialists and Counseling Department members meet on PLC Wednesdays.<br>To sustain the meetings, time must be guaranteed by being built into the schedule. Principals and coaches must continue to guide work and provide needed resources. |

### Student and School Success Principle 1: Strong leadership

#### Principal's role

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|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)</b> |  |  |
| <b>Status</b>     | Tasks completed: 0 of 5 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: Limited Development 10/30/2013  |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | I feel that the work we have done with data teams and in our job embedded professional development have led us target and plan for all students to make a year's or more growth. I believe that we are doing an effective job of strengthening instruction aligned to standards, curriculum, and assessment. I think that we are learning that some of our best growth comes in unexpected ways but we have the right people with the right skills and we are good at rapid retry. I think communication of targeted goals is an area that we can continue to develop. I also believe that we are still working to have appropriate system wide supports and that when we have worked together from the district level and our building we will have the needed time to be even stronger instructional leaders. At this time, there are competing interests for our time and attention. Research states that effective principals place a high premium on being in classrooms and coaching into teachers and paraprofessionals. We have this value but our workload sometimes prevents the amount of time we would like to be in classrooms. |  |

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| <b>Plan</b> | Assigned to:  | Anthony Craig   |
|             | How it will look when fully met:  | <p>In response to RAD Audit Report recommendations 1B and 2A to “sustain the practice of spending at least 50% of the time working directly with teachers to improve instruction, including classroom observations,” a principal will attend twice-per-week data team meetings with each grade level. Additional administrative support will be necessary for both principals to monitor the implementation of effective instructional strategies. To implement this RAD recommendation the school will need the support of an assistant principal to be funded through RAD. The RAD recommendations specified that, at least for the first year of RAD, the school should continue the co-principal model. During this transitional year, structures and systems of professional development/monitoring of culturally responsive teaching strategies, and implementing further structures that will increase classroom/school safety and behavior management will require significant administrative support. Parallel to the RAD plan, the Marysville School District and Tulalip Tribes are currently working on a partnership to introduce a "Tier IV" program for students who have not yet been successfully served in the multi-tiered system of support provided thus far. Up to this point a small group of students with significant behavioral/social-emotional needs has consumed much of the principals' time during the school day. (See attached "Administrative Flow Chart" indicating the breadth of necessary administrative duties for meaningful school improvement.) At data team meetings instructional goals will be set to address student learning needs and resources will be allocated to support students to meet standards in reading and math. Job embedded professional development will be conducted during these meetings; a principal will lead and/or participate in this professional development alongside teachers.</p> <p>Principals and/or members of leadership team will conduct instructional walkthroughs to monitor the implementation of curriculum and to monitor instructional goals set by teachers during professional development (whole staff and grade level). Using a walkthrough protocol based on the Motivational Framework for Culturally Responsive Teaching and UW CEL’s 5D Instructional Framework—collecting data around instruction in literacy and math and culturally responsive teaching.</p> <p>SMART goal: Principals will spend 50% of their time focused on instructional improvement (including grade level data meetings and classroom walkthroughs). Walkthrough data will be reported to Assistant Superintendent and the leadership team on a quarterly basis in the form of aggregated data indicating the percentage of teachers implementing instructional initiatives aligned with 5D Framework and the Motivational Framework and aligned this school improvement plan.</p> |
|             | Target Date:  | 06/15/2015  |
|             | <b>Tasks:</b>   |   |
|             | 1. Establish schedule for principals indicating set grade level data meetings/PLCs, classroom walkthroughs, and office hours. |   |
|             | Assigned to:  | Cheri Brennick  |
|             | Added date:   | 05/15/2014  |
|             | Target Completion Date:   | 09/04/2015  |
|             | Comments:   |   |

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| 2. Establish a reporting protocol for sharing aggregated walkthrough data to be used for reporting to staff and to Assistant Superintendent.  |  |
| Assigned to:  | Kristin DeWitte  |
| Added date:   | 06/10/2014   |
| Target Completion Date:   | 09/30/2014   |
| Comments:   |  |
| 3. Establish an agenda/calendar for which data sets will be shared at monthly meetings between Asst. Superintendent and principals. For example, one month will focus on student data and the next will be aggregated classroom walkthrough data. |  |
| Assigned to:  | Kristin DeWitte  |
| Added date:   | 06/10/2014   |
| Target Completion Date:   | 09/30/2014   |
| Comments:   |  |
| 4. Find/modify/create walkthrough protocol (tool) to collect data of classroom walkthrough based on agreed upon look-fors based on data team agreements.  |  |
| Assigned to:  | Anthony Craig  |
| Added date:   | 05/15/2014   |
| Target Completion Date:   | 09/05/2014   |
| Comments:   |  |
| 5. Meet monthly with Asst. Superintendent to share and analyze student and instructional data.  |  |
| Assigned to:  | Anthony Craig  |
| Added date:   | 06/10/2014   |
| Target Completion Date:   | 06/12/2015   |
| Frequency:  | monthly  |
| Comments:   |  |
| <b>Implement</b>  | Percent Task Complete: Tasks completed: 0 of 5 (0%)  |
| <b>Indicator</b>  | <b>P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>  |
| <b>Status</b>   | <b>In Plan / No Tasks Created</b>  |
| <b>Assessment</b>   | Level of Development: Initial: <b>Limited Development</b> 05/06/2014   |
|   | Index: 3 (Priority Score x Opportunity Score)  |
|   | Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  |
|   | Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|   | Describe current level of development:<br>We have established expectations and processes for team planning and we occasionally monitor work via walk throughs and teacher check in.<br><br>Principal participates is twice weekly grade level data team meetings for each grade level. At these meetings, decisions are made about assessment, student achievement data, and curricular adjustments. PD is embedded by coaches and administrators. Further resources are allocated as a result of these meetings.<br><br>Principals conduct instructional walk throughs when available. Our goal has been to spend 2 to 2.5 hours per day in classes. We are often called back to the office to deal with discipline issues, or to work with |

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|  |   | district operation departments, or to do work related to SIG/RAD. Principals spend approximately 2.5 hours per week in classrooms and 2 half days participating in grade level data teams. Another barrier to administrator walk through time is running school short staffed due to a lack of substitutes available in our district.   |  |
| <b>Plan</b>  | Assigned to:  | Not yet assigned  |  |
| <b>Student and School Success Principle 2: Staff evaluation and professional development</b> |   |   |  |
| <b>Professional development</b>  |   |   |  |
| <b>Indicator</b>   | <b>P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)</b> |   |  |
| <b>Status</b>  | In Plan / No Tasks Created  |   |  |
| <b>Assessment</b>  | Level of Development:   | Initial: Limited Development 10/31/2013   |  |
|  | Index:  | 6   | (Priority Score x Opportunity Score)   |
|  | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|  | Opportunity Score:  | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|  | Describe current level of development:  | Tulalip Elementary and Marysville School District is currently engaged in processes to align Common Core State Standards, Professional Learning Communities, and Teacher and Principal evaluation tools (CEL 5D+). During data team/PLC/grade level meeting time teachers analyze student data and join coaches and administrators in setting instructional goals that lead to high student achievement. Using the data team process teachers engage in instructional improvement efforts leading to improved instruction as described by the 5D+ framework. Teachers have the opportunity to lead segments of PLCs as part of the professional learning in the school. |  |
| <b>Plan</b>  | Assigned to:  | Not yet assigned  |  |

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| <b>Indicator</b>  | <b>P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW)</b>  |   |  |
| <b>Status</b>     | Tasks completed: 0 of 4 (0%)   |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 10/31/2013  |  |
|                   | Index:   | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Professional development is currently conducted by instructional coaches in literacy and math, school counselors and behavior specialist in areas of behavior and social-emotional wellbeing, and administrators in various areas. The vast majority of professional development occurs during grade level/content meetings. Additionally, teachers participate in district-offered PD opportunities--such as trainings for teachers new to the profession or to the district. The PD is aligned with building goals of planning for the needs of each student, tracking and analyzing grade level data, and aligning instruction both at the grade level and vertically K-5. During PD teachers set goals and determine monitoring times and practices to ensure all are learning and improving. |  |
| <b>Plan</b>       | Assigned to:   | Anthony Craig   |  |
|                   | How it will look when fully met:   | As a response to RAD recommendations 1A and 1C to provide targeted professional development to build teacher capacity to implement culturally relevant and standards based curriculum, instruction and intervention, Tulalip Elementary will work within indicator P2-IF-12. As a result of targeted professional development teachers will be using the motivational framework to design and implement lessons. This will be observable in teacher's instruction in all academic areas.<br>SMART Goal: 100% of grade levels will adjust at least one unit of study to incorporate culturally relevant material as measured by grade level data team meeting minutes and walkthroughs by June 1, 2015.  |  |
|                   | Target Date:   | 06/01/2015  |  |
|                   | <b>Tasks:</b>  |   |  |
|                   | 1. Before school begins, at our August professional development meeting, staff will read the Chapters 1 and 2 from Ginsberg's book Transformative Professional Learning. Based on this reading staff will create a list of observational look- fors corresponding to each of the quadrants of the motivational framework for culturally responsive teaching. |   |  |
|                   | Assigned to:   | Anthony Craig   |  |
|                   | Added date:  | 05/15/2014  |  |
|                   | Target Completion Date:  | 08/22/2014  |  |
|                   | Comments:  |   |  |
|                   | 2. Establish a yearlong professional development calendar which includes literacy, math, sheltered instruction, social emotional wellbeing, culturally responsive teaching. This calendar includes scheduling grade level/data team meetings and whole group PD opportunities.   |   |  |
|                   | Assigned to:   | Irene Bare  |  |
|                   | Added date:  | 06/10/2014  |  |
|                   | Target Completion Date:  | 09/30/2014  |  |
|                   | Comments:  |   |  |

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| 3. Follow-up professional development needs will be determined by this walk-through data. |  |  |  |
|   |  | Assigned to:   | Anthony Craig  |
|   |  | Added date:  | 05/15/2014   |
|   |  | Target Completion Date:  | 06/05/2015   |
|   |  | Comments:  |  |
| 4. Establish next steps for math professional development.                                |  |  |  |
|   |  | Assigned to:   | Irene Bare   |
|   |  | Added date:  | 06/10/2014   |
|   |  | Target Completion Date:  | 09/30/2014   |
|   |  | Comments:  |  |
| <b>Implement</b>  | Percent Task Complete:   |  | Tasks completed: 0 of 4 (0%)   |
| <b>Indicator</b>  | <b>P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW)</b> |  |  |
| <b>Status</b>   | Tasks completed: 1 of 2 (50%)  |  |  |
| <b>Assessment</b>   | Level of Development:  |  | Initial: <b>Limited Development</b> 10/31/2013   |
|   | Index:   | 9  | (Priority Score x Opportunity Score)   |
|   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|   | Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|   | Describe current level of development:   | Based on goals set by teachers in collaboration with administrators and coaches professional development needs are determined. In this process educators determine professional learning needs based on student data (formative and summative), implementation of the Common Core State Standards, and the related needs of the PLC as a whole and individual members. Additionally, instructional improvement is discussed through the implementation of the CEL 5D+ Framework as teachers reflect more on their own practice as in relation to the descriptions in the framework. Further, through the process of data cycles, teachers identify their own learning needs in ways that will lead to impacts on student learning/achievement. By monitoring the implementation of agreed upon strategies that lead to improved student learning, as well as the professional development done in conjunction with those instructional strategies, the level of instructional improvement is more evident. |  |
| <b>Plan</b>   | Assigned to:   |  | Irene Bare   |
|   | How it will look when fully met:   |  | Using data cycles and job embedded professional development, teachers will identify needs for on-going professional development to improve instructional practice. This will be monitored through scripts of data team meetings, targeted guided walks by administrators and coaches. 100% of teachers will implement agreed upon results indicators during each data cycle/unit of study as measured by classroom walkthroughs; data will be shared out at grade level data team meetings at the end of each unit/data cycle. |
|   | Target Date:   |  | 06/12/2014   |
|   | <b>Tasks:</b>  |  |  |
|   | 1. Use data team protocols to guide unit planning, professional development, and develop a Professional Learning Calendar for the building.            |  |  |
|   |  | Assigned to:   | Marilou Pilon  |

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|   | Added date:  | 10/31/2013  |
|   | Target Completion Date:  | 10/14/2013  |
|   | Frequency:   | monthly   |
|   | Comments:  |   |
|   | <b>Task Completed:</b>   | <b>10/14/2013</b>   |
|   | 3. Provide substitutes to allow teachers to watch their peers work and to ensure fidelity of implementation of instructional strategies across the school. |   |
|   | Assigned to:   | Kathryn Thornton  |
|   | Added date:  | 10/31/2013  |
|   | Target Completion Date:  | 06/12/2014  |
|   | Comments:  | This will be moved into Tulalip Elementary School's RAD plan for the 2014-15 school year. |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 1 of 2 (50%)   |
| <b>Student and School Success Principle 3: Expanded time for student learning and teacher collaboration</b> |  |   |

**Expanded time for student learning and teacher collaboration**

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| <b>Indicator</b>  | <b>P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)(TitleISW)</b> |  |  |
| <b>Status</b>     | Tasks completed: 0 of 7 (0%)  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 05/08/2014   |  |
|                   | Index:  | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Our school provides opportunities for members of the school community to meet for purposes related to students' learning. In grade levels, staff meet for 100 minutes a week in Data Teams to discuss assessment results and next steps for instruction. On 1 or 2 early release days a month, grade levels, specialists and para-professionals meet in Professional Learning Communities. We have a school-wide Behavior Team that meets about once a month. There are 5 district directed professional development days throughout the year that take place on early release Wednesdays. The Student Acceleration Team (SAT) meets weekly to discuss the needs of specific students. We also have a Professional Evaluation Group (PEG) that meets on an as needed basis to determine possible Special Education services.   |  |
| <b>Plan</b>       | Assigned to:  | Irene Bare   |  |
|                   | How it will look when fully met:  | <p>As a response to RAD recommendations 1A and 1C teachers will implement culturally relevant instructional strategies and materials aligned with state standards and student learning needs; regularly monitor and make adjustments to continuously improve the core instructional program based on student needs.</p> <p>Preferred Future:<br/>                     The leadership team looks at universal screener data where students are disaggregated into proficiency levels (Proficient, Close, Far, Not Yet) in both literacy and math to identify acceleration needs in each grade level. Student's acceleration groups, goals for those groups, and culturally relevant instructional strategies are determined by the grade level data teams. The school will be organized into grade level teams and/or job-alike PLCs (grade level, counselors and liaisons, specialists, acceleration teachers, etc.). These teams will meet regularly to collaborate about student learning. Grade level teams will meet for at least 100 minutes/week. Specialists will meet monthly; counseling department members and acceleration teachers will each meet in job-alike groups weekly. At each meeting student data will be used to make decisions about needed professional development, resource allocation, and appropriate instructional initiatives and curricular adjustments. Additionally, the leadership team will examine disaggregated student data and aggregated teacher data (from walkthroughs) to monitor and adjust improvement plans.</p> <p>SMART Goal: 100% of certificated staff will participate in a PLC/grade level data team. Grade level teams will be arranged by September 15, 2014 and all students will have an acceleration plan by October 15, 2015 which will be adjusted every 6-8 weeks based on data.</p> |  |
|                   | Target Date:  | 06/12/2015   |  |
|                   | <a href="#">Tasks:</a>  |  |  |

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|---|---|
| 1. Establish schedule indicating meeting times for each grade level team and/or PLC.  |   |
| Assigned to:  | Irene Bare  |
| Added date:   | 05/15/2014  |
| Target Completion Date:   | 09/08/2014  |
| Comments:   | 100 minutes/week Data teams--grade level<br>PLC scheduled for counseling department & specialists |
| 2. Identify data sets that will be used by each team/PLC to monitor and adjust school improvement plan to ensure student learning   |   |
| Assigned to:  | Irene Bare  |
| Added date:   | 05/15/2014  |
| Target Completion Date:   | 09/30/2014  |
| Comments:   |   |
| 3. Data teams will use current data to create acceleration groups.  |   |
| Assigned to:  | Irene Bare  |
| Added date:   | 06/10/2014  |
| Target Completion Date:   | 06/01/2015  |
| Frequency:  | four times a year   |
| Comments:   |   |
| 4. After universal screeners are completed, the data will be analyzed by the leadership team to make recommendations to grade level teams about each grade level's focus for acceleration.  |   |
| Assigned to:  | Irene Bare  |
| Added date:   | 06/11/2014  |
| Target Completion Date:   | 06/12/2015  |
| Frequency:  | four times a year   |
| Comments:   |   |
| 5. Meet in grade level teams to form acceleration groups based on student needs and make decisions about group size, instructional time, culturally relevant materials, goals and strategies.                                       |   |
| Assigned to:  | Irene Bare  |
| Added date:   | 06/11/2014  |
| Target Completion Date:   | 06/12/2015  |
| Frequency:  | four times a year   |
| Comments:   |   |
| 6. Growth toward standard will be monitored by pre-determined monitoring tools that are directly aligned to student needs and goals. Monitoring will be completed by small group instructors at an acceleration monitoring meeting. |   |
| Assigned to:  | Irene Bare  |
| Added date:   | 06/11/2014  |
| Target Completion Date:   | 06/12/2015  |
| Frequency:  | four times a year   |
| Comments:   |   |
| 7. Adjustments to groups will be made based on monitoring tools.  |   |
| Assigned to:  | Irene Bare  |
| Added date:   |   |

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|                   | Added date:   | 06/11/2014  |
|                   | Target Completion Date:   | 06/12/2015  |
|                   | Comments:   |   |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 7 (0%)  |
| <b>Indicator</b>  | <b>P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW)</b> |   |
| <b>Status</b>     | <b>No decision has been made</b> Tasks completed: 2 of 2 (100%)   |   |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 10/31/2013  |
|                   | Index:  | 4 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 2 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | School day extended by 15 minutes.<br>Each student has a plan developed for him/her based on current data that leads to targeted "acceleration" instruction during the day. This allows students who need the most support to be given an additional instructional opportunity.   |
| <b>Plan</b>       | Assigned to:  | Irene Bare  |
|                   | How it will look when fully met:  | Each student will have an individualized acceleration plan in literacy and/or math. Each instructional staff member will be assigned to grade level acceleration bands and will have additional times during the day to provide instruction based on the student plans. 100% of students will make at least one year's growth in literacy and math based on universal screeners. 100% of students will be assessed to monitor progress every 6-8 weeks as measured by agreed upon monitoring tools. |
|                   | Target Date:  | 06/06/2014  |
|                   | <b>Tasks:</b>   |   |
|                   | 1. Implement building assessment calendar which includes Fountas & Pinnell Benchmark Assessment, DIBELS and Boulder Math Screener.  |   |
|                   | Assigned to:  | Irene Bare  |
|                   | Added date:   | 11/13/2013  |
|                   | Target Completion Date:   | 06/06/2014  |
|                   | Comments:   |   |
|                   | <b>Task Completed:</b>  | <b>05/30/2014</b>   |
|                   | 2. Choose progress monitoring tools and develop calendar for each grade level.  |   |
|                   | Assigned to:  | Irene Bare  |
|                   | Added date:   | 11/13/2013  |
|                   | Target Completion Date:   | 06/06/2014  |
|                   | Comments:   |   |
|                   | <b>Task Completed:</b>  | <b>05/30/2014</b>   |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 2 of 2 (100%)  |
| <b>Indicator</b>  | <b>P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected)</b>           |   |
| <b>Status</b>     | <b>Full Implementation</b>  |   |

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|-------------------|-----------------------|---|
| <b>Assessment</b> | Level of Development: | Initial: <b>Full Implementation</b> 10/31/2013  |
|                   | Evidence:             | Teachers are organized into teams which meet at least twice per week (50 minutes per meeting). During these meetings teachers review formative assessment data and plan units in literacy (reading and writing) and math. Further teachers determine instructional strategies that lead to meeting standard for all students. These times are in addition to the 150 minutes of plan time guaranteed through the collective bargaining agreement. |

#### **Student and School Success Principle 4: Rigorous, aligned instruction**

##### **Engaging teachers in aligning instruction with standards and benchmarks**

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|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)</b> |  |  |
| <b>Status</b>     | Tasks completed: 1 of 2 (50%)  |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 11/01/2013   |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Data team work has lead to instructional teams that have strong skills and conceptual knowledge in organizing unit plans, determining concepts principles and skills that will be covered, vertically tracing common core standards, and teaching to those points. Teachers have become savvy in choosing learning gaps to close in both literacy and math to accelerate learning and in using additional structures such as targeted activities during independent times, goal setting with students, and routines that reinforce and maintain needed skills. New this year is a more push in model of special education that more closely aligns our special education with a response to model of special education. Teachers plan for all students in a grade level to make a year or more of growth. Students with the greatest needs receive response to model of special education. Students with the greatest needs receive targeted, small group instruction during grade level acceleration block and are identified for Tier 3 instruction as well. Progress monitoring of all IEP and ELL students is new this year and will be provided by RTI coordinator, sped teacher, and ELL paraprofessional. We are exploring the opportunity of tribal tutors during specialist times so that we can increase gap closing and bringing a 6 week SIOP class on site during professional development Wednesdays to increase the ways we can support students who have ELL and language development needs. |  |
| <b>Plan</b>       | Assigned to:   | Anthony Craig  |  |
|                   | How it will look when fully met:   | 100% of teachers will base lessons on grade level standards as measured by weekly principal walkthroughs; data will be shared with staff every 6 weeks.  |  |
|                   | Target Date:   | 06/06/2014   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   |  | 1. Use walkthrough protocol based on CEL 5D Instructional Framework.   |  |
|                   | Assigned to:   | Anthony Craig  |  |
|                   | Added date:  | 11/13/2013   |  |
|                   | Target Completion Date:  | 12/09/2013   |  |

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|  | Comments:  | This task will move into Tulalip Elementary School's RAD plan for the 2014-15 school year once we have a selected protocol and clarity to share data with the staff.  |  |
| 2. Follow Doug Reeves Data Team Cycle. |  |   |  |
|  | Assigned to:   | Irene Bare  |  |
|  | Added date:  | 11/13/2013  |  |
|  | Target Completion Date:  | 06/06/2014  |  |
|  | Comments:  |   |  |
|  | <b>Task Completed:</b>   | <b>06/02/2014</b>   |  |
| <b>Implement</b>                       | Percent Task Complete:   | Tasks completed: 1 of 2 (50%)   |  |
| <b>Indicator</b>                       | <b>P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89) (TitleISW)</b> |   |  |
| <b>Status</b>                          | Tasks completed: 0 of 9 (0%)   |   |  |
| <b>Assessment</b>                      | Level of Development:  | Initial: <b>Limited Development</b> 05/08/2014  |  |
|  | Index:   | 6   | (Priority Score x Opportunity Score)   |
|  | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|  | Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|  | Describe current level of development:   | Many of the Reading and Writing units of study (C.I.A. and District Units of Study) are written and revised to correlate to grade level/Common Core standards. Some units are missing criteria for mastery, especially in Writing. Grade level appropriate pre/post tests are in place for Reading and Math. Some pre/post tests for Writing are in development in some grade levels. Our Math curriculum, in conjunction with supplemental lessons and outside resources, includes standard based objectives. Grade levels continue to supplement to support students. This is not yet systematic. Although criteria for mastery is inherent in pre/post tests, it is not fully articulated.   |  |
| <b>Plan</b>                            | Assigned to:   | Irene Bare  |  |
|  | How it will look when fully met:   | <p>In response to RAD recommendations 1A and 1C to upgrade the mathematics program (core and supplemental) and the literacy program (supplemental) to align with Common Core Standards Tulalip Elementary school will work within Indicator P4-IIA02. Tulalip teachers will implement a curriculum map/blueprint organized by grade-level common core standards taught per trimester listing corresponding lessons both from core curriculum materials and possible supplemental materials where necessary. As per RAD recommendation, dollars for these materials will be part of the RAD budget request.</p> <p>SMART Goals:</p> <p>100% of core teachers will use the curriculum map in math and literacy to guide their instruction as measured by data team minutes and principal classroom walkthroughs.</p> <p>100% of core teachers will administer and use the data from grade appropriate universal screeners: In math, primary grades will use Strength in Numbers; intermediate grades will use a grade-level screener focusing on skills. In literacy, all grades will use a common universal screener.</p> <p>Teachers and students will use criteria for mastery rubrics to progress monitor and individualize instruction based on student needs. Evidence of implementation will be found in data team minutes and through monitoring of plan by the building leadership team.</p> |  |

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|--|---|---|
|  |   | In literacy and math, at least of 80% of students will improve at least one proficiency level toward grade level standards at the end of each trimester as measured by interim assessments. |
|  | Target Date:  | 06/12/2015  |
|  | <b>Tasks:</b>   |   |
|  | 1. In literacy and math, develop and introduce a curriculum map of the Common Core Standards to be taught (per grade level, per trimester) and the corresponding lessons from the core curriculum and supplemental lessons.   |   |
|  | Assigned to:  | Irene Bare  |
|  | Added date:   | 05/15/2014  |
|  | Target Completion Date:   | 09/01/2014  |
|  | Comments:   |   |
|  | 2. Choose and administer universal screeners for Math. Primary grades will use Strength in Numbers. Intermediate grades will identify an appropriate diagnostic assessment.   |   |
|  | Assigned to:  | Brianna Conway  |
|  | Added date:   | 05/15/2014  |
|  | Target Completion Date:   | 09/01/2014  |
|  | Comments:   |   |
|  | 3. A rubric for criteria for mastery will be identified/developed and implemented in classrooms.  |   |
|  | Assigned to:  | Irene Bare  |
|  | Added date:   | 05/15/2014  |
|  | Target Completion Date:   | 06/12/2015  |
|  | Comments:   |   |
|  | 4. A math intervention kit will be selected and purchased to support teachers in planning and implementing differentiated math lessons to support students in meeting common core state standards.  |   |
|  | Assigned to:  | Irene Bare  |
|  | Added date:   | 06/10/2014  |
|  | Target Completion Date:   | 09/29/2014  |
|  | Comments:   |   |
|  | 5. Grade level teachers will administer a beginning of the year screener to assess the degree to which students have the prerequisite skills/understandings for first trimester common core standards. In math, primary grades will use Strength in Number; intermediate grades will use a grade-level screener and further diagnostic(s) assessments focusing on skills essential for success in the coming grade level. |   |
|  | Assigned to:  | Irene Bare  |
|  | Added date:   | 06/10/2014  |
|  | Target Completion Date:   | 09/29/2014  |
|  | Comments:   |   |
|  | 6. Introduce a protocol for aligning lessons and units from the curriculum map to CCSS and the Standards for Mathematical Practice.   |   |
|  | Assigned to:  | Irene Bare  |
|  | Added date:   | 06/10/2014  |
|  | Target Completion Date:   | 09/30/2014  |
|  | Comments:   |   |

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|---|---|
| 7. Criteria for mastery will be created and used by teachers and students to measure student progress on each math common core standard. Student achievement on these measures will be shared at grade level meetings where plans for students not meeting mastery will be created and monitored. |   |
| Assigned to:  | Irene Bare  |
| Added date:   | 06/10/2014  |
| Target Completion Date:   | 06/01/2015  |
| Comments:   |   |
| 8. Schedule each grade level's math data cycles for the year. Each grade level will conduct at least three full data cycles between September and June.   |   |
| Assigned to:  | Irene Bare  |
| Added date:   | 06/10/2014  |
| Target Completion Date:   | 06/01/2015  |
| Comments:   |   |
| 9. Teachers will administer interim assessments to indicate the students' mastery of the grade level standards to be taught each trimester.   |   |
| Assigned to:  | Irene Bare  |
| Added date:   | 06/10/2014  |
| Target Completion Date:   | 06/05/2015  |
| Comments:   |   |
| <b>Implement</b>  | Percent Task Complete: Tasks completed: 0 of 9 (0%)   |
| <b>Indicator</b>  | <b>P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637) (Expected)</b>  |
| <b>Status</b>   | <b>Objective Met</b> 6/2/2014   |
| <b>Assessment</b>   | Level of Development: Initial: <b>Limited Development</b> 10/31/2013<br><b>Objective Met</b> - 06/02/2014   |
|   |   |
|   | Index: 9 (Priority Score x Opportunity Score)   |
|   | Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)   |
|   | Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|   | Describe current level of development: This work has been independent of the building leadership team. Having a Vertical Data team as part of our data work and using the BLT to do this work will ensure that we are using a building-wide focus to make decisions.  |
| <b>Plan</b>   | Assigned to: Irene Bare   |
|   | How it will look when fully met: Every student will have an individualized acceleration plan based on universal screeners and/or diagnostic unit screeners. These groups are developed grades at each grade level and meet four days per week for 25 to 50 minutes for math and reading. All students will demonstrate progress based on universal screening done three times per year using DIBELS, F&P levels, MAPS, MBA, and the Boulder Screening tool for literacy and math. |
|   | Target Date: 10/14/2013   |
|   | <b>Tasks:</b>   |

|   |                         |  |
|---|-------------------------|--|
| 1. Plan 6-8 week acceleration cycles during data team. Use data from universal screeners and from unit pre- and post-assessments. |                         |  |
|   | Assigned to:            | Irene Bare   |
|   | Added date:             | 10/31/2013   |
|   | Target Completion Date: | 06/12/2014   |
|   | Frequency:              | four times a year  |
|   | Comments:               |  |
|   | <b>Task Completed:</b>  | <b>05/30/2014</b>  |
| 2. Ensure that a building-wide schedule is being adhered to so that resources can be maximized.                                   |                         |  |
|   | Assigned to:            | Anthony Craig  |
|   | Added date:             | 10/31/2013   |
|   | Target Completion Date: | 10/30/2013   |
|   | Comments:               |  |
|   | <b>Task Completed:</b>  | <b>10/30/2013</b>  |
| 4. Assign Tier 3 Instruction for students on an as-needed basis.  |                         |  |
|   | Assigned to:            | Irene Bare   |
|   | Added date:             | 10/31/2013   |
|   | Target Completion Date: | 10/30/2013   |
|   | Frequency:              | four times a year  |
|   | Comments:               |  |
|   | <b>Task Completed:</b>  | <b>10/30/2013</b>  |
| <b>Implement</b>  | Percent Task Complete:  |  |
|   | Objective Met:          | 6/2/2014   |
|   | Experience:             | 6/2/2014<br>Use of common assessments based on standards and time to meet with teachers to discuss appropriate plans has been necessary. |
|   | Sustain:                | 6/2/2014<br>Continue to set aside time for teachers to meet, understanding of necessary common assessments to be given and by when.      |
|   | Evidence:               | 6/2/2014<br>Sample 'acceleration' plans are uploaded.  |

### **Student and School Success Principle 4: Rigorous, aligned instruction**

#### **Engaging teachers in assessing and monitoring student mastery**

|                   |   |  |
|-------------------|---|--|
| <b>Indicator</b>  | <b>P4-IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)</b> |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 11/01/2013   |
|                   | Evidence:   | <p>Because we are gap closing, we need to adjust and refine our pre and post assessments as we can continue to add more rigor and close gaps with grade level standards.</p> <p>New to our work is a focus on fleshing out whether students have specific vocabulary gaps. For instance, in pre assessments we may have previously asked in a first grade pre test what is the setting of this story? Now we may have two questions that would include the</p> |

first mentioned one and where does this story take place? This will allow us to be even more targeted in our use of visual supports, teaching academic language, and closing vocabulary gaps that eventually impact comprehension.

**Student and School Success Principle 4: Rigorous, aligned instruction**

**Expecting and monitoring sound instruction in a variety of modes**

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (ELL,Expected,TitleISW)</b> |  |  |
| <b>Status</b>     | Tasks completed: 0 of 5 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 11/01/2013   |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Data team work and PLC grade level collaboration are all directed toward targeting instruction to the whole group, small group and individual needs. Teachers continue to use acceleration to teach specifically to close gaps four days per week for 30-50 minutes per day. Teachers also use PLC time to work together to further differentiate learning. This year teachers are working to progress monitor all students during acceleration and core instruction. Using Reeve's four categories of student - proficient, close, far, and not yet likely without significant acceleration allows teacher to choose specific strategies and track the effectiveness of these strategies in helping students master key content. Literacy and math coaches also help plan units of study so that teachers identify key concepts, what learned skills need to be reinforced and practiced and which missing skills need to be addressed in routines and independent work. This year we hope to add lesson study - an opportunity for teachers to see their peers work with students to ensure that instruction is aligned and fidelity of instruction takes place across the grade level. This year we also hope to add more work using Margery Ginsburg's model of intrinsic motivation and culturally responsive teaching. |  |

|             |  |  |
|-------------|--|--|
| <b>Plan</b> | Assigned to:   | Kyla Curtright   |
|             | How it will look when fully met:   | <p>As a response to the RAD recommendations 1A and 1C: "Use a variety of data to identify special needs students."</p> <p>Teacher teams at Tulalip will use ongoing data from formative assessments to identify students needing supports or enhancements, to assess strengths and weaknesses of the curriculum/instructional strategies, and to expand and tailor differentiated lessons. The school will provide necessary professional development around formative assessment and how to use formative assessment data to adjust curriculum and instructional strategies. During data teams an increased number of formative assessment strategies will be explored; grade level teams will select strategies to use on an ongoing and consistent basis, such as classroom teachers gathering data in the moment and adjusting current and/or future lessons. This will allow teachers to design differentiated lessons to meet all student needs. Each grade level team will track progress of individual students to monitor growth toward grade level standards. Effectiveness of differentiated acceleration plans (both in class and from acceleration support staff) will be monitored to ensure appropriateness for each student.</p> <p>Students who still remain at the not likely yet category after targeted, individualized interventions may be referred for further evaluation up to and including, when appropriate, referral for special education evaluation.</p> <p>Teacher grade-level teams will analyze students' behavior concerns if those behaviors seem to be a barrier to academic progress.</p> <p>SMART Goals:</p> <p>100% of grade-level teacher teams analyze reading and math formative assessment data on a monthly basis for students in the far and not likely yet categories to create adjustments in curriculum and instruction as shown in data team minutes.</p> <p>80% of students not yet proficient will move 1 proficiency level toward grade level standard by then end of each trimester as measured by interim assessments.</p> <p>Each acceleration teacher monitors progress with a grade level data team selected progress monitoring tools and this is monitored and reviewed by the grade level team.</p> <p>Smart Goal:</p> <p>100% of acceleration teachers will use the pre-identified monitoring tool for students in the group and give to grade level teachers to bring to data teams at the pre-established monitoring times, based on student proficiency levels. (Students furthest from benchmark will be monitored more frequently.) 100% of students will have an instructional plan to ensure growth toward standard; Students not making academic growth will have individualized student learning plans which include both academic and behavior data when appropriate.</p> |
|             | Target Date:   | 06/12/2015   |
|             | <b>Tasks:</b>  |  |
|             | 1. Purchase a behavior screening tool that will be administered various times throughout the year along with academic screening. |  |
|             | Assigned to:   | Kyla Curtright   |
|             | Added date:  | 06/04/2014   |
|             | Target Completion Date:  | 06/13/2014   |
|             | Comments:  |  |

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| 2. After universal screeners are completed, the data will be analyzed by the leadership team to make recommendations to grade level teams about each grade level's focus for acceleration.   |   |
| Assigned to:   | Irene Bare  |
| Added date:  | 05/15/2014  |
| Target Completion Date:  | 06/12/2015  |
| Comments:  |   |
| 3. Using universal behavior screener data and data teams to appropriately refer students to tiered interventions, continue to monitor intervention effectiveness, adjust interventions and refer for special education evaluation as needed. |   |
| Assigned to:   | Kyla Curtright  |
| Added date:  | 06/04/2014  |
| Target Completion Date:  | 06/12/2015  |
| Frequency:   | four times a year   |
| Comments:  |   |
| 4. Teachers and acceleration groups will differentiate lessons and instruction with regular progress monitoring.   |   |
| Assigned to:   | Irene Bare  |
| Added date:  | 06/11/2014  |
| Target Completion Date:  | 06/15/2015  |
| Frequency:   | four times a year   |
| Comments:  | This may only be three times a year - along with student learning plans but it could be as each cycle ends. |
| 5. Individual Student Learning plans will be created and stored on the Homeroom platform so that everyone working with that individual has ready access to the plan and can add notes  |   |
| Assigned to:   | Kyla Curtright  |
| Added date:  | 06/11/2014  |
| Target Completion Date:  | 06/15/2015  |
| Frequency:   | three times a year  |
| Comments:  |   |
| <b>Implement</b>   | Percent Task Complete: Tasks completed: 0 of 5 (0%)   |

### **Student and School Success Principle 4: Rigorous, aligned instruction**

#### **Expecting and monitoring sound homework practices and communication with parents**

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| <b>Indicator</b>  | <b>P4-IIIB06 - All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding).(3076) (TitleISW)</b> |   |
| <b>Status</b>     | In Plan / No Tasks Created   |   |
| <b>Assessment</b> | Level of Development:  | Initial: Limited Development 05/08/2014   |
|                   | Index:   | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | In order to report to families regarding student mastery, we send two report cards home per year. The comments section of the report card provides the opportunity for plain language explanations of students' |

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|   | development:   | mastery of grade level standards. One grade develops common language for the report card comments on academics. Our school holds Fall and Spring conferences. However, no specific school-wide expectations for conference agendas exists. As part of WaKIDS, the Kindergarten team participated in Family Connections, before school began in September, to meet families and explain the standards for Kindergarten. There are some limited grade level benchmark documents created at the district level not currently being utilized in our building.  |  |
| <b>Plan</b>   | Assigned to:   | Not yet assigned   |  |
| <b>Student and School Success Principle 5: Use of data for school improvement and instruction</b> |  |  |  |
| <b>Assessing student learning frequently with standards-based assessments</b>                     |  |  |  |
| <b>Indicator</b>  | <b>P5-IID05 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(ELL,TitleISW)</b> |  |  |
| <b>Status</b>   | In Plan / No Tasks Created   |  |  |
| <b>Assessment</b>   | Level of Development:  | Initial: Limited Development 05/08/2014  |  |
|   | Index:   | 9  | (Priority Score x Opportunity Score)   |
|   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|   | Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|   | Describe current level of development:   | <p>In our current state we have an unofficial data leadership team (made up of administrators, coaches, and RTI coordinator. This team looks at universal screener data for reading(Dibels and Fountas &amp; Pinnell benchmarks three times a year)and for math (WA Kids for Kindergarten beginning of the year, Boulder Valley Universal Screener K-5 three times a year,and MBA for Third grade three times a year). The data leadership team (not the building leadership team)looks at this screener data to make recommendations to grade level teams. We have grade level data teams that include the members of the data leadership team. These grade level data teams use benchmark data, universal screener data and pre/post test data to identify sub groups and goals. We do this more effectively and efficiently in literacy than in math. We use this data to form acceleration groups. We don't have a universal screener for behavior. We have begun to use staff perception data such as the RTI continuums from Bernhardt &amp; Hebert. Based on the results of the reading screeners we chose to use common strategies from Jan Richardson's, Next Steps in Guided Reading, for our small group reading strategies. Additionally, we have modified assessments for students as needed, in particular the reading unit assessments. Through our grade level data teams (mostly in literacy) we make sure the unit assessments match our learning expectations and we use the results of assessments to guide future plans. Common Core Standards are used to set goals for student achievement.</p> |  |
| <b>Plan</b>   | Assigned to:   | Not yet assigned   |  |
| <b>Indicator</b>  | <b>P5-IID06 - The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).(3067)</b>        |  |  |
| <b>Status</b>   | In Plan / No Tasks Created   |  |  |
| <b>Assessment</b>   | Level of Development:  | Initial: Limited Development 05/08/2014  |  |
|   | Index:   | 9  | (Priority Score x Opportunity Score)   |

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|-------------------|---|--|--|
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | This work is done by grade level data teams and overseen by the unofficial data leadership team (made up of administrators, coaches, and RTI Coordinator) and not done by a building leadership team. We use the data cycle templates to look at unit pre/post test data (in most units and at most grade levels), benchmark data and universal screener data to put students into disaggregated subgroups (proficient, close, far, and not likely yet without intervention), including English Language Learners, Native American Students and Special Education Students.  |  |
| <b>Plan</b>       | Assigned to:  | Not yet assigned   |  |
| <b>Indicator</b>  | <b>P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW)</b> |  |  |
| <b>Status</b>     | Tasks completed: 2 of 7 (29%)   |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 02/22/2014   |  |
|                   | Index:  | 4  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 2  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>Each trimester screeners are provided in reading and math. Additionally, students are identified using behavior data (SWIS) to screen for needed interventions. At the end of the year academic and behavior needs are considered in placing students in the following year's classes. Additionally a balance is sought for students at each tier in academics and behavior in each class.</p> <p>From the end of year screeners, data spreadsheets are made for each grade level to indicate which students will need support from the very beginning of the year.</p> <p>MSD ECEAP director communicates with principals about incoming students to kindergarten.</p> <p>Counselors, liaisons, and administrators communicate with middle school staff about students of concern to develop necessary plans of support.</p> <p>Liaisons and counselors teach "Transitions" curriculum to support 5th grade students in transitioning successfully to middle school.</p> |  |
| <b>Plan</b>       | Assigned to:  | Anthony Craig  |  |
|                   | How it will look when fully met:  | <p>Teachers will join leadership team in placing students in classrooms for the following year that are balanced and best prepared to meet academic and social-behavioral needs. Each student will have a profile sheet documenting current reading level, academic strengths and needs.</p> <p>Students considered in need of Tier 3 and Tier 4 supports in the multi-tiered system of support in academics and behavior will have profiles as described above plus additional information. This information will be considered a 'transition plan' that indicates necessary interventions in behavior and/or academics from the start of the following school year. The transition plan will also document interventions that have been found to be successful, student strengths, student "triggers," and will also indicate any adults the student responds well to or has a</p>   |  |

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|  |   | relationship with.<br>100% of students will have a profile with at least baseline numbers while 100% of students in need of Tier 3 and Tier 4 supports will have a transition plan. |
|  | Target Date:  | 06/12/2015  |
|  | <b>Tasks:</b>   |   |
|  | 0. Leadership team will create student profile templates for each group of students--Tiers 1-4--including appropriate information to allow for adequate transition plans. |   |
|  | Assigned to:  | Kristin DeWitte   |
|  | Added date:   | 05/15/2014  |
|  | Target Completion Date:   | 05/01/2015  |
|  | Comments:   |   |
|  | 0. Teachers are provided time to collaborate around student placement for the following year.   |   |
|  | Assigned to:  | Kristin DeWitte   |
|  | Added date:   | 05/15/2014  |
|  | Target Completion Date:   | 05/01/2015  |
|  | Comments:   |   |
|  | 1. Meet with directors of each major preschool to determine data to be shared, possible meetings between teachers, possible visits by preschool students.                 |   |
|  | Assigned to:  | Kathy Thornton  |
|  | Added date:   | 02/22/2014  |
|  | Target Completion Date:   | 04/18/2014  |
|  | Comments:   |   |
|  | 2. Hold meeting of teachers to roll up one grade to the next with classroom placement that considers academic and social-behavioral needs.                                |   |
|  | Assigned to:  | Anthony Craig   |
|  | Added date:   | 02/22/2014  |
|  | Target Completion Date:   | 06/02/2014  |
|  | Comments:   |   |
|  | <b>Task Completed:</b>  | <b>06/02/2014</b>   |
|  | 3. Communicate QC-Tulalip AVID plan with Totem administrators and AVID teachers and 6th grade department heads and make adjustments where necessary to ensure alignment.  |   |
|  | Assigned to:  | Kathy Thornton  |
|  | Added date:   | 02/22/2014  |
|  | Target Completion Date:   | 04/21/2014  |
|  | Comments:   |   |
|  | 4. Schedule Transitions classes for all 5th graders.  |   |
|  | Assigned to:  | Eliza Davis   |
|  | Added date:   | 02/22/2014  |
|  | Target Completion Date:   | 02/07/2014  |
|  | Comments:   |   |
|  | <b>Task Completed:</b>  | <b>02/07/2014</b>   |

5. Determine 5th grade to 6th grade transition/information sharing process with Totem administrators. Determine applicable information to be shared and appropriate forum.

|                   |   |  |  |
|-------------------|---|--|--|
|                   | Assigned to:  | Anthony Craig  |  |
|                   | Added date:   | 02/22/2014   |  |
|                   | Target Completion Date:   | 04/11/2014   |  |
|                   | Comments:   |  |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 2 of 7 (29%)  |  |
| <b>Indicator</b>  | <b>P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD)</b> |  |  |
| <b>Status</b>     | Tasks completed: 0 of 5 (0%)  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 11/01/2013   |  |
|                   | Index:  | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Instructional teams are in their third year of planning and using Doug Reeve's data teams. They have become fairly adept at using data to examine connections between the aligned curriculum, the taught curriculum, and the efficacious instructional strategies. They are also clearly unwrapping the Common Core curriculum standards and using them to refine both pre and post assessments in literacy and math and the instructional teaching points in their lessons. They maintain communication and organization of the work. This year we are also working to develop a literacy and math profile that will follow students through their K-5 experience and allow teachers to see the progressive development of skills over time. Learning how to use the new assessment data provided by the WELPA will be new learning for our staff this year.  |  |
| <b>Plan</b>       | Assigned to:  | Anthony Craig  |  |
|                   | How it will look when fully met:  | <p>In response to the RAD audit team's recommendations, "...to track school-wide implementation and impact of culturally relevant practices and instructional materials," Tulalip Elementary School will adjust curriculum and instructional practices in two main areas.</p> <p>First, in order to ensure a culturally relevant experience for students and enhance learning, teachers will plan and implement lessons using the Motivational Framework for Culturally Responsive Teaching. This framework allows teachers to consider pedagogical adjustments based on the learning needs of individual students and groups of students. The Motivational Framework will be used at grade level data meetings to plan lessons that include practices to meet each of the four conditions of the framework. The use of the Motivational Framework will allow teachers to expand capacity in best serving the needs of each student in the school—specifically strategies to meet the needs of American Indian students and ELLs will be implemented.</p> <p>SMART goal: 100% of teachers will implement at least one strategy on a daily basis for each condition of the Motivational Framework by December 30, 2014 and at least two strategies per condition by June 1, 2015 as measured by walkthroughs conducted by leadership team and/or administrators and teacher lesson plans.</p> <p>Second, each grade level will incorporate culturally relevant instructional materials into at least one unit of study during the school year. Curricular adjustments occur during grade level data</p> |  |

|                  |  |  |
|------------------|--|--|
|                  |  | meetings/PLCs based on academic and cultural needs of students. In partnership with colleagues—including administrators and cultural specialist—teachers will determine the most opportune places to infuse existing curricular units with content and materials based on local culture. Examples could be inclusion of local literature in reading/writing units, invitation of guest speakers when appropriate, art/music based on local culture. As per the RAD recommendation, funding for hiring the Cultural Specialist is included in the RAD budget request.<br>SMART goal: 100% of grade levels will adjust at least one unit of study to incorporate culturally relevant material as measured by grade level data team meeting minutes and walkthroughs by June 1, 2015. |
|                  | Target Date:   | 06/01/2015   |
|                  | <b>Tasks:</b>  |  |
|                  | 1. Examine curricular calendar for all grades to determine possible units to include culturally relevant curriculum.   |  |
|                  | Assigned to:   | Chelsea Craig  |
|                  | Added date:  | 05/15/2014   |
|                  | Target Completion Date:  | 10/16/2015   |
|                  | Comments:  |  |
|                  | 2. After each grade level has identified which unit will be modified to include culturally relevant materials, the Cultural Specialist schedule will be adjusted to allocate time to support each grade level's efforts to adjust units. |  |
|                  | Assigned to:   | Kristin DeWitte  |
|                  | Added date:  | 06/10/2014   |
|                  | Target Completion Date:  | 06/05/2015   |
|                  | Comments:  |  |
|                  | 3. The Cultural Specialist will coordinate student visits to local tribal departments (e.g. fish hatchery, art department, natural resources, etc.) to support core curriculum and Art and Science specialists.                          |  |
|                  | Assigned to:   | Chelsea Craig  |
|                  | Added date:  | 06/10/2014   |
|                  | Target Completion Date:  | 06/12/2015   |
|                  | Comments:  |  |
|                  | 4. The Cultural Specialist will support students in leading drumming, singing and dancing at daily morning assembly and coordinate for monthly tribal guests to share stories, songs, etc. at morning assembly.                          |  |
|                  | Assigned to:   | Chelsea Craig  |
|                  | Added date:  | 06/10/2014   |
|                  | Target Completion Date:  | 06/12/2015   |
|                  | Comments:  |  |
|                  | 5. The Cultural Specialist will join Native Liaisons to plan for and conduct a culminating cultural event for 5th grade students--the 5th Grade Potlatch.  |  |
|                  | Assigned to:   | Chelsea Craig  |
|                  | Added date:  | 06/10/2014   |
|                  | Target Completion Date:  | 06/05/2015   |
|                  | Comments:  |  |
| <b>Implement</b> | Percent Task Complete:   |  |

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|-------------------|--|---|
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 5 (0%)  |
| <b>Indicator</b>  | <b>P5-IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)(TitleISW)</b> |   |
| <b>Status</b>     | In Plan / No Tasks Created   |   |
| <b>Assessment</b> | Level of Development:  | Initial: Limited Development 05/08/2014   |
|                   | Index:   | 9 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | For literacy and math, for most grade levels and in most units, our grade level data teams review the results of unit pre/post tests to make decisions about the curriculum and instruction plan to "red flag" students in need of intervention and enhanced learning opportunities. The literacy unit assessments are teacher created and aligned to Common Core Standards with the help of district literacy coaches and the RTI coordinator. The pre-test data and student work is then reviewed in grade level teams for strengths, obstacles and errors. The unit of study is then collaboratively adjusted based on the analysis of student needs. Strategies are then identified, differentiated, and agreed upon for subgroups of students (proficient, close, far, and not likely without intense intervention).   |
| <b>Plan</b>       | Assigned to:   | Not yet assigned  |
| <b>Indicator</b>  | <b>P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected)</b>   |   |
| <b>Status</b>     | Tasks completed: 0 of 3 (0%)   |   |
| <b>Assessment</b> | Level of Development:  | Initial: Limited Development 11/01/2013   |
|                   | Index:   | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | Teachers, coaches and administrators adjust curriculum on an ongoing basis based on data--summative and formative--through the data team and data cycles.   |
| <b>Plan</b>       | Assigned to:   | Anthony Craig   |
|                   | How it will look when fully met:   | As a response to RAD recommendations, teachers at Quil Ceda Tulalip will work in data teams to ensure that the Common Core State Standards curriculum is vertically aligned between grade levels. Data teams, working in math and literacy will plan units of study around grade level expectations while considering the standards of the grade above and the grade below. Through the pre and post test creation, administration and data analysis process, teachers will calibrate results indicators and grade level standard student exemplars. SMART Goal: By the end of the school year, each grade level in both reading and math will have complete sets of grade level proficient exemplars for all of the priority common core standards. Adherence to these standards will be facilitated through the data team process and monitored through principal/coach walkthroughs. |
|                   | Target Date:   |   |

|                  |  |                              |
|------------------|--|------------------------------|
|                  | Target Date:   | 06/12/2015                   |
|                  | <b>Tasks:</b>  |                              |
|                  | 1. Each grade level team analyzes the preceding and following grade levels' standards to ensure vertical alignment by creating results indicators and exemplars for each unit of study at their grade level during data teams. |                              |
|                  | Assigned to:   | Irene Bare                   |
|                  | Added date:  | 06/10/2014                   |
|                  | Target Completion Date:  | 06/05/2015                   |
|                  | Comments:  |                              |
|                  | 2. Adjust curriculum based on pre/post test data for each unit of study collaboratively in data teams.   |                              |
|                  | Assigned to:   | MariLou Pilon                |
|                  | Added date:  | 06/10/2014                   |
|                  | Target Completion Date:  | 06/05/2015                   |
|                  | Comments:  |                              |
|                  | 3. The building leadership team will review the literacy and math vertical alignment documents and student data on a monthly basis.  |                              |
|                  | Assigned to:   | Irene Bare                   |
|                  | Added date:  | 06/04/2014                   |
|                  | Target Completion Date:  | 06/12/2015                   |
|                  | Frequency:   | monthly                      |
|                  | Comments:  |                              |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 0 of 3 (0%) |

**Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health**

**School and classroom culture**

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Indicator</b>  | <b>P6-IIIC03 - All teachers include social and emotional learning objectives in their instructional plans.(3054)</b> |   |  |
| <b>Status</b>     | In Plan / No Tasks Created   |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 10/31/2013  |  |
|                   | Index:   | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Research used to guide our practices to address the whole child - and social emotional growth in particular - include the work of Carol Dweck (Growth Mindset), Ross Greene (Collaborative Problem Solving), Social Thinking, Second Step, and Anti-bullying curriculum. This year we are working to increase the capacity of teacher's understanding to make effective decisions in the moment when challenging behavior occur. The rewriting of all PBIS expectations and explicit teaching to these expectations has increased fidelity of implementation for behavioral goals. This year we have added consultation with staff from CHILD (Mercer Island) and a tribal grant which brought in expertise for working with students who have adverse childhood experiences. |  |
| <b>Plan</b>       | Assigned to:   | Irene Bare  |  |
|                   | How it will look when fully met:   | Using SWIS data, a decrease in behavior will be measured across all six   |  |

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|                   | How it will look when fully met:  | grade leveles as a result of the social-emotional instruction provided at school, classroom, small group, and individual student level. Using a small subgroup of students who receive Tier 2 behavior instruction will show a decrease in behavior referrals for these students in the SWIS behavior program. Using key students who require Tier 3 instruction, a decrease of behavior referrals will be measured through the SWIS evaluation system.  |  |
|                   | Target Date:  | 06/12/2014   |  |
| <b>Indicator</b>  | <b>P6-IIIC04 - All teachers model, teach, and reinforce social and emotional competencies.(3055)</b>  |  |  |
| <b>Status</b>     | In Plan / No Tasks Created  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 05/08/2014  |  |
|                   | Index:  | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Our school guidelines for success, reflecting growth mindset and local tribal values, uses the acronym GROWS (Grow your brain at least 6 hours a day; Respect yourself, all people, and things; Own your actions and attitudes; Welcome all who come to our community; Safety is a must). GROWS has been introduced and reinforced school-wide in the morning assemblies. Classroom implementation is not universal. Our school counselors teach social and emotional competencies in each classroom using the curriculum of Second Step (empathy training and violence prevention) and Steps to Respect (bully prevention curriculum). School counselors also teach competencies in the areas of Social Thinking and Calm Down Strategies (Yoga, Mindfulness, Tapping). There is evidence of teachers reinforcing the counselors' lessons with posters, calm down toolboxes and calm zones. From our Compassionate Schools training, some students have safe place plans within the school. |  |
| <b>Plan</b>       | Assigned to:  | Not yet assigned   |  |
| <b>Indicator</b>  | <b>P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)(Expected)</b>   |  |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: Full Implementation 11/01/2013  |  |
|                   | Evidence:   | A building wide September schedule and specific lesson plans were developed for teaching and reinforcing classroom rules procedure. A behavior team meets every other Thursday morning to look at behavior reminders and to refine any behavior expectations that are not being successfully implemented. The behavior team brings recommendation to staff meetings so that all staff give input about both the causes and solutions for issues at our school.   |  |
| <b>Indicator</b>  | <b>P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)(Expected)</b> |  |  |
| <b>Status</b>     | Tasks completed: 0 of 6 (0%)  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 11/01/2013  |  |
|                   | Index:  | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within   |

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|             | Opportunity Score:                     | current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|             | Describe current level of development: | <p>The school works to balance the work of the school counselors, Tulalip cultural specialist, Native Liaisons, and Behavioral Specialist with the academic work in the school. Continued work is done to ensure students have calming and coping strategies when frustrated or upset. Areas of concern are the general education classroom (minimizing disruptions and meeting the social emotional needs of all students), the ACT classroom (addressing challenging behaviors in the moment and teaching transferable strategies), and the common areas of the school (establishing PBIS structures to meet the needs of students and maintain safety). Managing this work has become the work of the above named staff members plus the building administration. The Leadership Team is not currently guiding this work. Big 6 Expectations were developed and implemented throughout our school in the classroom. Tier 2 intervention of re-teaching expectations was taught in small group. Our school offers Multi-Tiered levels of support. Carolyn Hartness was brought in as a consultant to work with helping us identify strategies for students who challenge our school system be successful in school. She has only met with the principals thus far. Members of the Leadership Team visited CHILD (Children's Institute for Learning Differences). Counselors teach identified Second Step Lessons across the grade level to promote positive behavior. Some members of our staff attended Dr. Ross Greene's Collaborative Problem Solving workshop.</p>   |
| <b>Plan</b> | Assigned to:                           | Anthony Craig  |
|             | How it will look when fully met:       | <p>In response to the RAD audit team's recommendation 3A "Continue to ensure all staff members reinforce agreed-upon classroom rules and procedures with fidelity, positively teach them to their students, and implement the multi-tiered system of support for students struggling with trauma and unsafe behaviors" the Tulalip leadership team will continue to ensure that the school environment is safe and supportive through implementation of a Multi Tiered System of Support (MTSS) for students struggling with behavior challenges. Promising practices in the MTSS include school wide implementation of Compassionate Schools, Social Thinking, Yoga/Calm Down Techniques, Mindfulness and anti-bullying curriculum. In addition to these school wide initiatives, students who need Tier 2 and Tier 3 support benefit from sensory integration supports. A 1.0 classified position focused on implementing 'sensory breaks' and other supports is included in the RAD budget request. These supports allow students to remain successfully in the classroom environment.</p> <p>Preferred future: Students will be highly engaged and have strategies to stay within the classroom (calming down, breathing, social thinking). These strategies will be taught by a school counselor and reinforced by teachers (who will have received professional development from the school counselor). An additional 1.0 school counselor position is necessary to support this effort and is included in the RAD budget request. Students understand the expectations in their classrooms as well as in all parts of the school. Teachers will work together to create common practices around behavior expectations and how to work with student behaviors. Communication loops, at grade levels as well as whole school, create consistency around best practices for the individual child as well as increase meaningful communication between teachers and office staff. Data teams look at behavioral data on a regular basis (as is done with academic data) and interventions will be adjusted based on behavior data. A .5 School Psychologist will be responsible for leading the process of using a universal behavior</p> |

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|  |   | <p>screener for students in need of Tier Two and Three of the MTSS. This .5 position is included in the RAD budget request. Data gathered from the behavior screener will allow for interventions in the MTSS to be more targeted and effective. Students, teachers, and families report feeling safe in our school and all feel welcome in our building.</p> <p>SMART Goal: As a result of school wide social/emotional/behavioral instruction and targeted tier 2 and tier 3 interventions, 80% of students will have 1 or 0 office referrals based on SWIS data and 80% of student will report feeling safe at school on a student survey by Spring of 2015.</p> |
|  | Target Date:  | 06/01/2015  |
|  | <b>Tasks:</b>   |   |
|  | 1. Teach Common area expectations across all classrooms in the school using developed lesson plans from the Behavior Team.  |   |
|  | Assigned to:  | Kathryn Thornton  |
|  | Added date:   | 05/15/2014  |
|  | Target Completion Date:   | 06/01/2015  |
|  | Frequency:  | three times a year  |
|  | Comments:   |   |
|  | 2. Develop a communication tool to address behavior across the grade levels between classroom and office/intervention areas to increase student accountability and communicate among staff.   |   |
|  | Assigned to:  | Kyla Curtright  |
|  | Added date:   | 05/15/2014  |
|  | Target Completion Date:   | 09/01/2014  |
|  | Comments:   |   |
|  | 3. Purchase updated social-emotional curriculum materials for all classrooms to promote positive behaviors throughout the day.  |   |
|  | Assigned to:  | Christy Anana   |
|  | Added date:   | 05/15/2014  |
|  | Target Completion Date:   | 09/05/2014  |
|  | Comments:   |   |
|  | 4. Classroom behavior management plans will be reviewed by principals and leadership team and will include common interventions.  |   |
|  | Assigned to:  | Kristin DeWitte   |
|  | Added date:   | 05/15/2014  |
|  | Target Completion Date:   | 10/15/2014  |
|  | Comments:   |   |
|  | 5. Counselors and other support teach identified Second Step, Social Thinking, Growth Mindset, Anti-bullying curriculum, Calming Down Strategies, Yoga, and Mindfulness across the grade levels to promote positive behavior and will communicate key concepts to teachers and other staff so that they are reinforced within the school day. |   |
|  | Assigned to:  | Christy Anana   |
|  | Added date:   | 05/15/2014  |
|  | Target Completion Date:   | 06/12/2015  |
|  | Comments:   |   |

Comments:

6. Conduct Lost at School book study.

Assigned to: Kristin DeWitte

Added date: 06/10/2014

Target Completion Date: 01/30/2015

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 6 (0%)

**Student and School Success Principle 7: Family and community engagement**

**Defining the purpose, policies, and practices of a school community**

**Indicator** P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW)

**Status** No decision has been made Tasks completed: 2 of 2 (100%)

**Assessment** Level of Development: Initial: Limited Development 10/31/2013

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: A concerted effort will be made to use parents in meaningful ways as part of our leadership team and also helping in a variety of ways in our school. The development of a Tulalip Foundation to act in place of a school PTSA is being worked on by key leadership team members. An annual Community Conversation will help in conjunction with the Indian Education Department to ensure that adequate input from the community is gathered and included as part of the mission of our school. Sharing the successes of our data in a variety of ways to change the beliefs about our students and our students and our school will continue to be done through Newsletter, Facebook posts, and possibly Channel 99 blurbs (KANU TV).

**Plan** Assigned to: Anthony Craig

How it will look when fully met: When this objective is fully met, there will be a t least 1 parent or community member on the Leadership Team and the PBIS Team. These will be measured with the meeting minutes.

Target Date: 03/03/2014

**Tasks:**

1. Create an invitation process for including family or community members on the school Leadership and PBIS Teams. Use the following strategies: Contact education task force to get input about possible names. Post an invitation on Facebook page. Include a blurb in monthly newsletter. reach out to recommended or interested parties.

Assigned to: Chelsea Craig

Added date: 10/31/2013

Target Completion Date: 12/02/2013

Frequency: twice a year

Comments: Engaging community members in official capacities will move into RAD plan for the 2014-15 school year. Invitations were made in person to join the leadership team and community members joined for the BERC Review and RAD Audit, regular membership on the leadership team was not completed.

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|  | <b>Task Completed:</b>  | 01/06/2014   |
|  | 2. Meet with ELL families at breakfast meeting in conjunction with District ELL Liaisons to engage Russian/Ukrainian and Spanish speaking families. Families will learn more about school initiatives, how to support students at home, and advise school team about needs of students. |  |
|  | Assigned to:  | Anthony Craig  |
|  | Added date:   | 02/21/2014   |
|  | Target Completion Date:   | 01/29/2014   |
|  | Comments:   | Families and ELL Liaisons joined dialogue. Next steps are to encourage families to network as part of Natural Leaders program for district and school. |
|  | <b>Task Completed:</b>  | 01/29/2014   |

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| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 2 of 2 (100%)  |
| <b>Indicator</b>  | <b>P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077) (Expected)</b>                  |   |
| <b>Status</b>     | In Plan / No Tasks Created  |   |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 11/01/2013   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | Every year documents are updated and published. This year they have been shared in person at teacher and student conferences.   |
| <b>Plan</b>       | Assigned to:  | Not yet assigned  |
| <b>Indicator</b>  | <b>P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071) (Expected,TitleISW)</b> |   |
| <b>Status</b>     | In Plan / No Tasks Created  |   |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 11/01/2013   |
|                   | Index:  | 4 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 2 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | A model has been created at the kindergarten level for communicating what parents/families can do to engage in the learning lives of their children. Through a "Learning Showcase" parents come to the school to observe teachers working with small groups of students and receive materials and directions for working with students. Next steps are to run a model at all grade levels and communicate regularly about the role of all the education of a student. |
| <b>Plan</b>       | Assigned to:  | Not yet assigned  |

### Student and School Success Principle 7: Family and community engagement

#### Providing two-way, school-home communication linked to learning

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| <b>Indicator</b> |  |
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| <b>Indicator</b>  | <b>P7-IVA05 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(3075)</b> |   |  |
| <b>Status</b>     | Tasks completed: 0 of 5 (0%)  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 05/07/2014  |  |
|                   | Index:  | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 2   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>The school currently communicates with families in the following ways:</p> <ul style="list-style-type: none"> <li>-School FaceBook page</li> <li>-Parent-Teacher conferences 2x per year</li> <li>-Some classrooms newsletters</li> <li>-Monthly school newsletter</li> <li>-"Everyday Math Online" used by some classrooms</li> <li>-Homework with messages by some classrooms</li> <li>-Learning showcases at several grade levels held several times per year</li> </ul> <p>-WAKids meetings once per year (fall) in kindergarten--held in homes or other location based on parent preference</p>   |  |
| <b>Plan</b>       | Assigned to:  | Eliza Davis   |  |
|                   | How it will look when fully met:  | <p>As a response to RAD Recommendations 3B : Collaborate with parents and community members to build on the cultures of the students in the school and to identify and implement strategies to engage parents/families and community in the school's improvement efforts Tulalip Elementary School will work with PIVA05 Preferred Future</p> <p>The school regularly communicates with parents and families informally through the Natural Leaders Program and formally thru curriculum nights held each trimester.</p> <p>Natural Leaders will be trained to take on a leadership roles within the school, to build relationships within their community, identify what helps these families be successful with education and then implement their ideas. Natural Leaders will bring families and the community together to work on the shared goals of children's school success, parent's involvement in children's learning, and parent's continuing education. Tulalip Elementary Natural Leaders Team will be made up of the Native Liaisons, Family Liaison, RTI Liaison, and Cultural Specialist and any other staff who would like to volunteer their time. Grade level curriculum nights will be implemented by the grade level teams every three months. Families will be informed about student's curriculum, units of study, grade level news, and school news. Curriculum nights will be hosted in September, December, and March. Two teachers per grade level will be in attendance at each curriculum night. Family attendance data will be collected with sign-in sheets and surveys.</p> <p>SMART Goal:<br/>By the end of the 2014-15 school year, Tulalip Elementary will have 50% of its students represented at the curriculum night held in March as measured by the sign in sheets.</p> <p>Smart Goal:<br/>Tulalip Elementary Natural Leaders team will be trained by the beginning of September 2014. The Natural Leaders team will have at</p> |  |

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|                  |  | least 10 parents trained as Natural Leaders and engaging in Natural Leader work by the end of the 2014-15 school year.<br>Smart Goal:<br>By the end of the 2014-15 school year there will be a 10% increase in volunteers. |
|                  | Target Date:   | 06/12/2015   |
|                  | <b>Tasks:</b>  |  |
|                  | 1. Tulalip Elementary will implement a Natural Leaders Program.  |  |
|                  | Assigned to:   | Eliza Davis  |
|                  | Added date:  | 05/15/2014   |
|                  | Target Completion Date:  | 12/31/2014   |
|                  | Comments:  |  |
|                  | 2. Grade level teams and Natural Leaders team in collaboration with principals will plan curriculum nights. Natural Leaders team will assist with scheduling, agenda, advertising, data collection, and framework to facilitate curriculum night. Grade level teams will implement the academic planning for the function. |  |
|                  | Assigned to:   | Eliza Davis  |
|                  | Added date:  | 05/15/2014   |
|                  | Target Completion Date:  | 06/12/2015   |
|                  | Comments:  |  |
|                  | 3. The Native Liaison and Family Liaison will work with Washington Alliance for Better Schools to get the "training the trainers" scheduled.   |  |
|                  | Assigned to:   | Eliza Davis  |
|                  | Added date:  | 05/15/2014   |
|                  | Target Completion Date:  | 10/15/2014   |
|                  | Comments:  |  |
|                  | 4. The Natural Leaders team will recruit new Natural Leaders by making invitation phone calls, talking to parents before and after school about the project, and holding introduction meetings. Training will be provided to recruits by the beginning of November 2014.   |  |
|                  | Assigned to:   | Toni Otto  |
|                  | Added date:  | 05/15/2014   |
|                  | Target Completion Date:  | 11/07/2014   |
|                  | Comments:  |  |
|                  | 5. Provide volunteer sign up table and Natural Leader information at all school functions.   |  |
|                  | Assigned to:   | Eliza Davis  |
|                  | Added date:  | 05/15/2014   |
|                  | Target Completion Date:  | 06/12/2015   |
|                  | Comments:  |  |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 0 of 5 (0%)   |

**Student and School Success Principle 7: Family and community engagement**

**Educating parents to support their children's learning and teachers to work with parents**

**Indicator P7-IVA13 - The LEA/School has engaged parents and community in the transformation process. (1649)(Expected)**

**Status**

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Status</b>     | In Plan / No Tasks Created             |   |  |
| <b>Assessment</b> | Level of Development:                  | Initial: <b>Limited Development</b> 11/01/2013  |  |
|                   | Index:                                 | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:                        | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:                     | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development: | Partnerships are evolving into greater shared work between the Tulalip Community, the Tribal education department, the Cultural and language department and the social health department. Two advocates hired by the tribe and two district liaisons are assigned to our school to support families and the community. Bi-monthly Indian Education department meetings are also held on our campuses. This year we have added a cultural specialist. She is working hard to support Tulalip tribal culture come alive in classrooms. Mentors from the community come in and teach to classrooms at specified grade level. Books are being written by current students and their families that share the oral history of our people. Field trips and departmental employees come in to share the work of the Tribe - both past and present. These efforts are making a significant impact on the relationships between families and school district personnel. |  |
| <b>Plan</b>       | Assigned to:                           | Not yet assigned  |  |

# Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

6/20/2014

Stewart Middle School---P NCES - 530870001504

Tacoma

## Student and School Success Principle Indicators

Key Indicators are shown in RED.

### Student and School Success Principle 1: Strong leadership

#### Team structure

|                   |   |   |
|-------------------|---|---|
| <b>Indicator</b>  | <b>P1-ID01 - A team structure is officially incorporated into the school governance policy.(36)</b> |   |
| <b>Status</b>     | <b>Full Implementation</b>  |   |
| <b>Assessment</b> | Level of Development:   | Initial: Full Implementation 05/19/2013   |
|                   | Evidence:   | SCDM (School Centered Decision Making) team includes, teachers (across all disciplines), staff, parent, current student, and administration. Elections took place to select the team. The team meets monthly to make decisions and releases meeting minutes to whole staff via email. All meetings are open to the whole school; input to decision making is open to the whole school. Final votes are collected from SCDM members. |
| <b>Indicator</b>  | <b>P1-ID03 - All teams have written statements of purpose and by-laws for their operation.(37)</b>  |   |
| <b>Status</b>     | <b>Full Implementation</b>  |   |
| <b>Assessment</b> | Level of Development:   | Initial: Full Implementation 05/19/2013   |
|                   | Evidence:   | SCDM has by-laws for their operation, which staff approved via vote.  |

|                   |   |  |  |
|-------------------|---|--|--|
| <b>Indicator</b>  | <b>P1-ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)</b> |  |  |
| <b>Status</b>     | Tasks completed: 0 of 3 (0%)  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: No development or Implementation 05/19/2013   |  |
|                   | Index:  | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>"Four tiers of data are used at Stewart. 1 - State. 2 - District benchmark assessments. 3 - Summative. 4 - Formative</p> <p>1 - State level assessments help shift support of programs, resources and staffing, along with driving big picture thinking on instructional needs for meeting standard.</p> <p>2 - SRI, MBA and Gates-McGinite. These benchmark assessments help building, classroom teachers and students better grasp their growth over time and standards as they roll out fall, winter and spring each year.</p> <p>3 - Summative assessment data has been an integral part of our standards based grading and teachers will compare notes with each other during common planning time to better understand instructional moves and student understanding around individual or multiple standards.</p> <p>4 - Formative assessment has become a weekly activity for reflection by teachers. Teams will compare notes, co-write or even exchange formative assessments for comparisons. We practice both verbal or hand cues(fist to five, thumbs up/down) along with short slips for feedback. short slips include, Do Now(entry tasks), exit slips, quick surveys, reflections or other. Teachers find collecting these items allows them to better assess students needs, learning and effectiveness of instruction. During common planning meetings these physical examples allow for deep discussions around teaching and learning and push teachers to make gains with All students.</p> <p>"</p> |  |
| <b>Plan</b>       | Assigned to:  | Zeek Edmond  |  |
|                   | How it will look when fully met:  | Beginning in the fall of 2014, the SCDM team will use school performance data (MSP scores, MBA, SRI, and other relevant assessments) to make decisions that affect student learning. By spring 2015 SCDM will regularly use data and articulate their decisions based on data.   |  |
|                   | Target Date:  | 06/16/2015   |  |
|                   | <b>Tasks:</b>   |  |  |
|                   | 1. Progress monitoring will be routinized and based on quantitative data.   |  |  |
|                   | Assigned to:  | Zeek Edmond  |  |
|                   | Added date:   | 04/16/2014   |  |
|                   | Target Completion Date:   | 10/31/2014   |  |
|                   | Frequency:  | four times a year  |  |
|                   | Comments:   | Sampling of agendas and exit tasks will be uploaded.   |  |
|                   | 2. Grade level and content teams will analyze student work during their Bi-Weekly meetings and also   |  |  |

when in cross content team meetings.

|  |                         |   |
|--|-------------------------|---|
|  | Assigned to:            | Zeek Edmond   |
|  | Added date:             | 06/28/2013  |
|  | Target Completion Date: | 04/15/2015  |
|  | Frequency:              | monthly   |
|  | Comments:               | Have set structure and agenda for PLC work. Take minutes and have evidence of team's work and next steps. Some data will be analyzed during the meeting (i.e. assessing exit slips or other formative data collected as a team) |

3. Students that are a focus of concern will have shared teams review student strengths and utilize this to develop an individual student learning plan.

|  |                         |   |
|--|-------------------------|---|
|  | Assigned to:            | Ravi Jaskar   |
|  | Added date:             | 04/16/2014  |
|  | Target Completion Date: | 11/28/2014  |
|  | Frequency:              | monthly   |
|  | Comments:               | Sampling of START focus notes and individualized plans. |

**Implement** Percent Task Complete: Tasks completed: 0 of 3 (0%)

**Indicator** **P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)**

**Status** Tasks completed: 1 of 2 (50%)

**Assessment** Level of Development: Initial: **Limited Development** 04/16/2014

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Current staff have continued to meet in grade level and department level meetings and PLCs to set benchmark goals; analyze student work, state, district, school and classroom data; and confer about implementation via the district provided curriculum maps.

The second and fourth Fridays are structured for department and grade level collaboration. Elective, classified and itinerant staff are assigned to specific core content cadres.

**Plan** Assigned to: Zeek Edmond

How it will look when fully met: When fully met, staff will have procedures and protocols in place for productive meetings with specific outcomes focused on instructional strategies to move student achievement. Given our current staffing fte, there is vertical alignment for common planning. Classrooms are currently clustered by grade level groupings as ease of student transition and cross collaboration.

Target Date:

|  |  |  |
|--|--|--|
|  | Target Date:   | 11/21/2014   |
|  | Tasks:   |  |
|  | 1. Staff will review a minimum of three Theory of Action protocols to determine the focus for analyzing student work and adopt or create a Stewart specific protocol. This protocol will be adopted school wide and become a component of our common agreement to use the remainder of this school year (2013-14). |  |
|  | Assigned to:   | Susan Stone  |
|  | Added date:  | 04/16/2014   |
|  | Target Completion Date:  | 06/13/2014   |
|  | Comments:  | Stewart Success Cycle uploaded as evidence of the model created or adopted.<br>Minutes of departmental or grade level team meetings sharing use of the protocol.<br>Easel chart paper with staff pros/cons for each model reviewed.  |
|  | Task Completed:  | 06/13/2014   |
|  | 2. Stewart Success Protocol will be assessed at the end of the school year and revised, as needed.   |  |
|  | Assigned to:   | Lavonta Howard   |
|  | Added date:  | 04/16/2014   |
|  | Target Completion Date:  | 08/29/2014   |
|  | Comments:  | Minutes of the staff analyzing the effectiveness of the data protocol and a sampling of growth goals created as a result of the protocol.  |
| <b>Implement</b>   | Percent Task Complete:   | Tasks completed: 1 of 2 (50%)  |
| <b>Student and School Success Principle 1: Strong leadership</b> |  |  |
| <b>Principal's role</b>  |  |  |
| <b>Indicator</b>   | <b>P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)</b>   |  |
| <b>Status</b>  | Tasks completed: 0 of 1 (0%)   |  |
| <b>Assessment</b>  | Level of Development:  | Initial: Limited Development 10/16/2013  |
|  | Index:   | 6 (Priority Score x Opportunity Score)   |
|  | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|  | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|  | Describe current level of development:   | <p>The focus on academic excellence and high level thinking is in the school's mission and vision statement. Common agreements support professional development activities and the mission of the school and district. The principal, assistant principals and coaches are in the classrooms daily and provide formal and informal feedback to staff. Data snaps shared are used to drive instructional practices and identify areas for training and support. Staff collaborate within and across their grade level and content area teams. There is a weekly structure in place that rotates professional development led by the administrative team; the grade level or department teams (professional learning communities); mini workshop sessions led by building, district or community facilitators; and a focused interdisciplinary STREAM planning and training time.</p> <p>Grade level and departmental teams have established benchmark goals after review of MSP, SRI, MBA, Aimsweb, BERC and district climate data. Students keep a portfolio of their goals which are shared three</p> |

|             |   |   |
|-------------|---|---|
|             |   | <p>times a year at parent/teacher conferences, they check their grades, missing assignments, and calculate their GPA during their daily advisory period. In advisory, students share their goals with the Advisory teachers, review their binders and planners with a focus on Learning Targets, homework assignments, Cornell notes and provide guidance, resources and strategies around concerns that the students may have.</p> <p>Math teachers participate in the Teacher Development Group Math Studio work. In between cycles, the staff have "mini studios" where they collaboratively plan a lesson, observe their grade level peer teach, re-design the lesson and have the lesson taught by the partner teacher. The Language Arts staff participate in the Springboard Studios and have conducted mini studios within the building, similar to the Math and Science departments. The Science staff participate in the Science studio OEL work. The studio work is focused around research based effective teaching strategies. The expectation is that the framework provided for lesson design and instructional implementation is applied and evident in the classroom. The learning walks conducted provide feedback to further the integration of these best practices.</p> <p>Progress monitoring is continually conducted through formative assessments, common assessments, curriculum based measurements and summative assessments. The district's Performance Tracker provides a wealth of information for easy reference and specific data linked to individual students and grade level groupings in comparison to their peers both within and across the district.</p> |
| <b>Plan</b> | Assigned to:  | Abby Sloan  |
|             | How it will look when fully met:  | <p>Administrators will spend 50% of the day in the classrooms and entering a co-inquiry process with staff and students. The mission and vision statement as well as the Common Agreements are visible and can be articulated by 80% of students and parents and 100% of staff. Professional development activities are aligned with the school's mission and Common Agreements. Documentation of SCDM minutes, sign in sheets and agendas of PD and minutes of departmental meetings are taken. Principal meets regularly with the department chairs to reinforce and plan instructional moves and provides data to inform instruction and progress of student learning. Staff will continue work through the use of data carousels and staff, student and administrators' goals are intentional about student progress. Principal will participate in studio work with departmental staff and administration as well as staff will provide additional focused training. Exit slips will be utilized at trainings to, in part, inform additional training needs. Principal will also collaborate with the district supervisor, Deputy Superintendent, OSPI coach and C &amp; I staff to analyze and identify areas of progress and target.</p>   |
|             | Target Date:  | 12/04/2015  |
|             | <b>Tasks:</b>   |   |
|             | 1. Administrators will spend 50% of their day in classrooms and facilitating co-inquiry processes with staff and students. A schedule will be followed to coordinate time in the classrooms and in the office for student/parent/staff needs. |   |
|             | Assigned to:  | Abby Sloan  |
|             | Added date:   | 10/30/2013  |
|             | Target Completion Date:   | 12/04/2015  |
|             | Frequency:  | daily   |

|                   |   |  |  |
|-------------------|---|--|--|
|                   | Comments:   | For transitional purposes, I have assigned the task to the team member who is responsible for this task, and changed the due date to match the objective.  |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 1 (0%)   |  |
| <b>Indicator</b>  | <b>P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>   |  |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 05/23/2013   |  |
|                   | Evidence:   | Principal regularly observes and walks through classrooms using a Five Dimensions (5D) of Teaching and Learning form, which she keeps on file. The principal also meets weekly with instructional coaches to gain insight about classroom instruction, as well as attends district level PD for respective disciplines' curriculum.  |  |
| <b>Indicator</b>  | <b>P1-IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b> |  |  |
| <b>Status</b>     | <b>Objective Met</b> 6/17/2014  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 10/30/2013   |  |
|                   |   | <b>Objective Met</b> - 06/17/2014  |  |
|                   | Index:  | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | There is a schedule created for the 2012-13 and 2013-14 school year for administrators to follow which assures coordination of classroom visits 50% of each day we are in the building. Documentation of classroom observations, follow up co-inquiry and debriefing sessions with the teachers or written feedback are kept by each administrator. Administrators also participate in district level walk throughs for Science, Math and Language Arts. The principal regularly walks through classrooms with the instructional coaches and assistant principals to calibrate our look fors and utilize information to establish building wide or individual professional development. The informal and formal observations are also critical components to teacher evaluations and goal setting. |  |
| <b>Plan</b>       | Assigned to:  | Zeek Edmond  |  |
|                   | How it will look when fully met:  | Admin team will spend at least 50% of their day focusing on classroom instructional practice.  |  |
|                   | Target Date:  | 10/15/2015   |  |
|                   | <b>Tasks:</b>   |  |  |
|                   | 1. Create a walk through schedule allowing for one administrator to be designated as the "office (contact)point person".  |  |  |
|                   | Assigned to:  | Lavonta Howard   |  |
|                   | Added date:   | 04/16/2014   |  |
|                   | Target Completion Date:   | 09/09/2014   |  |
|                   | Frequency:  | once a year  |  |
|                   | Comments:   | Upload a copy of the walk through schedule.  |  |
|                   | <b>Task Completed:</b>  | <b>09/04/2013</b>  |  |

|  |  |   |
|--|--|---|
| 2. Procedures will be developed to support the commitment of following this expectation. |  |   |
|  | Assigned to:   | Janet Gates-Cortez  |
|  | Added date:  | 04/16/2014  |
|  | Target Completion Date:  | 09/30/2014  |
|  | Frequency:   | monthly   |
|  | Comments:  | All staff are informed of this expectation, and know the procedures to follow when requiring an administrator during walk-throughs. Walk through schedule has been shared with all building staff and office coordinator will support administrator time in the classroom by reminding staff and informing parents as well as offering a different time to meet/call.   |
|  | Task Completed:  | 11/20/2013  |
| <b>Implement</b>   | Percent Task Complete:   |   |
|  | Objective Met:   | 6/17/2014   |
|  | Experience:  | 6/17/2014<br>School support systems in place that allowed for the walk through schedule included a school wide discipline structure that had students sent to the Panther Center vs the office. When administrators were able to handle the student situation, they would meet with the student and return them to class asap. Communication to staff and the back up of the office coordinator were keys to the success.   |
|  | Sustain:   | 6/17/2014<br>The new administrative team have a similar structure for high visibility and productive feedback based on classroom observations. A new schedule will be developed and shared with staff.  |
|  | Evidence:  | 6/17/2014<br>Walk through schedule and sample walk through forms.   |
| <b>Indicator</b>   | <b>P1-IE09 - The principal challenges and monitors unsound teaching practices and supports the correction of them.(60)</b> |   |
| <b>Status</b>  | <b>Full Implementation</b>   |   |
| <b>Assessment</b>  | Level of Development:  | Initial: Full Implementation 10/30/2013   |
|  | Evidence:  | Stewart has had staff turnover each year as the charge to secondary schools, and specifically, to Stewart to improve student achievement has been made clear. The current staff are committed to the school's mission and to having an open practice in a collaborative environment. Staff either self-displaced as mutually agreed with principal or chose to apply to another school setting that met their needs and interests as educators. Three staff chose to take a break from teaching and reflect upon their purpose and professional goals. Crucial conversations occur with staff as needed on an individual basis and whole teams are challenged, and are beginning to challenge each other, for rigorous teaching and learning. Professional development is created, made available, and/or recommended to staff as needs assessments indicate. |

## Student and School Success Principle 2: Staff evaluation and professional development

### Professional development

|                   |   |   |  |
|-------------------|---|---|--|
| <b>Indicator</b>  | <b>P2-IF04 - Professional development for teachers includes non-evaluative observations by peers related to indicators of effective teaching and classroom management.(3082)</b>  |   |  |
| <b>Status</b>     | Tasks completed: 1 of 2 (50%)   |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 05/19/2013  |  |
|                   | Index:  | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Math, science, and Language Arts currently hold district supported studio observations. A teacher volunteers their classroom for groups to observe and debrief instruction.   |  |
| <b>Plan</b>       | Assigned to:  | Zeek Edmond   |  |
|                   | How it will look when fully met:  | The instructional coach will facilitate and organize studios for respective disciplines during the 2014-15 school year. Teachers will participate in observing each others' classrooms, followed by discussion to debrief their observations related to student outcomes.   |  |
|                   | Target Date:  | 06/30/2015  |  |
|                   | <b>Tasks:</b>   |   |  |
|                   | 1. Work with Teachers Development Group to develop a lesson planning framework and a schedule for ongoing professional development. Each classroom teacher will have the opportunity to serve as "studio teacher".  |   |  |
|                   | Assigned to:  | Zeek Edmond   |  |
|                   | Added date:   | 06/09/2014  |  |
|                   | Target Completion Date:   | 06/30/2014  |  |
|                   | Comments:   | Gini Simpson from TDG has worked with Stewart this year. She has been on site each quarter to facilitate staff development and continually push us to increase our capacity around the HOM/HOI by observing, co-teaching, providing feedback, and setting goals. She has also been available by phone and email to consult with teachers as needed. All math teachers have participated in studio cycles as well as 1:1 sessions. |  |
|                   | <b>Task Completed:</b>  | <b>06/12/2014</b>   |  |
|                   | 2. Provide support for Language Arts teachers to continually increase their knowledge of the SpringBoard curriculum and participate in all professional development opportunities, including common planning templates, classroom observations, and open dialogue around professional practice. |   |  |
|                   | Assigned to:  | Zeek Edmond   |  |
|                   | Added date:   | 06/09/2014  |  |
|                   | Target Completion Date:   | 06/30/2015  |  |
|                   | Frequency:  | three times a year  |  |
|                   | Comments:   |   |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 1 of 2 (50%)   |  |
| <b>Indicator</b>  | <b>P2-IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)</b>  |   |  |
| <b>Status</b>     |   |   |  |

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Status</b>     | In Plan / No Tasks Created   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: No development or Implementation 06/13/2014   |  |
|                   | Index:   | 3  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 1  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | <p>With the opportunity to witness so many lessons, provide coaching support, meet with teams and have a building coach; we are able to connect with struggling teachers and provide feedback for growth. Examples include (but are not limited to): data collection during the lesson, side by side coaching, peer coaching, team teaching, modeling, covering classes while teachers observe others, scripted feedback, funds to cover registration for trainings/workshops/conferences. Our teaching framework is 5 Dimensions from CEL out of the University of Washington. Each dimension has a rubric that provides clear language on what exemplary teaching looks like; this is the bar we will shoot for.</p> |  |
| <b>Plan</b>       | Assigned to:   | Not yet assigned   |  |
| <b>Indicator</b>  | <b>P2-IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)(ELL)</b> |  |  |
| <b>Status</b>     | In Plan / No Tasks Created   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: No development or Implementation 06/13/2014   |  |
|                   | Index:   | 3  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 1  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | <p>PD for the staff has been driven by three resources:<br/> 1-staff surveys on strengths, areas they want to improve, program needs (STEM, AVID etc..)<br/> 2 – principal driven needs based on observations, team meetings, student performance<br/> 3 – SCDM and tams drive PD needs</p>  |  |
| <b>Plan</b>       | Assigned to:   | Not yet assigned   |  |
| <b>Indicator</b>  | <b>P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)</b>  |  |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: Limited Development 03/13/2014  |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of  | The focus on academic excellence and high level thinking is in the   |  |

development:

school's mission and vision statement. Common agreements support professional development activities and the mission of the school and district. The principal, assistant principals and coaches are in the classrooms daily and provide formal and informal feedback to staff. Data snaps shared are used to drive instructional practices and identify areas for training and support. Staff collaborate within and across their grade level and content area teams. There is a weekly structure in place that rotates professional development led by the administrative team; the grade level or department teams (professional learning communities); mini workshop sessions led by building, district or community facilitators; and a focused interdisciplinary STREAM planning and training time.

Grade level and departmental teams have established benchmark goals after review of MSP, SRI, MBA, Aimsweb, BERC and district climate data. Students keep a portfolio of their goals which are shared three times a year at parent/teacher conferences, they check their grades, missing assignments, and calculate their GPA during their daily advisory period. In advisory, students share their goals with the Advisory teachers, review their binders and planners with a focus on Learning Targets, homework assignments, Cornell notes and provide guidance, resources and strategies around concerns that the students may have.

Math teachers participate in the Teacher Development Group Math Studio work. In between cycles, the staff have "mini studios" where they collaboratively plan a lesson, observe their grade level peer teach, re-design the lesson and have the lesson taught by the partner teacher. The Language Arts staff participate in the Springboard Studios and have conducted mini studios within the building, similar to the Math and Science departments. The Science staff participate in the Science studio OEL work. The studio work is focused around research based effective teaching strategies. The expectation is that the framework provided for lesson design and instructional implementation is applied and evident in the classroom. The learning walks conducted provide feedback to further the integration of these best practices.

Progress monitoring is continually conducted through formative assessments, common assessments, curriculum based measurements and summative assessments. The district's Performance Tracker provides a wealth of information for easy reference and specific data linked to individual students and grade level groupings in comparison to their peers both within and across the district.

|             |  |   |
|-------------|--|---|
| <b>Plan</b> | Assigned to:   | Ravi Jaskar   |
|             | How it will look when fully met:   | The lead team meets and SCDM approves training for building staff. Specific training is identified based on surveys, district and school initiatives that tie into the mission statement. The district climate and BERC surveys are reviewed and also help prioritize the top two areas of focus. |
|             | Target Date:   | 12/31/2014  |
|             | <b>Tasks:</b>  |   |
|             | 1. Provide ongoing professional development on all district initiatives, including: OEL, TDG, SpringBoard, Read 180, and 5D. |   |
|             | Assigned to:   | Kimberly Messersmith  |
|             | Added date:  | 06/09/2014  |
|             | Target Completion Date:  | 12/31/2014  |

|                   |  |  |
|-------------------|--|--|
|                   | Comments:  |  |
|                   | 2. Increase capacity for enhanced climate and culture by providing professional development and ongoing progress monitoring in the area of Compassionate School and Culturally and Linguistically Responsive Teaching. |  |
|                   | Assigned to:   | Abby Sloan   |
|                   | Added date:  | 06/09/2014   |
|                   | Target Completion Date:  | 11/28/2014   |
|                   | Comments:  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 2 (0%)   |
| <b>Indicator</b>  | <b>P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW)</b>  |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 03/13/2014   |
|                   | Index:   | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:   | "School staff engages in formal, ongoing, and regularly scheduled collective professional learning opportunities (e.g. weekly content area meetings, grade level meetings, peer observations and Learning Walks, Teachers Development Group - math, OEL - science, Humanities Team Teaching and Studio classroom, LEAD Team ). Colleagues are invited to observe others in practice and offer constructive feedback. This occurs across grade levels and content areas. School leaders set high expectations for adult performance within the school, and communicate these expectations regularly and in a variety of ways. Performance and professional standards are intentionally used as benchmarks for evaluation. School staff integrate new professional practices into their work and become mutually accountable (e.g. make group commitments, public commitments to try something new - Learning Walks, Lesson Studies, Collegial Coaching) to their peers , leaders, and students for continually improving their practice.<br>" |
| <b>Plan</b>       | Assigned to:   | Edith Stewart  |
|                   | How it will look when fully met:   | All staff will continually increase professional pedagogy based on district and building initiatives.  |
|                   | Target Date:   | 10/09/2014   |
|                   | <b>Tasks:</b>  |  |
|                   | 1. Establish a needs survey to be completed by all staff.  |  |
|                   | Assigned to:   | Zeek Edmond  |
|                   | Added date:  | 04/16/2014   |
|                   | Target Completion Date:  | 10/01/2014   |
|                   | Comments:  | Upload the survey summation as evidence  |
|                   | 2. Develop and publish a schedule for professional development opportunities to be offered at the building level.  |  |
|                   | Assigned to:   | Kimberly Messersmith   |

|                   |   |   |
|-------------------|---|---|
|                   | Added date:   | 04/16/2014  |
|                   | Target Completion Date:   | 07/31/2014  |
|                   | Comments:   | Sampling of cafeteria schedules; Agendas/minutes from grade level, SCDM, and departmental meetings.   |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 2 (0%)  |
| <b>Indicator</b>  | <b>P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW)</b>  |   |
| <b>Status</b>     | Tasks completed: 0 of 4 (0%)  |   |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 09/26/2013  |
|                   | Index:  | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | <p>Teachers have and will continue to engage in targeted professional growth. 2013-2014 initiatives include: Springboard (Language Arts), TDG (Math), NTS (Science), AVID, trainings that support Compassionate Schools like Cultural Diversity training, Safe and Civil Schools components including voice level, S.L.A.N.T., and C.H.A.M.P.S.</p> <p>This is more evident in core content teams. Math, Science and Humanities have studio days during the school year and mid cycle work that challenges them to make changes to their daily practice. They then must be prepared to share out and/or show evidence at the next studio day. From here we can collect anecdotal or even benchmark assessment data to measure change.</p> |
| <b>Plan</b>       | Assigned to:  | Abby Sloan  |
|                   | How it will look when fully met:  | To increase student engagement through positive reinforcement strategies as measured by Honor Level System, report card data,   |
|                   | Target Date:  | 08/29/2014  |
|                   | <b>Tasks:</b>   |   |
|                   | 1. AVID:<br>100% of instructional staff will be trained and actively implement AVID strategies.   |   |
|                   | Assigned to:  | Kimberly Messersmith  |
|                   | Added date:   | 10/28/2013  |
|                   | Target Completion Date:   | 09/30/2014  |
|                   | Comments:   | For transitional purposes this task date reflects current objective.  |
|                   | 2. SAFE AND CIVIL SCHOOLS/CHAMPS:<br>All classrooms will use the common language and implementation of Safe and Civil Schools strategies: Voice Level, SLANT, Encouragement procedures, and CHAMPS expectations for classroom activities, procedures and transitions. |   |
|                   | Assigned to:  | Odessa Hargrave   |
|                   | Added date:   | 10/28/2013  |
|                   | Target Completion Date:   | 09/30/2014  |
|                   | Comments:   |   |
|                   | 3. Dr. Hollie: Selected staff will have specific in-service to design, embed and implement culturally responsive strategies in focused instruction. Once trained, those staff will provide on-going in-service at the building level.                                 |   |

|  |                         |            |
|--|-------------------------|------------|
|  | Assigned to:            | Abby Sloan |
|  | Added date:             | 10/28/2013 |
|  | Target Completion Date: | 09/30/2014 |
|  | Comments:               |            |

4. TEST

|  |                         |              |
|--|-------------------------|--------------|
|  | Assigned to:            | Abby Sloan   |
|  | Added date:             | 10/17/2013   |
|  | Target Completion Date: | 09/30/2014   |
|  | Frequency:              | twice a year |
|  | Comments:               | TEST         |

|                  |                        |                              |
|------------------|------------------------|------------------------------|
| <b>Implement</b> | Percent Task Complete: | Tasks completed: 0 of 4 (0%) |
|------------------|------------------------|------------------------------|

**Student and School Success Principle 2: Staff evaluation and professional development**

**Staff Recruitment, Evaluation, Reward, and Replacement**

|                   |  |   |
|-------------------|--|---|
| <b>Indicator</b>  | <b>P2-IG06 - The principal regularly evaluates a range of teacher skills and knowledge, using a variety of valid and reliable tools.(1671)</b> |   |
| <b>Status</b>     | <b>Full Implementation</b>   |   |
| <b>Assessment</b> | Level of Development:  | Initial: Full Implementation 05/23/2013   |
|                   | Evidence:  | The principal uses the 5D walk through tool, the Star Protocol, and the AVID evaluation tool to evaluate teacher skills and knowledge. Although her formal evaluation is centered on the 5D tool, she utilizes the other tools to for specific feedback to elective classrooms and AVID classrooms. |

**Student and School Success Principle 3: Expanded time for student learning and teacher collaboration**

**Expanded time for student learning and teacher collaboration**

|                   |   |  |  |
|-------------------|---|--|--|
| <b>Indicator</b>  | <b>P3-IVD02 - The school provides opportunities for members of the school community to meet for purposes related to students' learning.(2887)(TitleISW)</b>   |  |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 06/28/2013   |  |
|                   | Index:  | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>Opportunities for parents and community stakeholders include Essential Element nights that showcase evidence of student learning in Language Arts, Science and Math. In addition, due to the school's mission to integrate learning across all content areas, the electives department also showcases student learning. Examples from the 2012 -13 school year include a Dance concert that was based upon Science standards and a Community Garden that integrates science math and language arts skills that students implement and can articulate.</p> <p>The School Centered Decision Making team has included a parent and student representative that meets every two weeks and as needed. A new parent and student will be elected for this coming school year as the current representatives are connected to the 8th grade and will be transitioning on.</p> <p>Additionally, a Communities That Care group consisting of retired folks, business members in the surrounding area, and parents meet once or twice a month to focus on prevention and a safe learning environment for student success. The group of 30 members meet and utilize data to track the impact of their involvement and interventions. Examples: tutoring, hall monitoring, family resources, celebrations/recognition of student work.</p> <p>The Sunshine Rotary organization meets quarterly with the leadership team. The focus this school year has been on supporting literacy efforts. This year, they also reviewed evidence of 6th graders in Reading growth. They supported the 6th grade team by providing tangible incentives for 6th graders who reached their weekly goal. In addition,</p> |  |
| <b>Plan</b>       | Assigned to:  | Kimberly Messersmith   |  |
|                   | How it will look when fully met:  | The school and outside community will partner and support each other in a reciprocal learning environment.   |  |
|                   | Target Date:  | 09/30/2014   |  |
|                   | <b>Tasks:</b>   |  |  |
|                   | 1. Opportunities are scheduled for parents and community stakeholders to participate in school activities include Essential Element nights that showcase evidence of student learning in Language Arts, Science and Math. |  |  |
|                   | Assigned to:  | Odessa Hargrave  |  |
|                   | Added date:   | 06/09/2014   |  |
|                   | Target Completion Date:   | 09/30/2014   |  |
|                   | Comments:   |  |  |

|                   |   |  |
|-------------------|---|--|
|                   | 2. Youth leading Change will continue to meet after school to increase leadership and communication skills. Further, with the support of Safe Streets and Stewart Staff, Youth Leading Change will provide support to after hours learning activities and team with Stewart students to complete a community project. |  |
|                   | Assigned to:  | Odessa Hargrave  |
|                   | Added date:   | 06/09/2014   |
|                   | Target Completion Date:   | 06/30/2015   |
|                   | Comments:   |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 2 (0%)   |
| <b>Indicator</b>  | <b>P3-IVD03 - The school creates and sustains partnerships to support extended learning.(3056)</b>  |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |
| <b>Assessment</b> | Level of Development:   | Initial: Full Implementation 05/23/2013  |
|                   | Evidence:   | PAWS (funded by 21st Century Grant, through the Educational Services District) and Sparks (which is contracted through Metro Parks), both provide after school academic support. These extended learning opportunities have benefited Stewart families.  |
| <b>Indicator</b>  | <b>P3-IVD04 - The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development.(3057)</b>   |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |
| <b>Assessment</b> | Level of Development:   | Initial: Full Implementation 05/23/2013  |
|                   | Evidence:   | Friday mornings are set aside for staff professional development. This year has been focused on AVID strategies and Cultural Competency development via relationship building and making connections to students. There is a dedicated committee that focuses on PD that aligns with our SIP. This committee will continue to be active for the next school year, planning Friday morning PD sessions.                               |
| <b>Indicator</b>  | <b>P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW)</b>   |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)  |  |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 03/13/2014  |
|                   | Index:  | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:  | Development and implementation of a school wide data monitoring system and data protocols that inform instructional moves and interventions. Information yielded targets before and after school tutoring in math, reading and study skills; mid-day tutoring driven by individual student academic needs; annual summer school program; and implementation of targeted Winter and Spring Workshops that occur during school breaks. |
| <b>Plan</b>       | Assigned to:  | Kimberly Messersmith   |
|                   | How it will look when fully met:  | Develop a school wide data monitoring system to inform instructional moves and interventions based on individual student needs.  |
|                   | Target Date:  | 09/30/2014   |
|                   | Tasks:  |  |

|                   |  |   |  |
|-------------------|--|---|--|
|                   | 1. As a staff, develop data protocols to calibrate consistency and equity when determining instructional moves.  |   |  |
|                   | Assigned to:   | Zeek Edmond   |  |
|                   | Added date:  | 05/16/2014  |  |
|                   | Target Completion Date:  | 10/31/2014  |  |
|                   | Comments:  |   |  |
|                   | 2. Information yielded targets before and after school tutoring in math, reading and study skills; mid-day tutoring driven by individual student academic needs; annual summer school program; and implementation of targeted Winter and Spring Workshops that occur during school breaks. |   |  |
|                   | Assigned to:   | Zeek Edmond   |  |
|                   | Added date:  | 05/16/2014  |  |
|                   | Target Completion Date:  | 10/31/2014  |  |
|                   | Frequency:   | monthly   |  |
|                   | Comments:  |   |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 2 (0%)  |  |
| <b>Indicator</b>  | <b>P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected)</b>  |   |  |
| <b>Status</b>     | Tasks completed: 1 of 2 (50%)  |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 09/26/2013  |  |
|                   | Index:   | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | There are a series of events throughout the week that allow for different teams to collaborate. The three biggest venues are: -Common Core Content planning (see below) -Grade level meetings 7:30-8:00 am Bi-Weekly -Site Council (SCDM) Bi-Weekly -Program councils (STEM & AVID) meet monthly for 2 hours We have common planning by core content: 67 minutes per week 1st period - Math 2nd period -half the specialists/electives 3rd period - humanities 4th period - half the specialists/electives 5th period science |  |
| <b>Plan</b>       | Assigned to:   | Zeek Edmond   |  |
|                   | How it will look when fully met:   | See required rotation schedule (uploaded documents). Staff with common planning will meet to align their lesson plans across and calibrate assessments. There will also be alignment planning vertically across grade levels. The Friday schedule also provides additional inter- and intra-departmental planning on common initiatives based on the school and district initiatives.   |  |
|                   | Target Date:   | 12/31/2014  |  |
|                   | <b>Tasks:</b>  |   |  |
|                   | 1. See required rotation schedule (uploaded documents) *Schedule subject to evolve based on peer review.   |   |  |
|                   | Assigned to:   | Abby Sloan  |  |
|                   | Added date:  | 10/28/2013  |  |
|                   | Target Completion Date:  | 06/10/2014  |  |

|                  |   |  |
|------------------|---|--|
|                  | Comments:   | The principal and assistant principals at Stewart rely on a series of systems to ensure student learning and improved instruction. Each administrator oversees a core content area. We attend weekly team meetings for our core content, have coaching days designated for extensive walkthroughs, complete evaluations for our core content staff, attend district trainings and studio days for our core content and team with the instructional coach. We monitor data from all angles: grades, benchmark tests, embedded assessments, state tests, common prompts, prior years data and more. Evidence: Minutes from meetings (SCDM, Grade Level, Staff, Core Contents (Math, Science, Humanities) graphs of the data. |
|                  | Task Completed:   | 06/12/2014   |
|                  | 2. The plan for 2014-15 will support common planning. Teachers will submit common lesson plans and pacing guides to support calibration and common assessments. |  |
|                  | Assigned to:  | Abby Sloan   |
|                  | Added date:   | 06/13/2014   |
|                  | Target Completion Date:   | 10/01/2014   |
|                  | Frequency:  | weekly   |
|                  | Comments:   | Upload new common planning schedule. Notes from grade level team meetings that detail plans for curriculum implementation.   |
| <b>Implement</b> | Percent Task Complete:  | Tasks completed: 1 of 2 (50%)  |

## Student and School Success Principle 4: Rigorous, aligned instruction

### Engaging teachers in aligning instruction with standards and benchmarks

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Indicator</b>  | <b>P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)</b> |   |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)   |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 03/13/2014  |  |
|                   | Index:   | 4   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 2   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Grade levels and content departments have collaboration time embedded in the building professional development schedule. Protocols for discourse around student achievement data and effective assessments have been developed and are utilized. Teachers actively participate in core curriculum mapping professional development each year, and administrative and inter-departmental monitoring ensures this expectation is adhered to. Specific inservice on strategies and best practices for differentiation are included in building professional development: departmental, cafeteria sessions, and staff meetings. This principle is more complex at Stewart as we are seeking to infuse STEM strategies (Science Technology Engineering Math) schoolwide. Therefore, our standards are CCSS and NGSS aligned to current curriculum materials/resources and will be written in a STEM unit planner. A STEM unit planner requires additional STEM components to be added and aligns with our whole child and high rigor expectations. |  |
| <b>Plan</b>       | Assigned to:   | Zeek Edmond   |  |
|                   | How it will look when fully met:   | All departments will utilize district curriculum maps, common assessments and achievement data to plan instructional directions.  |  |
|                   | Target Date:   | 12/31/2014  |  |
|                   | <b>Tasks:</b>  |   |  |
|                   | 1. Provide ongoing professional development on best practices for classroom instruction utilizing the 5D framework.                          |   |  |
|                   | Assigned to:   | Kimberly Messersmith  |  |
|                   | Added date:  | 06/09/2014  |  |
|                   | Target Completion Date:  | 12/31/2014  |  |
|                   | Comments:  |   |  |
|                   | 2. Common planning periods will be utilized for the purposes of creating unified lesson plans and assessments.                               |   |  |
|                   | Assigned to:   | Ravi Jaskar   |  |
|                   | Added date:  | 06/09/2014  |  |
|                   | Target Completion Date:  | 12/31/2014  |  |
|                   | Comments:  |   |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 2 (0%)  |  |

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89)<br/>(TitleISW)</b>   |  |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 05/24/2013   |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | The Language Arts department implemented SpringBoard curriculum for sixth, seventh, and eighth grade. Grade level teacher leaders, in conjunction with district provided PD, are aligning assessments and rubrics to Common Core Standards. The will be completed for the opening of 2013-2014 school year.  |  |
| <b>Plan</b>       | Assigned to:   | Abby Sloan   |  |
|                   | How it will look when fully met:   | Instructional units in Language Arts classes will align to Common Core Standards. Course objectives and rubrics to assess student learning will be according to Common Core aligned criteria of mastery. Teacher syllabus, unit objectives and rubrics, walk throughs, and student work will provide evidence that this objective is fully met in Language Arts.<br><br>Please note: The above Current Level of Description should read for the 2013-14 school year with a June 2014 established date. The District committee did not meet over the summer of 2013 as planned. |  |
|                   | Target Date:   | 12/17/2014   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 1. The Language Arts staff will meet as a department to learn how the Common Core standards align with the district adopted Springboard curriculum. This will be accomplished by team members taking a specific standard and aligning it with a unit within Springboard curriculum. The summary will be shared with the department team members. |  |  |
|                   | Assigned to:   | Edith Stewart  |  |
|                   | Added date:  | 05/16/2014   |  |
|                   | Target Completion Date:  | 02/18/2015   |  |
|                   | Comments:  | Upload minutes of the L.A. team meetings and lesson plans showing alignment between Springboard and the Common Core Standards.   |  |
|                   | 2. Language Arts objectives and rubrics will be aligned to reflect the common core criteria for mastery.   |  |  |
|                   | Assigned to:   | Odessa Hargrave  |  |
|                   | Added date:  | 05/16/2014   |  |
|                   | Target Completion Date:  | 10/15/2014   |  |
|                   | Comments:  | Upload sampling of lesson plans with objectives and rubrics showing alignment.   |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 2 (0%)   |  |
| <b>Indicator</b>  | <b>P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637)<br/>(Expected)</b>   |  |  |
| <b>Status</b>     | In Plan / No Tasks Created   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 03/13/2014   |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |

|             |  |  |  |
|-------------|--|--|--|
|             | Priority Score:                        | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|             | Opportunity Score:                     | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|             | Describe current level of development: | <p>A data tool that encompasses all students at Stewart has been developed as one means to track progress. Additionally, CBAs and benchmark assessments are used to measure student progress. Data are reviewed and analyzed monthly and as needed, and have been used to follow up with classroom/student observations, co-inquiry conversations with teacher(s), and recommendations for interventions and supports. Examples: Panther Center, tutoring, intervention class (es), student and/or parent conference, additional classes created and/or referrals for additional ELO opportunities (winter session, spring session). There is also a START (Student Teacher Advisory Resource Team) team, newly developed this year, with teacher leaders working with administrators to focus on a wraparound approach to working with youth that are a shared focus of concern. Students and parents are aware and involved in goal setting to further ensure progress.</p> <p>At Stewart we are constantly using data to assess the needs of the school, grade levels, content areas, subgroups and cohorts. We use state assessment data, benchmark data, grades, incidents, teacher feedback, BERG reports and more. Then we utilize our many professional development and collaboration systems to address the areas of concern, decline or slow growth.</p> |  |
| <b>Plan</b> | Assigned to:                           | Zeek Edmond  |  |
|             | How it will look when fully met:       | Our school Sharepoint Site will house all of this information and be available for staff to access from any electronic device at school or at home. On the site will be separate tabs for each item listed above (Data Tool, START, CBA etc...)  |  |
|             | Target Date:                           | 09/24/2014   |  |

#### **Student and School Success Principle 4: Rigorous, aligned instruction**

##### **Engaging teachers in assessing and monitoring student mastery**

|                   |   |  |  |
|-------------------|---|--|--|
| <b>Indicator</b>  | <b>P4-IIB01 - Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.(91)</b> |  |  |
| <b>Status</b>     | In Plan / No Tasks Created  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 06/22/2013   |  |
|                   | Index:  | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Certain departments and certain instructors pre test to assess student mastery of standards-based objectives. This occurs more so in Math and Science. In this next year, Language Arts will be more able to pre assess, as it is in its second year of SpringBoard implementation. L.A. teachers' familiarity with SB will support the design of pre-assessments. |  |
| <b>Plan</b>       | Assigned to:  | Zeek Edmond  |  |
|                   | How it will look when fully met:  | All departments will use pre and post tests to assess student mastery of standards-based objectives. Teachers will be able to speak to   |  |

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|  |  | student growth using assessment data.  |
|  | Target Date:   | 06/30/2015   |
| <b>Student and School Success Principle 4: Rigorous, aligned instruction</b> |  |  |
| <b>Engaging teachers in differentiating and aligning learning activities</b> |  |  |
| <b>Indicator</b>   | <b>P4-IIC01 - Units of instruction include specific learning activities aligned to objectives.(96)</b>   |  |
| <b>Status</b>  | <b>Full Implementation</b>   |  |
| <b>Assessment</b>  | Level of Development:  | Initial: <b>Full Implementation</b> 06/22/2013   |
|  | Evidence:  | Language Arts has fully implemented this indicator. The departments' implementation of the SpringBoard curriculum supports units of instruction that include specific learning objectives aligned to objectives.                         |
| <b>Student and School Success Principle 4: Rigorous, aligned instruction</b> |  |  |
| <b>Expecting and monitoring sound instruction in a variety of modes</b>      |  |  |
| <b>Indicator</b>   | <b>P4-IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b>  |  |
| <b>Status</b>  | Tasks completed: 0 of 2 (0%)   |  |
| <b>Assessment</b>  | Level of Development:  | Initial: <b>Limited Development</b> 06/22/2013   |
|  | Index:   | 9 (Priority Score x Opportunity Score)   |
|  | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|  | Opportunity Score:   | 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|  | Describe current level of development:   | Language Arts is guided by the SpringBoard curriculum, which aligns standards, curriculum, instruction, and assessment.  |
| <b>Plan</b>  | Assigned to:   | Zeek Edmond  |
|  | How it will look when fully met:   | Teachers will use Common Core Standards (non fiction reading and non fiction writing) to align building wide work towards improving student literacy. Increased MSP scores will demonstrate building wide attention to student literacy. |
|  | Target Date:   | 06/30/2015   |
|  | <b>Tasks:</b>  |  |
|  | 1. Using the results of the 2013-14 MSP, facilitate data carousels to access academic strengths and areas of concern; and create learning targets to ensure data is being utilized to formulate and drive instructional choices. |  |
|  | Assigned to:   | Lavonta Howard   |
|  | Added date:  | 06/09/2014   |
|  | Target Completion Date:  | 10/15/2014   |
|  | Comments:  |  |
|  | 2. Provide ongoing professional development to increase understanding of the scaffold nature of the Common Core, and opportunities to "dissect" the standards.   |  |
|  | Assigned to:   | Edith Stewart  |
|  | Added date:  | 06/09/2014   |
|  | Target Completion Date:  | 10/31/2014   |
|  | Comments:  |  |
| <b>Implement</b>   | Percent Task Complete:   | Tasks completed: 0 of 2 (0%)   |

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| <b>Indicator</b>  | <b>P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (ELL,Expected,TitleISW)</b> |   |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 09/26/2013  |  |
|                   | Index:   | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | <p>Stewart staff is currently individualizing instruction at an entry level degree by initiating: AVID, CLRTL, Read180, and math intervention classes based on established criteria including student and staff demographics, SRI and MSP scores.</p> <p>Still working on the 'All' portion of differentiation. Teachers are getting stronger at using their assessment results to guide instruction. We have added and continue to build on formative assessment strategies. Teachers have been attending more content based PD. Therefore, as we build on both a teachers skills and knowledge we have seen an increased ability to differentiate for almost all of their students.</p> |  |
| <b>Plan</b>       | Assigned to:   | Edith Stewart   |  |
|                   | How it will look when fully met:   | Departments will utilize common benchmark assessments and collaboratively employ data to differentiate and focus instruction.   |  |
|                   | Target Date:   | 12/31/2014  |  |
|                   | <b>Tasks:</b>  |   |  |
|                   | 1. Departments will develop common benchmark assessments and use that data to identify individual student academic needs as aligned with CCSS.   |   |  |
|                   | Assigned to:   | Zeek Edmond   |  |
|                   | Added date:  | 10/28/2013  |  |
|                   | Target Completion Date:  | 10/31/2014  |  |
|                   | Comments:  |   |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)  |  |

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| <b>Indicator</b>  | <b>P4-IIIA09 - All teachers clearly state the lesson's topic, theme, and learning objectives.(3084)</b>  |  |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 06/20/2013   |  |
|                   | Index:   | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Teachers are required to post daily learning targets and objectives. Many teachers begin class addressing the learning target and explaining the connection between the objective to the target. Classroom walk through forms and observation notes record these learning targets. It is a building wide and district wide focus that students understand the purpose behind their instructional activities.   |  |
| <b>Plan</b>       | Assigned to:   | Abby Sloan   |  |
|                   | How it will look when fully met:   | Teachers will post daily learning targets and objectives. Many teachers begin class addressing the learning target and explaining the connection between the objective to the target. Classroom walk through forms and observation notes record these learning targets. It is a building wide and district wide focus that students understand the purpose behind their instructional activities. When asked, students will be able to articulate the learning objective/target of a lesson. |  |
|                   | Target Date:   | 10/13/2014   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 1. Provide ongoing professional development that will focus on the development of learning targets and objectives determined by curricular pacing charts and assessment data.        |  |  |
|                   | Assigned to:   | Edith Stewart  |  |
|                   | Added date:  | 06/09/2014   |  |
|                   | Target Completion Date:  | 06/30/2015   |  |
|                   | Comments:  |  |  |
|                   | 2. The administrative team will schedule regular walk throughs to support learning and ensure learning targets are posted and clearly articulated.                                   |  |  |
|                   | Assigned to:   | Lavonta Howard   |  |
|                   | Added date:  | 06/09/2014   |  |
|                   | Target Completion Date:  | 10/01/2014   |  |
|                   | Comments:  |  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 2 (0%)   |  |
| <b>Indicator</b>  | <b>P4-IIIA14 - All teachers maintain connection and attention to students through eye contact, physical proximity, verbal cuing or other culturally appropriate behaviors.(3065)</b> |  |  |
| <b>Status</b>     | <b>In Plan / No Tasks Created</b>  |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 06/28/2013   |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of  |  |  |

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|                   | Describe current level of development:                        | During the 2012-13 school year, staff received Professional Development in the area of culturally and linguistically effective teaching strategies and effective teaching strategies through Safe and Civil School. The focus of 5D training and practice at Stewart M.S. has been on Purpose, Classroom Management and Structure and Student Engagement. Staff have identified areas for their practice and administration and coaches supported this in their walk throughs, observations and continued PLC work. These strategies were also discussed and practiced at staff trainings/meetings, with the behavior instructional coach and will continue during the 2013-14 year with our August Waiver Day training. The Cultural Competency committee has new and returning members in place that meet on a regular basis to plan for staff training needs. |  |
| <b>Plan</b>       | Assigned to:  | Not yet assigned   |  |
| <b>Indicator</b>  | <b>P4-IIIA16 - All teachers use prompting/cueing.(125)</b>    |  |  |
| <b>Status</b>     | In Plan / No Tasks Created                                    |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 06/22/2013  |  |
|                   | Index:  | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:                        | Many teachers use prompting and cueing as part of their daily practice.  |  |
| <b>Plan</b>       | Assigned to:  | Zeek Edmond  |  |
|                   | How it will look when fully met:                              | All teachers will use prompting and cueing as part of their daily classroom practice, as evidenced by walk through data. Teachers will be trained in using AVID strategies to prompt and cue students. These common strategies, across all disciplines, will reinforce student success.  |  |
|                   | Target Date:  | 11/28/2014   |  |
| <b>Indicator</b>  | <b>P4-IIIA17 - All teachers re-teach when necessary.(126)</b> |  |  |
| <b>Status</b>     | In Plan / No Tasks Created                                    |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 06/22/2013  |  |
|                   | Index:  | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:                        | Some teachers re-teach when necessary. Others provide after school tutoring, however, more need to utilize classroom time to re-teach.   |  |
| <b>Plan</b>       | Assigned to:  | Zeek Edmond  |  |
|                   | How it will look when fully met:                              | All teachers will be adept at using data to inform instructional moves and ensure mastery within the learning trajectory.  |  |
|                   | Target Date:  | 11/28/2014   |  |
| <b>Indicator</b>  | <b>P4-IIIA19 - All teachers review with questioning.(128)</b> |  |  |
| <b>Status</b>     | In Plan / No Tasks Created                                    |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 06/22/2013  |  |

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|                   | Index:  | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Some teachers review with questioning.  |  |
| <b>Plan</b>       | Assigned to:  | Zeek Edmond   |  |
|                   | How it will look when fully met:  | Teachers will review using AVID questioning strategies. Classroom observations, and work samples will demonstrate that teachers are reviewing with questions.   |  |
|                   | Target Date:  | 12/31/2014  |  |
| <b>Indicator</b>  | <b>P4-IIIA20 - All teachers summarize key concepts.(129)</b>                                  |   |  |
| <b>Status</b>     | In Plan / No Tasks Created  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 06/22/2013   |  |
|                   | Index:  | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Some teachers summarize key concepts, as well as have students summarizing key concepts. This is especially true of those that fully utilize Cornell note-taking format.  |  |
| <b>Plan</b>       | Assigned to:  | Zeek Edmond   |  |
|                   | How it will look when fully met:  | All teachers will encourage students to summarize key concepts using Cornell note-taking (which has a summarization component). Teachers will utilize these formative notes to assess student understanding weekly. |  |
|                   | Target Date:  | 12/31/2015  |  |
| <b>Indicator</b>  | <b>P4-IIIA24 - All teachers encourage peer interaction.(133)</b>                              |   |  |
| <b>Status</b>     | In Plan / No Tasks Created  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 06/22/2013   |  |
|                   | Index:  | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Many teachers encourage peer interaction using pair-share and small group tasks.  |  |
| <b>Plan</b>       | Assigned to:  | Not yet assigned  |  |
| <b>Indicator</b>  | <b>P4-IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)</b> |   |  |
| <b>Status</b>     | In Plan / No Tasks Created  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 06/22/2013   |  |
|                   | Index:  | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3   | (3 - relatively easy to address, 2 - accomplished within   |

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|                   | Opportunity Score:   |  | current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | Many teachers encourage students to paraphrase, summarize, and relate. Check out sheets, exit slips, and pair share outs are utilized to check student understanding.  |  |
| <b>Plan</b>       | Assigned to:   | Zeek Edmond  |  |
|                   | How it will look when fully met:   | All teachers will encourage students to paraphrase, summarize, and relate to learning using varied strategies they gain from AVID. These strategies will be used school-wide, across disciplines, and with a common goal to develop student skills to paraphrase, summarize, and relate to their learning. The main school-wide strategy will be Cornell note-taking (which has a summarization component). Teachers will utilize these formative notes to assess student understanding. |  |
|                   | Target Date:   | 12/31/2014   |  |
| <b>Indicator</b>  | <b>P4-IIIA27 - All teachers verbally praise students.(136)</b>   |  |  |
| <b>Status</b>     | In Plan / No Tasks Created   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: Limited Development 06/25/2013  |  |
|                   | Index:   | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Currently, some teachers verbally praise students to the degree that it promotes a safe and inclusive classroom culture.   |  |
| <b>Plan</b>       | Assigned to:   | Zeek Edmond  |  |
|                   | How it will look when fully met:   | When all teachers verbally praise students, assigning competence to them, it will promote a safe and inclusive school culture. Student surveys will support this feeling of safety and caring from staff.  |  |
|                   | Target Date:   | 10/31/2014   |  |
| <b>Indicator</b>  | <b>P4-IIIA32 - All teachers interact managerially with students (reinforcing rules, procedures). (141)</b> |  |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: Limited Development 06/22/2013  |  |
|                   | Index:   | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Many teachers interact managerially with students, both in the classroom and in the hallways. There is a school-wide managerial process in place, using CHAMPS to provide clear and consistent language around classroom procedures.   |  |
| <b>Plan</b>       | Assigned to:   | Zeek Edmond  |  |
|                   | How it will look when fully met:   | When all teachers interact managerially with students, both in the classroom and in the hallways, students will have clear and consistent messages about school-wide expectations. CHAMPS structure will be taught and supported by teachers to support school-wide expectations. Evidence of this objective will be the use of common management language in classrooms, and the presence of staff in hallways  |  |

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|   |  | (interacting with students) as well as designated areas outside the building before and after school.  |
|   | Target Date:   | 09/30/2014   |
|   | <b>Tasks:</b>  |  |
|   | 1. School-wide schedule will be implemented, and rotated on a regular basis, which assigns staff to "Super duty" schedules. This schedule has staff in the hallways and in designated areas outside the building for visibility, support and management of students. This schedule changes every two weeks and will be reviewed by the School Center Decision Making team for rotation schedule. It supports the school's mission of a safe and positive learner-centered environment. |  |
|   | Assigned to:   | Zeek Edmond  |
|   | Added date:  | 12/23/2013   |
|   | Target Completion Date:  | 09/29/2014   |
|   | Frequency:   | twice monthly  |
|   | Comments:  | Super Duty schedules.<br>Any SCDM minutes with discussion of the rotation schedule and duties.   |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)   |
| <b>Indicator</b>  | <b>P4-IIIA33 - All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).(142)</b>   |  |
| <b>Status</b>   | <b>Full Implementation</b>   |  |
| <b>Assessment</b>   | Level of Development:  | Initial: Full Implementation 06/22/2013  |
|   | Evidence:  | All teachers interact socially with students. "Get well" cards and condolence cards are sent home for struggling families/students. Teachers are aware of students' lives and the complexities in which they live. Teachers attend student sports, and social events, supporting and cheering on students.   |
| <b>Student and School Success Principle 4: Rigorous, aligned instruction</b>                      |  |  |
| <b>Expecting and monitoring sound homework practices and communication with parents</b>           |  |  |
| <b>Indicator</b>  | <b>P4-IIIB01 - All teachers maintain a file of communication with parents (families), using multiple methods of contact including phone calls, emails, letters home, home visits, etc.(3066)</b>   |  |
| <b>Status</b>   | <b>Full Implementation</b>   |  |
| <b>Assessment</b>   | Level of Development:  | Initial: Full Implementation 06/22/2013  |
|   | Evidence:  | Teachers maintain a file of communication with parents (families), using multiple methods of contact including phone calls, emails, and parent conferences. Teachers' communication logs are ready to turn in to the main office upon request. This practice will continue into the new school year with reminders to staff that their logs should be kept up to date. |
| <b>Student and School Success Principle 5: Use of data for school improvement and instruction</b> |  |  |
| <b>Assessing student learning frequently with standards-based assessments</b>                     |  |  |
| <b>Indicator</b>  | <b>P5-IID06 - The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).(3067)</b>  |  |
| <b>Status</b>   | In Plan / No Tasks Created   |  |
| <b>Assessment</b>   | Level of Development:  | Initial: No development or Implementation 06/13/2014   |
|   | Index:   | 3 (Priority Score x Opportunity Score)   |
|   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|   | Opportunity Score:   | 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires  |

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|                   |   | changes in current policy and budget conditions)   |
|                   | Describe current level of development:  | <p>Four tiers of data are used at Stewart. 1 - State. 2 - District benchmark assessments. 3 - Summative. 4 - Formative</p> <p>1 - State level assessments help shift support of programs, resources and staffing, along with driving big picture thinking on instructional needs for meeting standard.</p> <p>2 - SRI, MBA and Gates-McGinite. These benchmark assessments help building, classroom teachers and students better grasp their growth over time and standards as they roll out fall, winter and spring each year.</p> <p>3 - Summative assessment data has been an integral part of our standards based grading and teachers will compare notes with each other during common planning time to better understand instructional moves and student understanding around individual or multiple standards.</p> <p>4 - Formative assessment has become a weekly activity for reflection by teachers. Teams will compare notes, co-write or even exchange formative assessments for comparisons. We practice both verbal or hand cues(fist to five, thumbs up/down) along with short slips for feedback. short slips include, Do Now(entry tasks), exit slips, quick surveys, reflections or other. Teachers find collecting these items allows them to better assess students needs, learning and effectiveness of instruction. During common planning meetings these physical examples allow for deep discussions around teaching and learning and push teachers to make gains with All students.</p> |
| <b>Plan</b>       | Assigned to:  | Zeek Edmond  |
|                   | How it will look when fully met:  | <p>1 - State level assessments help shift support of programs, resources and staffing, along with driving big picture thinking on instructional needs for meeting standard.</p> <p>2 - SRI, MBA and Gates-McGinite. These benchmark assessments help building, classroom teachers and students better grasp their growth over time and standards as they roll out fall, winter and spring each year.</p> <p>3 - Summative assessment data has been an integral part of our standards based grading and teachers will compare notes with each other during common planning time to better understand instructional moves and student understanding around individual or multiple standards.</p> <p>4 - Formative assessment has become a weekly activity for reflection by teachers. Teams will compare notes, co-write or even exchange formative assessments for comparisons. We practice both verbal or hand cues(fist to five, thumbs up/down) along with short slips for feedback. short slips include, Do Now(entry tasks), exit slips, quick surveys, reflections or other. Teachers find collecting these items allows them to better assess students needs, learning and effectiveness of instruction. During common planning meetings these physical examples allow for deep discussions around teaching and learning and push teachers to make gains with All students.</p>  |
|                   | Target Date:  | 10/31/2014   |
| <b>Indicator</b>  | <b>P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW)</b> |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 12/23/2013   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)   |

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|             | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|             | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|             | Describe current level of development:  | <p>The school team, (teachers, counselors, coaches and administrators) utilize data from formative and summative assessments, standardized tests and the performance tracker for student progress monitoring. This information was utilized to determine placement into intervention classes, tutoring support and advanced placement to continue offering support and challenge for all our students.</p> <p>A data base was established so that each student at Stewart can be tracked for their level of involvement at school to include in school, before and after school support. In addition, benchmark data will be entered for Reading and Math intervention students effective January 2015.</p> <p>2/19/14-Data was used to identify level 2 students in Reading, identify the specific Reading strategies each grade level grouping needed, and a Winter session Reader's workshop was offered during winter break. 11% of identified students participated and each grade level group increased skills by one level as measured by the pre- and post-test. (see attached evidence)Due to the success of this intervention, Stewart will have a Spring session over Spring break and target Level 2 Reading and Math students. Plans for summer school include similar strategies and opening the session for all students. The summer format will focus on an extended interdisciplinary mini-term model that is experiential and project-based. All level students will be challenged with a specific emphasis on Level 2 students. The plan is to have the above ELO schedule a regular part of the Stewart school calendar.</p> |  |
| <b>Plan</b> | Assigned to:  | Zeek Edmond  |  |
|             | How it will look when fully met:  | The database will have been fully established and functional and used as a tool to plan for student support and decision-making. Staff will access the tool in making decisions for the student, administrators will utilize the tool in discussions with staff about student growth and administrators will share the information with their supervisor in explaining instructional decisions that impact the school. Information needed to provide evidence thereof includes accurate information provided by the district and staff hours to keep the tool updated.   |  |
|             | Target Date:  | 12/31/2014   |  |
|             | <b>Tasks:</b>   |  |  |
|             | 1. Create an Excel database that includes each student at Stewart which identifies interventions, support and participation in school events along with progress monitoring information and benchmark data. |  |  |
|             | Assigned to:  | Abby Sloan   |  |
|             | Added date:   | 12/23/2013   |  |
|             | Target Completion Date:   | 06/30/2015   |  |
|             | Frequency:  | twice monthly  |  |
|             | Comments:   | Coordinate key benchmark data and information from school activities (tutoring participation updated bimonthly, etc.)  |  |
|             | 2. Utilize the data tool to plan and implement ELO and in school instructional strategies for student achievement.  |  |  |
|             | Assigned to:  | Abby Sloan   |  |
|             | Added date:   |  |  |

|                   |  |   |
|-------------------|--|---|
|                   | Added date:  | 02/19/2014  |
|                   | Target Completion Date:  | 11/14/2014  |
|                   | Frequency:   | twice monthly   |
|                   | Comments:  | Note: Tool will not allow date selection for task completion. Would target November 2014.<br><br>Utilize the excel database to target Level 2 students and analyze specific strands to focus on for instruction. Offer ELO during winter and spring break and plan for extended and expanded summer school. Explore year round school concept for Stewart.  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 2 (0%)  |
| <b>Indicator</b>  | <b>P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD)</b>              |   |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |   |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 09/26/2013  |
|                   | Index:   | 3 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | At Stewart we are constantly using data to assess the needs of the school, grade levels, content areas, subgroups and cohorts. We use state assessment data, benchmark data, grades, incidents, teacher feedback, BERCC reports and more. Then we utilize our many professional development and collaboration systems to address the areas of concern, decline or slow growth. Because of the frequency we can also identify trends year to year with curriculum and effectiveness of different instructional strategies within a unit. However, with changes in CCSS, changes in Smarter Balanced Assessment and both our math and language arts curriculum are changing for 2014-2015. We will need to monitor our growth measuring students after each unit and throughout the year. |
| <b>Plan</b>       | Assigned to:   | Abby Sloan  |
|                   | How it will look when fully met:   | Ensure that teachers are consistently looking at multiple forms of student data, including, but not limited to, MSP, SRI, unit assessments and rubrics, to focus their instructional goals.<br><br>Plan:<br>1. Mandatory all-teaching-staff in-service using Performance Plus. Training led at Stewart by the PDC staff within the first quarter of the 2014-2015 school year during a Friday morning collaboration.<br>2. Scaffold Number 1 with PLC to apply skills within the second quarter of the 2014-2015 school year during a Friday morning collaboration.   |
|                   | Target Date:   | 05/29/2015  |
|                   | <b>Tasks:</b>  |   |
|                   | 1. Teachers will become proficient analyzing all available data, and apply those findings to individualize and drive classroom instruction. *See example of uploaded data (Artifact #) |   |
|                   | Assigned to:   | Zeek Edmond   |
|                   | Added date:  | 10/28/2013  |
|                   | Target Completion Date:  | 09/30/2014  |

|                   |  |   |
|-------------------|--|---|
|                   | Comments:  |   |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)  |
| <b>Indicator</b>  | <b>P5-IID11 - Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).(109)(TitleISW)</b> |   |
| <b>Status</b>     | In Plan / No Tasks Created   |   |
| <b>Assessment</b> | Level of Development:  | Initial: Limited Development 06/21/2013   |
|                   | Index:   | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | Currently, students are red flagged for intervention based on their Scholastic Reading Inventory (SRI) scores. Those who are reading below grade level have been assigned additional reading intervention, utilizing Americorp workers in our building. We also have a Student Response Team (SRT) referral process for students of concern.  |
| <b>Plan</b>       | Assigned to:   | Zeek Edmond   |
|                   | How it will look when fully met:   | Students will continue to be red flagged for intervention based on their SRI scores. Those who are reading below grade level will be assigned additional support and student growth will be monitored by their SRI growth data. Additional intervention plans will be created for Proficient and Advanced students to support all students making progress.   |
|                   | Target Date:   | 01/30/2015  |
| <b>Indicator</b>  | <b>P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected)</b>   |   |
| <b>Status</b>     | In Plan / No Tasks Created   |   |
| <b>Assessment</b> | Level of Development:  | Initial: Limited Development 03/13/2014   |
|                   | Index:   | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | Teachers upload grades and assignments weekly for the purposes of parent and collegial collaboration, and receive ongoing professional development in progress monitoring, using data to drive instruction, and differentiate standards based instruction. Staff participated in a focused PLC using Pathways to the Common Core (Calkins, Ehrenworth & Lehman), and new staff are provided copies to increase capacity and consistency. The district has launched a district wide data collection system (Performance Plus) that teachers use to track student achievement, set goals and create learning targets. Quarterly Progress monitoring using SRI(reading)and MBA (math) are used to assess achievement and indicate differentiation / interventions. |
| <b>Plan</b>       | Assigned to:   | Not yet assigned  |

## Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health

### School and classroom culture

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P6-IIIC05 - When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.(156)</b>  |  |  |
| <b>Status</b>     | Tasks completed: 0 of 3 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 04/16/2014   |  |
|                   | Index:   | 4  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 2  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | There is an informal understanding that all students will carry a reading level appropriate book with them at all times. Further, all teachers have a limited classroom library for student use, and all language arts classes have a weekly scheduled library time for students to check out books.   |  |
| <b>Plan</b>       | Assigned to:   | Zeek Edmond  |  |
|                   | How it will look when fully met:   | SCDM will approve a common agreement requiring all students to carry a reading level appropriate book with them to every class for access throughout the school day. Teachers will incorporate this as an expectation in their classrooms. Genre specific classroom libraries will be augmented, and the Instructional Coach and/or librarian will assist teachers in the organization of these materials. |  |
|                   | Target Date:   | 06/30/2015   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 1. Grade level and departmental discussions that will lead to the creation and implementation of a school wide common agreement.   |  |  |
|                   | Assigned to:   | Susan Stone  |  |
|                   | Added date:  | 04/16/2014   |  |
|                   | Target Completion Date:  | 10/31/2014   |  |
|                   | Comments:  | Maintain grade level, department and staff meeting agenda's/minutes as evidence.   |  |
|                   | 2. Advisory lessons will inform this expectation in a systemic manner.   |  |  |
|                   | Assigned to:   | Ravi Jaskar  |  |
|                   | Added date:  | 04/16/2014   |  |
|                   | Target Completion Date:  | 10/31/2014   |  |
|                   | Comments:  | Communicate and coordinate lesson planning for this task to be accomplished.   |  |
|                   | 3. Instructional Coach and/or librarian will meet with each department to discuss alignment of needs (curriculum maps), and sources of genre specific books; and assist teams in their ordering, inventory, organization, and management of new materials. |  |  |
|                   | Assigned to:   | Susan Stone  |  |
|                   | Added date:  | 04/16/2014   |  |
|                   | Target Completion Date:  | 12/31/2014   |  |
|                   | Comments:  | Departmental meeting agenda's and minutes will be saved as evidence of the task. Purchase orders and sample of documented student use  |  |

|                   |   |  |
|-------------------|---|--|
|                   |   | will be uploaded as further evidence.  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 3 (0%)   |
| <b>Indicator</b>  | <b>P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)(Expected)</b>   |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 05/25/2013   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:  | We will slowly build a system of trust and provide teachers more latitude in how they can enforce these measures in their classrooms. This will open the door for building relationships with students, teaching and modeling behavior. Administration can remain bad cops while teachers can negotiate with students what is best and become an advocate. As we continue to develop common language we will also see more consistency across the entire student body. We are going to continue the use of CHAMPS and bring in Ignite to help build a positive school culture. This common language is used across disciplines, across grade levels, and even in school wide assemblies. |
| <b>Plan</b>       | Assigned to:  | Abby Sloan   |
|                   | How it will look when fully met:  | Building wide common language will be used to provide clear and consistent behavioral expectations for students at Stewart Middle School.  |
|                   | Target Date:  | 10/31/2014   |
|                   | <b>Tasks:</b>   |  |
|                   | 1. Compassionate Schools will be added to our Common Agreements, and routine classroom walk-throughs will be utilized to assess CHAMPS effectiveness and determine if/how additional support is required.     |  |
|                   | Assigned to:  | Abby Sloan   |
|                   | Added date:   | 05/19/2014   |
|                   | Target Completion Date:   | 10/31/2014   |
|                   | Comments:   |  |
|                   | 2. Throughout the year, all new staff will receive Compassionate Schools training.  |  |
|                   | Assigned to:  | Abby Sloan   |
|                   | Added date:   | 05/19/2014   |
|                   | Target Completion Date:   | 10/31/2014   |
|                   | Comments:   |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 2 (0%)   |
| <b>Indicator</b>  | <b>P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)(Expected)</b> |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 03/13/2014   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |

|                  |  |  |  |
|------------------|--|--|--|
|                  | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                  | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                  | Describe current level of development:   | <p>Emergency plan in place, Honor Level System with positive reinforcement strategies, staff are trained to embed and implement culturally and linguistically responsive strategies in focused instruction, Safe and Civil Schools/Champs. In house support for students and families available through Olive Crest and Safe Families for Children via early intervention, child abuse prevention and family support stabilization.</p> <p>We have been building a stronger school climate and culture for the last three years. We collect all incident data electronically. We run social skills lessons during advisory. We built cohort colleges within the school. We host leadership lock-ins for all 6th grade week one and student leaders throughout the year. We review adult protocols for supervision. We have brought in comprehensive mental health services 5 days a week in-house. EDGE foundation provides funding for one full time ADD/ADHD coach for up to 45 students. Our counselors teach in the classroom lessons around sexual harassment, bullying, drug use, risk behavior and more. We offer one section of ART (Aggression Replacement Therapy) per semester for up to 12 students each session. Student recognition has expanded extensively to recognize 3.0+ GPA, students passing all portions of their state MSP and all school celebrations for moving up within the district on assessments.</p> |  |
| <b>Plan</b>      | Assigned to:   | Abby Sloan   |  |
|                  | How it will look when fully met:   | All classrooms will use common language and implementation of Safe and Civil Schools strategies: Voice Level, SLANT, Encouragement Procedures and CHAMPS expectations for classroom activities, procedures, and transitions. In house support for students and families available through Olive Crest and Safe Families for Children via early intervention, child abuse prevention and family support stabilization.  |  |
|                  | Target Date:   | 10/31/2014   |  |
|                  | <b>Tasks:</b>  |  |  |
|                  | 1. All staff are on a year long rotational schedule for hallway and school ground supervision before and after school and during passing times.  |  |  |
|                  | Assigned to:   | Kimberly Messersmith   |  |
|                  | Added date:  | 05/20/2014   |  |
|                  | Target Completion Date:  | 09/02/2014   |  |
|                  | Comments:  |  |  |
|                  | 2. Male Involvement Program (MIP) on site to provide continued support for male learners and their families, enhancing their learning while building upon conflict resolution skills, teamwork, and lifeskills while receiving 1:1 mentoring from male adults. |  |  |
|                  | Assigned to:   | Ravi Jaskar  |  |
|                  | Added date:  | 05/20/2014   |  |
|                  | Target Completion Date:  | 10/31/2014   |  |
|                  | Comments:  | Qualitative data from students on impact of MIP. Comparison data on student discipline reports before and after MIP partnership.   |  |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 0 of 2 (0%)   |  |

## Student and School Success Principle 7: Family and community engagement

### Defining the purpose, policies, and practices of a school community

|                   |   |   |  |
|-------------------|---|---|--|
| <b>Indicator</b>  | <b>P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW)</b>   |   |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 06/20/2013  |  |
|                   | Index:  | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Since the 2012-13 school year a parent representative has been a member of the school centered decision making team, and has input to matters related to family-school relations. Further, two Stewart parents are representatives, and along with the principal, participate in the superintendent/parent advisory council. Also, in order to facilitate and enhance home-school communication, a parent has established an on-line principal blog that is now an active component of our school web-site. We will use a couple different feedback methods during our parent events to help inform the school leadership team. All of these elements have enhanced the overall school home alliance. |  |
| <b>Plan</b>       | Assigned to:  | Zeek Edmond   |  |
|                   | How it will look when fully met:  | Parent representative will attend and actively participate as an integral member of our School Centered Decision Making Team. As a parent representative, opportunities to gather input from other parents will be sought, including but not limited to: newsletters, parent functions, evening events, ConnectEd calls, surveys, principal blog, "open door" policy with administrative team, school website, Superintendent/parent advisory breakfast,  |  |
|                   | Target Date:  | 01/05/2015  |  |
|                   | <b>Tasks:</b>   |   |  |
|                   | 1. Support opportunities for parent to share information and seek input from those they represent, including but not limited to: 6th grade orientation, back to school night, student/parent conferences, Stewart website, open door policy with admin. team, Edmodo, coffee chat, principal blog, evening and after school events. |   |  |
|                   | Assigned to:  | Zeek Edmond   |  |
|                   | Added date:   | 04/15/2014  |  |
|                   | Target Completion Date:   | 11/24/2015  |  |
|                   | Frequency:  | monthly   |  |
|                   | Comments:   |   |  |
|                   | 2. Currently, parent representative wishes to attend SCDM in "as needed" capacity. Our goal is to ensure parent representation at regularly scheduled SCDM meetings.  |   |  |
|                   | Assigned to:  | Zeek Edmond   |  |
|                   | Added date:   | 04/15/2014  |  |
|                   | Target Completion Date:   | 10/01/2015  |  |
|                   | Frequency:  | monthly   |  |

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|--|---|--|
|  | Comments:   | Keep record of SCDM minutes as evidence of monitoring goal status.   |
| <b>Implement</b>   | Percent Task Complete:  | Tasks completed: 0 of 2 (0%)   |
| <b>Indicator</b>   | <b>P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077) (Expected)</b>                  |  |
| <b>Status</b>  | <b>Full Implementation</b>  |  |
| <b>Assessment</b>  | Level of Development:   | Initial: Full Implementation 03/14/2014  |
|  | Evidence:   | Annually, at the 6th Grade Orientation and Back to School night, principal presents to parents the Parent Compact, Mission Statement, Parent Involvement Policy and teachers share their classroom syllabus. The Student/Parent handbook addresses classroom visitation procedures. These can be found in the Title 1 plan. There is also a powerpoint presentation that encompasses all the above information.  |
| <b>Indicator</b>   | <b>P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071) (Expected,TitleISW)</b> |  |
| <b>Status</b>  | <b>Full Implementation</b>  |  |
| <b>Assessment</b>  | Level of Development:   | Initial: Full Implementation 03/14/2014  |
|  | Evidence:   | The principal shares with parents the Parent Compact which outlines what families can do to support learning at home. Additionally, the compact for teachers and principal are shared with parents to support the partnership that exists in improving student achievement.  |
| <b>Student and School Success Principle 7: Family and community engagement</b> |   |  |
| <b>Providing two-way, school-home communication linked to learning</b>         |   |  |
| <b>Indicator</b>   | <b>P7-IVA05 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(3075)</b>   |  |
| <b>Status</b>  | In Plan / No Tasks Created  |  |
| <b>Assessment</b>  | Level of Development:   | Initial: Limited Development 06/20/2013  |
|  | Index:  | 6 (Priority Score x Opportunity Score)   |
|  | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|  | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|  | Describe current level of development:  | <p>Monthly newsletters are mailed home to communicate with families about school. There will be additional and increased communication regarding expectations of families and what parents can do at home to support their children's learning. In addition to this, literacy night and STEM night were provided to encourage families to engage academically with their students. Activities were designed for families and children to engage in together.</p> <p>Stewart will implement a grade level progression of homework and student organization. 6th grade - ALL students use an AVID binder system that keeps a planner of homework and assessment dates that align to the table of contents in a students interactive notebook for that subject.</p> |

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| <b>Plan</b>       | Assigned to:  | Kimberly Messersmith   |  |
|                   | How it will look when fully met:  | Monthly newsletters communicate with families about family expectations and what parents can do at home to support their children's learning. In addition to this, literacy night and STEM night will provide families with activities and content to reinforce ways families can support student academic growth. Title 1 funds will be utilized to create these family events for increased school engagement.   |  |
|                   | Target Date:  | 01/30/2015   |  |
| <b>Indicator</b>  | <b>P7-IVA07 - The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items.(3073)</b> |  |  |
| <b>Status</b>     | Tasks completed: 1 of 2 (50%)   |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 06/20/2013   |  |
|                   | Index:  | 4  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 2  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>There is a school website that is in the process of being developed and revamped along with the district's overall changes in web design. On 12/19/13, the building's Technology liaison, district's Technician, principal and assistant principal met and outlined the design of the new web page.</p> <p>The webpage provides families with information of home support for learning, announcements, and parent activities/resources. A parent has established an account for the principal to start a Blog page to add another source of communication and input from parents and community members around key issues. The school newsletter also provides information to parents, students and staff.</p> |  |
| <b>Plan</b>       | Assigned to:  | Stacey Poirier   |  |
|                   | How it will look when fully met:  | When this objective is fully met, there will be a school website that has an easy to navigate section to help parents find resources for learning, school related announcements, parent activities and a venue (blog) for parents to communicate through the webpage. There will also be a direct link from the district's website to the school website. This will be a school web page that is fluid and functional.   |  |
|                   | Target Date:  | 10/15/2014   |  |
|                   | <b>Tasks:</b>   |  |  |
|                   | 1. School web page design will be re-created to match the district's new design. It will be personalized for Stewart's family needs by 1/31/13.   |  |  |
|                   | Assigned to:  | Stacy Dilworth   |  |
|                   | Added date:   | 12/23/2013   |  |
|                   | Target Completion Date:   | 03/31/2014   |  |
|                   | Frequency:  | weekly   |  |
|                   | Comments:   | <p>12/19/13 meeting notes</p> <p>Meeting notes from conversations with the web designer and Tech liaison for Stewart</p> <p>Coordination with Stacey Poirier (newsletter) and Stacy Dilworth (web designer) regarding key information to post</p>  |  |

|                  |  |  |
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|                  | <b>Task Completed:</b>   | 02/28/2014   |
|                  | 2. Staff have received two trainings on creating and updating their SWIFT website. Not all staff have reached the goal and they rely on the TAC and HAC websites for parent information. This is not adequate. The task will be to provide training along with a required set up and running date for each staff member to have a relevant website to inform others of their teaching. |  |
|                  | Assigned to:   | Zeek Edmond  |
|                  | Added date:  | 06/17/2014   |
|                  | Target Completion Date:  | 10/17/2014   |
|                  | Frequency:   | weekly   |
|                  | Comments:  | Upload SWIFT site pages and training(s) offered and taken by staff in this area. |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 1 of 2 (50%)  |

### Student and School Success Principle 7: Family and community engagement

#### Educating parents to support their children's learning and teachers to work with parents

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P7-IVA09 - The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children.(3078)</b> |  |  |
| <b>Status</b>     | <b>Full Implementation</b>   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Full Implementation</b> 05/25/2013   |  |
|                   | Evidence:  | <p>Stewart, in conjunction with Olive Crest, provides Love and Logic classes to parents. The classes are designed to support effective communication, and empower parents with the skills necessary to set limits, teach important skills, and encourage decision-making in their children.</p> <p>Stewart also holds two Student Led Conferences, yearly, to encourage students' voice in articulating their academic journey. Prior to these conferences, in their advisory classes, students are coached to articulate academic and personal goals and share them with their parents.</p>   |  |
| <b>Indicator</b>  | <b>P7-IVA13 - The LEA/School has engaged parents and community in the transformation process. (1649)(Expected)</b>   |  |  |
| <b>Status</b>     | <b>In Plan / No Tasks Created</b>  |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 03/14/2014   |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Using the district climate and BERCC survey results, staff identified target areas to focus on and include in the mission statement. Parent representation on SCDM and input sought at all school events, through newsletters, robo-calls, personal invitations and an open door policy created a welcoming environment at Stewart. This has supported a Communities That Care forum that meets monthly and has members from school administration and staff, parents, local law enforcement, health department, Safe Streets, business owners, realtors, and retirees. The focus of this forum is on school support and prevention of unhealthy choices (gang involvement, bullying, drug involvement, absenteeism). There is also a partnership with the University of Tacoma, Urban Studies class for tutoring and volunteer support with |  |

the school. Rotary Sunshine, Metro Parks, (SPARX and Late Night Fridays), Urban League (Male Involvement Program), Sunrise Rotary, Olive Crest (non profit prevention and counseling), Comprehensive Life Resources (non profit mental health services) and district Behavior Specialists provide services to our youth and families to support meeting the needs of the whole child. Examples: academic support: tutoring, mentoring; social/emotional/behavioral support: counseling, groups, positive mentoring; physical support: community referrals for eyeglasses, dental needs, haircuts.

|             |              |                  |
|-------------|--------------|------------------|
| <b>Plan</b> | Assigned to: | Not yet assigned |
|-------------|--------------|------------------|

# Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

6/20/2014

Washington Middle School---P NCES - 531011001708

Yakima District

## Student and School Success Principle Indicators

Key Indicators are shown in RED.

### Student and School Success Principle 1: Strong leadership

#### Team structure

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P1-ID05 - All teams prepare agendas for their meetings.(39)</b>   |  |  |
| <b>Status</b>     | <b>Full Implementation</b>   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Full Implementation</b> 11/29/2012   |  |
|                   | Evidence:  | Teams develop agendas for each of the content meetings which contain the information from the Department Chair meetings and new information from members of the content team.  |  |
| <b>Indicator</b>  | <b>P1-ID06 - All teams maintain official minutes of their meetings.(40)</b>  |  |  |
| <b>Status</b>     | <b>Objective Met</b> 11/4/2013   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 11/29/2012   |  |
|                   |  | <b>Objective Met</b> - 11/04/2013  |  |
|                   | Index:   | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Currently teams are responsible for recording minutes for their meetings which are sent to all team members.   |  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.  |  |
|                   | How it will look when fully met:   | Grade level and content teams will be responsible to develop agendas and record minutes for each meeting held. Recorders will be responsible to send the minutes to administration and fellow team members. The transition to using Indistar will cause some delay in the completion of this indicator. With the additional expectation of using the indistar agenda tool we will push the completion date to October 15th.**** Minutes will be collected weekly and compiled. Examples uploaded to Indistar for evidence of principles. |  |
|                   | Target Date:   | 11/18/2014   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 1. Distribute consistent agenda forms and note taking forms so that they can be used at all team meetings. One has been developed and shared but is not used consistently. **** Will be required to use Cornell style for all consistently |  |  |
|                   | Assigned to:   | Glenn Kesinger   |  |
|                   | Added date:  | 04/01/2013   |  |
|                   | Target Completion Date:  | 10/30/2014   |  |
|                   | Frequency:   | once a year  |  |

|                   |  |  |
|-------------------|--|--|
|                   | Comments:  |  |
|                   | <b>Task Completed:</b>   | <b>05/14/2013</b>  |
|                   | 2. Train all leadership teams to use the Indistar meeting planner so that a consistent method of agenda development and minute reporting is used.                      |  |
|                   | Assigned to:   | David Chaplin  |
|                   | Added date:  | 06/11/2013   |
|                   | Target Completion Date:  | 10/31/2013   |
|                   | Comments:  | Kelli York has trained the office staff who take the notes for building level teams. We will need to train the staff who record minutes at the content and grade level.  |
|                   | <b>Task Completed:</b>   | <b>11/01/2013</b>  |
|                   | 3. Office personell will be trained on taking minutes on the tool and staff who will be responsible for minutes from meetings will be trained in using the indicators. |  |
|                   | Assigned to:   | David Chaplin  |
|                   | Added date:  | 06/19/2013   |
|                   | Target Completion Date:  | 10/15/2013   |
|                   | Frequency:   | once a year  |
|                   | Comments:  | We will need to have this happen as staff switch out of their positions.   |
|                   | <b>Task Completed:</b>   | <b>11/04/2013</b>  |
| <b>Implement</b>  | Percent Task Complete:   |  |
|                   | Objective Met:   | 11/4/2013  |
|                   | Experience:  | 11/4/2013<br>Teams were excited to have a format that allowed them to keep accurate records of their work.   |
|                   | Sustain:   | 11/4/2013<br>Ongoing training with indistar  |
|                   | Evidence:  | 11/4/2013<br>Minutes   |
| <b>Indicator</b>  | <b>P1-ID07 - The principal maintains a file of the agendas, work products, and minutes of all teams. (41)</b>  |  |
| <b>Status</b>     | Tasks completed: 2 of 3 (67%)  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 12/04/2012<br><b>Objective Met - 09/26/2013</b>  |
|                   | Index:   | 9 (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:   | Currently the principal has records of all meetings held at the building level but not of individual team meetings.  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.  |
|                   | How it will look when fully met:   | Currently building level teams keep minutes for all meetings. These minutes are published twice after the meetings are held, first by the team recorder and second by the principal in a weekly communication. This communication tool is archived on a server that all staff have |

|                  |   |  |
|------------------|---|--|
|                  |   | access to. Grade level and content meetings share their minutes among team members but not at building level.***** Teams will share minutes with all staff in approved Cornell note form within 2 days after Monday meetings by email and server. Minutes will then be kept in binder and organized in file shby Adm.are     |
|                  | Target Date:  | 06/12/2015   |
|                  | <b>Tasks:</b>   |  |
|                  | 1. Completed minutes binder and organized file share fro all to access.   |  |
|                  | Assigned to:  | Glenn Kesinger   |
|                  | Added date:   | 06/11/2014   |
|                  | Target Completion Date:   | 09/08/2014   |
|                  | Frequency:  | weekly   |
|                  | Comments:   |  |
|                  | 2. Teams will share information with administration after each meeting and then save minutes to the server in specific folders for viewing by fellow staff members.   |  |
|                  | Assigned to:  | Jewel Brumley  |
|                  | Added date:   | 04/01/2013   |
|                  | Target Completion Date:   | 04/30/2013   |
|                  | Comments:   | Currently the principal compiles the minutes and agendas onto a weekly communication tool. We will need to switch to the Indisatar format to be consistent with the whole district. We will be switching to the indistar meeting planner and so how that will look on the individual teams is yet to be decided by the DC's. |
|                  | <b>Task Completed:</b>  | <b>06/14/2013</b>  |
|                  | 3. Staff will be trained to utilize the agenda and minute capabilities of Indistar so tha there is a consistent format used.  |  |
|                  | Assigned to:  | David Chaplin  |
|                  | Added date:   | 06/14/2013   |
|                  | Target Completion Date:   | 12/31/2013   |
|                  | Comments:   |  |
|                  | <b>Task Completed:</b>  | <b>09/26/2013</b>  |
| <b>Implement</b> | Percent Task Complete:  |  |
|                  | Objective Met:  | 9/26/2013  |
|                  | Experience:   | 9/26/2013<br>Frustration in the changing format of reporting minutes to OSPI was the only hardship. we had a format that the staff was using and enjoyed but with the expectation of using the newer method it has been confusing.   |
|                  | Sustain:  | 9/26/2013<br>Experience with the new tool from Indistar will make the transition easier.   |
|                  | Evidence:   | 9/26/2013<br>Teams sharing the minutes with principal who then will attach to the staff communication.   |
| <b>Indicator</b> | <b>P1-ID08 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)</b> |  |
| <b>Status</b>    |   |  |

|                   |   |  |  |
|-------------------|---|--|--|
| <b>Status</b>     | Tasks completed: 3 of 4 (75%)   |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 11/29/2012   |  |
|                   |   | <b>Objective Met</b> - 02/26/2014  |  |
|                   | Index:  | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Washington Middle School Department Chairs are in the position of a leadership team for the school. This team consists of one representative from each of the departments and two representatives of Central Services. |  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.  |  |
|                   | How it will look when fully met:  | Leadership team will include those stakeholders listed in title as well as parents and community members which are not represented at this time.   |  |
|                   | Target Date:  | 09/30/2013   |  |
|                   | <b>Tasks:</b>   |  |  |
|                   | 1. ILT meeting time will be moved to after school to increase time to 1 hour 2X per month   |  |  |
|                   | Assigned to:  | Glenn Kesinger   |  |
|                   | Added date:   | 06/12/2014   |  |
|                   | Target Completion Date:   | 09/09/2014   |  |
|                   | Frequency:  | twice monthly  |  |
|                   | Comments:   |  |  |
|                   | 2. Administration and parent group will designate a parent to represent them on the leadership team. The leadership team is the Department Chairs.          |  |  |
|                   | Assigned to:  | Sara Day   |  |
|                   | Added date:   | 04/01/2013   |  |
|                   | Target Completion Date:   | 09/30/2013   |  |
|                   | Comments:   | WE have designated a member of the leadership team from the PTO who will be attending meetings starting in the fall. He has already attended two meetings this spring.   |  |
|                   | <b>Task Completed:</b>  | <b>06/10/2013</b>  |  |
|                   | 3. To begin the fall meeting cycle for the leadership team with full membership that includes a parent.   |  |  |
|                   | Assigned to:  | Phil Vasquez   |  |
|                   | Added date:   | 06/11/2013   |  |
|                   | Target Completion Date:   | 11/30/2013   |  |
|                   | Comments:   |  |  |
|                   | <b>Task Completed:</b>  | <b>02/26/2014</b>  |  |
|                   | 4. The Department Chairs/ILT will meet to develop a plan for the upcoming school year for increasing the impact of the DC's as an academic leadership body. |  |  |
|                   | Assigned to:  | Glenn Kesinger   |  |
|                   | Added date:   | 08/05/2013   |  |

|                   |   |  |
|-------------------|---|--|
|                   | Target Completion Date:   | 08/11/2014   |
|                   | Frequency:  | once a year  |
|                   | Comments:   | We will developed the plan and our in the implementation phase for the 2014-2015 school year along with the PD plan for the coming year  |
|                   | Task Completed:   | 01/01/2014   |
| <b>Implement</b>  | Percent Task Complete:  |  |
|                   | Objective Met:  | 2/26/2014  |
|                   | Experience:   | 2/26/2014<br>This occurs every fall  |
|                   | Sustain:  | 2/26/2014<br>reschedulee for this coming fall.   |
|                   | Evidence:   | 2/26/2014<br>it is on the school calendar for completion each spring.  |
| <b>Indicator</b>  | <b>P1-ID09 - The Leadership Team serves as a conduit of communication to the faculty and staff. (43)</b>  |  |
| <b>Status</b>     | <b>Objective Met</b> 6/11/2013  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 11/29/2012<br><b>Objective Met</b> - 06/11/2013  |
|                   | Index:  | 9 (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:  | Ongoing monitoring of this activity is done at the DC level. Minutes from all meetings contain Point to be taken back to teams, items needed for the next DC meeting, and informational points on each agenda item.  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.  |
|                   | How it will look when fully met:  | Agendas are developed in three different ways; 1. Items are carried over from previous meeting in the section marked "information to return to DC meeting" 2. DC will send information to the secretary responsible for keeping agenda. 3. DC are given the chance at the beginning of the meeting to add items. Minutes are emailed to all DC's and attached to weekly communication sent out by principal. |
|                   | Target Date:  | 04/30/2013   |
|                   | <b>Tasks:</b>   |  |
|                   | 1. Assistant principals will be responsible to monitor the submission of minutes from the content teams on a bi-weekly basis. Content teams will be assigned to each assistant principal. |  |
|                   | Assigned to:  | Sara Day   |
|                   | Added date:   | 04/01/2013   |
|                   | Target Completion Date:   | 09/30/2013   |
|                   | Comments:   | Task Complete  |
|                   | Task Completed:   | 06/10/2013   |
| <b>Implement</b>  | Percent Task Complete:  |  |
|                   | Objective Met:  |  |

|                   |   |   |
|-------------------|---|---|
|                   | Objective Met:  | 6/11/2013   |
|                   | Experience:   | 6/11/2013<br>This has been in place each year for the past three years.   |
|                   | Sustain:  | 6/11/2013<br>Continued monitoring by the DC.  |
|                   | Evidence:   | 6/11/2013<br>Meeting minutes for the past three years   |
| <b>Indicator</b>  | <b>P1-ID10 - The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)</b> |   |
| <b>Status</b>     | Tasks completed: 1 of 4 (25%)   |   |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 11/29/2012<br><b>Objective Met</b> - 03/26/2014   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | Develop a schedule that will coincide with the assessments that have been given for sharing at the DC level. Content chairs will be responsible for sharing the data with the DC's.   |
| <b>Plan</b>       | Assigned to:  | Glenn Kesinger  |
|                   | How it will look when fully met:  | Assessment calendar coincides with the sharing of data with Department Chairs at their bi-monthly meetings. Departments conduct a data review in content meetings when the data is available. Content teams formulate plans to address areas of identified need, then evaluate at future content meetings.*****<br>Historical data is used also.<br>ILT will look at state scores to assess needs in building and during August staff training identify needs and strategies to address with new building plan. Continual monitoring MBA, LEXILE data 4 times per year will allow assessment of working strategies. ICLE coach help guide disaggregation of data by sub groups. |
|                   | Target Date:  | 10/13/2014  |
|                   | <b>Tasks:</b>   |   |
|                   | 1. ILT will look at state test sores with prior year lexile growth and MBA's. A data carosel will be provide to staff during August training August 12,13,14  |   |
|                   | Assigned to:  | Glenn Kesinger  |
|                   | Added date:   | 06/12/2014  |
|                   | Target Completion Date:   | 08/11/2014  |
|                   | Frequency:  | once a year   |
|                   | Comments:   |   |
|                   | 2. Staff will participate in a data carousel to identify needs and align strategies from August training to address student needs and promote achievement   |   |
|                   | Assigned to:  | Patti Pendergast  |
|                   | Added date:   | 06/12/2014  |
|                   | Target Completion Date:   | 08/14/2014  |

|                   |  |   |
|-------------------|--|---|
|                   | Frequency:   | once a year   |
|                   | Comments:  |   |
|                   | 3. Team will be trained on looking at data by ICLE coach and expected to use and look at data during Monday grade level teams, Content PLC, and common planning weekly to identify struggling students and make plan to help individual or sub group students.                 |   |
|                   | Assigned to:   | William Hilton, Jr.   |
|                   | Added date:  | 06/12/2014  |
|                   | Target Completion Date:  | 10/13/2014  |
|                   | Frequency:   | weekly  |
|                   | Comments:  |   |
|                   | 4. After receiving district and state level assessment data the DC's will look at the data from the assessments. Building level assessment data will be shared with the DC's based on a calendar of building level assessments calendared at the beginning of the school year. |   |
|                   | Assigned to:   | Jewel Brumley   |
|                   | Added date:  | 04/01/2013  |
|                   | Target Completion Date:  | 11/30/2013  |
|                   | Comments:  |   |
|                   | <b>Task Completed:</b>   | <b>01/01/2014</b>   |
| <b>Implement</b>  | Percent Task Complete:   |   |
|                   | Objective Met:   | 3/26/2014   |
|                   | Experience:  | 3/26/2014<br>ILT has been looking at Data on an ongoing basis from all state, district and building assessments. We use this to determine the effectiveness of our instruction.   |
|                   | Sustain:   | 3/26/2014<br>Keep the agenda format so that data is brought to every meeting.   |
|                   | Evidence:  | 3/26/2014<br>ILT Agenda's.  |
| <b>Indicator</b>  | <b>P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)</b>  |   |
| <b>Status</b>     | <b>Objective Met</b> 9/26/2013   |   |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 11/29/2012<br><b>Objective Met</b> - 09/26/2013   |
|                   | Index:   | 9 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)                    |
|                   | Describe current level of development:   | Department Chairs are selected by each of the content area's for representation on the leadership team.   |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.   |
|                   | How it will look when fully met:   | The Instructional Leadership team in the building is the Department Chairs; each department has a member and this team is the main group responsible for instructional decisions. |
|                   | Target Date:   | 09/30/2013  |

|   |                         |   |
|---|-------------------------|---|
| <b>Tasks:</b>   |                         |   |
| 1. Each May and June teams elect a team leader to support the building on building teams. |                         |   |
|   | Assigned to:            | David Chaplin   |
|   | Added date:             | 04/01/2013  |
|   | Target Completion Date: | 06/30/2013  |
|   | Comments:               |   |
|   | <b>Task Completed:</b>  | <b>09/02/2013</b>   |
| <b>Implement</b>  | Percent Task Complete:  |   |
|   | Objective Met:          | 9/26/2013   |
|   | Experience:             | 9/26/2013<br>It was relatively easy, as the staff understood the need to streamline the teams.  |
|   | Sustain:                | 9/26/2013<br>Each spring we will need to make sure that the leadership teams are selected for summer and fall meetings.                       |
|   | Evidence:               | 9/26/2013<br>ILT and Cross curricular teams are meeting with identified facilitators every other week. Staff is aware this is an expectation. |

### **Student and School Success Principle 1: Strong leadership**

#### **Principal's role**

|                   |   |  |
|-------------------|---|--|
| <b>Indicator</b>  | <b>P1-IE05 - The principal participates actively with the school's teams. (56)(SWD)</b> |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 12/05/2012   |
|                   | Evidence:   | Administration are members on each of the leadership teams, content teams, and focus teams in the building. On days when content teams meet administration is only able to cover 3 of the 5 teams so they rotate attendance. Grade level teams are assigned to each of the administrators. |

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Indicator</b>  | <b>P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)</b>   |   |  |
| <b>Status</b>     | Tasks completed: 1 of 3 (33%)  |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 12/05/2012  |  |
|                   |  | <b>Objective Met</b> - 03/26/2014   |  |
|                   | Index:   | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Administration monitors pacing, data, instruction, and training. This is evident by: status meetings for Read 180 & Carnegie, staff training on Monday training days, transition from state standards to CCSS, induction of new employees into curriculum, program coaching, and other training for content areas. Learning strategies team membership and training for administrators and teachers. CCSS leadership team and math leadership training.     |  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.   |  |
|                   | How it will look when fully met:   | Through interaction with all teams administration will be sharing status meeting information with departments teaming with the team leader who also attends status meetings. *****<br>Administration will attend all grade level meetings and CORE PLC's on Mondays and in addition common planning in CORE content weekly with ICLE coach. Minutes shared with staff. Once monthly walk through data shared with target focus for the week/month and year. |  |
|                   | Target Date:   | 10/30/2014  |  |
|                   | <b>Tasks:</b>  |   |  |
|                   | 1. create Adm assignments for teams and schedule for common planning weekly meetings with an administrator and ICLE coach including math/science IF or literacy IF |   |  |
|                   | Assigned to:   | phil Vasquez  |  |
|                   | Added date:  | 06/11/2014  |  |
|                   | Target Completion Date:  | 09/08/2014  |  |
|                   | Comments:  |   |  |
|                   | 2. create walk through tool using student critical attributes and areas of school focus developed in August  |   |  |
|                   | Assigned to:   | Alicia Jacob  |  |
|                   | Added date:  | 06/11/2014  |  |
|                   | Target Completion Date:  | 10/13/2014  |  |
|                   | Comments:  | ILT agreed upon walkthrough tool and outline for focus  |  |
|                   | 3. Align calendar to status meetings so that agendas can reflect the sharing of information from those status meetings at staff and team meetings.                 |   |  |
|                   | Assigned to:   | David Chaplin   |  |
|                   | Added date:  | 04/01/2013  |  |
|                   | Target Completion Date:  | 09/30/2013  |  |
|                   | Comments:  |   |  |

|                   |   |   |
|-------------------|---|---|
|                   | <b>Task Completed:</b>  | <b>01/06/2014</b>   |
| <b>Implement</b>  | Percent Task Complete:  |   |
|                   | Objective Met:  | 3/26/2014   |
|                   | Experience:   | 3/26/2014<br>The calendar was complete in September and is updated on a weekly basis as dates move.   |
|                   | Sustain:  | 3/26/2014<br>As the dates come in for the 14-15 year they will be put on the calendar also.   |
|                   | Evidence:   | 3/26/2014<br>School Calendar.   |
| <b>Indicator</b>  | <b>P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>   |   |
| <b>Status</b>     | Tasks completed: 0 of 3 (0%)  |   |
| <b>Assessment</b> | Level of Development:   | <b>Initial: Limited Development</b> 12/05/2012  |
|                   | Index:  | 9 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | We currently perform walk throughs but not as often as we need to. We are developing a schedule that allows all three administrators to get into classrooms on a daily basis. Discipline, meetings, and managerial responsibilities need to be fixed. |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.   |
|                   | How it will look when fully met:  | Administration will develop a schedule for the school year 2013-2014 for walk through visitations in all instructional venues in the school.  |
|                   | Target Date:  | 09/30/2014  |
|                   | <b>Tasks:</b>   |   |
|                   | 1. Provide feedback on data collected as use of agreed upon strategies(AVID, 5 District, CCSS with ELP) on a monthly basis.                 |   |
|                   | Assigned to:  | William Hilton, Jr.   |
|                   | Added date:   | 06/12/2014  |
|                   | Target Completion Date:   | 10/06/2014  |
|                   | Frequency:  | monthly   |
|                   | Comments:   |   |
|                   | 2. Teachers as CORE groups that all have common planning will do walkthroughs once per month with debrief and joined by ICLE coach and Adm. |   |

|                   |   |   |  |
|-------------------|---|---|--|
|                   | Assigned to:  | Bobby Ashley  |  |
|                   | Added date:   | 06/12/2014  |  |
|                   | Target Completion Date:   | 09/30/2014  |  |
|                   | Frequency:  | monthly   |  |
|                   | Comments:   |   |  |
|                   | 3. Administration will develop a monthly schedule that allows all three people to be in classrooms supporting instruction and the transition to CCSS            |   |  |
|                   | Assigned to:  | David Chaplin   |  |
|                   | Added date:   | 04/01/2013  |  |
|                   | Target Completion Date:   | 09/30/2014  |  |
|                   | Comments:   |   |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 3 (0%)  |  |
| <b>Indicator</b>  | <b>P1-IE08 - The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.(59)</b> |   |  |
| <b>Status</b>     | <b>Objective Met</b> 1/15/2014  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 06/19/2013  |  |
|                   |   | <b>Objective Met</b> - 01/15/2014   |  |
|                   | Index:  | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | The principal and administrative team will attend leadership training so they are able to support teachers in their instruction.  |  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.   |  |
|                   | How it will look when fully met:  | On an ongoing basis administration will attend training provided through the district to stay current on best practices, initiatives, and district goals for student success. |  |
|                   | Target Date:  | 12/31/2013  |  |
|                   | <b>Tasks:</b>   |   |  |
|                   | 1. Administration will attend the following trainings;<br>June 17-19 Leadership Academy   |   |  |
|                   | Assigned to:  | David Chaplin   |  |
|                   | Added date:   | 06/19/2013  |  |
|                   | Target Completion Date:   | 08/31/2013  |  |
|                   | Frequency:  | monthly   |  |
|                   | Comments:   |   |  |
|                   | <b>Task Completed:</b>  | <b>06/19/2013</b>   |  |
|                   | 2. Administration will attend the following trainings;<br>August 15 Leadership Academy  |   |  |
|                   | Assigned to:  | David Chaplin   |  |
|                   | Added date:   |   |  |

|                   |   |   |
|-------------------|---|---|
|                   | Added date:   | 06/19/2013  |
|                   | Target Completion Date:   | 08/15/2013  |
|                   | Comments:   |   |
|                   | <b>Task Completed:</b>  | <b>08/15/2013</b>   |
|                   | 3. Administration will attend the following trainings;<br>August 26 District directed day   |   |
|                   | Assigned to:  | David Chaplin   |
|                   | Added date:   | 06/19/2013  |
|                   | Target Completion Date:   | 08/26/2013  |
|                   | Comments:   |   |
|                   | <b>Task Completed:</b>  | <b>08/26/2013</b>   |
| <b>Implement</b>  | Percent Task Complete:  |   |
|                   | Objective Met:  | 1/15/2014   |
|                   | Experience:   | 1/15/2014<br>During the fall semester I have been able to work directly with teachers in PD, classroom visits, and observations. I have provided evidence of teaching strategies taking place in classrooms |
|                   | Sustain:  | 1/15/2014<br>Self monitoring by myself and staff.   |
|                   | Evidence:   | 1/15/2014<br>WT log, Observation dates and PD calendars   |
| <b>Indicator</b>  | <b>P1-IE10 - The principal celebrates individual, team, and school successes, especially related to student learning outcomes, and shares the celebration and outcomes with families and community members.(3062)</b> |   |
| <b>Status</b>     | <a href="#">In Plan / No Tasks Created</a>  |   |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 06/12/2014  |
|                   | Index:  | 3 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | student recognition is at a low. Family involvement little to non existent. Staff celebrations will be monthly at staff meetings revolving around assessment success and behavior improvement               |
| <b>Plan</b>       | Assigned to:  | Not yet assigned  |

## Student and School Success Principle 2: Staff evaluation and professional development

### Professional development

**Indicator** P2-IF03 - Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.(67)

**Status** **Objective Met** 3/26/2014

**Assessment** Level of Development: Initial: **Limited Development** 11/29/2012

**Objective Met** - 03/26/2014

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Currently use a walk through tool that will need to be adjusted for Dist priority goal #1

**Plan** Assigned to: William Hilton, Jr.

How it will look when fully met: Priority Goal #1 Build a culture of High Expectations for learning, Monitoring implementation of five strategies will be done on a weekly basis and reported back to the Department Chairs on a monthly basis.

Target Date: 12/01/2014

#### Tasks:

1. Monitoring of the implementation of these strategies will be done in the following manner: WT from Administration, WILST, and peers where applicable, Staff using self-reporting form

Assigned to: Department Chairs David Chaplin

Added date: 11/29/2012

Target Completion Date: 06/12/2013

Comments: Missed dates on the part of the ICLE instructional coach will cause this deadline to moved to December of next year.

**Task Completed:** 06/19/2013

2. Provide feedback to colleagues on our Washington's Student and School Success Plan (formerly known as BSSP) to inform the District Student and Success Plan for 2013-14

Assigned to: David Chaplin

Added date: 06/12/2013

Target Completion Date: 06/21/2013

Frequency: twice a year

Comments:

**Task Completed:** 03/25/2014

3. Review of updated DSSP for 2013-14 and organizing the district Priority Goals/Strategies around the 7 Principles

Assigned to: Administration

Added date: 06/12/2013

Target Completion Date: 08/31/2013

Frequency: four times a year

Comments:

Task Completed: 03/25/2014

4. Share with ALL staff the updated DSSP to inform updates to the Washington Student and School Success Plan (formerly known as BSSP now WSSP)

Assigned to: Administration and DC's

Added date: 06/12/2013

Target Completion Date: 08/31/2013

Frequency: four times a year

Comments:

Task Completed: 03/25/2014

**Implement**

Percent Task Complete:

Objective Met: 3/26/2014

Experience: 3/26/2014  
This is a reoccurring task for the ILT and is on the calendar for each year.

Sustain: 3/26/2014  
Monitor the calendar of the ILT

Evidence: 3/26/2014  
Minutes from ILT

**Indicator**

**P2-IF04 - Professional development for teachers includes non-evaluative observations by peers related to indicators of effective teaching and classroom management.(3082)**

**Status**

**Full Implementation**

**Assessment**

Level of Development: Initial: Full Implementation 11/29/2012

Evidence: 1) Identify WILST members from each content area. 2) team will work with TJ Mears ICLE coach, on integrating those 5 strategies into content area lessons. 3) Team will provide consistent feedback and guidance on implementation of 5 strategies in content area staff. Through WT form developed by WILST for 5 strategies.

**Indicator**

**P2-IF07 - Professional development of individual teachers includes an emphasis on indicators of effective teaching.(71)**

**Status**

Tasks completed: 12 of 14 (86%)

**Assessment**

Level of Development: Initial: Limited Development 11/29/2012

**Objective Met - 09/26/2013**

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Staff have been trained in the 10:2 strategy and the Optimal Learning Model.

**Plan**

Assigned to: William Hilton, Jr.

How it will look when fully met: PG #1 Build a culture of high expectations for learning  
By the end of the 2012-13 school year, at least 80% of all teachers will be able to demonstrate the YSD five instructional strategies in content area lessons. \*\*\*\*\*

All staff will be trained in identified strategies for the building and

|  |   |  |
|--|---|--|
|  |   | provide evidence of using by walkthroughs by adm and teaching staff. Support will be in collaboration time on Mondays in teams and contents of 1 hour each and IF's. ICLE coaches will use walk through and common planning time with Adm as well to ensure complete appropriate use of strategies and plan interventions with teachers that need support in implementation. |
|  | Target Date:  | 12/19/2014   |
|  | <b>Tasks:</b>   |  |
|  | 0. staff training August 12,13,14 in identified strategies to be used building wide. AVID strategies form July 8,9,10 trained as team Revisit and ensure training on 5 district strategies: optimal learning model, Vocab, TWPS, 10:2 ELP strategies to align with CCSS   |  |
|  | Assigned to:  | Sara Day   |
|  | Added date:   | 06/13/2014   |
|  | Target Completion Date:   | 08/15/2014   |
|  | Comments:   |  |
|  | 0. After staff August training on going support in grade level teams, Content teams each Monday and common planning weekly. Adm in meetings sharing data on implementation along with ICLE coaches and IF's. teachers identified as not fully implementing will be provided support and modeling to improve use of strategies.  |  |
|  | Assigned to:  | William Hilton, Jr.  |
|  | Added date:   | 06/13/2014   |
|  | Target Completion Date:   | 10/01/2014   |
|  | Frequency:  | weekly   |
|  | Comments:   |  |
|  | 1. Explicit Vocabulary Routine...Training will be completed by the end of April. Glenn will train staff during Monday Staff Development time. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained.   |  |
|  | Assigned to:  | Department Chairs David Chaplin  |
|  | Added date:   | 11/29/2012   |
|  | Target Completion Date:   | 04/01/2013   |
|  | Comments:   |  |
|  | <b>Task Completed:</b>  | <b>06/19/2013</b>  |
|  | 2. Reflective writing...Training will be completed by the end of February. Glenn will train staff during Monday staff development time. We will have 80% demonstration by the end of March and 90% demonstration by June. We will utilize Collins Writing as one type of writing we will use. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained. |  |
|  | Assigned to:  | Department Chairs David Chaplin  |
|  | Added date:   | 11/29/2012   |
|  | Target Completion Date:   | 02/28/2013   |
|  | Comments:   |  |
|  | <b>Task Completed:</b>  | <b>06/19/2013</b>  |

3. Think, Write, Pair, Share...Training will be completed by end of January. Glenn will train staff during Monday Staff development time. We will have 80% demonstration by the end of February. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained.

Assigned to: Department Chairs David Chaplin

Added date: 11/29/2012

Target Completion Date: 01/31/2013

Comments:

**Task Completed:** 01/31/2013

4. 10:2...Training completed by end of December. Glenn will train staff during Monday Staff development time. We will have 80% demonstration by end of January and 90% by June. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained.

Assigned to: Department Chairs David Chaplin

Added date: 11/29/2012

Target Completion Date: 12/30/2012

Comments:

**Task Completed:** 12/30/2012

5. Optimal Learning Model Training completed by end of November. Glenn will train staff during Monday Staff development time. We will have 80% demonstration by end of January. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained.

Assigned to: Department Chairs David Chaplin

Added date: 11/29/2012

Target Completion Date: 11/30/2012

Comments:

**Task Completed:** 11/30/2012

6. During the training for staff on each of the Five Instructional Strategies Glenn Kessinger, our Instructional Facilitator will deliver an ELL component. This component will be focused on how the Instructional Strategy would look when used with an ELL student as identified by their WELPA score.

Assigned to: Glenn Kessinger, IF

Added date: 12/04/2012

Target Completion Date: 06/01/2013

Comments:

**Task Completed:** 06/19/2013

7. WELPA data is available to the building in June so at the beginning of the year when teachers get their class list's they receive the WELPA data along with all data available regarding the students in each of their classes is given to them and explained. Our Language support person along with our IF work closely with teacher to determine implications to instruction.

Assigned to: Glenn Kessinger

Added date: 12/04/2012

Target Completion Date: 06/01/2013

Comments:

**Task Completed:** 06/19/2013

8. Teachers of students who are on Individualized Education Plans (IEP) will meet at the beginning of

each new term with the resource teacher who monitors the students IEP. At this meeting the teachers will discuss accommodation's identified in the IEP for the student and how best to implement the accommodations for the student and teacher.

Assigned to: David Chaplin

Added date: 12/05/2012

Target Completion Date: 06/01/2013

Comments:

**Task Completed:** 06/19/2013

9. Monitoring of the implementation of the Five Instructional strategies will be done in the following manner: WT from Administration, WILST, and peers where applicable, Staff using self-reporting form. Walkthroughs from administration, coaches, and WILST members

Assigned to: David Chaplin

Added date: 12/05/2012

Target Completion Date: 06/12/2013

Comments: Evidence will be from: Walkthroughs from administration, coaches, and WILST members

**Task Completed:** 06/19/2013

10. Monitoring of the implementation of this strategy will be done in the following manner: WT from Administration, WILST, and peers where applicable, Staff using self-reporting form. At monthly staff trainings data from activities previously outlined will be shared with staff.

Assigned to: DC's and WILST

Added date: 12/10/2012

Target Completion Date: 06/12/2013

Comments:

**Task Completed:** 06/19/2013

11. Through the walk through feedback from the people listed in previous tasks staff members may access support form the following sources: Instructional Facilitator, building mentors, administration, program coaches, and district PD specialists.

Assigned to: DC

Added date: 12/10/2012

Target Completion Date: 06/02/2013

Comments:

**Task Completed:** 06/19/2013

12. Based on the percentages of L1-L4's for the 2013-2014 school year here at Washington;  
6 7 8  
Percent of student body EL 44% 45% 28%  
Percent L1 0 0.91% 0

Percent L2 15% 20% 10%  
 Percent L3 68% 75% 79%  
 Percent L4 16% 5% 11%

This information will be shared with the staff via the Communique, Staff meetings, and individual class lists indicating the individuals students in each of the teachers class who have been identified as a transitioning bi-lingual student.

|                         |  |
|-------------------------|--|
| Assigned to:            | David Chaplin  |
| Added date:             | 09/24/2013   |
| Target Completion Date: | 09/23/2013   |
| Comments:               | This information has been shared with the staff for the past four years as a consistent practice. Upon sharing this data the staff has been given professional development to support specific strategies in scaffolding instruction for the ELL students. With the implementation of the five YSD strategies and the focus on consistent use of these strategies which also support ELL's one of our main tasks will be to train new staff this year. |
| Task Completed:         | 09/25/2013   |

|                  |                        |   |
|------------------|------------------------|---|
| <b>Implement</b> | Percent Task Complete: |   |
|                  | Objective Met:         | 9/26/2013   |
|                  | Experience:            | 9/26/2013<br>Training in the strategies was time consuming but we were able to get it done by the end of the school year in 1202. |
|                  | Sustain:               | 9/26/2013<br>Training of newly hired staff which we have already put on the calendar.   |
|                  | Evidence:              | 9/26/2013<br>Walk through data and training by the ICLE instructional staff.  |

**Indicator** **P2-IF08 - Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)(ELL)**

**Status** Tasks completed: 2 of 5 (40%)

|                   |                       |  |
|-------------------|-----------------------|--|
| <b>Assessment</b> | Level of Development: | Initial: <b>Limited Development</b> 12/12/2012   |
|                   |                       | <b>Objective Met</b> - 02/06/2013  |
|                   | Index:                | 3 (Priority Score x Opportunity Score)   |
|                   | Priority Score:       | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:    | 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

|             |  |   |
|-------------|--|---|
|             | Describe current level of development: | Provide additional support for teachers in moving to the CCSS.  |
| <b>Plan</b> | Assigned to:                           | William Hilton, Jr.   |
|             | How it will look when fully met:       | Washington will secure funds to provide additional support for all teachers in the transition to the CCSS.*****<br>We will train a core group of teachers by grade level and subject area to be teacher leaders in groups to provide support to grade level and content teams. ELP standards and content focus. Walkthrough data and minutes of meetings will provide evidence. teacher leaders will train staff and set protocols during August staff training days. |
|             | Target Date:                           | 01/30/2013  |

|                   |   |  |                                      |
|-------------------|---|--|--------------------------------------|
|                   | <b>Tasks:</b>   |  |                                      |
|                   | 0. CCSS training with identified teacher leaders to have them train staff as a whole and provide support          |  |                                      |
|                   | Assigned to:  | Erin Chaplin   |                                      |
|                   | Added date:   | 06/12/2014   |                                      |
|                   | Target Completion Date:   | 06/10/2014   |                                      |
|                   | Comments:   | Staff were identified and trained  |                                      |
|                   | 0. trained teacher leaders will get together to plan presentation and staff training for August 12,13,14          |  |                                      |
|                   | Assigned to:  | Bob Sanders  |                                      |
|                   | Added date:   | 06/12/2014   |                                      |
|                   | Target Completion Date:   | 08/11/2014   |                                      |
|                   | Comments:   |  |                                      |
|                   | 0. Staff training on new focus, CCSS and ELP during staff training August 12,13,14                                |  |                                      |
|                   | Assigned to:  | Glenn Kesinger   |                                      |
|                   | Added date:   | 06/12/2014   |                                      |
|                   | Target Completion Date:   | 08/14/2014   |                                      |
|                   | Comments:   |  |                                      |
|                   | 1. Provide training for all teachers in the transition to the CCSS.   |  |                                      |
|                   | Assigned to:  | David Chaplin  |                                      |
|                   | Added date:   | 12/12/2012   |                                      |
|                   | Target Completion Date:   | 12/14/2012   |                                      |
|                   | Comments:   |  |                                      |
|                   | <b>Task Completed:</b>  | <b>12/14/2012</b>  |                                      |
|                   | 2. Additional 2 days of focused math support for all teachers of math to support the transition to the CCSS       |  |                                      |
|                   | Assigned to:  | David Chaplin  |                                      |
|                   | Added date:   | 12/12/2012   |                                      |
|                   | Target Completion Date:   | 12/14/2012   |                                      |
|                   | Comments:   |  |                                      |
|                   | <b>Task Completed:</b>  | <b>12/14/2012</b>  |                                      |
| <b>Implement</b>  | Percent Task Complete:  |  |                                      |
|                   | Objective Met:  | 2/6/2013   |                                      |
|                   | Experience:   | 2/6/2013<br>Grant was successful for additional training and afterschool programs. |                                      |
|                   | Sustain:  | 2/6/2013<br>Action plans for implementation will be in data locker.                |                                      |
|                   | Evidence:   | 2/6/2013<br>Increased staff knowledge.   |                                      |
| <b>Indicator</b>  | <b>P2-IF10 - The principal plans opportunities for teachers to share their strengths with other teachers.(74)</b> |  |                                      |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)  |  |                                      |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 12/04/2012                                     |                                      |
|                   | Index:  | 4  | (Priority Score x Opportunity Score) |
|                   | Priority Score:   | (3 - highest, 2 - medium, 1 - lowest)  |                                      |

|                   |   |  |  |
|-------------------|---|--|--|
|                   | Priority Score:   | 2  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Over the course of the past three years money from the school improvement grant has been earmarked for training of teachers in the specific content areas. In the different content areas the philosophy of resident experts was implemented. This is present at this time in the areas of Read 180, Language Arts for grade level staff, Carnegie, GLAD, Safe & Civil Schools and CORE. Funds are available in building to support other staff members. |  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.  |  |
|                   | How it will look when fully met:  | As started this year with Monday staff training days where departments had the opportunity to share current activities in the next school year we will be focusing on training cadres to present.  |  |
|                   | Target Date:  | 09/30/2014   |  |
|                   | <b>Tasks:</b>   |  |  |
|                   |   | 1. Identify and assign training cadres to present to staff on current information for their cadre. ie. GLAD, CCSS, Content Enhancement   |  |
|                   | Assigned to:  | TBA  |  |
|                   | Added date:   | 04/01/2013   |  |
|                   | Target Completion Date:   | 09/30/2014   |  |
|                   | Comments:   |  |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 1 (0%)   |  |
| <b>Indicator</b>  | <b>P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)</b> |  |  |
| <b>Status</b>     | Tasks completed: 3 of 7 (43%)   |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 11/29/2012   |  |
|                   |   | <b>Objective Met</b> - 03/26/2014  |  |
|                   | Index:  | 3  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 1  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | By the end of the 2012-13 school year, at least 80% of all teachers will be able to demonstrate the instructional strategy of 10-2 in their instructional plans and delivery.  |  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.  |  |
|                   | How it will look when fully met:  | 12-13 Training completed by end of December. Glenn will train staff during Monday Staff development time. We will have 80% demonstration by end of January and 90% by June. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained. ****<br><br>Repeated from: IF07<br>14-15 New staff will receive training on the five YSD strategies by the                           |  |

|  |  |   |
|--|--|---|
|  |  | ICLE instructional coach and IF prior to August 27th 12014. ILT and new principal along with district support will look at needs assessment to identify areas of need and develop a plan to address and then look over state assessment data and using data carousel will further identify needs to be addressed. |
|  | Target Date:   | 05/14/2014  |
|  | <b>Tasks:</b>  |   |
|  | 0. ILT to meet in a series to look over needs assessment and identify areas of need and plan to address  |   |
|  | Assigned to:   | Glenn Kesinger  |
|  | Added date:  | 06/12/2014  |
|  | Target Completion Date:  | 06/13/2014  |
|  | Comments:  |   |
|  | 0. Develop PD plan for the year with identified needs. Implement and develop plan for PD on AVID, 5 strategies, CCSS with ELP focus. Dates and focus outlined in plan and explanation on why and how it will benefit.  |   |
|  | Assigned to:   | Bobby Ashley  |
|  | Added date:  | 06/12/2014  |
|  | Target Completion Date:  | 08/15/2014  |
|  | Comments:  |   |
|  | 0. Create a new job, assign coach(Bobby Ashley) and hire 2 full time subs for sustained and continual PD in the classroom and during collaboration time. New math science IF and ICLE coach for support to teachers and principal. two full time subs for release to debrief and provide time for walk throughs  |   |
|  | Assigned to:   | William Hilton, Jr.   |
|  | Added date:  | 06/12/2014  |
|  | Target Completion Date:  | 07/16/2014  |
|  | Comments:  | Bobby Ashley has ben assigned 30 days and is in process of helping with plans for the 2014-2015 school year and RAD process. Jobs have ben opened and will be filled by July 16th   |
|  | 0. Weekly use of Smarter Balance in teams and common planning to become more knowledgeable in CCSS and creating assessment for test Smarter Balance assessments  |   |
|  | Assigned to:   | Patti Pendergast  |
|  | Added date:  | 06/13/2014  |
|  | Target Completion Date:  | 09/26/2014  |
|  | Comments:  |   |
|  | 1. Training completed by end of December. Glenn will train staff during Monday Staff development time. We will have 80% demonstration by end of January and 90% by June. Any staff that miss staff training will complete a one on one with Glenn which will be noted with the meeting where originally trained. |   |
|  | Assigned to:   | Glenn Kessinger   |
|  | Added date:  | 04/01/2013  |
|  | Target Completion Date:  | 06/30/2013  |
|  | Comments:  |   |
|  | <b>Task Completed:</b>   | <b>09/25/2013</b>   |
|  | 2. Administration will monitor during walk throughs, and the evaluation process. Teachers will self  |   |

evaluate through the use of self evaluation and reflection of lessons.

|                   |   |   |  |
|-------------------|---|---|--|
|                   | Assigned to:  | Admin, Staff, IF  |  |
|                   | Added date:   | 04/02/2013  |  |
|                   | Target Completion Date:   | 12/31/2013  |  |
|                   | Comments:   |   |  |
|                   | <b>Task Completed:</b>  | <b>09/25/2013</b>   |  |
|                   | 3. Calendar the dates that the ICLE coach will train staff.   |   |  |
|                   | Assigned to:  | David Chaplin   |  |
|                   | Added date:   | 09/26/2013  |  |
|                   | Target Completion Date:   | 06/01/2014  |  |
|                   | Comments:   | All dates are on Calendar, though some have been rescheduled since the first draft.   |  |
|                   | <b>Task Completed:</b>  | <b>01/01/2014</b>   |  |
| <b>Implement</b>  | Percent Task Complete:  |   |  |
|                   | Objective Met:  | 3/26/2014   |  |
|                   | Experience:   | 3/26/2014<br>Subs were an issue, but we overcame the situation.   |  |
|                   | Sustain:  | 3/26/2014<br>Re-calendar each year.   |  |
|                   | Evidence:   | 3/26/2014<br>I have the calendar for the 13-14 school year as does the staff impacted.  |  |
| <b>Indicator</b>  | <b>P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW)</b> |   |  |
| <b>Status</b>     | Tasks completed: 0 of 4 (0%)  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 03/01/2013  |  |
|                   | Index:  | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Within the budgetary constraints and staff available at the building and district level, professional development is implemented based on Need's Assessment, School Wide and staff certification.   |  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.   |  |
|                   | How it will look when fully met:  | We will develop a calendar at the beginning of the year to allocate funds and identify needs to support staff development, as well as calendar Staff Training Mondays and using one common planning time per week from to meet the needs of the WSSP and Yakima School District Goals. Surveys for needs and calendar will be evidence. |  |
|                   | Target Date:  | 08/28/2015  |  |
|                   | <b>Tasks:</b>   |   |  |
|                   | 0. Create calendar of weekly CORE meetings during common planning time in conjunction with ICLE coach and adm.  |   |  |
|                   | Assigned to:  | William Hilton, Jr.   |  |
|                   | Added date:   | 06/11/2014  |  |

|                  |  |                              |
|------------------|--|------------------------------|
|                  | Target Completion Date:  | 08/28/2015                   |
|                  | Comments:  |                              |
|                  | 0. Work with district on PD plan for new math curriculum(ENGAE NY) and ELA curriculums to support individual teachers    |                              |
|                  | Assigned to:   | Erin Chaplin                 |
|                  | Added date:  | 06/13/2014                   |
|                  | Target Completion Date:  | 06/27/2014                   |
|                  | Comments:  |                              |
|                  | 0. ICLE building and teacher coach schedules developed for when they are in building to assist teachers in individual PD |                              |
|                  | Assigned to:   | William Hilton, Jr.          |
|                  | Added date:  | 06/13/2014                   |
|                  | Target Completion Date:  | 08/15/2014                   |
|                  | Comments:  |                              |
|                  | 1. Develop PD Calendar yearly in August.   |                              |
|                  | Assigned to:   | Sara Day                     |
|                  | Added date:  | 03/01/2013                   |
|                  | Target Completion Date:  | 08/12/2015                   |
|                  | Frequency:   | once a year                  |
|                  | Comments:  |                              |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 0 of 4 (0%) |

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW)</b>   |  |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 09/26/2013   |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | <p>Currently all of our new staff have training dates for the YSD five instructional strategies. Veteran staff had the training last year. Embedded training for MATHia and R-180 teachers has also been put into the calendar for the year. As we get our Title Budgets then teachers will begin GLAD training for our teachers to meet the needs of the ELL's. Peer teachers have been released to support the teaching in the building. Our Instructional Facilitator is also working with new teachers.</p> <p>Walk through data, evaluations, and information received from the program coaches will be used to determine the level of implementation of instruction.</p> |  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.  |  |
|                   | How it will look when fully met:   | Teacher will be using the district strategies to meet the instructional needs of our ELL's in the building. Training for eac of the teachers will be built into each calendar**** For 2014-2015, common focus and strategies to be used school wide and monitored by ILT, Adm, If, and ICLE coaches.   |  |
|                   | Target Date:   | 10/31/2014   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 0. create common focus and strategies for school wide implementation and be monitored and adjusted bt ILT with input from data collected as a building from Walkthroughs and assessment collection. Adm, IF, teachers, and ICLE coaches used to collect data |  |  |
|                   | Assigned to:   | Glenn Kesinger   |  |
|                   | Added date:  | 06/13/2014   |  |
|                   | Target Completion Date:  | 08/15/2014   |  |
|                   | Frequency:   | twice monthly  |  |
|                   | Comments:  |  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)   |  |

### Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

#### Expanded time for student learning and teacher collaboration

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P3-IVD03 - The school creates and sustains partnerships to support extended learning.(3056)</b>   |  |  |
| <b>Status</b>     | Tasks completed: 2 of 3 (67%)  |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 12/12/2012   |  |
|                   |  | <b>Objective Met</b> - 02/06/2013  |  |
|                   | Index:   | 3  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 1  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | We as a building need to find a funding source to offer after school learning opportunities for students. We have not been able to implement this year due t the loss of the 21st century grant.   |  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.  |  |
|                   | How it will look when fully met:   | Washington will apply for remaining SIG ARRA funds to support a extended learning class for three grade levels in math and literacy. It will also support a STEM extension class for all three grade levels.*** Washington MS will seek partners for morning activities and tutoring for school to start at 7am and continue after school with tutoring centers and activity center until 5 pm to keep students involved in school activities and encourage attendance and motivation. |  |
|                   | Target Date:   | 01/20/2013   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 0. Seek partners in helping and providing activities/tutoring to students 7 - 8 am and 3:00 - 5:00 pm  |  |  |
|                   | Assigned to:   | phil Vasquez   |  |
|                   | Added date:  | 06/13/2014   |  |
|                   | Target Completion Date:  | 06/12/2015   |  |
|                   | Frequency:   | monthly  |  |
|                   | Comments:  | Meet with and recruit partners monthly   |  |
|                   | 1. Washington will find and obtain funding to support an afterschool focused instructional opportunity for all three grade levels in the area of mathematics and literacy. |  |  |
|                   | Assigned to:   | David Chaplin  |  |
|                   | Added date:  | 12/12/2012   |  |
|                   | Target Completion Date:  | 12/14/2012   |  |
|                   | Comments:  |  |  |
|                   | <b>Task Completed:</b>   | <b>01/20/2013</b>  |  |
|                   | 2. Washington will also find funding for and implement an extension activity in the areas of Science Technology, Engineering and mathematics.                              |  |  |
|                   | Assigned to:   | David Chaplin  |  |
|                   | Added date:  | 12/12/2012   |  |
|                   | Target Completion Date:  | 12/14/2012   |  |
|                   | Comments:  |  |  |
|                   | <b>Task Completed:</b>   |  |  |

Task Completed: 01/20/2013

|                   |  |   |
|-------------------|--|---|
| <b>Implement</b>  | Percent Task Complete:   |   |
|                   | Objective Met:   | 2/6/2013  |
|                   | Experience:  | 2/6/2013<br>Submitted a grant request to OSPI for additional SIG/ARRA funds. This was accepted and fulfilled for the full amount.   |
|                   | Sustain:   | 2/6/2013<br>To work the implementation plan outlined in the grant. Action plan will be submitted to detail the way teachers will identify and maintain students attendance.   |
|                   | Evidence:  | 2/6/2013<br>Classes have started with identified students.  |
| <b>Indicator</b>  | <b>P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW)</b>  |   |
| <b>Status</b>     | Tasks completed: 0 of 5 (0%)   |   |
| <b>Assessment</b> | Level of Development:  | Initial: Limited Development 09/26/2013   |
|                   | Index:   | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | Washington has developed a schedule that will allow all students performing below grade level to have one period of content and then followed by an intervention class. Have students in double periods allows students to have 90 minutes of Read 180 and Mathia if their data determines the need. Washington's ILT monitors the data from both of these programs to determine if students are ready to transition into a grade level class in literacy and mathematics |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.   |
|                   | How it will look when fully met:   | Students who are identified by the state, district, and classroom based assessments to determine where their placement should be to accelerate there growth.  |
|                   | Target Date:   | 08/04/2014  |
|                   | <b>Tasks:</b>  |   |
|                   | 0. Every summer administration will look at available data to place the student in the appropriate setting to increase the amount of instruction needed to accelerate their growth.      |   |
|                   | Assigned to:   | David Chaplin   |
|                   | Added date:  | 02/26/2014  |
|                   | Target Completion Date:  | 09/01/2014  |
|                   | Comments:  |   |
|                   | 0. create new schedule with a 5 period day that will allow ALL students at grade level curriculum for a minimum of 70 minutes daily and allow interventions in timely identified manner. |   |
|                   | Assigned to:   | William Hilton, Jr.   |
|                   | Added date:  | 06/13/2014  |
|                   | Target Completion Date:  | 06/06/2014  |
|                   | Comments:  |   |
|                   | 0. Set a schedule with an extended day advisory to monitor students needs and provide extra support  |   |

|                   |  |  |  |
|-------------------|--|--|--|
|                   | Assigned to:   | William Hilton, Jr.  |  |
|                   | Added date:  | 06/13/2014   |  |
|                   | Target Completion Date:  | 06/06/2014   |  |
|                   | Comments:  |  |  |
|                   | 0. Set a schedule for all 6th grade students to receive an AVID class for tutorials and organizational structures to be successful in at grade level classes   |  |  |
|                   | Assigned to:   | Sara Day   |  |
|                   | Added date:  | 06/13/2014   |  |
|                   | Target Completion Date:  | 06/20/2014   |  |
|                   | Comments:  |  |  |
|                   | 0. ILT and team meetings looking at data to assess if:<br>1. extended time during the school day is being effective with Advisory<br>2. extended tutoring time before and after school is being used and effective with homework completion and assessments improving<br>3. Activity center being used to keep students at school and increase attendance. |  |  |
|                   | Assigned to:   | phil Vasquez   |  |
|                   | Added date:  | 06/13/2014   |  |
|                   | Target Completion Date:  | 09/30/2014   |  |
|                   | Frequency:   | twice monthly  |  |
|                   | Comments:  |  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 5 (0%)   |  |
| <b>Indicator</b>  | <b>P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected)</b>  |  |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 09/26/2013   |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Washington has developed two teaming structures to make the optimal use of collaboration time in the school. Content teams meet every other Monday to look at data generated from the students Mathia program. Using this time to look at student work also. Cross Curricular teams meet the other Mondays of the month to look at language focused data as well as content being taught that will prepare students for the transition to the CCSS.  |  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.  |  |
|                   | How it will look when fully met:   | These teams are in place they are selected each spring for the next year.<br><br>*** new team structure and increased planning time weekly. Collaboration time is increases 1 hour and 40 minutes per week and is organized around improved instruction and identifying students struggling. Mondays will be aligned for 1 hour of grade level PLS's and 1 hour of Content PLC's. All content teachers will have common preps daily with 1 day each week required meetings with principal and/or IF and ICLE coach |  |

|  |   |  |
|--|---|--|
|  | Target Date:  | 06/06/2014   |
|  | <b>Tasks:</b>   |  |
|  | 0. Staff will select team representation for the leadership teams in the building.  |  |
|  | Assigned to:  | David Chaplin  |
|  | Added date:   | 02/26/2014   |
|  | Target Completion Date:   | 06/02/2014   |
|  | Comments:   |  |
|  | 0. new schedule developed allowing for common prep time, increased length of day by 30 minutes, and schedule for the year made for intentional collaboration. |  |
|  | Assigned to:  | William Hilton, Jr.  |
|  | Added date:   | 06/13/2014   |
|  | Target Completion Date:   | 08/27/2014   |
|  | Frequency:  | once a year  |
|  | Comments:   |  |
| <b>Implement</b>   | Percent Task Complete:  | Tasks completed: 0 of 2 (0%)   |
| <b>Student and School Success Principle 4: Rigorous, aligned instruction</b>   |   |  |
| <b>Engaging teachers in aligning instruction with standards and benchmarks</b> |   |  |
| <b>Indicator</b>   | <b>P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)</b>                  |  |
| <b>Status</b>  | Tasks completed: 0 of 1 (0%)  |  |
| <b>Assessment</b>  | Level of Development:   | Initial: <b>Limited Development</b> 03/18/2013   |
|  | Index:  | 6 (Priority Score x Opportunity Score)   |
|  | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|  | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|  | Describe current level of development:  | Team of teacher leaders and administration are working toward aligning all classes to the common core state standards. All staff have been trained in the literacy and mathematics standards. A common template for aligning lessons was created by teachers to use. Teachers are/will be given time to align their unit(s) to the standards and then cross-curricular alignment between departments will then take place. Core curriculum such as Read 180 and the middle school math series are already aligned with CCSS. These are a starting point for teachers to use. |
| <b>Plan</b>  | Assigned to:  | William Hilton, Jr.  |
|  | How it will look when fully met:  | During the school year 2014 A CCSS Leadership team developed a plan for introducing the standards to the teams at Washington. Finishing the year the teams have an opportunity to develop units for use in the 2013-2014 school year.  |
|  | Target Date:  | 06/06/2014   |
|  | <b>Tasks:</b>   |  |
|  | 1. By the target date teachers will have aligned their units to the CCSS preparing the students for the SBA's.  |  |
|  | Assigned to:  | David Chaplin  |
|  | Added date:   | 04/01/2013   |

|                   |  |  |
|-------------------|--|--|
|                   | Target Completion Date:  | 10/31/2014   |
|                   | Comments:  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)   |
| <b>Indicator</b>  | <b>P4-IIA02 - Units of instruction include standards-based objectives and criteria for mastery.(89) (TitleISW)</b>   |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 03/18/2013   |
|                   | Index:   | 4 (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 2 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:   | Using a teacher created template all teachers can/will align units to the common core state standards. Included in this template is a place for assessment of students. With essential questions for assessment and criteria for students to achieve mastery of the standard.  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.  |
|                   | How it will look when fully met:   | CCSS Leadership Team worked will develop and plan a training for teachers to unpack the CCSS. The Leadership team will work with the teachers they represent to plan and develop units that use the CCSS in the instruction.<br>Please see a copy of the template in the data locker.  |
|                   | Target Date:   | 06/06/2014   |
|                   | <b>Tasks:</b>  |  |
|                   | 1. On the district 15th optional day the CCSS Leadership team will work with all teachers in the building in developing a unit of instruction that uses the CCSS as a guide. Teachers will work with cross curricular teams in the development of these units. Planning tool is in the documents portion of this tool. |  |
|                   | Assigned to:   | Brandon Denney   |
|                   | Added date:  | 04/01/2013   |
|                   | Target Completion Date:  | 10/31/2014   |
|                   | Comments:  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)   |
| <b>Indicator</b>  | <b>P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637) (Expected)</b>   |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 09/26/2013   |
|                   | Index:   | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:   | Currently as student data is available either through the state or program data the ILT looks at the current instructional program and makes adjustments based on the data. We utilize a common data base is kept that allows us to look at different combinations of data. For example when identifying WELPA and MSP data along with program |

|                  |   |  |
|------------------|---|--|
|                  |   | information such as Lexile scores to see how efficient we are.   |
| <b>Plan</b>      | Assigned to:  | William Hilton, Jr.  |
|                  | How it will look when fully met:  | Currently the ILT uses a data review template at each of our meetings to review team and student data that has been gathered. Decisions in the building are made with this data. |
|                  | Target Date:  | 06/06/2014   |
|                  | <b>Tasks:</b>   |  |
|                  | 0. Using our ICLE Leadership coach we have implemented this process. It is up to the current ILT to maintain the process over the rest of the spring. |  |
|                  | Assigned to:  | David Chaplin  |
|                  | Added date:   | 02/26/2014   |
|                  | Target Completion Date:   | 08/01/2014   |
|                  | Comments:   |  |
| <b>Implement</b> | Percent Task Complete:  | Tasks completed: 0 of 1 (0%)   |

**Student and School Success Principle 4: Rigorous, aligned instruction**

**Engaging teachers in assessing and monitoring student mastery**

|                   |   |   |  |
|-------------------|---|---|--|
| <b>Indicator</b>  | <b>P4-IIB04 - Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.(94)(ELL,SWD)</b>  |   |  |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 03/18/2013  |  |
|                   | Index:  | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>Teachers are using assessment data for students to aid in the facilitation of their learning. Using RCBM scores teachers use this information to help meet the students where they are at in reading ability, and provide scaffolding for students to reach the learning goals of their subject.</p> <p>In mathematics and Read 180, Daily/weekly progress monitoring on students individual work on the computer is done. The students work on the computer at their individual level. Progression in the system is based on their ability as the program adapts to the level they need. Math teachers review as a team and individually the math benchmark assessments with error reports and focus on what to align and re-teach based on student scores.</p> <p>WELPA scores are provided for all teachers to use and individualize instruction for students based on their English proficiency level. MSP data is used for class placement.</p> <p>Teachers use classroom based assessments for pre/post testing in subject areas.</p> <p>On site team reviews students needs with a child care staffing on students who are at risk. (monthly)</p> |  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.   |  |
|                   | How it will look when fully met:  | Teachers will utilize all data accessible to them to design lessons within their content area that will support all students and guide differentiation for students with greater needs than others. As the data changes instruction will change to meet the demonstrated growth or lack of growth evident in students interaction with instruction.   |  |
|                   | Target Date:  | 06/06/2014  |  |
|                   | <b>Tasks:</b>   |   |  |
|                   | 1. An instructional cycle will be developed to reflect ongoing use of data from formative assessments that demonstrates the teachers differentiation based on those data. Regardless of the type of assessment the instruction should reflect differentiation for second language students, students struggling with literacy, and those students who are having difficulty in mathematics. |   |  |
|                   | Assigned to:  | TBA   |  |
|                   | Added date:   | 04/01/2013  |  |
|                   | Target Completion Date:   | 09/30/2014  |  |
|                   | Comments:   |   |  |
|                   | 2. Based on the percentages of L1-L4's for the 2013-2014 school year here at Washington;<br>6 7 8<br>Percent of student body EL 44% 45% 28%   |   |  |

Percent L1 0 0.91% 0  
 Percent L2 15% 20% 10%  
 Percent L3 68% 75% 79%  
 Percent L4 16% 5% 11%

This information will be shared with the staff via the Communique, Staff meetings, and individual class lists indicating the individuals students in each of the teachers class who have been identified as a transitioning bi-lingual student.

Assigned to: David Chaplin

Added date: 09/24/2013

Target Completion Date: 09/30/2014

Frequency: once a year

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 2 (0%)

**Indicator** **P4-IIB05 - All teachers re-teach based on post-test results.(95)**

**Status** Tasks completed: 0 of 2 (0%)

**Assessment** Level of Development: **Initial: Limited Development** 03/18/2013

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

All teachers re-teach based on post test results of assessments. Content team review assessment data regularly and use this information to re-teach material. The material may be presented again in the form of entry tasks or the unit/lesson may be approached in another way in the class. Content teams meet twice a month to review and prioritize their areas of need for teaching. Students are scheduled into intervention classes based on results from a variety of assessments. In these intervention classes students receive further teaching in areas of need based on their post assessment results. On-going assessment progress is monitored through our RCBM and math benchmark assessments, as well as classroom based assessments. After each assessment teachers review results and focus further learning to target areas of need.

**Plan** Assigned to: phil Vasquez

How it will look when fully met: Utilizing the content teams teachers will share assessment data to determine where the students had difficulty on common post-tests. when the specific skill is identified the team will determine what the treatment will be for those students who demonstrated evidence of struggling. Teachers will provide the treatment re-assess and then repeat or move on with new content.

Target Date: 10/28/2014

**Tasks:**

1. Content teams will identify the common post tests that will be looked at for the assessment and follow up treatment.

Assigned to: David Chaplin

Added date: 04/01/2013

Target Completion Date: 10/31/2014

Comments:

2. Content teams will identify follow up treatment to post-test information.

Assigned to: David Chaplin

Added date: 04/01/2013

Target Completion Date: 11/29/2014

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 2 (0%)

**Student and School Success Principle 4: Rigorous, aligned instruction**

**Engaging teachers in differentiating and aligning learning activities**

**Indicator** P4-IIC02 - Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.(97)(ELL)

**Status** Objective Met 6/11/2013

**Assessment** Level of Development: Initial: Limited Development 12/05/2012

Objective Met - 06/11/2013

|                    |   |  |
|--------------------|---|--|
| Index:             | 9 | (Priority Score x Opportunity Score)   |
| Priority Score:    | 3 | (3 - highest, 2 - medium, 1 - lowest)  |
| Opportunity Score: | 3 | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

Describe current level of development: By January 25,2013 every teacher will administered one high rigor/relevance performance tasks. There will be one performance task per semester. Grade levels/subject areas will combine to complete tasks. Each subject area will contribute a description of chosen tasks for both semesters by November 15th.

**Plan** Assigned to: William Hilton, Jr.

How it will look when fully met: Each Content team will have submitted a planned performance task by November 15th, 2012

Target Date: 01/25/2013

**Tasks:**

- Physical Education:  
The P.E. Department will use the following individual performance tasks each semester:
  - Students will learn what their target, minimum, and maximum heart rates are. They will learn how to measure their heart rates (pulse). They will be given examples of exercises that can both achieve and keep their target and minimum rates for 20 minutes sustained. They will learn why it takes different levels of activity to sustain their minimums depending on their different levels of fitness. Finally, all students will develop their own plan of exercises/activities that can reach and sustain their target heart rate without dropping below their minimum rate for a 20 minute presentation.  
GLE Component 1:4 – Understands the components of skill-related fitness and interprets information from feedback, evaluation, and self-assessment...  
Addresses Quadrants A, B, and D of the Rigor/Relevance Framework (Identify, Calculate, Design).
  - Students will learn the elements of a proper workout (warm-up, stretch, activity time, cool down)

and examples of each element. They will learn that a good fitness program involves all the components of fitness (flexibility, endurance, speed, strength, and agility). They will learn that growth in each element requires a fitness program that offers 20 minutes of sustained heart rates between minimum and target levels, and that this must be accomplished 3 or more times per week. Finally, all students will develop their own one-week fitness program that reflects their understanding of fitness elements, components, target heart rates, and growth in levels of fitness. Each plan will include 3 25+minute workouts appropriate for them at this stage in life and reflective of the sports we play at Washington Middle School.

GLE Component 1:3:2 - Understands the phases of a workout.  
 GLE Component 4:2:1 – Creates a personal health and fitness plan based on health-related standards.  
 Addresses Quadrants A, B, and D of the Rigor/Relevance Framework (Identify, Perform, Create).

Assigned to: Sandra Rowan

Added date: 12/05/2012

Target Completion Date: 11/15/2012

Comments:

**Task Completed:** 11/15/2012

2. Language Arts:  
 Read 180 (Year 1)  
 First Year Read 180 students will work collaboratively to plan and participate in a debate (Wrap-Up Project, Read 180 Workshop One). Students will justify and support a position concerning the issue "Should we all have to learn a new language?" Students will justify points in their argument and prepare rebuttals for the opposing view. For this performance-based assessment, a rubric/scoring guide will be used to assess student work and give feedback. (October 29th -November 9th)  
 Read 180 (Year 2)  
 Second Year Read 180 students will compose a written argument, identifying "The worst problem teenagers face today". The argument will include convincing reasons and evidence to support a thesis. Students will collaborate with a partner to provide feedback to one another during the writing process. Arguments will be evaluated using a rubric. (By December 14th)

6th Grade (On Level)  
 Students are to imagine what it is like to be one of the refugees talked about in Passage to Freedom. We have read the passage, discussed it, and done writing about this piece of text. Also, additional background knowledge and two other pieces of non-fiction related texts have been used for helping students to understand this passage. They are to write from the perspective of being one of the refugees pictured in the text. There are four paragraphs to be completed and each paragraph has a specific focus for the student to write about from that perspective. This is being done over three days, and will take about 65-70 minutes total time. A rubric for scoring has been given to the students to help them revise their writing on the second and third day of the writing. They are encouraged to use their text for additional information. (November 13th-21st)  
 Intervention  
 Students will work collaboratively to organize, plan and write a 5 -6 paragraph expository paper. Subject to be determined by the student. This performance based assessment will utilize a rubric/scoring guide to assess student work and give feedback. (November 13th-21st)

Assigned to: Patti Pendergast

Added date: 12/05/2012

Target Completion Date: 11/15/2012

Comments:

**Task Completed:** 11/15/2012

3. Science:  
 In science we are doing our performance task by grade level.  
 • 6th grade will be identifying cell parts.

- 7th grade will identify what weather is predicted for the next five days and give a brief scientific explanation for the weather conditions that will be experienced.
- 8th grade will use measurement and calculations of density—a physical property of matter—and develop a demonstration that can be used to share what was learned with others.

Assigned to: Jennifer Hento

Added date: 12/05/2012

Target Completion Date: 11/15/2012

Comments:

**Task Completed:** 11/15/2012

4. Mathematics:  
 Grade Date NGA  
 6th December 12 Cell Phone Shopping  
 CCSS: Apply and extend previous understanding of arithmetic to algebraic expressions.  
 Student work evidence: calculations and written justification  
 7th By winter break Football Scores  
 CCSS: Solve real life and mathematical problems using numerical and algebraic expressions and equations.  
 Solve real life and mathematical problems using numerical and algebraic expressions and equations.  
 Student work evidence:  
 Chart with a composition of points earned and recommendation for losing chart.  
 8th By November 2nd Hall Rental Costs  
 CCSS: Define, evaluate and compare functions.  
 Use functions to model relationships between quantities.  
 Student work evidence:  
 A one paragraph written comparison

Assigned to: Carmen Capetillo

Added date: 12/05/2012

Target Completion Date: 11/15/2012

Comments:

**Task Completed:** 11/15/2012

5. Social Studies Department List of NGA Assignments.  
 Taking students understanding following the emergence of the first farmers and subsequent formation of cities, students will be looking into more closely the placement of cities and why people settle where they do. Students will take their knowledge of the first cities and apply that to the town of Yakima. Students will formulate 5 substantiated reasons for the early peoples of this area to locate here in Yakima. Using the knowledge that early cities were named after specifics or geographical features, students will place a new name for the city. This new city will then be showcased through a brochure to advertise the positive attractions that may make people want to locate in this area.  
 Using multiple sources create a brochure comparing and contrasting the movement of people on the Oregon Trail to the movement of Irish immigrants during the Potato Famine.  
 Students will use the internet and text to research a natural feature (extension from geography lesson on the continents) and create a poster detailing information and pictures of the categories/criteria that the class determined as an important requirement. Students will present their posters and display them in class.  
 Students will use resources (internet, text, worksheets) to create a persuasive essay regarding the age requirement for presidency. Students will then use their information to construct a brochure. They must make reference to the U.S. Constitution and be able to use examples to back up their opinion. This is in relevance to the book they are currently reading in class, "The Kid Who Ran For President" and the end of the unit on the election process.  
 Enduring cultures—Students will compare 2 or more cultures focusing on the evolution of written communication from prehistory to the present. They will then compare this to modern trends in communication and create their own form of written communication and present it in the form of a book/3-D display.

Student will be reading an initiative on charter schools to be passed in Washington State. They are to evaluate the voters' pamphlet information and compare and contrast the viewpoints for and against the passing of the initiative. Students are also to compare research articles on charter schools in different states and make an informed decision against or for the initiative and provide support and cite specific data from the research articles and pamphlet.

|                         |                   |
|-------------------------|-------------------|
| Assigned to:            | Brandon Denney    |
| Added date:             | 12/05/2012        |
| Target Completion Date: | 11/15/2012        |
| Comments:               |                   |
| <b>Task Completed:</b>  | <b>11/15/2012</b> |

6. Evidence of performance task being implemented will be collected using the form developed by the Assessment Department of the Yakima School District.

|                         |                   |
|-------------------------|-------------------|
| Assigned to:            | David Chaplin     |
| Added date:             | 12/05/2012        |
| Target Completion Date: | 01/31/2013        |
| Comments:               |                   |
| <b>Task Completed:</b>  | <b>02/01/2013</b> |

7. Second collection of evidence that students have completed performance task will be June 12, 2013

|                         |                   |
|-------------------------|-------------------|
| Assigned to:            | David Chaplin     |
| Added date:             | 12/05/2012        |
| Target Completion Date: | 06/12/2013        |
| Comments:               | Task Complete     |
| <b>Task Completed:</b>  | <b>06/10/2013</b> |

|                  |                        |   |
|------------------|------------------------|---|
| <b>Implement</b> | Percent Task Complete: |   |
|                  | Objective Met:         | 6/11/2013   |
|                  | Experience:            | 6/11/2013<br>Next year we will need to calendar the due dates so that it is not a surprise for teams. |
|                  | Sustain:               | 6/11/2013<br>Implementing new Performance Tasks next year.  |
|                  | Evidence:              | 6/11/2013<br>District has report from WAMS  |

## Student and School Success Principle 4: Rigorous, aligned instruction

### Expecting and monitoring sound instruction in a variety of modes

|                   |   |  |  |
|-------------------|---|--|--|
| <b>Indicator</b>  | <b>P4-IIIA01 - All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)</b> |  |  |
| <b>Status</b>     | Tasks completed: 1 of 2 (50%)   |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 03/18/2013   |  |
|                   | Index:  | 4  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 2  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>A team of teachers has developed a common template to align instruction across all subjects to the common core state standards. Teachers have been trained on the both the literacy and mathematics standards.</p> <p>Once the template is completed then cross-curricular teams will meet to further align their instruction to support student learning of the standards.</p> <p>Assessment of the standards is also a built in as a part of this common template used.</p> |  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.  |  |
|                   | How it will look when fully met:  | When this objective is fully met the building will have a template that allows staff to align standards, to curriculum, then use in instruction and assess level of success by the students. Based on student success on assessment the lesson will be adjusted to meet student needs through a review cycle.  |  |
|                   | Target Date:  | 10/14/2014   |  |
|                   | <b>Tasks:</b>   |  |  |
|                   |   | 1. Complete training of teachers on all standards used in the CCSS. Develop a template that allows teachers to align curriculum, instruction and assessment.   |  |
|                   | Assigned to:  | CCSS Leadership Team   |  |
|                   | Added date:   | 04/02/2013   |  |
|                   | Target Completion Date:   | 10/31/2014   |  |
|                   | Comments:   | Template has been developed but the staff will not use until June 13th. Review of template will be done after the 13th.  |  |
|                   | <b>Task Completed:</b>  | <b>06/13/2013</b>  |  |
|                   |   | 2. A new CCSS leadership team will be developed to carry on the work of the 2012-2013 leadership team which was decimated by the departure of 3 of it's five members.  |  |
|                   | Assigned to:  | David Chaplin  |  |
|                   | Added date:   | 09/24/2013   |  |
|                   | Target Completion Date:   | 11/28/2014   |  |
|                   | Comments:   |  |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 1 of 2 (50%)  |  |

|                   |   |   |  |
|-------------------|---|---|--|
| <b>Indicator</b>  | <b>P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (ELL,Expected,TitleISW)</b>  |   |  |
| <b>Status</b>     | Tasks completed: 0 of 3 (0%)  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 03/18/2013  |  |
|                   | Index:  | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Using the five key strategies of our district teachers differentiate instruction in response to student need. For example - Using the 10:2 strategy teachers teach for a maximum of 10 minutes at a time before students are then given the ability to use their expressive language to talk to each other about their learning. This time is geared toward each student expressing their knowledge or learning from each other based on their previous learning needs. |  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.   |  |
|                   | How it will look when fully met:  | Utilizing the five instructional strategies adopted by the district as consistent strategies that all students and staff will be able to use teachers will differentiate instruction so that all students have access to instruction. Teachers will be learning the five strategies during the 2013-2014 school year.   |  |
|                   | Target Date:  | 06/06/2014  |  |
|                   | <b>Tasks:</b>   |   |  |
|                   | 0. schedule 30 days with ICLE building coach with principal and 15 days with ICLE teacher coach to support teachers in using data to identify struggling students and differentiate instruction.  |   |  |
|                   | Assigned to:  | William Hilton, Jr.   |  |
|                   | Added date:   | 06/13/2014  |  |
|                   | Target Completion Date:   | 07/11/2014  |  |
|                   | Comments:   |   |  |
|                   | 1. Content teams will develop a language goal using hte sentence frames that DC have for presentation.  |   |  |
|                   | Assigned to:  | David Chaplin   |  |
|                   | Added date:   | 02/26/2014  |  |
|                   | Target Completion Date:   | 09/30/2014  |  |
|                   | Comments:   | nformation in ILT notes from 2-25-14  |  |
|                   | 2. Washington will use the instructional facilitator, the Washington Instructional Strategies Leadership Team (WILST), and the ICLE instructional coach as leaders in teaching the strategies to staff. Upon completion of this task the staff will develop the next strategy for implementation. |   |  |
|                   | Assigned to:  | TBA   |  |
|                   | Added date:   | 04/02/2013  |  |
|                   | Target Completion Date:   | 10/01/2014  |  |
|                   | Comments:   | We received a new instructional coach this year and a third of our teachers turned over in the building so we have reissued this task for the buidling.   |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 3 (0%)  |  |

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Indicator</b>  | <b>P4-IIIA09 - All teachers clearly state the lesson's topic, theme, and learning objectives.(3084)</b>  |   |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 03/18/2013  |  |
|                   | Index:   | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | All teachers both state and post learning objectives for their lessons and units for students to know what is expected in the lesson/unit so the student can focus on the learning. This is both reviewed orally and posted visually for students.                                |  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.   |  |
|                   | How it will look when fully met:   | Currently 80% of our teachers write the lesson topic, theme, and learning objective. When this indicator is fully implemented teachers will address the written points and then emphasize the objectives during instruction and address them when the lesson comes to completion. |  |
|                   | Target Date:   | 12/01/2014  |  |
|                   | <b>Tasks:</b>  |   |  |
|                   | 1. Administration will monitor during walk throughs, and the evaluation process. Teachers will self evaluate through the use of self evaluation and reflection of lessons. |   |  |
|                   | Assigned to:   | Admin and staff   |  |
|                   | Added date:  | 04/02/2013  |  |
|                   | Target Completion Date:  | 10/31/2014  |  |
|                   | Comments:  |   |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)  |  |

|                   |   |  |  |
|-------------------|---|--|--|
| <b>Indicator</b>  | <b>P4-IIIA13 - All teachers explain directly and thoroughly.(122)</b>   |  |  |
| <b>Status</b>     | <b>Objective Met</b> 3/26/2014  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 03/18/2013   |  |
|                   |   | <b>Objective Met</b> - 03/26/2014  |  |
|                   | Index:  | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>During instruction teachers use an explicit vocabulary routine to help students gain both academic and content specific vocabulary. Teachers also explain directly and thoroughly their lessons using a variety of GLAD/ELL strategies.</p> <p>Using the optimal learning model lessons for students are presented and explained to maximize student learning.</p> <p>Using the strategy of think, write, pair share teachers provide multiple explanations of the topic.</p> |  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.  |  |
|                   | How it will look when fully met:  | Currently 80% of our teachers explain and thoroughly. When this indicator is fully implemented teachers will explain directly and thoroughly during all facets of instruction so that modeling occurs.   |  |
|                   | Target Date:  | 12/16/2014   |  |
|                   | <b>Tasks:</b>   |  |  |
|                   | 1. As the training of the five instructional strategies occurs modeling of explaining directly and thoroughly will happen so that using the gradual release model teachers become more aware of the practice. |  |  |
|                   | Assigned to:  | Administration and IF  |  |
|                   | Added date:   | 04/02/2013   |  |
|                   | Target Completion Date:   | 12/31/2013   |  |
|                   | Comments:   |  |  |
|                   | <b>Task Completed:</b>  | <b>03/26/2014</b>  |  |
| <b>Implement</b>  | Percent Task Complete:  |  |  |
|                   | Objective Met:  | 3/26/2014  |  |
|                   | Experience:   | 3/26/2014<br>If completed this training as targeted.   |  |
|                   | Sustain:  | 3/26/2014<br>Re visit each year as refresher and introduced to new teachers  |  |
|                   | Evidence:   | 3/26/2014<br>Monday training and work with Venola Mason from ICLE  |  |

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P4-IIIA20 - All teachers summarize key concepts.(129)</b>   |  |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 03/18/2013   |  |
|                   | Index:   | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | During each lesson teachers summarize and help students summarize their learning through a variety of school wide strategies. Collins writing, think, write, pair, share and the optimal learning model are ways this is accomplished. |  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.  |  |
|                   | How it will look when fully met:   | All teachers will be trained in the five instructional strategies and Collins writing here at Washington. This process will support this indicator's implementation over the course of this and next school year.                      |  |
|                   | Target Date:   | 08/29/2014   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 1. Administration will monitor during walk throughs, and the evaluation process. Teachers will self evaluate through the use of self evaluation and reflection of lessons. |  |  |
|                   | Assigned to:   | Admin and Staff  |  |
|                   | Added date:  | 04/02/2013   |  |
|                   | Target Completion Date:  | 10/31/2014   |  |
|                   | Comments:  |  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)   |  |

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Indicator</b>  | <b>P4-IIIA24 - All teachers encourage peer interaction.(133)</b>   |   |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 03/18/2013  |  |
|                   | Index:   | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | <p>Using 10:2, the optimal learning model and think, write, pair share strategies teachers continually encourage peer interaction with learning.</p> <p>This focus is school wide and is implemented on a daily basis. Classroom use of one or more of these strategies are seen every period.</p> <p>Collins writing is another way student interact about what they have written.</p> |  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.   |  |
|                   | How it will look when fully met:   | All teachers will be trained in the five instructional strategies and Collins writing here at Washington. This process will support this indicator's implementation over the course of this and next school year.   |  |
|                   | Target Date:   | 08/18/2014  |  |
|                   | <b>Tasks:</b>  |   |  |
|                   | 1. Administration will monitor during walk throughs, and the evaluation process. Teachers will self evaluate through the use of self evaluation and reflection of lessons. |   |  |
|                   | Assigned to:   | Admin and staff   |  |
|                   | Added date:  | 04/02/2013  |  |
|                   | Target Completion Date:  | 12/19/2014  |  |
|                   | Comments:  |   |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)  |  |

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P4-IIIA25 - All teachers encourage students to paraphrase, summarize, and relate.(134)</b>  |  |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 03/18/2013   |  |
|                   | Index:   | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | <p>Using the school wide implementation of Collins Writing all teachers have student paraphrase and summarize their learning daily. All teachers have also been trained and are using when the lesson lends itself to it the think, write, pair, share strategy for students to summarize their learning.</p> <p>The common core state standards team has worked with our teachers on building in relevance to teaching so students can relate to the lessons presented.</p> |  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.  |  |
|                   | How it will look when fully met:   | All teachers will be trained in the five instructional strategies and Collins writing here at Washington. This process will support this indicator's implementation over the course of this and next school year.  |  |
|                   | Target Date:   | 09/08/2014   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 1. Administration will monitor during walk throughs, and the evaluation process. Teachers will self evaluate through the use of self evaluation and reflection of lessons. |  |  |
|                   | Assigned to:   | Admin and Staff  |  |
|                   | Added date:  | 04/02/2013   |  |
|                   | Target Completion Date:  | 12/19/2014   |  |
|                   | Comments:  |  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)   |  |

## Student and School Success Principle 4: Rigorous, aligned instruction

### Expecting and monitoring sound homework practices and communication with parents

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P4-IIIB06 - All teachers systematically report to parents (families) the student's mastery of specific standards-based objectives (in plain language that allows for understanding).(3076) (TitleISW)</b> |  |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 02/14/2014   |  |
|                   | Index:   | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | <p>Teachers currently communicate with parents through the following methods:</p> <p>Classroom level:</p> <p>Agendas sent home daily for parents to read on student assignments</p> <p>Calls and letters to parents when the students are in danger of failing</p> <p>Calls and letters to parents when students behavior is either negative or positive</p> <p>School Level:</p> <p>Grade reports sent home at mid quarter, quarterly and at semester end</p> |  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.  |  |
|                   | How it will look when fully met:   | <p>All Parents will receive a communication in their home language to report the progress their student is making toward objectives/standards on a bi-weekly basis.</p> <p>Each of these communications will be consistent with the other reports parents receive from teachers at Washington MS.</p> <p>Parents will have a consistent method of communicating with teachers when they have concerns about their children.</p>                                |  |
|                   | Target Date:   | 09/30/2014   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   |  | 1. The Washington Parent Involvement Team will develop a consistent method of communicating with parents along with a calendar to publish for parents when those reports will be sent home. The format will be consistent throughout the building.   |  |
|                   | Assigned to:   | Phil Vasquez   |  |
|                   | Added date:  | 02/14/2014   |  |
|                   | Target Completion Date:  | 09/30/2014   |  |
|                   | Comments:  |  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)   |  |

## Student and School Success Principle 5: Use of data for school improvement and instruction

### Assessing student learning frequently with standards-based assessments

|                   |   |  |  |
|-------------------|---|--|--|
| <b>Indicator</b>  | <b>P5-IID01 - The school tests every student annually with the same standardized test in basic subject areas so that each student's year-to-year progress can be tracked.(99)</b> |  |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 03/01/2013                     |  |
|                   | Evidence:   | All students are assessed on the RCBM, MSP, MBA, and end of course |  |

|                   |   |  |
|-------------------|---|--|
|                   | EVIDENCE:   | math assessments on a schedule outlined by YSD.  |
| <b>Indicator</b>  | <b>P5-IID03 - The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers.(102)</b> |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 12/10/2012   |
|                   | Evidence:   | The school utilizes the data base "Homerom" to look at student data from past grade levels. This data is taken off of the WesPac system. The Principal combines all assessment data for the current year to be distributed to teachers as it becomes available. Content area teachers have access to program data such as Read 180 and Carnegie. Individual teachers have this as well as content area teams.. |
| <b>Indicator</b>  | <b>P5-IID05 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.(104)(ELL,TitleISW)</b>  |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 02/14/2014   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:  | The ILT/DC's will set buiding wide goals for instruction and students on a yearly basis. This process will begin in the spring of the previous year to be revisited each semester to determine progress and realignment of goals.  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.  |
|                   | How it will look when fully met:  | When this goal is met the ILT will calendar a day in the spring and fall to revisit the building goals for the state assessments. The goals will reflect the decisions of the teams to set SMART goals for all areas assessed.   |
|                   | Target Date:  | 10/31/2014   |
|                   | <b>Tasks:</b>   |  |
|                   | 1. ILT will set a date for the spring of 2014 and the fall of 2014 to set the building goals for assessed areas.  |  |
|                   | Assigned to:  | David Chaplin  |
|                   | Added date:   | 02/14/2014   |
|                   | Target Completion Date:   | 06/06/2014   |
|                   | Comments:   |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 1 (0%)   |
| <b>Indicator</b>  | <b>P5-IID06 - The Leadership Team monitors school-level student learning data (disaggregated into appropriate subgroups).(3067)</b>   |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 06/11/2014   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires  |

|                   |   |   |
|-------------------|---|---|
|                   |   | changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | Adm team and ILT will look at state and school wide data with ICLE coach on bi-weekly basis.  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.   |
|                   | How it will look when fully met:  | ILT will look at each meeting held twice a month at school data from state assessments, MBA, LEXILE, Classroom based assessments, discipline and walk through data to align with building focus ensure programs in place are meeting student needs.   |
|                   | Target Date:  | 09/16/2014  |
|                   | <b>Tasks:</b>   |   |
|                   | 0. Set dates for ILT meetings and agenda line item for data to be looked at each ILT meeting  |   |
|                   | Assigned to:  | Glenn Kesinger  |
|                   | Added date:   | 06/13/2014  |
|                   | Target Completion Date:   | 09/16/2014  |
|                   | Frequency:  | twice monthly   |
|                   | Comments:   |   |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 1 (0%)  |
| <b>Indicator</b>  | <b>P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW)</b> |   |
| <b>Status</b>     | In Plan / No Tasks Created  |   |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 04/30/2014   |
|                   | Index:  | 9 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | Currently we follow the YSD transition program from 5-6 and 8-9. This involves counselors visiting the elementaries and MS prior to the year being over. MS have a 5th grade parent night and HS have a 9th grade orientation. At Washington we had a 6th grade orientation night prior to the first day of school. |
| <b>Plan</b>       | Assigned to:  | Sara Day  |
|                   | How it will look when fully met:  | As of May 1st 2014 the plan at Washington MS was to have a 5th grade parent night in May and a 6th grade orientation in August. We invite all enrolled students at Washington and our goal is always 100% attendance of both parents and students. When students register at a later date                           |
|                   | Target Date:  | 08/15/2014  |
| <b>Indicator</b>  | <b>P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD)</b>   |   |
| <b>Status</b>     | Tasks completed: 0 of 2 (0%)  |   |
| <b>Assessment</b> | Level of Development:   | Initial: Limited Development 10/21/2013   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires   |

|                   |  |   |
|-------------------|--|---|
|                   |  | changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | Currently all teams are utilizing state assessment data to determine the instructional strategies best suited for their students in their classes   |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.   |
|                   | How it will look when fully met:   | Grade Level and Content Teams will use data from state, program, and classroom assessments to guide differentiated instruction for students. In the are of english acquisition students will increase their english use and transition to higher levels as measured on the WELPA by the month of February 2014.<br><br>WELP Results are not available until June of 2014.<br><br>For 2014-2015, grade level and content teams will use a variety of assessment data(state, ELL, SPED, classroom based, smarter balance and performance tasks) to monitor student progress with new curriculums and strategies used building wide. |
|                   | Target Date:   | 06/06/2014  |
|                   | <b>Tasks:</b>  |   |
|                   | 0. teams trained by adm, IF, and ICLE coaches on how to use data to asses progress and then monitored on weekly basis.   |   |
|                   | Assigned to:   | William Hilton, Jr.   |
|                   | Added date:  | 06/13/2014  |
|                   | Target Completion Date:  | 09/29/2014  |
|                   | Frequency:   | twice monthly   |
|                   | Comments:  |   |
|                   | 1. Grade Level Teams will develop and Language processing goal and decide work to look at for the first semester. This goal will focus on the explicit use of Language in all content areas. |   |
|                   | Assigned to:   | David Chaplin   |
|                   | Added date:  | 10/21/2013  |
|                   | Target Completion Date:  | 09/26/2014  |
|                   | Comments:  |   |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 2 (0%)  |
| <b>Indicator</b>  | <b>P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected)</b>                         |   |
| <b>Status</b>     | Tasks completed: 0 of 3 (0%)   |   |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 06/11/2014  |
|                   | Index:   | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | For 2014-2015 school year students will be placed into smaller groups of teachers made up as a team that share common students, who meet weekly to address student mastery of standards.  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.   |
|                   | How it will look when fully met:   | Teachers will be trained in CCSS and keep data log on each students for mastery of standards and have plan for each student to be   |

|                  |  |  |
|------------------|--|--|
|                  |  | proficient in grade level standards. For 2014-2015, a new schedule developed for teachers to share common students. Small teams with common students will consist of math, LA, Social Studies and a science teacher sharing 112 students |
|                  | Target Date:   | 08/25/2014   |
|                  | <b>Tasks:</b>  |  |
|                  | 0. Teachers will be trained August 12,13,14 and continue with PLC work weekly and have support with adm, IF, and ICLE coaches  |  |
|                  | Assigned to:   | Jeff Clark   |
|                  | Added date:  | 06/13/2014   |
|                  | Target Completion Date:  | 08/25/2014   |
|                  | Comments:  |  |
|                  | 0. teachers identifying students of needing more support will adjust lessons and assign students to additional math/reading support in on time support after school.   |  |
|                  | Assigned to:   | phil Vasquez   |
|                  | Added date:  | 06/13/2014   |
|                  | Target Completion Date:  | 09/22/2014   |
|                  | Frequency:   | daily  |
|                  | Comments:  |  |
|                  | 0. A student support lab will be created to run from 3- 4 pm after school that students can be assigned or attend as needed and identified needing additional support. |  |
|                  | Assigned to:   | Bob Sanders  |
|                  | Added date:  | 06/13/2014   |
|                  | Target Completion Date:  | 09/22/2014   |
|                  | Comments:  |  |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 0 of 3 (0%)   |

## Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health

### School and classroom culture

|                   |   |  |  |
|-------------------|---|--|--|
| <b>Indicator</b>  | <b>P6-IIIC01 - All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them.(3052)</b>   |  |  |
| <b>Status</b>     | Tasks completed: 3 of 6 (50%)   |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 12/12/2012   |  |
|                   | Index:  | 3  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 1  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Washington has turned over the staff as a result of the SIG. Veteran staff have had poverty training in the past but a majority of the staff has not. Our goal is to provide this training prior to the start of the 2013-2014 school year.  |  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.  |  |
|                   | How it will look when fully met:  | Washington will apply for a grant to provide culture of poverty training for all staff to increase awareness of the impact poverty has on our students.<br>*** For 2014-2015, with the assistance of RAD grant, we will have parent nights monthly with staff involvement and her needs of parents and communities collecting data by surveys. Poverty and ELL awareness training with guest speakers and increased parent involvement by staffings and attendance at functions, plus training on how to be involved at school by just being supportive at home. |  |
|                   | Target Date:  | 12/20/2013   |  |
|                   | <b>Tasks:</b>   |  |  |
|                   | 0. Set parent night functions one per year with focus on parent needs by survey questions   |  |  |
|                   | Assigned to:  | phil Vasquez   |  |
|                   | Added date:   | 06/13/2014   |  |
|                   | Target Completion Date:   | 09/10/2014   |  |
|                   | Frequency:  | monthly  |  |
|                   | Comments:   |  |  |
|                   | 0. Increase/start staffings(parent/teacher) conferences run by counselors and adm that support the needs of students and develop plans to include culture issues/needs. Plans will focus on student success                               |  |  |
|                   | Assigned to:  | Jeff Clark   |  |
|                   | Added date:   | 06/13/2014   |  |
|                   | Target Completion Date:   | 09/30/2014   |  |
|                   | Frequency:  | daily  |  |
|                   | Comments:   |  |  |
|                   | 0. A parent incentive program with earning points for a certificate of participation towards work on school. Ie: attending parent conferences, getting student to school prepared, night functions, volunteering, attending parent nights |  |  |
|                   | Assigned to:  | William Hilton, Jr.  |  |
|                   | Added date:   | 06/13/2014   |  |
|                   | Target Completion Date:   | 09/30/2014   |  |

|                   |  |  |
|-------------------|--|--|
|                   | Comments:  |  |
|                   | 1. Apply and secure funding from a SIG/ARRA grant to support poverty training with all staff. Funds were awarded to the school then taken back by the state.   |  |
|                   | Assigned to:   | David Chaplin  |
|                   | Added date:  | 02/06/2013   |
|                   | Target Completion Date:  | 01/31/2014   |
|                   | Comments:  | OSPI awarded grant then took funds back.   |
|                   | <b>Task Completed:</b>   | <b>03/01/2013</b>  |
|                   | 2. Calendar poverty training for staff in August prior to school year starting.  |  |
|                   | Assigned to:   | David Chaplin  |
|                   | Added date:  | 02/06/2013   |
|                   | Target Completion Date:  | 03/01/2013   |
|                   | Comments:  | OSPI awarded grant then took funds back.   |
|                   | <b>Task Completed:</b>   | <b>03/01/2013</b>  |
|                   | 3. Hold poverty training for all staff in August of 2013   |  |
|                   | Assigned to:   | David Chaplin  |
|                   | Added date:  | 02/06/2013   |
|                   | Target Completion Date:  | 09/30/2013   |
|                   | Comments:  | OSPI awarded grant then took funds back. We are looking for additional funds for the 13-14 School year   |
|                   | <b>Task Completed:</b>   | <b>03/01/2013</b>  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 3 of 6 (50%)  |
| <b>Indicator</b>  | <b>P6-IIIC02 - All teachers acquire an understanding of each student's background and interests as a way to increase motivation to learn.(3053)</b>  |  |
| <b>Status</b>     | Tasks completed: 6 of 7 (86%)  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 12/07/2012   |
|                   | Index:   | 9 (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Priority Goal: YSD will offer healthy, safe, mutually respectful and effective learning environments.  |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.  |
|                   | How it will look when fully met:   | Priority Goal #2: Washington and the Yakima School District will offer healthy, safe, mutually respectful and effective learning environment.                  |
|                   | Target Date:   | 09/10/2014   |
|                   | <b>Tasks:</b>  |  |
|                   | 0. A student incentive program will be devised to include students working hard, attendance, and good behavior for recognition as well as outstanding grades and sports. Students provided feedback by teams and earn incentives by behaviors. |  |
|                   | Assigned to:   | phil Vasquez   |
|                   | Added date:  | 06/13/2014   |
|                   | Target Completion Date:  | 10/01/2014   |

|  |                         |                        |
|--|-------------------------|------------------------|
|  | Frequency:              | monthly                |
|  | Comments:               |                        |
| 1. Washington Teachers will know and use appropriate student names when addressing students during school hours.   |                         |                        |
|  | Assigned to:            | Lacey Vadaurri         |
|  | Added date:             | 12/10/2012             |
|  | Target Completion Date: | 10/01/2014             |
|  | Comments:               |                        |
|  | <b>Task Completed:</b>  | <b>02/01/2013</b>      |
| 2. Washington staff will know at least one outside interest of his/her students.   |                         |                        |
|  | Assigned to:            | DC & Grade level teams |
|  | Added date:             | 12/10/2012             |
|  | Target Completion Date: | 10/01/2014             |
|  | Frequency:              | once a year            |
|  | Comments:               |                        |
|  | <b>Task Completed:</b>  | <b>01/31/2013</b>      |
| 3. Washington staff will incorporate knowledge of students into daily instructional practice   |                         |                        |
|  | Assigned to:            | teams                  |
|  | Added date:             | 12/10/2012             |
|  | Target Completion Date: | 10/01/2014             |
|  | Frequency:              | daily                  |
|  | Comments:               |                        |
|  | <b>Task Completed:</b>  | <b>06/19/2013</b>      |
| 4. The department chairs will create mutually agreed upon positive professional expectations for all staff to promote and model positive professional practices.                       |                         |                        |
|  | Assigned to:            | teams                  |
|  | Added date:             | 12/10/2012             |
|  | Target Completion Date: | 10/01/2014             |
|  | Comments:               |                        |
|  | <b>Task Completed:</b>  | <b>01/31/2013</b>      |
| 5. Washington staff will monitor implementation of PG #2 through the walk throughs and peer observation where applicable.  |                         |                        |
|  | Assigned to:            | David Chaplin          |
|  | Added date:             | 12/10/2012             |
|  | Target Completion Date: | 01/31/2013             |
|  | Comments:               |                        |
|  | <b>Task Completed:</b>  | <b>01/31/2013</b>      |
| 6. DC's will compile and publicize these to learn student names and outside activities. During Grade level team meetings to share the strategies and feedback from the implementation. |                         |                        |
|  | Assigned to:            | DC&#39;s               |
|  | Added date:             | 12/10/2012             |
|  | Target Completion Date: |                        |

|                   |   |   |
|-------------------|---|---|
|                   | Target Completion Date:   | 08/25/2014  |
|                   | Comments:   |   |
|                   | <b>Task Completed:</b>  | <b>01/15/2013</b>   |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 6 of 7 (86%)   |
| <b>Indicator</b>  | <b>P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)(Expected)</b>   |   |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)  |   |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 10/30/2013  |
|                   | Index:  | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | Currently we have 14 new staff who directly interact with students. We have in the past used Safe and Civil Schools as a school wide classroom policy. With the quantity of new staff bringing the consistency back will take most of this year.  |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.   |
|                   | How it will look when fully met:  | By the end of the 2013-2014 school year staff at Wahshingotn MS will identify and a consistent method of teaching classroom expectations that all teachers support and agree to. The result will be the reduction of office referrals submitted for insubordination and cooperation with staff. |
|                   | Target Date:  | 07/01/2014  |
|                   | <b>Tasks:</b>   |   |
|                   | 1. Establishment of a team to continue with Safe and Civil Schools or Positive Behavior Intervention Strategies. Research and implementation will be the result of the work from this team.                   |   |
|                   | Assigned to:  | Jeff Clark  |
|                   | Added date:   | 10/30/2013  |
|                   | Target Completion Date:   | 06/01/2014  |
|                   | Comments:   |   |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 1 (0%)  |
| <b>Indicator</b>  | <b>P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)(Expected)</b> |   |
| <b>Status</b>     | Tasks completed: 0 of 6 (0%)  |   |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 10/30/2013  |
|                   | Index:  | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:  | Currently we rely on the the ILT as a model for supporting instruction. Through the development of a S&C or PBIS team we plan to increase the work towards creating a consistent plan for all classrooms.   |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.   |
|                   | How it will look when fully met:  |   |

|                                  |   |                     |
|----------------------------------|---|---------------------|
| How it will look when fully met: | Washington staff will work to create a safe and supportive environment for all students through interviewing individual students in the building. We will collect data to determine likes/dislikes, adults that students feel are supportive, causes of pride, and areas of success that students have. This will be completed by the end of February to support decisions of teams.*** Will increase partnerships with DSHS and Comprehensive Mental Health and begin Advisory with Mind set training to address motivation and belief in learning |                     |
| Target Date:                     | 06/06/2014  |                     |
| Tasks:                           |   |                     |
|                                  | 0. Create Advisory binders and training for promoting social, academic, emotional support for students focus on brainology training   |                     |
|                                  | Assigned to:  | Jeff Clark          |
|                                  | Added date:   | 06/13/2014          |
|                                  | Target Completion Date:   | 09/08/2014          |
|                                  | Comments:   |                     |
|                                  | 0. Identify , recruit and hire an additional security guard that can support positive environment where students feel safe  |                     |
|                                  | Assigned to:  | phil Vasquez        |
|                                  | Added date:   | 06/13/2014          |
|                                  | Target Completion Date:   | 08/25/2014          |
|                                  | Comments:   |                     |
|                                  | 0. restructure staff with the addition of security guard to have 2 staff members identified as home liaisons to make visits and calls to parents to further parent access and involvement with school.  |                     |
|                                  | Assigned to:  | Jeff Clark          |
|                                  | Added date:   | 06/13/2014          |
|                                  | Target Completion Date:   | 08/25/2014          |
|                                  | Comments:   |                     |
|                                  | 0. Research a reader board for school to inform community and parents of events, celebrations, and information of neighborhood and school community activities  |                     |
|                                  | Assigned to:  | William Hilton, Jr. |
|                                  | Added date:   | 06/13/2014          |
|                                  | Target Completion Date:   | 09/29/2014          |
|                                  | Comments:   |                     |
|                                  | 0. continue GLAD strategies and ELL strategies and awareness of surrounding community   |                     |
|                                  | Assigned to:  | phil Vasquez        |
|                                  | Added date:   | 06/13/2014          |
|                                  | Target Completion Date:   | 11/28/2014          |
|                                  | Frequency:  | monthly             |
|                                  | Comments:   |                     |
|                                  | 1. Currently The principal is interviewing all eight graders asking the following questions and compiling the answers: <ul style="list-style-type: none"> <li>• What do you like about Washington</li> <li>• What don't you like about Washington</li> <li>• Who is the most important adult to you here at Washington</li> <li>• What would you like to change about Washington</li> </ul>   |                     |

- What is one thing you are proud of doing here at Washington
  - Which class do you learn the most in here at Washington
- The data will be used to support decisions for the rest of the school.

Assigned to: David Chaplin

Added date: 10/30/2013

Target Completion Date: 09/16/2014

Comments:

**Implement** Percent Task Complete: Tasks completed: 0 of 6 (0%)

**Student and School Success Principle 7: Family and community engagement**

**Defining the purpose, policies, and practices of a school community**

**Indicator** **P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW)**

**Status** Tasks completed: 1 of 2 (50%)

**Assessment** Level of Development: Initial: **Limited Development** 03/18/2013

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We are currently targeting parents from our Parent Teacher Organization to represent parents on our Department Chair Team.

**Plan** Assigned to: William Hilton, Jr.

How it will look when fully met: Washington will have a parent representative on the Department Chair Leadership Team (DCLT). DCLT meetings are held twice a month and parents will conduct PTO meetings to update DCLT team on matters related to family-school relations. We will provide agenda and minutes of meetings as evidence for completing objective.

Target Date: 05/30/2014

**Tasks:**

1. Principal will have on-going communication with PTO.

Assigned to: David Chaplin

Added date: 03/18/2013

Target Completion Date: 03/04/2013

Comments:

**Task Completed:** 06/19/2013

2. Parent will be recruited in the spring of the 2013 school year for attendance during the 2013-2014 school year. Attendance will be expected at least one meeting per month. If inconsistent then new parent will be recruited.

Assigned to: Admin

Added date: 04/02/2013

Target Completion Date: 09/01/2014

Comments:

**Implement** Percent Task Complete: Tasks completed: 1 of 2 (50%)

**Indicator** **P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and**

|                   |  |  |
|-------------------|--|--|
|                   | <b>frequently communicated to teachers, school personnel, parents (families), and students.(3077)<br/>(Expected)</b> |  |
| <b>Status</b>     | <b>Full Implementation</b>   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Full Implementation</b> 03/18/2013   |
|                   | Evidence:  | The school's key documents are continually being shared with all stakeholders. Information is communicated by newsletter, school staff, and administrators throughout the year to our parents and students. We provide and communicate information During open house, fall and spring conference, and monthly parent meetings with the principal. Our principal sends a weekly communiqué to all staff that provides information relating to key documents. Information is also shared and presented to staff during staff meetings. On-going monitoring through our Department Chairs will help sustain our efforts in assuring our school's key documents are communicated and distributed frequently to all stakeholders. |

### **Student and School Success Principle 7: Family and community engagement**

#### **Providing two-way, school-home communication linked to learning**

|                   |   |  |
|-------------------|---|--|
| <b>Indicator</b>  | <b>P7-IVA05 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(3075)</b> |  |
| <b>Status</b>     | <b>Full Implementation</b>  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Full Implementation</b> 03/01/2013   |
|                   | Evidence:   | We have created a monthly parent forum to communicate with parents. We have also created a Parent Teacher Organization and use our English/Spanish newsletter to help communicate with parents about parent expectations and importance of curriculum at home. ( ) |

### **Student and School Success Principle 7: Family and community engagement**

#### **Educating parents to support their children's learning and teachers to work with parents**

|                   |   |  |
|-------------------|---|--|
| <b>Indicator</b>  | <b>P7-IVA08 - Professional development programs for teachers include assistance in working effectively with parents (families and communities).(3074)</b> |  |
| <b>Status</b>     | Tasks completed: 2 of 3 (67%)   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 12/04/2012   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:  | Veteran staff have been trained in some poverty and family trained. Numerous new teachers have been added to the staff since the last training so this is something that needs to be scheduled for the upcoming years.                               |
| <b>Plan</b>       | Assigned to:  | William Hilton, Jr.  |
|                   | How it will look when fully met:  | Ongoing training for new teachers and refresher training for new teachers on a annual basis occurring in the fall. Training should be completed by the end of October of each year. Program or curricula should be decided by the Department Chairs. |
|                   | Target Date:  | 09/01/2014   |
|                   | <b>Tasks:</b>   |  |
|                   | 1. secure a grant to support the training of the staff poverty awareness.   |  |

|   |   |   |
|---|---|---|
|   | Assigned to:  | David Chaplin   |
|   | Added date:   | 02/07/2013  |
|   | Target Completion Date:   | 11/28/2014  |
|   | Comments:   | Applied for and awarded a SIG/ARRA grant that will fund the training. Grant removed by OSPI   |
|   | <b>Task Completed:</b>  | <b>02/01/2013</b>   |
| 2. Have the department chairs assign a date to the training on poverty.                                       |   |   |
|   | Assigned to:  | David Chaplin   |
|   | Added date:   | 02/07/2013  |
|   | Target Completion Date:   | 09/26/2014  |
|   | Comments:   | Department Chairs polled and reported that early August was the best time for summer training.<br><br>Grant reduced by OSPI   |
|   | <b>Task Completed:</b>  | <b>01/31/2013</b>   |
| 3. Have all staff who interact with students at Washington MS attend a 1 day training on students of poverty. |   |   |
|   | Assigned to:  | David Chaplin   |
|   | Added date:   | 02/07/2013  |
|   | Target Completion Date:   | 09/30/2014  |
|   | Comments:   | Grant taken away by OSPI  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 2 of 3 (67%)   |
| <b>Indicator</b>  | <b>P7-IVA12 - The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors.(3081)</b> |   |
| <b>Status</b>   | Tasks completed: 1 of 2 (50%)   |   |
| <b>Assessment</b>   | Level of Development:   | Initial: <b>No development or Implementation</b> 12/12/2012   |
|   | Index:  | 3 (Priority Score x Opportunity Score)  |
|   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|   | Opportunity Score:  | 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|   | Describe current level of development:  | Washington will provide Parents an opportunity to prepare for their students transition from 8th grade to 9th grade.  |
| <b>Plan</b>   | Assigned to:  | William Hilton, Jr.   |
|   | How it will look when fully met:  | Washington will provide Parents an opportunity to prepare for their students transition from 8th grade to 9th grade. Support for this transition will support the students as they make this move and parents also. |
|   | Target Date:  | 06/06/2014  |
|   | <b>Tasks:</b>   |   |
| 1. Apply for a grant for SIG ARRA funds to support this action.   |   |   |
|   | Assigned to:  | David Chaplin   |
|   | Added date:   | 12/12/2012  |
|   | Target Completion Date:   | 12/14/2012  |
|   | Comments:   | We applied for funds to get this money and we were denied funds to  |

|                   |  |   |
|-------------------|--|---|
|                   | Comments:  | support this,. We will look into other areas for support.   |
|                   | Task Completed:  | 12/14/2012  |
|                   | 2. WE will also be applying for a grant to support incoming sixth graders into our building. This will include staff needed to support two half days of transition.            |   |
|                   | Assigned to:   | David Chaplin   |
|                   | Added date:  | 12/12/2012  |
|                   | Target Completion Date:  | 06/06/2014  |
|                   | Frequency:   | once a year   |
|                   | Comments:  | Grant was denied so we are seeking additional money form other sources. We will look to find a way to accomplish this in the spring of 2014   |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 1 of 2 (50%)   |
| <b>Indicator</b>  | <b>P7-IVA13 - The LEA/School has engaged parents and community in the transformation process. (1649)(Expected)</b>   |   |
| <b>Status</b>     | Tasks completed: 0 of 3 (0%)   |   |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 10/30/2013  |
|                   | Index:   | 6 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | Currently meetings with parents are scheduled at the school level every month in the morning for sharing between the staff and parents. This is an open forum for parents to express concerns they have for things at school. Administration shares pertinent information with parents regarding the different initiatives from the district.   |
| <b>Plan</b>       | Assigned to:   | William Hilton, Jr.   |
|                   | How it will look when fully met:   | Regularly scheduled meetings will take place in the mornings and evening one time per month with an agenda that is controlled by a parent/staff committee. Presentations by both groups will be focused oon the education of students and the roll that the members of the group play. By the end of the year the quantity of parents attending these meetings will increase by 50%.***<br>Parent involvement includes monthly parent meetings that will give information on school progress and changes. Surveys done to meet needs of parents as well. parents involved in decision making and hiring of new principal.<br>see P6 as well |
|                   | Target Date:   | 07/01/2014  |
|                   | <b>Tasks:</b>  |   |
|                   | 0. recruit parent for interviewing new principal and to sit on ILOT meetings   |   |
|                   | Assigned to:   | Sara Day  |
|                   | Added date:  | 06/13/2014  |
|                   | Target Completion Date:  | 08/25/2014  |
|                   | Comments:  |   |
|                   | 0. set schedule for monthly parent meetings with school info provided as student successes and information on standards completed successfully. State and building data shared |   |
|                   | Assigned to:   | William Hilton, Jr.   |

|                  |  |                              |
|------------------|--|------------------------------|
|                  | Added date:  | 06/13/2014                   |
|                  | Target Completion Date:  | 09/22/2014                   |
|                  | Frequency:   | monthly                      |
|                  | Comments:  |                              |
|                  | 1. During the RAD process the district, school, and parents will work together in the planning process for the school year 2015. |                              |
|                  | Assigned to:   | Kelli York                   |
|                  | Added date:  | 10/30/2013                   |
|                  | Target Completion Date:  | 10/31/2014                   |
|                  | Comments:  |                              |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 0 of 3 (0%) |

# **Comprehensive Plan Report**

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

6/20/2014

Wellpinit Elementary School---P NCES - 530963003146

Wellpinit

**Student and School Success Principle 1: Strong leadership**

**Team structure**

**Indicator** **P1-ID10 - The school’s Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(3061)**

**Status** Tasks completed: 0 of 8 (0%)

|                   |                       |  |  |
|-------------------|-----------------------|--|--|
| <b>Assessment</b> | Level of Development: | Initial: No development or Implementation 06/06/2014 |  |
|                   | Index:                | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:       | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:    | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |

Describe current level of development: Currently there is no defined leadership team that regularly looks at school performance data and classroom observation data. While data is used to look at student performance, data is inconsistently used to make decisions about school improvement and professional development needs.

**Plan** Assigned to: Karen Estes

How it will look when fully met: If the school leadership team regularly reviews school performance data by subgroups and aggregated classroom observation data, then decisions about school improvement and professional development needs will be targeted based upon data as measured by an increase on teacher performance level on the Danielson rubric and CWTs. Specifically, the leadership team will monitor all seven principles on a cyclical cycle (two principles per week) for progress. More specifically, monitoring the following incremental student and teacher performance goals in order to make decisions about differentiating professional development needs per teacher and differentiating instruction will occur fluidly.

Wellpinit Elementary School Incremental Student Performance Goals  
In the “All Students” group as well as the “American Indian Students” and “Low Income Students” sub groups, student achievement will increase incrementally by each year as measured by the state assessment (currently MSP /future Smarter Balanced Assessment) in order to achieve an 85% success mark by the Spring of 2017.

Wellpinit Elementary School Incremental Teacher Performance CWT Goals

- Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve an 85% success mark in “Setting learning objectives and providing feedback” and “Learning target on grade level” by the Spring of 2017.
- Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve a 60% success mark in “Determining levels of student work (application and above)” and “Highly engaged classroom” by the Spring of 2017.

Target Date: 01/05/2015

Tasks:

|   |                         |   |
|---|-------------------------|---|
| 1. Principal will create a "job description" defining the roles and responsibilities of a leadership team member and will define a protocol/process for staff to nominate other staff members to serve in this position. Principal has final decision of membership choice. |                         |   |
|   | Assigned to:            | Karen Estes   |
|   | Added date:             | 06/06/2014  |
|   | Target Completion Date: | 09/01/2014  |
|   | Comments:               | Leadership team member must demonstrate the following characteristics:<br>advocate for growth and refinement, be able to commit to the time and process, have a positive attitude, put kids (not adults) first, excellent 2-way communicator for whole group, serve as a leader in a sub group, committed, focused, able to be professional even during disagreements, adhere to norms, able to review research, demonstrate leadership skills, demonstrate professional and accountable talk, etc. |
| 2. Principal will create a year long schedule and facilitate the leadership team biweekly to oversee the School Improvement and Title I plan and implementation through the use of data review.   |                         |   |
|   | Assigned to:            | Karen Estes   |
|   | Added date:             | 06/06/2014  |
|   | Target Completion Date: | 09/08/2014  |
|   | Frequency:              | twice monthly   |
|   | Comments:               | Group representation should minimally include the following (Primary Teacher, Intermediate teacher, Specialist teacher, classified staff, principal, parent/tribal member, and leadership coach)<br><br>clear roles should be defined along with norms and accountability<br><br>Leadership team members will be assigned a sub-focus team leadership role (reading, math, parent involvement, etc.)to support fluid communication, task completion and accountability.                             |
| 3. Principal will facilitate Leadership Team meeting notes being shared and communicated to all staff members as well as publish highlights to parent/community groups.   |                         |   |
|   | Assigned to:            | Karen Estes   |
|   | Added date:             | 06/06/2014  |
|   | Target Completion Date: | 09/15/2014  |
|   | Comments:               | Notes should include topic items, discussion highlights, and actions taken or to be taken along with person accountable for action.<br><br>Communication of leadership team actions should be shared with all staff members in a public manner, with parents/community members in a monthly communication document/website and with superintendent on a monthly timeline<br><br>Leadership team meetings will minimally occur twice a month.  |
| 4. Principal with leadership team input will define a decision making matrix for immediate use  |                         |   |
|   | Assigned to:            | Karen Estes   |
|   | Added date:             | 06/06/2014  |
|   | Target Completion Date: | 09/15/2014  |
|   | Comments:               |   |

|                   |  |   |
|-------------------|--|---|
|                   | Comments:  | A decision making matrix will include both content, process and role clarification.   |
|                   | 5. Leadership team will recruit a parent and/or tribal member to serve on the leadership team.   |   |
|                   | Assigned to:   | Karen Estes   |
|                   | Added date:  | 06/19/2014  |
|                   | Target Completion Date:  | 10/01/2014  |
|                   | Comments:  |   |
|                   | 6. The leadership team will identify process/protocol on how and when to analyze data as well as how to share assessment data with overall building, individual students and parents, and with families/community. |   |
|                   | Assigned to:   | Karen Estes   |
|                   | Added date:  | 06/06/2014  |
|                   | Target Completion Date:  | 10/15/2014  |
|                   | Comments:  |   |
|                   | 7. School Leadership team will review school improvement plan in the fall to determine true levels of implementation of past tasks to refine current school improvement and Title I plan.                          |   |
|                   | Assigned to:   | Karen Estes   |
|                   | Added date:  | 06/06/2014  |
|                   | Target Completion Date:  | 10/24/2014  |
|                   | Comments:  |   |
|                   | 8. Leadership Team will create, implement and monitor the Washington State Synergy Model as the approved School Improvement Model in order to exit the RAD status by the 2016-17.                                  |   |
|                   | Assigned to:   | Karen Estes   |
|                   | Added date:  | 06/19/2014  |
|                   | Target Completion Date:  | 06/30/2017  |
|                   | Comments:  |   |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 8 (0%)  |
| <b>Indicator</b>  | <b>P1-ID11 - Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.(46)(TitleISW)</b>  |   |
| <b>Status</b>     | <b>Full Implementation</b>   |   |
| <b>Assessment</b> | Level of Development:  | Initial: Full Implementation 12/07/2012   |
|                   | Evidence:  | <p>Evidence:Currently staff is provided with weekly common prep that is organized in grade level/grade level cluster teams which meet for 30-40 minutes, see Master schedule</p> <p>Instructional teams focus on data, best instructional practices; designing curriculum, design interventions</p> <p>There are only 1-2 teacher per grade level, with 2-3 teachers per grade cluster team , currently this is happening during common planning.</p> <p>Sustainability: Common prep to continue and be planned for in Master schedule, develop simple documentation with 1 binder to contain the accountability information; to be most effective the instructional team should become part of a structure for the weekly early release/late start collaboration</p> |

**Student and School Success Principle 1: Strong leadership**



|                   |  |   |  |
|-------------------|--|---|--|
| <b>Indicator</b>  | <b>P1-IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)(Expected)</b> |   |  |
| <b>Status</b>     | Tasks completed: 5 of 7 (71%)  |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 10/28/2013  |  |
|                   | Index:   | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | <p>Principal has translated district's Problem of Practice (PoP) to all key documents for staff (Weekly Updates, Monthly Newsletters, Staff Agendas, and PLC documents). Principal refers to PoP when staff discusses key issues or in making key decisions.</p> <p>Principal created a Teacher on Special Assignment (TOSA) position to provide support and in-house curriculum and instruction guidance to all teachers. TOSA works with staff to create lessons, implement best practice, analysis and application of formative assessments, implementation of both elective/Highly Capable Programming, etc. Principal meets with TOSA weekly to discuss results of classroom walkthroughs and TOSA's weekly meetings with teachers and paraeducators to make a plan for focus and growth/support.</p> <p>Principal works with teachers to follow TPEP guidelines and the Danielson Framework. Principal has implemented goal setting sheets focused on review of data and creating intervention plans for students.</p> <p>Principal conducts daily/weekly walkthroughs focused on a specific best practice for all teachers. Data is shared at staff meetings, Weekly Updates, and in meetings with TOSA to inform changes in instruction.</p> <p>Principal collaborates with OSPI and ESD coaches regarding analysis of data and implementation of best practices through professional development days.</p> |  |
| <b>Plan</b>       | Assigned to:   | Karen Estes   |  |
|                   | How it will look when fully met:   | <p>If the principals completes the scheduled classroom walkthroughs (1-2 daily for a total of 5-10 weekly for each teacher) with immediate feedback to teachers (one on one as needed daily and as a whole group via Weekly Updates, Weekly Staff Meetings), then we impact staff learning that results in better understanding and implementation of the our Problem of Practice to increase student learning by at least 10% in both reading and math measures through effective best teaching practices as defined in the Danielson Instructional Framework. By being visible and available in the classroom, the principal keeps focus on the mission and goals, creates an environment of collaboration and trust, and actively supports improvement efforts.</p> <p>Evidence:<br/>         -Walkthrough data<br/>         -Written feedback to staff<br/>         -Meeting minutes<br/>         -Data from 2nd Benchmark tests (DIBELS and MAPS)</p>  |  |
|                   | Target Date:   | 05/01/2015  |  |
|                   | Tasks:   |   |  |

|   |  |  |
|---|--|--|
| 1. Select and purchase classroom walkthrough software for administrators to utilize to gather trend data.   |  |  |
| Assigned to:  | Karen Estes  |  |
| Added date:   | 11/05/2013   |  |
| Target Completion Date:   | 12/31/2013   |  |
| Comments:   | Superintendent purchased Teachscape classroom walkthrough software by December. Principal, TOSA, and 2 teachers were trained on Teachscape on 2/18 and 2/25. Plan is to train other staff starting 3/21. Principal classroom walkthroughs using Teachscape begin in March. Peer observations using Teachscape begin in March.  |  |
| <b>Task Completed:</b>  | <b>12/20/2013</b>  |  |
| 2. Coordinate and implement training for classroom walkthrough software for administrators.   |  |  |
| Assigned to:  | Karen Estes  |  |
| Added date:   | 11/05/2013   |  |
| Target Completion Date:   | 09/30/2014   |  |
| Comments:   | Principal, TOSA, and 2 teachers completed CWT training with Karen Estes on 2/18 and 2/25. The rest of the teachers will be trained starting 3/21.<br>All teachers except for 3 have been trained as of 6/6/14. The final 3 will be trained in September of the 2014-15 school year. Training has been set for 9/24/14 with Karen Estes. On 9/24/14, all other teachers will also complete calibration walks. |  |
| 3. Principal to complete classroom walkthrough forms for specific focus walkthroughs. The form will be generic, so staff can determine the walkthrough focus to collect data on based previous week's walkthrough results.                              |  |  |
| Assigned to:  | Karen Estes  |  |
| Added date:   | 11/05/2013   |  |
| Target Completion Date:   | 02/28/2014   |  |
| Comments:   | Completed in February and uploaded into File Cabinet   |  |
| <b>Task Completed:</b>  | <b>02/28/2014</b>  |  |
| 4. Establish a schedule for coaches and principal to work with staff on a monthly Danielson Instructional Framework focus. One resource we will use to dig deeper within the focus is the Soap Lake School District "Looks Like, Sounds Like" document. |  |  |
| Assigned to:  | Karen Estes  |  |
| Added date:   | 11/05/2013   |  |
| Target Completion Date:   | 11/08/2013   |  |
| Comments:   | A PD schedule during Wednesday common prep collaboration and for a monthly focus with the Danielson instructional framework. TOSA has also developed a crosswalk of major components of required elements for instructional work. TOSA has completed a graphic organizer to provide a focused overview of the work with teachers during common prep collaboration.   |  |
| <b>Task Completed:</b>  | <b>10/31/2013</b>  |  |
| 6. Share walkthrough data with staff weekly via Staff Meetings, TOSA Meetings, and Weekly Updates.  |  |  |
| Assigned to:  | Karen Estes  |  |
| Added date:   | 11/05/2013   |  |
| Target Completion Date:   | 10/31/2014   |  |
| Frequency:  | weekly   |  |

|                   |  |   |  |
|-------------------|--|---|--|
|                   | Comments:  | Will begin after staff trained and peer observation system in place September 2014  |  |
|                   | 7. Principal to set aside 3 meetings per year to assist teachers in completing reflection form and putting reflection into action plans for continued growth. (TPEP worksheet)   |   |  |
|                   | Assigned to:   | Karen Estes   |  |
|                   | Added date:  | 11/05/2013  |  |
|                   | Target Completion Date:  | 11/30/2013  |  |
|                   | Frequency:   | three times a year  |  |
|                   | Comments:  | TPEP worksheet was utilized by all teachers 3 times this year. After 1st and 2nd meetings (completed close to benchmark testing) staff met with principal to share data and intervention plans. Teachers also met with principal at end of the year to review and make growth plan for over the summer.   |  |
|                   | Task Completed:  | 06/06/2014  |  |
|                   | 9. Principal to request OSPI School Success Leadership Coach for the purpose of improving leadership capacity and more effective implementation of classroom walkthroughs, Danielson Instructional Framework, and consistent feedback to teachers. |   |  |
|                   | Assigned to:   | Karen Estes   |  |
|                   | Added date:  | 11/08/2013  |  |
|                   | Target Completion Date:  | 09/30/2013  |  |
|                   | Comments:  | Principal requested new success coach at the end of previous school year. Principal has been working with Karen Estes monthly the entire school year.   |  |
|                   | Task Completed:  | 09/30/2013  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 5 of 7 (71%)   |  |
| <b>Indicator</b>  | <b>P1-IE07 - The principal monitors curriculum and classroom instruction regularly.(58)</b>  |   |  |
| <b>Status</b>     | Tasks completed: 1 of 6 (17%)  |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 12/07/2012  |  |
|                   | Index:   | 9   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Principal is in every classroom infrequently. The principal is not currently documenting the visit on a CWT too, or in a formal manner. The principal does not follow up consistently in addressing issues as needed and does not currently provide feedback on a consistent basis.   |  |
| <b>Plan</b>       | Assigned to:   | Karen Estes   |  |
|                   | How it will look when fully met:   | If the principal monitors curriculum and classroom instruction regularly, then teacher performance in all domains will increase as measured by CWTs (Marzano's HYS) and observations based upon the Danielson Rubric. The principal will establish expectations and processes for team planning and for instructional delivery. Then the principal will relentlessly monitor work, meet with teams, visit classrooms, and reinforce good practice. Specifically, the principal will randomly collect and review weekly lesson plans, and provide feedback. Conduct CWT a minimum of 3 times a week in each classroom, and will report out |  |

|  |  |   |
|--|--|---|
|  |  | <p>trends every 4-6 weeks. Conduct informal observations 4-8 times a year. Principal will participate on Instructional grade cluster team, and use a reflective protocols to examine the following: pacing, progress of individual students on intervention plans, implementation of GLAD and High Yield strategies, implementation/refinement of curriculum usage, and all performance levels in all four Danielson Domains . Evidence: CWT data, copies of informal observation; reflective protocols; improved student performance on benchmark; improved teacher performance levels. Again, both short term and long term performance goals that will be accomplished through the principal's action will be the following:</p> <p>*Wellpinit Elementary School Incremental Student Performance Goals<br/>In the "All Students" group as well as the "American Indian Students" and "Low Income Students" sub groups, student achievement will increase incrementally by each year as measured by the state assessment (currently MSP /future Smarter Balanced Assessment) in order to achieve an 85% success mark by the Spring of 2017.</p> <p>*Wellpinit Elementary School Incremental Teacher Performance CWT Goals</p> <ul style="list-style-type: none"> <li>•Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve an 85% success mark in "Setting learning objectives and providing feedback" and "Learning target on grade level" by the Spring of 2017.</li> <li>•Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve a 60% success mark in "Determining levels of student work (application and above)" and "Highly engaged classroom" by the Spring of 2017.</li> </ul> |
|  | Target Date:   | 06/01/2015  |
|  | <b>Tasks:</b>  |   |
|  | 1. Decide the CWT tool to be used (receive training, if needed), and share with staff.   |   |
|  | This task has been moved and is now embedded in Principle 1: Indicator #57.  |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 12/07/2012  |
|  | Target Completion Date:  | 10/01/2014  |
|  | Comments:  | <p>Superintendent purchased Teachscape classroom walkthrough software by December. Principal, TOSA, and 2 teachers were trained on Teachscape on 2/18 and 2/25. Plan is to train other staff starting 3/21. Principal classroom walkthroughs using Teachscape begin in March. Peer observations using Teachscape begin in March.</p> <p>All staff members received training on the CWT form and descriptions. All but four staff members were calibrated on CWT live walks. All staff members have been guided on activating their Teachscape account</p>   |
|  | <b>Task Completed:</b>   | <b>02/28/2014</b>   |
|  | 2. The principal participates in Wednesday grade level PLC meetings and facilitates data review on curriculum and instruction. |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 09/01/2014  |
|  | Frequency:   | weekly  |

|                  |  |   |
|------------------|--|---|
|                  | Comments:  |   |
|                  | 3. Principal creates and year long observation and feedback schedule.  |   |
|                  | Assigned to:   | Karen Estes   |
|                  | Added date:  | 06/06/2014  |
|                  | Target Completion Date:  | 09/15/2014  |
|                  | Frequency:   | once a year   |
|                  | Comments:  |   |
|                  | 4. Principal creates a CWT schedule/log document to ensure consistency of conducting CWTs. Specifically, create a CWT schedule with at least one focus area each month to complete a CWT cycle (review data, set a goal, make an action plan (personal/group), make an action plan for instructional refinement, and analyze growth. (intentional for math and reading along with other focus areas defined by data) |   |
|                  | Assigned to:   | Karen Estes   |
|                  | Added date:  | 06/06/2014  |
|                  | Target Completion Date:  | 10/01/2014  |
|                  | Comments:  | By creating a schedule/log document, the principal frequency of conducting CWTs will be tracked as well as give guidance on spreading those CWTs throughout the time of day, subject, and grade levels. |
|                  | 5. Implement CWTs in each classroom minimally three times a week in each math AND reading class (minimal total of six) with other CWT completed for all subject areas in a consistent manner.  |   |
|                  | Assigned to:   | Karen Estes   |
|                  | Added date:  | 06/06/2014  |
|                  | Target Completion Date:  | 10/01/2014  |
|                  | Frequency:   | weekly  |
|                  | Comments:  |   |
|                  | 6. Principal defines the purpose for lesson plan review based on data and monthly/cycle focus, communicates that purpose to staff, randomly selects 2-4 lesson plans to review and provide timely feedback to teacher.   |   |
|                  | Assigned to:   | Karen Estes   |
|                  | Added date:  | 06/06/2014  |
|                  | Target Completion Date:  | 10/01/2014  |
|                  | Frequency:   | weekly  |
|                  | Comments:  |   |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 1 of 6 (17%)   |

## Student and School Success Principle 2: Staff evaluation and professional development

### Professional development

|                   |   |   |
|-------------------|---|---|
| <b>Indicator</b>  | <b>P2-IF11 - Professional development is aligned with identified needs based on staff evaluation and student performance.(2879)(Expected)</b> |   |
| <b>Status</b>     | Not a priority or interest  |   |
| <b>Assessment</b> | Level of Development:   | Initial: No development or Implementation 11/03/2013  |
|                   | Explain why not a Priority or Interest:   | This indicator is not a current priority as the staff are more interested in working on job-embedded professional development and structures at this time. The staff believe we are close to full implementation on another indicator regarding use of common prep and Friday |

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|                   |   | collaboration and would like to gain success and impact as a catalyst for carrying out additional indicators to follow.  |
| <b>Indicator</b>  | <b>P2-IF12 - The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(2880)(Expected,TitleISW)</b> |  |
| <b>Status</b>     | Tasks completed: 5 of 14 (36%)  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 10/28/2013   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:  | <p>Teachers are provided an early release every Friday to work in PLCs and/or participate in professional development with OSPI and ESD coaches.</p> <p>Teachers have recieved GLAD training, which was also provided on-site with our own students in our building.</p> <p>Other trainings that teachers have participated in recently include: AVID, WaKIDS, TPEP, Leadership Symposium, Common Core, ELL, Math and Reading in regards to best practice and MBA/RBA. In addition, TOSA is currently recieving training with Highly Capable Programming.</p> <p>TOSA works with teachers weekly to review and implement best practices learned in trainings.</p>  |
| <b>Plan</b>       | Assigned to:  | Karen Estes  |
|                   | How it will look when fully met:  | <p>If consistent PLCs are embedded in a weekly schedule, then a focus on 1)Setting learning objective and providing feedback, 2)Learning target on grade level, 3)Determining Levels of student work (Application Level and above), 4) Highly Engaged Classroom, along with student work and performance levels, then inform instructional plans can be determined for student performance growth especially for intervention, and allow for professional collaboration to dig deeper with the Danielson Instructional Framework best teaching practices, then we impact staff learning, that results in specific plans for instruction delivery and student growth increasing student learning by at least typical growth throughout the year on benchmark testing.</p> <p>Evidence:<br/>         -PLC binders that include Action Plans, Weekly Feedback forms with meeting minutes as well as principal feedback, and copies of data/resources used<br/>         -TPEP Goal setting forms<br/>         -Teacher Reflection forms<br/>         -2nd and 3rd Benchmark testing data (DIBELS and MAPS)<br/>         -ESD/OSPI Coaching Summaries</p> |
|                   | Target Date:  | 05/29/2015   |
|                   | <b>Tasks:</b>   |  |
|                   | 1. Provide training and support for clarification and uniformity of Learning Objectives in all content ares -- specifically in math and reading.          |  |
|                   | Assigned to:  | Karen Estes  |
|                   | Added date:   |  |

|  |  |   |
|--|--|---|
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 08/26/2014  |
|  | Comments:  | OSPI Leadership coach will support principal in this training   |
|  | 2. Provide continued CWT training and support for consistent calibration for peer walks with an extra focus on walks in reading and math. (reading and math)   |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 10/31/2014  |
|  | Comments:  | Leadership coach will support principal in this training  |
|  | 3. Leadership team will craft norms and protocols for peer walk debriefs   |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 10/31/2014  |
|  | Comments:  |   |
|  | 4. Leadership team will craft a PD and PLC year long calendar  |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 09/30/2014  |
|  | Comments:  |   |
|  | 5. For 2014-2015 - On site training in the areas of math, reading, instruction and leadership/change process will continue to be provide for all teachers, identified paraeducators and the principal to support continuous growth and alignment of curriculum, instruction, and assessment/ |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 06/30/2015  |
|  | Comments:  | OSPI Math Coach - 40 days<br>OSPI Reading Coach - 40 days<br>OSPI Leadership Coach -80 days   |
|  | 6. Share PLC binders, norms, protocols, and tasks/projects with staff. Determine PLC groups and designate scheduled PLC time for the rest of the school year taking in to account use of common prep, Friday early release, and extended time before/after school.                           |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 11/05/2013  |
|  | Target Completion Date:  | 02/28/2014  |
|  | Comments:  | Staff have been placed in PLC groups and been provided PLC binders to guide and track the work. PLC groups have created Action Plans and Project tasks. Work has begun for the following PLCs: Primary grades, Intermediate grades, Student Support, Math, Reading, and RTI. Groups meet weekly using data to guide the work. PLC schedule has not yet been made, so far the principal has allowed for 1 hr each Friday to be in PLC groups through the month of February. Teachers are also able to use extended day pay to meet in groups. Teachers were scheduled for 4 hours of common prep weekly and have the option of running PLC groups during the common prep time. |
|  | <b>Task Completed:</b>   | <b>02/28/2014</b>   |
|  | 7. Establish a schedule for teachers to collaborate with paras and special education staff at least monthly.   |   |

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|   | Assigned to:            | Karen Estes  |
|   | Added date:             | 11/05/2013   |
|   | Target Completion Date: | 02/28/2014   |
|   | Comments:               | In place of an established schedule, teachers and paras have been provided monthly planning time to meet and collaborate. The time to meet is established with teacher and para and supported by extended day pay with Priority dollars. |
|   | <b>Task Completed:</b>  | <b>02/28/2014</b>  |
| 8. TOSA to create a visual of crossover of major initiatives and breakdown of use of common prep time to guide use of weekly TOSA meetings.   |                         |  |
|   | Assigned to:            | Kelsie Williamson  |
|   | Added date:             | 11/05/2013   |
|   | Target Completion Date: | 11/29/2013   |
|   | Comments:               | 11/29/13- TOSA completed crosswalk document and has shared with teachers and district leadership   |
|   | <b>Task Completed:</b>  | <b>11/29/2013</b>  |
| 9. TOSA to create a survey and checklist for professional development for the staff. TOSA will work with administration to schedule appropriate time for PD throughout the rest of the school year.   |                         |  |
|   | Assigned to:            | Kelsie Williamson  |
|   | Added date:             | 11/05/2013   |
|   | Target Completion Date: | 11/29/2013   |
|   | Comments:               | TOSA has created survey. Teachers completed the survey in the fall and winter. TOSA created PD for teachers based on their feedback. TOSA keeps collaboration notes to capture the work and the next steps to be completed.              |
|   | <b>Task Completed:</b>  | <b>11/29/2013</b>  |
| 10. Principal will set aside Priority dollars to utilize the services of ESD coach, Erik Wolfrum, to spend 3 sessions with staff throughout the year dedicated to working with staff in digging deeper with student engagement.   |                         |  |
|   | Assigned to:            | Nikki Hittle   |
|   | Added date:             | 11/05/2013   |
|   | Target Completion Date: | 11/29/2013   |
|   | Comments:               | Principal has completed this task and collaborated with Erik to align the engagement work with other initiatives and PLCs. Erik has completed 2 work sessions with staff on 10/11 and 2/14.  |
|   | <b>Task Completed:</b>  | <b>11/29/2013</b>  |
| 11. Teachers and instructional paraeducators will continue to receive job embedded training from OSPI Content and Leadership coaches in the areas of math, reading, instruction, differentiation, leadership and system development in order to maximize alignment of curriculum, instruction and assessment as well as system change and leadership development. |                         |  |
|   | Assigned to:            | Karen Estes  |
|   | Added date:             | 06/06/2014   |
|   | Target Completion Date: | 06/30/2015   |
|   | Comments:               | Approximate days for projected support:<br>Reading Coach: 40<br>Math Coach: 40   |

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|                   |  | Leadership coach: 80<br>Define, model, practice, feedback,<br>Specific areas of focus:<br>literacy strategies<br>numeracy strategies<br>GLAD strategies<br>High Yield strategies<br>5 components of reading<br>5 components of math<br>gradual release<br>other - as identified by CWTs, observations, or staff development survey |
|                   | 12. Train all staff on the differentiated core program materials in Math and Reading in order to support the struggling learner through differentiation (math and reading)         |  |
|                   | Assigned to:   | Karen Estes  |
|                   | Added date:  | 06/06/2014   |
|                   | Target Completion Date:  | 09/26/2014   |
|                   | Comments:  |  |
|                   | 13. Provide training for all instructional staff members on differentiation strategies for reading and math to support struggling learners   |  |
|                   | Assigned to:   | Karen Estes  |
|                   | Added date:  | 06/06/2014   |
|                   | Target Completion Date:  | 11/28/2014   |
|                   | Comments:  | Content and leadership coaches can help facilitate this training   |
|                   | 14. Train appropriate instructional staff on Tier II and Tier III identified reading and math materials, strategies, and pacing to support struggling learners. (reading and math) |  |
|                   | Assigned to:   | Marsha Moore   |
|                   | Added date:  | 06/06/2014   |
|                   | Target Completion Date:  | 10/15/2014   |
|                   | Comments:  | OSPI content and Leadership coaches will facilitate these training opportunities through a gradual release model (define it, model it, co-teach it, practice, provide feedback, etc.)  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 5 of 14 (36%)   |
| <b>Indicator</b>  | <b>P2-IF14 - The school sets goals for professional development and monitors the extent to which it has changed practice.(3378)(Expected,TitleISW)</b>                             |  |
| <b>Status</b>     | Tasks completed: 0 of 5 (0%)   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 11/03/2013   |
|                   | Index:   | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:   | Currently, the school has not consistently set measurable goals for professional development and monitored the extent for which practice has changed.  |
| <b>Plan</b>       | Assigned to:   | Karen Estes  |
|                   | How it will look when fully met:   | If the school sets measurable goals for professional development and   |

HOW IT WILL LOOK WHEN FULLY MET:

monitors change in a cyclical cycle (every 4-6 weeks), then teacher performance levels will increase as measured by weekly CWTs and observations. From initial input of all instructional staff based on data reviews of both student and staff member performance, the leadership team and principal will guide professional development to be standard-based, results oriented and ideally job embedded. Using a pre/post format, every professional development implemented will reflect knowledge and comfort level increasing and CWTs and observations will measure change in practice that stemmed from the professional development. More specifically, initial PD goals have been set to support the following incremental increase in student and teacher performance levels:

\*In the "All Students" group as well as the "American Indian Students" and "Low Income Students" sub groups, student achievement will increase incrementally by each year as measured by the state assessment (currently MSP /future Smarter Balanced Assessment) in order to achieve an 85% success mark by the Spring of 2017. (Note: Starting 2013-14 school year, students will take the Washington State Smarter Balanced Assessments in reading and writing (ELA) and Mathematics.)

\*Wellpinit Elementary School Incremental Teacher Performance CWT Goals

- Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve an 85% success mark in "Setting learning objectives and providing feedback" and "Learning target on grade level" by the Spring of 2017.

- Teacher performance will increase incrementally by each year as measured by the CWT in order to achieve a 60% success mark in "Determining levels of student work (application and above)" and "Highly engaged classroom" by the Spring of 2017.

Target Date: 06/01/2015

**Tasks:**

1. Create and implement a form for professional development opportunities to be filled out by individual staff members prior to attending an outside professional development

Assigned to: Karen Estes

Added date: 06/06/2014

Target Completion Date: 09/30/2014

Comments: Form will ask for purpose and how it connects/supports the school improvement plan and/or Title I plan or TPEP focus area. The form will also require a measureable application to be pre-determined upon return. There will be an approval process that is also articulated.

2. Implement CWT cycle to set goals based upon current data and monitor change in a 4-6 week cycle.

Assigned to: Karen Estes

Added date: 06/06/2014

Target Completion Date: 10/01/2014

Frequency: monthly

Comments: Look at CWT data

|                  |  |  |
|------------------|--|--|
|                  | Comments:  | Choose one area of focus<br>create an action plan with a measurable goal<br>implement those action steps<br>data is collected over a month on that area<br>review data of focus area |
|                  | 3. Create and implement a staff development survey based upon school improvement and Title I focus areas and monitor for growth in development level.                    |  |
|                  | Assigned to:   | Karen Estes  |
|                  | Added date:  | 06/06/2014   |
|                  | Target Completion Date:  | 10/01/2014   |
|                  | Frequency:   | three times a year   |
|                  | Comments:  | Pre, during and post survey to measure a continuum of growth on the focus areas expected from the school improvement and Title I plan  |
|                  | 4. Implement PLCs with a student data focus (progress monitoring, student work, etc)   |  |
|                  | Assigned to:   | Karen Estes  |
|                  | Added date:  | 06/06/2014   |
|                  | Target Completion Date:  | 11/03/2014   |
|                  | Comments:  |  |
|                  | 5. The leadership team will use staff observations to drive goals and professional development focus areas/group study to differentiate support for measurable outcomes. |  |
|                  | Assigned to:   | Karen Estes  |
|                  | Added date:  | 06/06/2014   |
|                  | Target Completion Date:  | 10/30/2014   |
|                  | Frequency:   | three times a year   |
|                  | Comments:  |  |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 0 of 5 (0%)   |

### Student and School Success Principle 3: Expanded time for student learning and teacher collaboration

#### Expanded time for student learning and teacher collaboration

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|-------------------|---|--|--|
| <b>Indicator</b>  | <b>P3-IVD05 - The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.(3058)(Expected,TitleISW)</b>                                   |  |  |
| <b>Status</b>     | Tasks completed: 3 of 5 (60%)   |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 11/03/2013   |  |
|                   | Index:  | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 2  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | The school currently provides for After School and Summer School programs. Data spreadsheets were utilized and implemented recently tracking performance on MAPS as it relates to students who do and do not participate in the extended learning programs. Data has been gathered, but not analyzed. Further, no data has been collected on Compass Learning impacts to MAPS and/or the Back to the Earth summer program.   |  |
| <b>Plan</b>       | Assigned to:  | Karen Estes  |  |
|                   | How it will look when fully met:  | If we do monitor the progress of extended learning time programs and use data to inform necessary changes, then we impact student learning, that results in increasing student achievement on math and reading by at least 10% growth for each student on benchmark testing.<br><br>Evidence:<br>-After School and Summer School tracking sheets<br>-Letters establishing protocol for extended learning<br>-Meeting minutes from data review and evaluation of programs |  |
|                   | Target Date:  | 09/30/2014   |  |
|                   | <b>Tasks:</b>   |  |  |
|                   | 0. For 2014-2015, principal will implement After School and Summer School programs for struggling students on-site at the elementary school in partnership with Wellpinit Youth Centers with a reading and math emphasis. |  |  |
|                   | Assigned to:  | Karen Estes  |  |
|                   | Added date:   | 06/06/2014   |  |
|                   | Target Completion Date:   | 08/08/2014   |  |
|                   | Comments:   |  |  |
|                   | 1. Principal will set up and use tracking sheets for extended learning programs. Principal will share these with program coordinators.  |  |  |
|                   | Assigned to:  | Karen Estes  |  |
|                   | Added date:   | 11/05/2013   |  |
|                   | Target Completion Date:   | 02/28/2014   |  |
|                   | Comments:   | Principal has set up tracking sheets and has shared with summer school program and after school program coordinators.  |  |
|                   | <b>Task Completed:</b>  | <b>02/28/2014</b>  |  |
|                   | 2. Principal will implement After School and Summer School programs for students on-site at the elementary school in partnership with Wellpinit Youth Centers.  |  |  |
|                   | Assigned to:  |  |  |

|                   |   |   |  |
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|                   | Assigned to:  | Karen Estes   |  |
|                   | Added date:   | 11/05/2013  |  |
|                   | Target Completion Date:   | 09/30/2013  |  |
|                   | Comments:   | Principal met with center workers and lead coordinator to outline the program and protocols. Principal established budget set-asides with grant manager and Title coordinator to pay for programming. Principal negotiated transportation with superintendent. Principal posted for workers and hired after school program positions. Principal advertised program with teachers, families, community through letters home, flyers, email, EAC meeting, and TANF meeting. Principal used partnership with STN to provide snacks for students in the after school program. |  |
|                   | <b>Task Completed:</b>  | <b>09/30/2013</b>   |  |
|                   | 3. Principal will set aside Priority dollars and use of LAP dollars to finance extended learning programming.   |   |  |
|                   | Assigned to:  | Karen Estes   |  |
|                   | Added date:   | 11/05/2013  |  |
|                   | Target Completion Date:   | 09/30/2013  |  |
|                   | Frequency:  | once a year   |  |
|                   | Comments:   | Principal worked with district grants manager and Title/LAP coordinator to finalize a budget that pays for an after school and summer program.  |  |
|                   | <b>Task Completed:</b>  | <b>09/30/2013</b>   |  |
|                   | 4. Principal will establish meeting schedule for regular review of data of extended learning programs with program coordinators and youth center coordinator. Outcome of meeting must also include an action plan for any necessary improvements and/or needs to publicize for increased student involvement. |   |  |
|                   | Assigned to:  | Karen Estes   |  |
|                   | Added date:   | 11/05/2013  |  |
|                   | Target Completion Date:   | 09/30/2014  |  |
|                   | Frequency:  | monthly   |  |
|                   | Comments:   |   |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 3 of 5 (60%)   |  |
| <b>Indicator</b>  | <b>P3-IVD06 - The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. (2635)(Expected)</b>   |   |  |
| <b>Status</b>     | Tasks completed: 3 of 6 (50%)   |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 10/28/2013  |  |
|                   | Index:  | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>This year the schedule has revamped to provide primary teachers and intermediate teachers to have common prep 1 hour each day Monday-Thursday for a total of 4 hours weekly. A half hour weekly of common prep time is provided to work with TOSA on curriculum and assessment.</p> <p>Every Friday, teachers are provided 2.5 hours of early release to work in PLCs or in professional development with OSPI and ESD coaches.</p>  |  |

|             |  |   |
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|             |  | Last year's leadership team and principal created forms and protocols for PLCs to implement during this current year.   |
| <b>Plan</b> | Assigned to:   | Karen Estes   |
|             | How it will look when fully met:   | If a clear team structure for collaboration among all teachers for instructional planning, then we impact staff learning, that results in more effective teaching and intervention plans to increase student learning by at least typical growth on benchmark testing. Strong classroom instruction begins with solid instructional planning which needs dedicated time on a weekly basis.<br><br>Evidence:<br>-Teacher Reflection forms<br>-2nd and 3rd Benchmark testing data (DIBELS and MAPS)   |
|             | Target Date:   | 12/10/2014  |
|             | <b>Tasks:</b>  |   |
|             | 1. Survey staff to determine groups for common prep and PLC time. Then, create groups accordingly.   |   |
|             | Assigned to:   | Kelsie Williamson   |
|             | Added date:  | 11/05/2013  |
|             | Target Completion Date:  | 11/29/2013  |
|             | Comments:  | 2/28/14- TOSA has created survey. Teachers completed the survey in the fall and winter. TOSA created PD for teachers based on their feedback. TOSA keeps collaboration notes to capture the work and the next steps to be completed.<br>2/2814- TOSA has worked with principal and teachers to establish a PD schedule during Wednesday common prep collaboration and for a monthly focus with the Danielson instructional framework. TOSA has also developed a crosswalk of major components of required elements for instructional work. TOSA ahs completed a graphic organizer to provide a focused overview of the work with teachers during common prep collaboration.<br>2/28/14- Staff have been placed in PLC groups and been provided PLC binders to guide and track the work. PLC groups have created Action Plans and Project tasks. Work has begun for the following PLCs: Primary grades, Intermediate grades, Student Support, Math, Reading, and RTI. Groups meet weekly using data to guide the work. PLC schedule has not yet been made, so far the principal has allowed for 1 hr each Friday to be in PLC groups through the month of February. Teachers are also able to use extended day pay to meet in groups. Teachers were scheduled for 4 hours of common prep weekly and have the option of running PLC groups during the common prep time. |
|             | <b>Task Completed:</b>   | <b>02/28/2014</b>   |
|             | 2. Create a calendar collaboration (separate from PLC/PD calendar) that establishes use of common prep time and 30-60 minutes of Friday time throughout the rest of the school year. |   |
|             | Assigned to:   | Kelsie and Nikki  |
|             | Added date:  | 11/05/2013  |
|             | Target Completion Date:  | 11/29/2013  |
|             | Comments:  | TOSA has worked with principal and teachers to establish a PD schedule during Wednesday common prep collaboration and for a monthly focus with the Danielson instructional framework. TOSA has also developed a crosswalk of major components of required elements for instructional work. TOSA has completed a graphic organizer to  |

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|                  |  | provide a focused overview of the work with teachers during common prep collaboration. |
|                  | <b>Task Completed:</b>   | <b>10/31/2013</b>  |
|                  | 3. Create form for TOSA to use for Meeting agendas and minutes. Forms should work in concert with already established PLC forms for alignment and use of a clear structure for defining norms and protocols. |  |
|                  | Assigned to:   | Nikki and Kelsie   |
|                  | Added date:  | 11/05/2013   |
|                  | Target Completion Date:  | 11/29/2013   |
|                  | Comments:  | 2/28/14- Form completed and in use   |
|                  | <b>Task Completed:</b>   | <b>10/31/2013</b>  |
|                  | 4. Establish scheduled times to evaluate effectiveness of common prep in increasing staff/student learning and meeting the needs of staff.   |  |
|                  | Assigned to:   | Karen Estes  |
|                  | Added date:  | 11/05/2013   |
|                  | Target Completion Date:  | 09/30/2014   |
|                  | Comments:  |  |
|                  | 5. Leadership team will define the extended PD time in a schedule on a weekly basis.   |  |
|                  | Assigned to:   | Karen Estes  |
|                  | Added date:  | 06/06/2014   |
|                  | Target Completion Date:  | 09/15/2014   |
|                  | Comments:  |  |
|                  | 6. For 2014-2015, upload PLC meeting notes in Indistar.  |  |
|                  | Assigned to:   | Karen Estes  |
|                  | Added date:  | 06/06/2014   |
|                  | Target Completion Date:  | 01/15/2015   |
|                  | Frequency:   | monthly  |
|                  | Comments:  |  |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 3 of 6 (50%)  |

#### **Student and School Success Principle 4: Rigorous, aligned instruction**

##### **Engaging teachers in aligning instruction with standards and benchmarks**

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Indicator</b>  | <b>P4-IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)(ELL,Expected,SWD)</b> |   |  |
| <b>Status</b>     | In Plan / No Tasks Created   |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 11/03/2013  |  |
|                   | Index:   | 4   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 2   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Staff have worked with OSPI coaches to align textbooks/resources with both state and common core standards. Teachers have created pacing guides for both math and reading curriculums. TOSA is utilizing teacher common prep to help with awareness, understanding, and |  |

|                   |  |   |
|-------------------|--|---|
|                   |  | implementation of common core.  |
| <b>Plan</b>       | Assigned to:   | Karen Estes   |
|                   | How it will look when fully met:   | If instructional teams develop standards-aligned units of instruction for each subject and grade level then student performance towards the CCSS will improve as measured by SBAC. Specifically, the components of developing an standards-aligned unit of instruction are the following:<br>1)determine the concepts, principle, and skill, to cover I each unit,<br>2)identify the standards that will drive the learning, 3)develop aligned objectives to the standards, 4)arrange objectives in order, 5)determine objective descriptors, 6)establish criteria for mastery, 7)determine differentiation for specific students (struggling, ELL, SpEd) and<br>8)develop a pre/post assessment that measures students progress towards the standards.   |
|                   | Target Date:   | 06/30/2016  |
| <b>Indicator</b>  | <b>P4-IIA03 - The school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs.(2637) (Expected)</b> |   |
| <b>Status</b>     | Tasks completed: 0 of 17 (0%)  |   |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 11/03/2013  |
|                   | Index:   | 2 (Priority Score x Opportunity Score)  |
|                   | Priority Score:  | 1 (3 - highest, 2 - medium, 1 - lowest)   |
|                   | Opportunity Score:   | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|                   | Describe current level of development:   | The school does not currently have a specifically dedicated school leadership team. Instead, the school is committed to having all staff involved in the as many aspects of the building/community as possible as we are small and require distributed leadership among stakeholders. The school has created a schedule of common prep 4 hours a week (1 hour daily Mon-Fri) in addition to Early Release Friday Collaboration for work with grade band teams and TOSA to reveiw data, complete embedded professional development, and make adjustments to instruction based on data and professional development acquired. Teachers are incorporating the necessity of data goals with TPEP aligned to Intervention plans being created for students based on benchmark and progress monitoring data. The school is working with our OSPI coaches in partnership with TOSA to guide teachers in previously mentioned data work as well as the newly implementing Fountas and Pinnell intervention program. |
| <b>Plan</b>       | Assigned to:   | Karen Estes   |
|                   | How it will look when fully met:   | If the school leadership team regularly monitors and makes adjustments to continuously improve the core instructional program based on identified student needs, then a thorough alignment of curriculum, instruction and assessment will occur leading to an increase of student achievement of "one year plus one" in both reading and math for all struggling students. Specifically, a leadership team will monitor student progress on a monthly basis in order to guide instructional planning and programming through the use of an RTI model.   |
|                   | Target Date:   | 05/29/2015  |
|                   | <b>Tasks:</b>  |   |
|                   | 0. Research, define, schedule and implement an assessment data review cycle protocol for PLC teams to implement on a monthly basis in the areas of math and reading.                             |   |

|  |                         |  |
|--|-------------------------|--|
|  | Assigned to:            | Karen Estes  |
|  | Added date:             | 06/06/2014   |
|  | Target Completion Date: | 06/30/2015   |
|  | Comments:               |  |
| 1. Conduct research based upon data to support key instructional strategies to support the 5 key components of reading and math and implement a balanced literacy and numeracy program (reading and math). |                         |  |
|  | Assigned to:            | Karen Estes  |
|  | Added date:             | 06/06/2014   |
|  | Target Completion Date: | 11/28/2014   |
|  | Comments:               |  |
| 2. Research both math and reading Diagnostic Assessment to use for Tier II and Tier III struggling students. (math and reading)  |                         |  |
|  | Assigned to:            | Karen Estes  |
|  | Added date:             | 06/06/2014   |
|  | Target Completion Date: | 11/03/2014   |
|  | Comments:               |  |
| 3. Disseminate Common Core State Standards to all teachers in binders and/or electronically(math and reading).   |                         |  |
|  | Assigned to:            | Karen Estes  |
|  | Added date:             | 06/06/2014   |
|  | Target Completion Date: | 08/20/2014   |
|  | Comments:               |  |
| 4. Teachers participate in a series of trainings to read, analyze and discuss scaffolding of standards at each grade level to determine gaps (reading and math)  |                         |  |
|  | Assigned to:            | Karen Estes  |
|  | Added date:             | 06/06/2014   |
|  | Target Completion Date: | 08/27/2014   |
|  | Comments:               | Summer institute dates established and communicated. Leadership and content coaches will facilitate.<br>Purpose and format of pacing guides for ease of use will be determined at these trainings for both math and reading. |
| 5. Refine/develop Core Reading and Math pacing guides aligned to CCSS in a common format at each grade level.  |                         |  |
|  | Assigned to:            | Karen Estes  |
|  | Added date:             | 06/06/2014   |
|  | Target Completion Date: | 01/15/2015   |
|  | Comments:               | Leadership and content coaches will help facilitate this process with the teachers.  |
| 6. Intentionally teach to the Daily Learning Objective and provide feedback throughout the lesson in reading and math in every classroom every day (reading and math)                                      |                         |  |
|  | Assigned to:            | Karen Estes  |
|  | Added date:             | 06/06/2014   |
|  | Target Completion Date: | 10/01/2014   |
|  | Comments:               |  |

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|--|--|---|
|  | Comments:  | monitor with CWT                            |
|  | 7. Develop and use a daily formative assessment (i.e.. exit tickets)that consistently align with the Daily Learning Objective in reading and math (reading and math)   |   |
|  | Assigned to:   | Karen Estes                                 |
|  | Added date:  | 06/06/2014                                  |
|  | Target Completion Date:  | 10/01/2014                                  |
|  | Frequency:   | daily                                       |
|  | Comments:  |   |
|  | 8. Inventory all curriculum materials for Tier II and Tier III reading and math interventions and align with current CORE pacing guides (reading and math) for each grade level in order to support an aligned pre teaching delivery model and a fluid skill based pull out model. |   |
|  | Assigned to:   | Karen Estes                                 |
|  | Added date:  | 06/06/2014                                  |
|  | Target Completion Date:  | 09/30/2014                                  |
|  | Comments:  |   |
|  | 9. Inventory current leveled readers at each grade level both in classroom and library.  |   |
|  | Assigned to:   | Marsha Moore                                |
|  | Added date:  | 06/06/2014                                  |
|  | Target Completion Date:  | 10/15/2014                                  |
|  | Comments:  |   |
|  | 10. Choose, purchase, and implement reading and math diagnostic assessment to use for Tier II and Tier III struggling students (math and reading).   |   |
|  | Assigned to:   | Karen Estes                                 |
|  | Added date:  | 06/06/2014                                  |
|  | Target Completion Date:  | 11/03/2014                                  |
|  | Comments:  |   |
|  | 11. Initiate RTI plans for both math and reading.  |   |
|  | Assigned to:   | Karen Estes                                 |
|  | Added date:  | 06/06/2014                                  |
|  | Target Completion Date:  | 10/01/2014                                  |
|  | Comments:  | draft of plan was created in spring of 2014 |
|  | 12. Research and implement independent reading and math strategies and implement within Tier I and Tier II (reading and math).   |   |
|  | Assigned to:   | Karen Estes                                 |
|  | Added date:  | 06/06/2014                                  |
|  | Target Completion Date:  | 12/01/2014                                  |
|  | Comments:  |   |
|  | 13. To support struggling readers, order independent readers at each grade level to accommodate extra practice reading at grade level both in class and embedded within Thursday take home packets.  |   |
|  | Assigned to:   | Marsha Moore                                |
|  | Added date:  | 06/06/2014                                  |
|  | Target Completion Date:  | 10/30/2014                                  |
|  | Comments:  |   |

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|------------------|---|---|
|                  | Comments:   |   |
|                  | 14. Create a school-wide system that organizes independent readers and a check in/out system for both students and staff (reading)                          |   |
|                  | Assigned to:  | Marsha Moore  |
|                  | Added date:   | 06/06/2014  |
|                  | Target Completion Date:   | 10/30/2014  |
|                  | Comments:   |   |
|                  | 15. Order Tier II and Tier III materials to fill in gaps identified by the alignment and inventory to support struggling students in literacy and numeracy. |   |
|                  | Assigned to:  | Karen Estes   |
|                  | Added date:   | 06/06/2014  |
|                  | Target Completion Date:   | 10/30/2014  |
|                  | Comments:   |   |
|                  | 16. Teachers, along with content and leadership coaches, will determine non-negotiable exit/entry skills for each grade level (math and reading)            |   |
|                  | Assigned to:  | Karen Estes   |
|                  | Added date:   | 06/06/2014  |
|                  | Target Completion Date:   | 01/14/2015  |
|                  | Comments:   | Content and Leadership coach will help facilitate this discussion |
| <b>Implement</b> | Percent Task Complete:  | Tasks completed: 0 of 17 (0%)                                     |

**Student and School Success Principle 4: Rigorous, aligned instruction**

**Expecting and monitoring sound instruction in a variety of modes**

|                   |  |  |  |
|-------------------|--|--|--|
| <b>Indicator</b>  | <b>P4-IIIA07 - All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.(116) (ELL,Expected,TitleISW)</b> |  |  |
| <b>Status</b>     | Tasks completed: 8 of 10 (80%)   |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 10/28/2013   |  |
|                   | Index:   | 6  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | <p>Teachers complete weekly assessments, progress monitoring, and benchmark assessments in both DIBELS and MAPS to create intervention plans for student below standard.</p> <p>Teachers work with students in whole and/or small groups in addition to one on one work providing core instruction as well as pre- and re-teaching.</p> <p>Teachers incorporate GLAD/ELL strategies in delivery of instruction.</p> <p>Teacher work with Special Education teacher to provide specialized instruction and accomodations.</p> <p>School has implemented Compass (Odyssey Learning) for all students, classrooms, and after school/summer programming.</p>   |  |
| <b>Plan</b>       | Assigned to:   | Karen Estes  |  |
|                   | How it will look when fully met:   | <p>If we do differentiate assignments in response to student needs, then we impact student learning, that results in students making a year or more progress toward meeting benchmark when falling well below standard at beginning of the year benchmark testing.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>-Fountas and Pinell groups/levels based on testing for those students who fall in the Intensive catagory for intervention</li> <li>-Teacher Assistance Team (TAT) referrals, plans, and evaluation of effectiveness</li> <li>-TPEP goal setting and teacher intervention plans for students</li> <li>-Examples of lesson plans from teachers indicating differentiation for students</li> <li>-IEP, 504, and behavior plans</li> <li>-Concrete protocols for RTI</li> <li>-Data from 2nd and 3rd benchmark tests (DIBELS and MAPS)</li> </ul> |  |
|                   | Target Date:   | 05/30/2014   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 0. Staff will complete a survey on knowledge, application, and comfort level of differentiation.   |  |  |
|                   | Assigned to:   | Karen Estes  |  |
|                   | Added date:  | 06/20/2014   |  |
|                   | Target Completion Date:  | 10/30/2014   |  |
|                   | Comments:  |  |  |

|   |   |
|---|---|
| 0. Leadership Team will review data of this differentiation survey in order to organize professional development that is differentiated to staff members  |   |
| Assigned to:  | Karen Estes   |
| Added date:   | 06/20/2014  |
| Target Completion Date:   | 06/30/2015  |
| Comments:   |   |
| 1. Principal will set aside Priority dollars to partner with an ESD Coach, Glenda Sederstrom, to define and establish a formal framework for RTI. Glenda will also help us establish forms, protocols, and system for evaluating effectiveness. Principal will work with Glenda to establish agenda and schedule the calendar for PD days with staff. |   |
| Assigned to:  | Nikki Hittle  |
| Added date:   | 11/05/2013  |
| Target Completion Date:   | 11/29/2013  |
| Comments:   | Principal worked with grant manager to budget for work with Glenda. Glenda has met with staff on 12/6 and 1/12 to complete an overview of RTI and lead the staff through a self-assessment. Principal has established a PLC group for RTI work. Group has created and Action Plan with project tasks. RTI work group will meet on 3/17 at the ESD to complete outline, flowchart, pyramid of intervention, and protocols. |
| <b>Task Completed:</b>  | <b>11/29/2013</b>   |
| 2. TOSA will work with teachers and para to further implement and support the use of GLAD/ELL strategies in lesson planning and instructional delivery. TOSA will establish a schedule for working with teachers within common prep time.   |   |
| Assigned to:  | Kelsie Williamson   |
| Added date:   | 11/05/2013  |
| Target Completion Date:   | 11/29/2013  |
| Comments:   | TOSA has worked with principal and teachers to establish a PD schedule during Wednesday common prep collaboration and for a monthly focus with the Danielson instructional framework and related best practices.  |
| <b>Task Completed:</b>  | <b>11/29/2013</b>   |
| 3. Teachers will create RTI plans for students based on benchmark testing and progress monitoring. (While the recurring task will state "3 times yearly" plans for students identified in need of Intensive intervention should be updated weekly-twice monthly)  |   |
| Assigned to:  | Karen Estes   |
| Added date:   | 11/05/2013  |
| Target Completion Date:   | 10/31/2013  |
| Frequency:  | three times a year  |
| Comments:   | Teachers have created RTI plans for students based on benchmark and progress monitoring data. Teachers review the plans with the principal at TPEP conferences. TOSA works with teachers during common prep to develop the plans. Teachers work together during extended hours review and analyze data and build/edit intervention plans.   |
| <b>Task Completed:</b>  | <b>02/28/2014</b>   |
| 4. TITLE/LAP:<br>Teachers will work with parents at conference time to create student learning goals for the year based on benchmark testing.   |   |
| Assigned to:  | Karen Estes   |

|                  |  |  |
|------------------|--|--|
|                  | Added date:  | 11/05/2013   |
|                  | Target Completion Date:  | 03/31/2014   |
|                  | Frequency:   | twice a year   |
|                  | Comments:  | Teachers worked with parents during conferences on 11/5-11/7 and (will) during conferences on 3/3-3/5 to share data and progress and create learning goals. Teachers will also share intervention plans and what can be done at home to help students. |
|                  | <b>Task Completed:</b>   | <b>02/28/2014</b>  |
|                  | 6. Special Education staff will work with ESD resources to determine protocol, schedule, and usage of assisted technology for students within the classroom.   |  |
|                  | Assigned to:   | Holly Sullins  |
|                  | Added date:  | 11/05/2013   |
|                  | Target Completion Date:  | 11/29/2013   |
|                  | Comments:  | Holly has gone to training at the ESD and started the process of requesting assisted technology.   |
|                  | <b>Task Completed:</b>   | <b>11/29/2013</b>  |
|                  | 7. TAT will work together to determine a alignment of paperwork and protocols and create concrete tools for fully implementing the RTI framework in the building establishing interventions for academic, social, emotional, mental, and physical needs of students. |  |
|                  | Assigned to:   | Mihoko Patterson   |
|                  | Added date:  | 11/05/2013   |
|                  | Target Completion Date:  | 03/31/2014   |
|                  | Comments:  | RTI PLC group has been formed and is scheduled for a work session on 3/17 to complete this task.   |
|                  | <b>Task Completed:</b>   | <b>03/17/2014</b>  |
|                  | 8. TAT will determine a process for data collection and evaluation of effective interventions.   |  |
|                  | Assigned to:   | Mihoko Patterson   |
|                  | Added date:  | 11/05/2013   |
|                  | Target Completion Date:  | 03/31/2014   |
|                  | Comments:  | RTI PLC group has been formed and is scheduled for a work session on 3/17 to complete this task.   |
|                  | <b>Task Completed:</b>   | <b>03/17/2014</b>  |
|                  | 9. Principal will request OSPI Special Ed TACSE to work with Special Ed teacher to implement necessary changes and alignments to the rest of the school's systems as indicated in a needs assessment completed in the prior school year.                             |  |
|                  | Assigned to:   | Karen Estes  |
|                  | Added date:  | 11/06/2013   |
|                  | Target Completion Date:  | 09/30/2013   |
|                  | Comments:  | Special ed TACSE is working with Holly to set up progress monitoring. Schedule and casework is in compliance. Special ed referral process has been streamlined and updated.  |
|                  | <b>Task Completed:</b>   | <b>09/30/2013</b>  |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 8 of 10 (80%)   |

**Student and School Success Principle 5: Use of data for school improvement and instruction**

**Assessing student learning frequently with standards-based assessments**

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|-------------------|---|--|--|
| <b>Indicator</b>  | <b>P5-IID07 - The Leadership Team reviews student data to recommend appropriate support for each student's transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).(3068)(TitleISW)</b> |  |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)  |  |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 03/11/2014   |  |
|                   | Index:  | 4  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 2  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | <p>PreK to K:<br/> The kindergarten teacher partners with Head Start to build relationships and coordinate transition activities using the following:<br/> 1) Elementary invites Head Start to special events such as: assemblies, open house, reading buddies<br/> 2) Head Start visits the elementary to get familiar with the building, lunchroom, playground, classroom, staff and students<br/> 3) Kindergarten visits Head Start to read and play games<br/> 4) Family transition/kindergarten registration night with a panel of experts to answer questions about the enrollment process<br/> 5) The school has implemented a "slow start" using WaKIDS conferencing for the first 3 days of classes allowing the teacher to meet with and get to know the family and student as well as allow the student and family to see the classroom and tour the school<br/> 6) Kindergarten and Head Start teachers meet at the end of the school year to discuss the incoming students<br/> 7) School provided parents handouts and information on kindergarten readiness and skill development over the summer</p> <p>5th Grade to Middle School:<br/> The 5th grade teachers and middle school teachers work together to build relationships and facilitate readiness for the next level by the following:<br/> 1) 5th graders visited a 6th grade classroom to meet teachers and students, tour the building, meet with administrators to learn expectations, ate lunch in cafeteria, and played a team building game<br/> 2) New 6th graders receive a poem written by outgoing 6th graders on the first day of the new school year describing how to be successful in middle school<br/> 3) Parents were provided information on typical developmental growth and barriers for kids transitioning from elementary to middle school<br/> 4) 5th graders were invited to special events at the middle school/high school in the spring such as the STEM Fair, athletic events, and assemblies<br/> 5) 5th grade leadership students a pep squad for home athletic events<br/> 6) High school students visited 5th grade leadership students to discuss the leadership opportunities at the high school</p> |  |
| <b>Plan</b>       | Assigned to:  | Karen Estes  |  |
|                   | How it will look when fully met:  | If a comprehensive transition plan is developed Pre-K to K, 1st to 2nd, etc all that way through 5th grade to 6th grade that engages in relationship development, assessing student needs, and helping families to be aware of and informed about how to best support transitions, then an impact student learning, that results in at least a 10% increase in positive social, emotional, and academic growth as measured by WaKIDS and OLWEUS/Helathy Schools surveys, and MAPS. By doing so, student and parent anxiety decrease, school and  |  |

|                   |   |  |
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|                   |   | family partnerships increase, and overall student success increases.   |
|                   | Target Date:  | 05/29/2015   |
|                   | <b>Tasks:</b>   |  |
|                   |   | 1. Leadership team will review beginning and end of year transitions support and make recommendations for refinement/change (as needed) to processes to maximize successful transitions.   |
|                   | Assigned to:  | Karen Estes  |
|                   | Added date:   | 06/06/2014   |
|                   | Target Completion Date:   | 02/27/2015   |
|                   | Comments:   |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 1 (0%)   |
| <b>Indicator</b>  | <b>P5-IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)(ELL,Expected,SWD)</b> |  |
| <b>Status</b>     | Tasks completed: 3 of 8 (38%)   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 10/28/2013   |
|                   | Index:  | 6 (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:  | <p>Teachers use data from MAPS and DIBELS in addition to MSP and classroom based assessments to create intervention plans for students.</p> <p>Teachers also use the data to create TPEP goals for benchmark growth for groups of students.</p> <p>Teachers work with Teacher Assistance Team (TAT) to provide info on strengths and weaknesses of students building academic, social/emotional, and/or behavioral plans and refer to additional intensive programs if needed such as 504 or Special Education.</p>  |
| <b>Plan</b>       | Assigned to:  | Karen Estes  |
|                   | How it will look when fully met:  | <p>If we do use student data to assess our effective implementation of curriculum and instructional strategies, then we impact student learning, that results in at least one year growth for for all students in moving closer to meeting benchmark standard on testing.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>-Schoolwide assessment tracking spreadsheet</li> <li>-TPEP goal setting form</li> <li>-Teacher Intervention Plans</li> <li>-PLC Meeting Minutes</li> <li>-TOSA Meeting Minutes</li> <li>-Teacher Reflection forms</li> </ul> |
|                   | Target Date:  | 05/30/2014   |
|                   | <b>Tasks:</b>   |  |
|                   |   | 1. Principal will set aside Priority dollars for teachers to meet outside of regular business hours to reveiw data, share intervention ideas, create intervention plans, and review effectiveness of plans. Teachers will be allowed 1-2 hours monthly to meet and be compensated. Principal will need to complete supplemental contracts for teachers to be paid.   |
|                   | Assigned to:  | Karen Estes  |
|                   | Added date:   |  |

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|--|--|---|
|  | Added date:  | 11/05/2013  |
|  | Target Completion Date:  | 11/29/2013  |
|  | Frequency:   | monthly   |
|  | Comments:  | Principal worked with grant manager to budget for teachers and paras to work extended hours for compensation. Forms and protocols have been established. Supplemental contracts have been completed and approved by the school board.   |
|  | <b>Task Completed:</b>   | <b>11/29/2013</b>   |
|  | <p>2. Principal will requests and partner with ESD Reading TACSE, Marsha Moore, to complete the following:</p> <ul style="list-style-type: none"> <li>• Comprehension Strategy Knowledge - Grades K-6</li> <li>• Mathematics, Reading/ELA, Special Education, English Language Development: Creating an Effective Learning Environment</li> <li>• Reading: K-5: Getting More from the Reading Core</li> <li>• Reading: Modeling Lessons</li> <li>• Reading and Mathematics: Differentiated Instruction</li> <li>• All Content Areas: Using Multi-Tiered Instructional Materials Effectively</li> <li>• All Content Areas: Effective Instructional Strategies</li> <li>• Training and implementation of using Fountas and Pinnell materials for intervention</li> </ul> |   |
|  | Assigned to:   | Marsha Moore  |
|  | Added date:  | 11/05/2013  |
|  | Target Completion Date:  | 09/30/2013  |
|  | Comments:  | Principal has scheduled time with Marsha on 11/25-11/26, 2/27-28, 3/27-3/28, 4/17-4/18, and 5/28-5/29. Marsha has assisted the school in implementing Fountas and Pinnell, reading interventions, metacognition, and gradual release models focused on skill building with core reading concepts. |
|  | <b>Task Completed:</b>   | <b>09/30/2013</b>   |
|  | <p>3. Principal will requests and partner with ESD Math TACSE, Linda Dugger, to complete the following:</p> <ul style="list-style-type: none"> <li>• Comprehension Strategy Knowledge - Grades K-6</li> <li>• Mathematics, Reading/ELA, Special Education, English Language Development: Creating an Effective Learning Environment</li> <li>• Math: K-5: Getting More from the Math Core</li> <li>• Math: Modeling Lessons</li> <li>• Mathematics: Differentiated Instruction</li> <li>• Math: Using Multi-Tiered Instructional Materials Effectively</li> <li>• Math: Effective Instructional Strategies</li> </ul>  |   |
|  | Assigned to:   | Linda Dugger  |
|  | Added date:  | 11/05/2013  |
|  | Target Completion Date:  | 09/30/2013  |
|  | Comments:  | Principal has scheduled work with Linda on 11/21-11/22, 1/27, 2/26, 4/24-4/25, and 5/29-5/30. The work this year has been focused on Common Core, Smarter Balanced Assessment, and differentiation of instruction.  |
|  | <b>Task Completed:</b>   | <b>09/30/2013</b>   |
|  | <p>4. Teachers and paras need to develop a system for progress monitoring and collaboration of results to inform and plan new instruction and/or intervention plans.</p>   |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 11/06/2013  |
|  | Target Completion Date:  | 10/31/2014  |
|  | Comments:  |   |

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|                   | 5. Coaches will work with paras to provide PD with Reading, Math, and GLAD best teaching practices.   |  |
|                   | Assigned to:  | Karen Estes  |
|                   | Added date:   | 11/06/2013   |
|                   | Target Completion Date:   | 06/30/2015   |
|                   | Frequency:  | three times a year   |
|                   | Comments:   | TOSA has met with paras on 10/31 and 1/24. On 10/31 TOSA completed a reading PD. On 1/24 TOSA completed training on interventions. Next meeting is on 4/4.<br>OSPI coaches will facilitate these trainings for 2014-2015 |
|                   | 6. Principal to create an instructional binder with pacing guides, standards, and collection of data (walkthroughs and student benchmark testing) to provide specific feedback in keeping instruction on track and developmentally appropriate throughout the year. |  |
|                   | Assigned to:  | Karen Estes  |
|                   | Added date:   | 11/06/2013   |
|                   | Target Completion Date:   | 08/26/2014   |
|                   | Comments:   |  |
|                   | 7. Each teacher will volunteer to conduct at least four CWT on other teachers (peer walk) once a month.   |  |
|                   | Assigned to:  | Karen Estes  |
|                   | Added date:   | 06/06/2014   |
|                   | Target Completion Date:   | 06/30/2015   |
|                   | Frequency:  | monthly  |
|                   | Comments:   |  |
|                   | 8. Analyze the implemented math and reading Tier II and Tier II diagnostic and progress monitoring data at least every six weeks to support progress and fluidity of movement between groups.   |  |
|                   | Assigned to:  | Karen Estes  |
|                   | Added date:   | 06/06/2014   |
|                   | Target Completion Date:   | 06/30/2015   |
|                   | Frequency:  | monthly  |
|                   | Comments:   |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 3 of 8 (38%)  |
| <b>Indicator</b>  | <b>P5-IID12 - All teachers monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments.(1715)(Expected)</b>  |  |
| <b>Status</b>     | Tasks completed: 0 of 13 (0%)   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 11/03/2013   |
|                   | Index:  | 4 (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 2 (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)   |
|                   | Describe current level of development:  | Staff have created pacing guides, but their use of data/student learning regarding the mastery of standards beyond benchmark testing is unknown.   |
| <b>Plan</b>       | Assigned to:  | Karen Estes  |
|                   | How it will look when fully met:  | If all teachers monitor and assess student mastery of standards-based  |

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|  | HOW IT WILL LOOK WHEN FULLY MET:   | objectives, then appropriate curriculum adjustments can be made to increase student achievement to a "one year plus one" by the end of the school year as measured by DIBELS, MAPs, and SBAC. Specifically, by defining a data system of screening, progress monitoring, and formative and summative content assessments, identification of struggling students can be made very timely and adjustments to curriculum/programming can be immediate. |
|  | Target Date:   | 05/29/2015  |
|  | <b>Tasks:</b>  |   |
|  | 1. Leadership team along with PLCs will evaluate core math and reading pacing guides for alignment and impact on a quarterly basis.  |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 06/30/2015  |
|  | Frequency:   | four times a year   |
|  | Comments:  |   |
|  | 2. Continue support and refinement of use via data analysis of COMPASS/United streaming for math and reading   |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 12/15/2014  |
|  | Comments:  |   |
|  | 3. Assess via survey teachers and instructional paraeducator on knowledge and comfort of Tier II and Tier II math and reading materials and intervention strategies to support struggling students |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 09/30/2014  |
|  | Comments:  |   |
|  | 4. Review data at each grade level to determine needs for independent reading materials and practices  |   |
|  | Assigned to:   | Marsha Moore  |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 09/30/2014  |
|  | Comments:  |   |
|  | 5. Evaluate independent reading materials and strategies on a quarterly basis for refinement.  |   |
|  | Assigned to:   | Marsha Moore  |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 06/30/2015  |
|  | Comments:  |   |
|  | 6. Conduct an audit of instructional time spent on all 5 key components of mathematics and the 5 key components of reading.  |   |
|  | Assigned to:   | Karen Estes   |
|  | Added date:  | 06/06/2014  |
|  | Target Completion Date:  | 10/30/2014  |

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|  | Comments:   |             |
|  | 7. Create and conduct a instructional staff survey on knowledge and comfort level of the 5 key components of math and the 5 key components of reading.  |             |
|  | Assigned to:  | Karen Estes |
|  | Added date:   | 06/06/2014  |
|  | Target Completion Date:   | 10/30/2014  |
|  | Comments:   |             |
|  | 8. Evaluate all instructional strategies being used at least once a month for refinement (CWTs, coaching reviews, observations) specifically in math and reading (use CWT subject filter).  |             |
|  | Assigned to:  | Karen Estes |
|  | Added date:   | 06/06/2014  |
|  | Target Completion Date:   | 06/30/2015  |
|  | Frequency:  | monthly     |
|  | Comments:   |             |
|  | 9. Identify and evaluate use of success criteria for Daily Learning objectives for success celebrations with students   |             |
|  | Assigned to:  | Karen Estes |
|  | Added date:   | 06/06/2014  |
|  | Target Completion Date:   | 06/30/2015  |
|  | Frequency:  | monthly     |
|  | Comments:   |             |
|  | 10. Leadership team will design a master assessment calendar for math and reading as well as other known state subject area tests and disseminate to all staff members and publish for publish. This calendar will also define the purpose of each assessment for the parent/community members. |             |
|  | Assigned to:  | Karen Estes |
|  | Added date:   | 06/06/2014  |
|  | Target Completion Date:   | 08/27/2014  |
|  | Comments:   |             |
|  | 11. Principal will designate a building assessment coordinator to support the consistency of implementation and dissemination of testing materials.   |             |
|  | Assigned to:  | Karen Estes |
|  | Added date:   | 06/06/2014  |
|  | Target Completion Date:   | 08/29/2014  |
|  | Comments:   |             |
|  | 12. Leadership team will design a resource tool with all reading and math assessments, rules, and responsibilities within the assessment system. This tool will also have an overview that defines the assessment, how often it is given, the purpose, and roles/responsibilities.              |             |
|  | Assigned to:  | Karen Estes |
|  | Added date:   | 06/06/2014  |
|  | Target Completion Date:   | 09/30/2014  |
|  | Comments:   |             |
|  | 13. Teachers will identify a process/protocol to work with students on setting goals and action plans for growth in math, reading, and behavior.  |             |
|  | Assigned to:  | Karen Estes |

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|   | Added date:   | 06/06/2014                                     |                                       |
|   | Target Completion Date:   | 06/30/2015                                     |                                       |
|   | Frequency:  | monthly  |                                       |
|   | Comments:   |  |                                       |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 13 (0%)                  |                                       |
| <b>Student and School Success Principle 6: Safety, discipline, and social, emotional, and physical health</b> |   |  |                                       |
| <b>School and classroom culture</b>   |   |  |                                       |
| <b>Indicator</b>  | <b>P6-IIIC13 - All teachers reinforce classroom rules and procedures by positively teaching them. (165)(Expected)</b> |  |                                       |
| <b>Status</b>   | Tasks completed: 5 of 11 (45%)  |  |                                       |
| <b>Assessment</b>   | Level of Development:   | Initial: <b>Limited Development</b> 10/28/2013 |                                       |
|   | Index:  | 6  | (Priority Score x Opportunity Score)  |
|   | Priority Score:   | 3  | (3 - highest, 2 - medium, 1 - lowest) |

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|             | Opportunity Score:                     | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|             | Describe current level of development: | <p>Staff have worked to create a positive behavior rubric for school-wide behavior known as PRIDE. At the beginning of each year and after long vacation breaks school staff provide students an orientation of teach-to's regarding rubric behavior and guidelines. Students earn PRIDE cards when exemplifying the behavior on individual basis or PRIDE points for their classroom on a group basis. Individual awards are given on a lottery basis every Friday. A PRIDE trophy, the Golden Eagle, may earned every 2-4 weeks with special privileges. Teachers are constantley reteaching behavior expectations and positively reinforcing through PRIDE cards and points.</p> <p>The school coordinates and implements a monthly assembly teaching to the new month's Character Trait of the Month. Then, the teachers use GLAD strategies to create a "T-Chart" for social skills to teach to the trait for the entire month. Each assembly, students of the month are recognized in relation to the trait of focus along with perfect attendance.</p> <p>GLAD strategies regarding classrooms rules and procedures are utilized in the classroom. Teachers focus on the core 3 rules and use "Scout" awards with weekly incentives to use the awards in the classroom.</p> <p>Teachers make use of lunch intervention to have studetns complete reflections and student work not completed in class.</p> |  |
| <b>Plan</b> | Assigned to:                           | Karen Estes  |  |
|             | How it will look when fully met:       | <p>If we do reinforce classroom rules and procedures in a positive and proactive manner, then we impact student learning, that results in at least a 30% decrease in discipline referrals and at least a 20% decrease in absenteeism.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>-Classroom Walkthrough data</li> <li>-Attendance reports</li> <li>-Attendance intervention referrals and court plans</li> <li>-TAT referrals and intervention plans</li> <li>-Counselor intervention tracking spreadsheet</li> <li>-Home/School Liaison intervention tracking spreadsheet</li> <li>-Discipline referrals and Skyward discipline reports</li> <li>-Reflection/Think Times forms</li> <li>-Positive referrals and/or notes and calls home</li> <li>-PRIDE points tracking sheet</li> <li>-PRIDE card tracking sheet</li> <li>-Student of month tracking sheet</li> <li>-Perfect attendance awards tracking sheet</li> <li>-PRIDE Rubric</li> <li>-PRIDE Orientation</li> <li>-Classroom letters/newsletters</li> <li>-School newsletter</li> <li>-OLWEUS surveys</li> <li>-Pictures of posters and bulletin boards</li> <li>-"Teach to" videos</li> </ul>  |  |
|             | Target Date:                           | 05/29/2015   |  |
|             | <b>Tasks:</b>                          |  |  |

1. Decide on a set of school-wide, classroom-wide rules the entire staff buys into and will post in

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| classroom and all common areas agreeing to implement and hold accountable. (ie. 3 GLAD rules)   |   |
| Assigned to:  | Karen Estes   |
| Added date:   | 11/06/2013  |
| Target Completion Date:   | 02/28/2014  |
| Comments:   | Staff completed as they planned and coordinated for PRIDE orientation on 8/28 and a review on 1/15. Staff reviewed expectations when instituting PRIDE points to earn monthly trophy. |
| <b>Task Completed:</b>  | <b>02/28/2014</b>   |
| 2. Principal to complete classroom walkthroughs focused on classroom management and provide staff both specific and trend data feedback.  |   |
| Assigned to:  | Karen Estes   |
| Added date:   | 11/06/2013  |
| Target Completion Date:   | 05/29/2015  |
| Frequency:  | monthly   |
| Comments:   |   |
| 3. Principal provide resources to staff and dedicated time at common prep to share and gain new ideas for positive classroom management.  |   |
| Assigned to:  | Karen Estes   |
| Added date:   | 11/06/2013  |
| Target Completion Date:   | 09/30/2014  |
| Comments:   |   |
| 4. Principal to work with support staff in weekly meetings to track and then share attendance and discipline data with the staff to allow for either celebrations and/or action plans to improve practice system-wide.                      |   |
| Assigned to:  | Karen Estes   |
| Added date:   | 11/06/2013  |
| Target Completion Date:   | 09/30/2014  |
| Frequency:  | weekly  |
| Comments:   |   |
| 6. Principal to ensure the outline of discipline expectations and protocols address appropriate and developmentally appropriate use of systematic interventions such as: reflection sheets, lunch intervention, referral to counselor, etc. |   |
| Assigned to:  | Karen Estes   |
| Added date:   | 11/06/2013  |
| Target Completion Date:   | 10/31/2014  |
| Comments:   |   |
| 7. Principal, TOSA, and counselor will work to put on paper the guidelines for positive interventions such as: PRIDE points with the traveling trophy and PRIDE cards.  |   |
| Assigned to:  | Karen Estes   |
| Added date:   | 11/06/2013  |
| Target Completion Date:   | 02/28/2014  |
| Comments:   | Principal created and has shared with staff. PRIDE points have been implemented and used regularly. PRIDE Trophy is awarded each month at the assembly.                               |
| <b>Task Completed:</b>  |   |

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|                  | <b>Task Completed:</b>   | <b>11/30/2013</b>  |
|                  | 8. Create a schedule for and implement the PRIDE Orientation throughout the year aligned with times data indicates discipline is at a peak to prevent clusters of referrals. (ie. Before and after long breaks)  |  |
|                  | Assigned to:   | Karen Estes  |
|                  | Added date:  | 11/06/2013   |
|                  | Target Completion Date:  | 02/28/2014   |
|                  | Comments:  | PRIDE Orientation completed on 8/28 and 1/15. Next review is on 4/14 following Spring Break.   |
|                  | <b>Task Completed:</b>   | <b>02/28/2014</b>  |
|                  | 9. Create "teach to" videos with our 5th Grade Leadership teachers can use throughout the year.  |  |
|                  | Assigned to:   | Mihoko Patterson   |
|                  | Added date:  | 11/06/2013   |
|                  | Target Completion Date:  | 11/28/2014   |
|                  | Comments:  |  |
|                  | 10. Create and hang up around the building in common areas the "teach to's" for the PRIDE rubric as reminder.  |  |
|                  | Assigned to:   | Mihoko Patterson   |
|                  | Added date:  | 11/06/2013   |
|                  | Target Completion Date:  | 11/28/2014   |
|                  | Comments:  |  |
|                  | 11. Establish a PRIDE bulletin board in a visible common area and assign a staff member the job of coordinating and updating the points.   |  |
|                  | Assigned to:   | Karen Estes  |
|                  | Added date:  | 11/06/2013   |
|                  | Target Completion Date:  | 11/29/2013   |
|                  | Comments:  | Counselor and a para created and manage PRIDE board weekly/monthly.  |
|                  | <b>Task Completed:</b>   | <b>11/29/2013</b>  |
|                  | 12. Principal to set aside Priority dollars for an established 5th Grade Leadership. The 5th Grade Leadership will have 2 staff advisors and who will train and develop 5th graders leadership capacity through camps and workshops, design and implement school wide "teach to's" dedicated to positive behavior and choices as it relates to bully prevention, and coordinating and presenting skits for students to learn about the new character trait of the month at monthly assemblies. |  |
|                  | Assigned to:   | Karen Estes  |
|                  | Added date:  | 11/06/2013   |
|                  | Target Completion Date:  | 09/30/2013   |
|                  | Comments:  | Principal worked with grant manager to set-aside dollars for Leadership Group supervisors. Work began in November and continues 1-2 times monthly. |
|                  | <b>Task Completed:</b>   | <b>09/30/2013</b>  |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 5 of 11 (45%)   |
| <b>Indicator</b> | <b>P6-IIIC16 - The school leadership team ensures that the school environment is safe and supportive (i.e., it addresses non-academic factors, such as social and emotional well-being). (2639)(Expected)</b>  |  |
| <b>Status</b>    | Tasks completed: 0 of 1 (0%)   |  |

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| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 11/03/2013   |  |
|                   | Index:   | 4  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 2  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | The school does not currently have a specific and dedicated leadership team. Counselor, Home/School Liaison, and admin have collected and analyzed data regarding attendance as well as sharing data with Tribal TANF partner to do early intervention regarding attendance issues. Data on social/emotional factors have not been consistently collected and/or utilized.   |  |
| <b>Plan</b>       | Assigned to:   | Karen Estes  |  |
|                   | How it will look when fully met:   | If the school leadership team ensures the school environment is safe and supportive, then behavior referrals will decrease and attendance will increase as measured attendance and behavior reports. More specifically, the leadership team will help guide a school-wide effort that promotes an emotionally safe and optimal environment for learning. To do so, norms, values, expectations that support people feeling emotionally and physically safe need to be articulated, taught, supported, and monitored for consistency. |  |
|                   | Target Date:   | 06/30/2015   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 0. School leadership team and/or sub group will review existing PBIS model to analyze the levels of implementation of all researched based components of a true PBIS. Included in this review will be discipline referrals/process, support systems to decrease/deescalate behavior issues, and clear attendance protocol. After analysis, recommendations will be presented to the principal then whole staff to close the gap on current practice with PBIS researched model components. |  |  |
|                   | Assigned to:   | Karen Estes  |  |
|                   | Added date:  | 06/06/2014   |  |
|                   | Target Completion Date:  | 06/30/2015   |  |
|                   | Comments:  |  |  |
| <b>Implement</b>  | Percent Task Complete:   | Tasks completed: 0 of 1 (0%)   |  |

## Student and School Success Principle 7: Family and community engagement

### Defining the purpose, policies, and practices of a school community

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| <b>Indicator</b>  | <b>P7-IVA01 - Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.(3069)(Expected,TitleISW)</b> |   |  |
| <b>Status</b>     | Tasks completed: 0 of 1 (0%)  |   |  |
| <b>Assessment</b> | Level of Development:   | Initial: <b>Limited Development</b> 11/03/2013  |  |
|                   | Index:  | 4   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:   | 2   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:  | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:  | Parents are invited to communicate with staff and administration on a consistent basis. The district host a monthly Educational Advisory Committee (EAC) meeting. The EAC is an open forum for families and community to attend and participate in. EAC allows for sharing of ideas and concerns to create solutions and action steps.  |  |
| <b>Plan</b>       | Assigned to:  | Karen Estes   |  |
|                   | How it will look when fully met:  | If parent/family representatives advise the School Leadership Team on matters related to family-school relations, then a focus on student learning increase, parent/community trust increases, and unites the effort of parent, teachers and students so that all children establish a solid foundation of reading, math, and study habits in order to meet standard to support a growth model of a "year plus one."<br><br>Evidence:<br>parent/teacher compact,<br>parent participation on signing off weekly homework,<br>attendance sheets of Title I PAC gatherings |  |
|                   | Target Date:  | 05/15/2015  |  |
|                   | <b>Tasks:</b>   |   |  |
|                   | 0. Communicate, create, and implement a Title I PAC group   |   |  |
|                   | Assigned to:  | Karen Estes   |  |
|                   | Added date:   | 06/20/2014  |  |
|                   | Target Completion Date:   | 04/30/2015  |  |
|                   | Comments:   |   |  |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 1 (0%)  |  |

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| <b>Indicator</b>  | <b>P7-IVA02 - The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.(3077) (Expected)</b> |  |  |
| <b>Status</b>     | Tasks completed: 3 of 8 (38%)  |  |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 10/28/2013   |  |
|                   | Index:   | 9  | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3  | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 3  | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | <p>District registration packets include Parent Involvement Policy, Parent Teacher Compact, and Mission Statements. Each year families are expected to review, sign, and update registration information for each student.</p> <p>At the beginning of each year, teachers receive and send home to families a Student Handbook. In addition, teachers provide families with back to school letters and then weekly/monthly newsletters to parents of their students.</p> <p>Principal provides families with a monthly newsletters and works with district and school staff to coordinate and implement Open House and other family activities providing information regarding school expectations.</p> <p>The Superintendent provides an annual report of information and expectations for the community.</p> |  |
| <b>Plan</b>       | Assigned to:   | Karen Estes  |  |
|                   | How it will look when fully met:   | If we do ensure our key documents are well communicated with all stakeholders, then we impact student learning, that results in a predictable and safe environment as well as a well informed staff and community creating positive, proactive, and sustainable partnerships. Evidence: -Key documents, newsletters, Facebook page, Rawhide, Webpage, flyers, student files, daily operations binder, meeting agendas/minutes  |  |
|                   | Target Date:   | 05/30/2014   |  |
|                   | <b>Tasks:</b>  |  |  |
|                   | 1. Principal to create, publicize, and maintain Facebook page for elementary school.   |  |  |
|                   | Assigned to:   | Karen Estes  |  |
|                   | Added date:  | 11/08/2013   |  |
|                   | Target Completion Date:  | 02/28/2014   |  |
|                   | Comments:  | Principal has created and maintained the Facebook page.  |  |
|                   | <b>Task Completed:</b>   | <b>02/28/2014</b>  |  |
|                   | 2. Principal to work with district IT to redesign district webpage to include more efficient access to district forms, policies, and elementary web page that includes a file folder for shared documents teachers can access and utilize.   |  |  |
|                   | Assigned to:   | Karen Estes  |  |
|                   | Added date:  | 11/08/2013   |  |
|                   | Target Completion Date:  | 11/28/2014   |  |

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|  | Comments:   |   |
|  | 3. Principal to work with elementary teachers/5th grade leadership students to determine a coordinator/ liaison for working with local Rawhide newspaper, then a schedule for classes and students to submit monthly summaries for publishing.  |   |
|  | Assigned to:  | Mihoko Patterson  |
|  | Added date:   | 11/08/2013  |
|  | Target Completion Date:   | 09/30/2014  |
|  | Comments:   |   |
|  | 4. Principal to work with office staff to establish a binder of key documents for access to any stakeholder or reviewer at anytime.   |   |
|  | Assigned to:  | Karen Estes   |
|  | Added date:   | 11/08/2013  |
|  | Target Completion Date:   | 06/30/2015  |
|  | Comments:   |   |
|  | 5. Principal to work with elementary office staff and district records manager to transfer all elementary records to elementary building for the purpose of more efficient organization and streamlining access and use of important information for all stakeholders regarding key documents, health info, and special academic information (ie. IEPs, 504s, etc). |   |
|  | Assigned to:  | Erica Hernandez   |
|  | Added date:   | 11/08/2013  |
|  | Target Completion Date:   | 02/28/2014  |
|  | Comments:   | Transfer of files completed during christmas break. New registration forms, packets, and student file checklist have been created. Next steps are to get final feedback and approval from district office, then create protocols and begin registration by mid-April.   |
|  | <b>Task Completed:</b>  | <b>02/28/2014</b>   |
|  | 6. Principal to work with office staff to create a daily operations binder and building handbook for protocols and systems to be documented, accounted, and easily utilized for all stakeholders.   |   |
|  | Assigned to:  | Karen Estes   |
|  | Added date:   | 11/08/2013  |
|  | Target Completion Date:   | 06/30/2015  |
|  | Comments:   |   |
|  | 7. Principal to set aside Priority dollars to ensure the cost of supplies are covered to do 2-4 parent involvement activities throughout the year dedicated to communicating with parents regarding key documents and embedded literacy and numeracy Title activities/info.   |   |
|  | Assigned to:  | Karen Estes   |
|  | Added date:   | 11/08/2013  |
|  | Target Completion Date:   | 09/30/2013  |
|  | Comments:   | Principal worked with grant manager to set aside dollars. First activity was a literacy breakfast on 10/4. Principal shared reading strategies on a bookmark for parents to take home along with information to launch school-wide Book It! program. Principal also shared newsletter detailing more information about reading with kids at home. Over 70 community members attended the event. |
|  | <b>Task Completed:</b>  | <b>09/30/2013</b>   |
|  | 8. Principal to set up parent advisory group per Title and best practice for the purpose of keeping parents   |   |

informed of key initiatives and documents as well as gathering insight and suggestions. Parent advisory group will meet at least monthly and may take place at the elementary building or rotate to youth centers to engage more participation.

Assigned to: Karen Estes

Added date: 11/08/2013

Target Completion Date: 10/31/2014

Comments:

**Implement** Percent Task Complete: Tasks completed: 3 of 8 (38%)

**Indicator** **P7-IVA04 - The school's Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home).(3071) (Expected,TitleISW)**

**Status** Tasks completed: 0 of 4 (0%)

**Assessment** Level of Development: Initial: **Limited Development** 11/03/2013

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: School's Compact is provided within the district registration packet and student handbook that is provided every year to all returning and incoming families. Teachers provide additional information for parents in back to school letters and weekly/monthly newsletters. Teachers review previously mentioned information in the Fall and Spring parent teacher conferences.

**Plan** Assigned to: Karen Estes

How it will look when fully met: If we take the time to intentionally review the Parent Compact with our student's families at conferences and annual review meetings, then we impact student learning, that results in increasing communication between school and home, which will increase parents knowledge, access to, and utilization of learning support services for their students by 10% from each previous school year.

Target Date: 05/30/2014

**Tasks:**

1. Families will be provided access to the Title I Parent Involvement Policy in a binder in the school office. School will do an announcement to the community to make them aware of this binder.

Assigned to: Karen Estes

Added date: 05/06/2014

Target Completion Date: 09/30/2014

Comments:

2. Elementary will establish a parent education advisory group to meet and discuss needs and celebrations of the school/students to inform and improve practice. This group will be publicly advertised as well as by special invitation. This group should meet at least once a semester (preferably after benchmark testing to growth data can be shared).

Assigned to: Karen Estes

Added date: 05/06/2014

Target Completion Date: 09/30/2014

Frequency:

|   |   |   |
|---|---|---|
|   | Frequency:  | twice a year  |
|   | Comments:   |   |
| 3. Parents and elementary staff will conduct at least one annual Title meeting to review the Parent Involvement Policy, Parent Compact, and Title Plan. |   |   |
|   | Assigned to:  | Karen Estes   |
|   | Added date:   | 05/06/2014  |
|   | Target Completion Date:   | 10/31/2014  |
|   | Frequency:  | once a year   |
|   | Comments:   |   |
| 4. Elementary teachers will review Parent Compact with families at fall conferences.  |   |   |
|   | Assigned to:  | Karen Estes   |
|   | Added date:   | 05/06/2014  |
|   | Target Completion Date:   | 10/31/2014  |
|   | Frequency:  | once a year   |
|   | Comments:   |   |
| <b>Implement</b>  | Percent Task Complete:  | Tasks completed: 0 of 4 (0%)  |
| <b>Student and School Success Principle 7: Family and community engagement</b>  |   |   |
| <b>Providing two-way, school-home communication linked to learning</b>  |   |   |
| <b>Indicator</b>  | <b>P7-IVA05 - The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(3075)</b> |   |
| <b>Status</b>   | Tasks completed: 0 of 4 (0%)  |   |
| <b>Assessment</b>   | Level of Development:   | Initial: <b>Limited Development</b> 06/06/2014  |
|   | Index:  | 6 (Priority Score x Opportunity Score)  |
|   | Priority Score:   | 3 (3 - highest, 2 - medium, 1 - lowest)   |
|   | Opportunity Score:  | 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)  |
|   | Describe current level of development:  | Currently there is minimal and inconsistent communication with parents about expectation home curriculum and support.   |
| <b>Plan</b>   | Assigned to:  | Karen Estes   |
|   | How it will look when fully met:  | By the school regularly communicating with parents(families) about expectations of them and the importance of the curriculum of the home, then parent involvement and partnership will increase which will result in student learning growth as measured by DIBELS, MAPs, and SBAC. A parent is the child's first teacher. In order to support struggling students, the desire to have parents stress the academic skill at home that is being taught in the classroom is imperative to advancing the students to 85% mastery on the state assessment by the year 2017. Regular communication not only supports academic growth, but home curriculum also encourages appropriate behavior, study habits, gratification postponement, encouragement of leisure reading, and oral vocabulary practice and language. |
|   | Target Date:  | 09/11/2014  |
|   | <b>Tasks:</b>   |   |
|   | 1. Create partnership with parents to support struggling learners with Thursday take home packets and   |   |

|                  |   |  |
|------------------|---|--|
|                  | books with family involvement "family fun" activities embedded with directions and ideas for home literacy and numeracy practice.   |  |
|                  | Assigned to:  | Cheryl Brown   |
|                  | Added date:   | 06/06/2014   |
|                  | Target Completion Date:   | 09/11/2014   |
|                  | Frequency:  | weekly   |
|                  | Comments:   | Send out on Thursday, collect on Wednesday, track with a parent signature sheet connected to packet practice/review literacy and numeracy games/activities to do with family |
|                  | 2. Meet with every parent/guardian in person no later than the first semester.  |  |
|                  | Assigned to:  | Karen Estes  |
|                  | Added date:   | 06/06/2014   |
|                  | Target Completion Date:   | 01/15/2015   |
|                  | Comments:   |  |
|                  | 3. Establish a calendar regional school events in the community (ie. meet the teacher night, math night, literacy/numeracy cultural night) in order to move community into the school |  |
|                  | Assigned to:  | Karen Estes  |
|                  | Added date:   | 06/06/2014   |
|                  | Target Completion Date:   | 04/15/2015   |
|                  | Comments:   |  |
|                  | 4. Coordinate two math nights and two reading nights within the school year with make it/take it activities (board games) to support parent knowing literacy and numeracy strategies. |  |
|                  | Assigned to:  | Karen Estes  |
|                  | Added date:   | 06/06/2014   |
|                  | Target Completion Date:   | 05/29/2015   |
|                  | Frequency:  | four times a year  |
|                  | Comments:   |  |
| <b>Implement</b> | Percent Task Complete:  | Tasks completed: 0 of 4 (0%)   |

## Student and School Success Principle 7: Family and community engagement

### Educating parents to support their children's learning and teachers to work with parents

|                   |  |   |  |
|-------------------|--|---|--|
| <b>Indicator</b>  | <b>P7-IVA13 - The LEA/School has engaged parents and community in the transformation process. (1649)(Expected)</b> |   |  |
| <b>Status</b>     | Tasks completed: 0 of 6 (0%)   |   |  |
| <b>Assessment</b> | Level of Development:  | Initial: <b>Limited Development</b> 11/03/2013  |  |
|                   | Index:   | 6   | (Priority Score x Opportunity Score)   |
|                   | Priority Score:  | 3   | (3 - highest, 2 - medium, 1 - lowest)  |
|                   | Opportunity Score:   | 2   | (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions) |
|                   | Describe current level of development:   | Currently, there are no parent/community representatives serving on the School Leadership team.   |  |
| <b>Plan</b>       | Assigned to:   | Karen Estes   |  |
|                   | How it will look when fully met:   | If the school engages parents/community in the transformation process, then parent engagement and buy in will increase by 20% as measured by parent participation on leadership team, parent surveys (CEE), parent participation in school training events (sign in), and parent communication signatures on Thursday homework packets. |  |
|                   | Target Date:   | 01/15/2015  |  |
|                   | <b>Tasks:</b>  |   |  |
|                   | 1. Engage two parents/tribal members on the School Improvement Leadership Team                                     |   |  |
|                   | Assigned to:   | Karen Estes   |  |
|                   | Added date:  | 06/06/2014  |  |
|                   | Target Completion Date:  | 09/10/2014  |  |
|                   | Comments:  | Advertise a "role description" for a parent/tribal member so they know what they are committing to do, understand the role  |  |
|                   | 2. Create a monthly newsletter to share updates on the school improvement process (print/electronic)               |   |  |
|                   | Assigned to:   | Karen Estes   |  |
|                   | Added date:  | 06/06/2014  |  |
|                   | Target Completion Date:  | 09/10/2014  |  |
|                   | Frequency:   | monthly   |  |
|                   | Comments:  |   |  |
|                   | 3. Create a section on the website that include school improvement action focus areas and update monthly           |   |  |
|                   | Assigned to:   | Karen Estes   |  |
|                   | Added date:  | 06/06/2014  |  |
|                   | Target Completion Date:  | 09/10/2014  |  |
|                   | Frequency:   | monthly   |  |
|                   | Comments:  |   |  |
|                   | 4. Create an avenue for a monthly communication with tribal leadership on school improvement progress              |   |  |
|                   | Assigned to:   | Karen Estes   |  |
|                   | Added date:  | 06/06/2014  |  |
|                   | Target Completion Date:  | 10/15/2014  |  |

|                  |  |                              |
|------------------|--|------------------------------|
|                  | Frequency:   | monthly                      |
|                  | Comments:  |                              |
|                  | 5. Create and disseminate a parent friendly brochure with assessment calendar and purpose for each assessment  |                              |
|                  | Assigned to:   | Karen Estes                  |
|                  | Added date:  | 06/06/2014                   |
|                  | Target Completion Date:  | 10/30/2014                   |
|                  | Comments:  |                              |
|                  | 6. Create and communicate a brochure for the parents/community regarding the exit/entry skills at each grade level in math and reading (CCSS in parent friendly terms) |                              |
|                  | Assigned to:   | Karen Estes                  |
|                  | Added date:  | 06/06/2014                   |
|                  | Target Completion Date:  | 11/03/2014                   |
|                  | Comments:  |                              |
| <b>Implement</b> | Percent Task Complete:   | Tasks completed: 0 of 6 (0%) |



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

|   |   |  |
|---|---|--|
| <b>Title:</b>                                 | <b>Public Hearing on Proposed Rules to Implement C 217 L 2014 (E2SSB 6552)</b>  |  |
| <b>As Related To:</b>                         | <input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input checked="" type="checkbox"/> Goal Three: Closing achievement gap.   | <input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input checked="" type="checkbox"/> Policy Leadership<br><input type="checkbox"/> System Oversight<br><input type="checkbox"/> Advocacy   | <input type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating  |
| <b>Policy Considerations / Key Questions:</b> | What changes, if any, should be made to proposed rules to implement E2SSB 6552, based on testimony received at the public hearing?  |  |
| <b>Possible Board Action:</b>                 | <input type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other  |  |
| <b>Materials Included in Packet:</b>          | <input type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input checked="" type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint   |  |
| <b>Synopsis:</b>                              | <p>Chapter 217, Laws of 2014 (E2SSB 6552) requires the SBE to adopt rules to implement the Career and College Ready Graduation requirements adopted under board resolution on November 10, 2010 and revised January 9, 2014, to take effect, with certain modifications, with the graduating class of 2019. The act also revised instructional hour requirements for basic education and established new provisions on career and technical education (CTE) course equivalencies. In your packet you will find proposed:</p> <ul style="list-style-type: none"> <li>• Amended WAC 180-16-200. Total instructional hour requirements.</li> <li>• Amended WACs 180-51-066 and 180-51-067. Expired and current rules on high school graduation requirements.</li> <li>• New WAC 180-51-068. State subject and credit requirements for high school graduation. Students entering the ninth grade on or after July 1, 2015.</li> <li>• New WAC 180-16-200. District waiver from requirement on access to CTE course equivalencies.</li> <li>• Amended WAC 180-90-160. Private schools. Minimum standards and certificate form.</li> </ul> <p>In your packet you will also find:</p> <ul style="list-style-type: none"> <li>• Chapter 217, Laws of 2014 (E2SSB 6552)</li> <li>• CR 102 and OSPI fiscal impact statement</li> <li>• Public comments received on the proposed rules.</li> </ul> |  |

CERTIFICATION OF ENROLLMENT

**ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552**

Chapter 217, Laws of 2014

(partial veto)

63rd Legislature  
2014 Regular Session

**K-12 EDUCATION--INSTRUCTIONAL HOUR AND GRADUATION REQUIREMENTS**

EFFECTIVE DATE: 06/12/14 - Except Sections 103 and 104, which become effective 09/01/15;  
and Section 206, which becomes effective 09/01/14.

Passed by the Senate March 13, 2014  
YEAS 45 NAYS 2

CERTIFICATE

BRAD OWEN

\_\_\_\_\_  
**President of the Senate**

Passed by the House March 12, 2014  
YEAS 93 NAYS 5

FRANK CHOPP

\_\_\_\_\_  
**Speaker of the House of Representatives**

I, Hunter G. Goodman, Secretary of the Senate of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552** as passed by the Senate and the House of Representatives on the dates hereon set forth.

HUNTER G. GOODMAN

\_\_\_\_\_  
**Secretary**

Approved April 3, 2014, 11:39 a.m., with the exception of Section 207, which is vetoed.

FILED  
April 4, 2014

JAY INSLEE

\_\_\_\_\_  
**Secretary of State  
State of Washington**

—  
**Governor of the State of Washington**

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**ENGROSSED SECOND SUBSTITUTE SENATE BILL 6552**

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AS AMENDED BY THE HOUSE

Passed Legislature - 2014 Regular Session

**State of Washington**

**63rd Legislature**

**2014 Regular Session**

**By Senate Ways & Means** (originally sponsored by Senators Rolfes, Dammeier, Litzow, Rivers, Tom, Fain, Hill, Kohl-Welles, Mullet, McAuliffe, and Cleveland)

READ FIRST TIME 02/11/14.

AN ACT Relating to improving student success by modifying instructional hour and graduation requirements; amending RCW 28A.700.070, 28A.230.097, 28A.230.010, 28A.150.220, 28A.230.090, 28A.230.097, 28A.320.240, and 28A.150.260; adding a new section to chapter 28A.305 RCW; adding a new section to chapter 43.06B RCW; creating new sections; providing effective dates; and providing an expiration date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

**NEW SECTION. Sec. 1** The legislature recognizes that preparing students to be successful in postsecondary education, gainful employment, and citizenship requires increased rigor and achievement, including attaining a meaningful high school diploma with the opportunity to earn twenty-four credits. The legislature finds that an investment was made in the 2013-2015 omnibus appropriations act to implement an increase in instructional hours in the 2014-2015 school year. School districts informed the legislature that the funding as provided in the 2013-2015 omnibus appropriations act would result in only a few minutes being added onto each class period and would not result in a meaningful increase in instruction that would have the positive impact on student learning that the legislature expects. The school districts suggested that it would be a better educational policy to use the funds to implement the requirement of twenty-four credits for high school graduation, which will result in a meaningful increase of instructional hours. Based on input from school districts across the state, the legislature recognizes the need to provide flexibility for school districts to implement the increase in instructional hours while still moving towards an increase in the high school graduation requirements. Therefore, the legislature intends to shift the focus and intent of the investments from compliance with the minimum instructional hours offering to assisting school districts to provide an opportunity for students to earn twenty-four credits for high school graduation and obtain a meaningful diploma, beginning with the

graduating class of 2019, with the opportunity for school districts to request a waiver for up to two years.

## **PART I CAREER AND TECHNICAL EQUIVALENCIES**

**Sec. 101** RCW 28A.700.070 and 2008 c 170 s 201 are each amended to read as follows:

- (1) The office of the superintendent of public instruction shall support school district efforts under RCW 28A.230.097 to adopt course equivalencies for career and technical courses by:
  - (a) Recommending career and technical curriculum suitable for course equivalencies;
  - (b) Publicizing best practices for high schools and school districts in developing and adopting course equivalencies; and
  - (c) In consultation with the Washington association for career and technical education, providing professional development, technical assistance, and guidance for school districts seeking to expand their lists of equivalent courses.
- (2) The office of the superintendent of public instruction shall provide professional development, technical assistance, and guidance for school districts to develop career and technical course equivalencies that also qualify as advanced placement courses.
- (3) The office of the superintendent of public instruction, in consultation with one or more technical working groups convened for this purpose, shall develop curriculum frameworks for a selected list of career and technical courses that may be offered by high schools or skill centers whose content in science, technology, engineering, and mathematics is considered equivalent in full or in part to science or mathematics courses that meet high school graduation requirements. The content of the courses must be aligned with state essential academic learning requirements in mathematics as adopted by the superintendent of public instruction in July 2011 and the essential academic learning requirements in science as adopted in October 2013, and industry standards. The office shall submit the list of equivalent career and technical courses and their curriculum frameworks to the state board of education for review, an opportunity for public comment, and approval. The first list of courses under this subsection must be developed and approved before the 2015-16 school year. Thereafter, the office may periodically update or revise the list of courses using the process in this subsection.
- (4) Subject to funds appropriated for this purpose, the office of the superintendent of public instruction shall allocate grant funds to school districts to increase the integration and rigor of academic instruction in career and technical courses. Grant recipients are encouraged to use grant funds to support teams of academic and technical teachers using a research-based professional development model supported by the national research center for career and technical education. The office of the superintendent of public instruction may require that grant recipients provide matching resources using federal Carl Perkins funds or other fund sources.

**Sec. 102** RCW 28A.230.097 and 2013 c 241 s 2 are each amended to read as follows:

- (1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science, and must denote on a student's transcript that AP computer science qualifies as a math-based

quantitative course for students who take the course in their senior year. In order for a board to approve AP computer science as equivalent to high school mathematics, the student must be concurrently enrolled in or have successfully completed algebra II. Beginning no later than the 2015-16 school year, a school district board of directors must, at a minimum, grant academic course equivalency in mathematics or science for a high school career and technical course from the list of courses approved by the state board of education under RCW 28A.700.070, but is not limited to the courses on the list. If the list of courses is revised after the 2015-16 school year, the school district board of directors must grant academic course equivalency based on the revised list beginning with the school year immediately following the revision.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or preapprenticeship, as applicable. The certificate shall be either part of the student's high school and beyond plan or the student's culminating project, as determined by the student. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

**Sec. 103** RCW 28A.230.010 and 2003 c 49 s 1 are each amended to read as follows:

(1) School district boards of directors shall identify and offer courses with content that meet or exceed: ~~((+))~~ (a) The basic education skills identified in RCW 28A.150.210; ~~((2))~~ (b) the graduation requirements under RCW 28A.230.090; ~~((3))~~ (c) the courses required to meet the minimum college entrance requirements under RCW 28A.230.130; and ~~((4))~~ (d) the course options for career development under RCW 28A.230.130. Such courses may be applied or theoretical, academic, or vocational.

(2) School district boards of directors must provide high school students with the opportunity to access at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the office of the superintendent of public instruction and the state board of education in RCW 28A.700.070. Students may access such courses at high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses.

(3) School district boards of directors of school districts with fewer than two thousand students may apply to the state board of education for a waiver from the provisions of subsection (2) of this section.

**NEW SECTION. Sec. 104** A new section is added to chapter 28A.305 RCW to read as follows: The state board of education may grant a waiver from the provisions of RCW 28A.230.010(2) based on an application from a board of directors of a school district with fewer than two thousand students.

**PART II**  
**INSTRUCTIONAL HOURS AND HIGH SCHOOL GRADUATION CREDIT**  
**REQUIREMENTS**

**Sec. 201** RCW 28A.150.220 and 2013 2nd sp.s. c 9 s 2 are each amended to read as follows:

(1) In order for students to have the opportunity to develop the basic education knowledge and skills under RCW 28A.150.210, school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. The program established under this section shall be the minimum instructional program of basic education offered by school districts.

(2) Each school district shall make available to students the following minimum instructional offering each school year:

(a) For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased beginning in the 2015-16 school year to at least one thousand eighty instructional hours for students enrolled in ~~((each of))~~ grades ~~((seven))~~ nine through twelve and at least one thousand instructional hours for students in ~~((each of))~~ grades one through ~~((six according to an implementation schedule adopted by the legislature, but not before the 2014-15 school year))~~ eight, all of which may be calculated by a school district using a district-wide annual average of instructional hours over grades one through twelve; and

(b) For students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.

(3) The instructional program of basic education provided by each school district shall include:

(a) Instruction in the essential academic learning requirements under RCW 28A.655.070;

(b) Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, ~~((subject to a phased in implementation of the twenty four credits as established by the legislature))~~ beginning with the graduating class of 2019 or as otherwise provided in RCW 28A.230.090. Course distribution requirements may be established by the state board of education under RCW 28A.230.090;

(c) If the essential academic learning requirements include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages;

(d) Supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065;

(e) Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080;

(f) The opportunity for an appropriate education at public expense as defined by RCW 28A.155.020 for all eligible students with disabilities as defined in RCW 28A.155.020; and

(g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

(4) Nothing contained in this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

(5)(a) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school

days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten, to be increased to a minimum of one hundred eighty school days per school year according to the implementation schedule under RCW 28A.150.315. ~~((However,))~~

(b) Schools administering the Washington kindergarten inventory of developing skills may use up to three school days at the beginning of the school year to meet with parents and families as required in the parent involvement component of the inventory. ~~((In addition, effective May 1, 1979,))~~

(c) In the case of students who are graduating from high school, a school district may schedule the last five school days of the one hundred ~~((and))~~ eighty day school year for noninstructional purposes ~~((in the case of students who are graduating from high school,))~~ including, but not limited to, the observance of graduation and early release from school upon the request of a student ~~((, and))~~. All such students may be claimed as a full-time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260. Any hours scheduled by a school district for noninstructional purposes during the last five school days for such students shall count toward the instructional hours requirement in subsection (2)(a) of this section.

(6) Nothing in this section precludes a school district from enriching the instructional program of basic education, such as offering additional instruction or providing additional services, programs, or activities that the school district determines to be appropriate for the education of the school district's students.

(7) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish.

**Sec. 202** RCW 28A.230.090 and 2011 c 203 s 2 are each amended to read as follows:

(1) The state board of education shall establish high school graduation requirements or equivalencies for students, except as provided in RCW 28A.230.122 and except those equivalencies established by local high schools or school districts under RCW 28A.230.097. The purpose of a high school diploma is to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner.

(a) Any course in Washington state history and government used to fulfill high school graduation requirements shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

(b) The certificate of academic achievement requirements under RCW 28A.655.061 or the certificate of individual achievement requirements under RCW 28A.155.045 are required for graduation from a public high school but are not the only requirements for graduation.

(c) Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level. Effective with the graduating class of 2015, the state board of education may not establish a requirement for students to complete a culminating project for graduation.

(d)(i) The state board of education shall adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014, to take effect beginning with the graduating class of 2019 or as otherwise provided in this subsection (1)(d). The rules must include authorization for a school

district to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas. The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on the student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal.

(ii) School districts may apply to the state board of education for a waiver to implement the career and college ready graduation requirement proposal beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.

(2)(a) In recognition of the statutory authority of the state board of education to establish and enforce minimum high school graduation requirements, the state board shall periodically reevaluate the graduation requirements and shall report such findings to the legislature in a timely manner as determined by the state board.

(b) The state board shall reevaluate the graduation requirements for students enrolled in vocationally intensive and rigorous career and technical education programs, particularly those programs that lead to a certificate or credential that is state or nationally recognized. The purpose of the evaluation is to ensure that students enrolled in these programs have sufficient opportunity to earn a certificate of academic achievement, complete the program and earn the program's certificate or credential, and complete other state and local graduation requirements.

(c) The state board shall forward any proposed changes to the high school graduation requirements to the education committees of the legislature for review and to the quality education council established under RCW 28A.290.010. The legislature shall have the opportunity to act during a regular legislative session before the changes are adopted through administrative rule by the state board. Changes that have a fiscal impact on school districts, as identified by a fiscal analysis prepared by the office of the superintendent of public instruction, shall take effect only if formally authorized and funded by the legislature through the omnibus appropriations act or other enacted legislation.

(3) Pursuant to any requirement for instruction in languages other than English established by the state board of education or a local school district, or both, for purposes of high school graduation, students who receive instruction in American sign language or one or more American Indian languages shall be considered to have satisfied the state or local school district graduation requirement for instruction in one or more languages other than English.

(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or

equivalent to a course offered at a high school in the district as determined by the school district board of directors.

(5) Students who have taken and successfully completed high school courses under the circumstances in subsection (4) of this section shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

(6) At the college or university level, five quarter or three semester hours equals one high school credit.

**NEW SECTION. Sec. 203** The Washington state school directors' association shall adopt a model policy and procedure that school districts may use for granting waivers to individual students of up to two credits required for high school graduation based on unusual circumstances. The purpose of the model policy and procedure is to assist school districts in providing all students the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. The model policy must take into consideration the unique limitations of a student that may be associated with such circumstances as homelessness, limited English proficiency, medical conditions that impair a student's opportunity to learn, or disabilities, regardless of whether the student has an individualized education program or a plan under section 504 of the federal rehabilitation act of 1973. The model policy must also address waivers if the student has not been provided with an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school. The Washington state school directors' association must distribute the model policy and procedure to all school districts in the state that grant high school diplomas by June 30, 2015.

**Sec. 204** RCW 28A.230.097 and 2013 c 241 s 2 are each amended to read as follows:

(1) Each high school or school district board of directors shall adopt course equivalencies for career and technical high school courses offered to students in high schools and skill centers. A career and technical course equivalency may be for whole or partial credit. Each school district board of directors shall develop a course equivalency approval procedure. Boards of directors must approve AP computer science courses as equivalent to high school mathematics or science, and must denote on a student's transcript that AP computer science qualifies as a math-based quantitative course for students who take the course in their senior year. In order for a board to approve AP computer science as equivalent to high school mathematics, the student must be concurrently enrolled in or have successfully completed algebra II.

(2) Career and technical courses determined to be equivalent to academic core courses, in full or in part, by the high school or school district shall be accepted as meeting core requirements, including graduation requirements, if the courses are recorded on the student's transcript using the equivalent academic high school department designation and title. Full or partial credit shall be recorded as appropriate. The high school or school district shall also issue and keep record of course completion certificates that demonstrate that the career and technical courses were successfully completed as needed for industry certification, college credit, or preapprenticeship, as applicable. The certificate shall be ~~((either))~~ part of the student's high school and beyond plan ~~((or the student's culminating project, as determined by the student))~~. The office of the superintendent of public instruction shall develop and make available electronic samples of certificates of course completion.

**Sec. 205** RCW 28A.320.240 and 2006 c 263 s 914 are each amended to read as follows:

(1) The purpose of this section is to identify quality criteria for school library media programs that support the student learning goals under RCW 28A.150.210, the essential academic learning requirements under RCW 28A.655.070, and high school graduation requirements adopted under RCW 28A.230.090.

(2) Every board of directors shall provide for the operation and stocking of such libraries as the board deems necessary for the proper education of the district's students or as otherwise required by law or rule of the superintendent of public instruction.

(3) "Teacher-librarian" means a certified teacher with a library media endorsement under rules adopted by the professional educator standards board.

(4) "School-library media program" means a school-based program that is staffed by a certificated teacher-librarian and provides a variety of resources that support student mastery of the essential academic learning requirements in all subject areas and the implementation of the district's school improvement plan.

(5) The teacher-librarian, through the school-library media program, shall collaborate as an instructional partner to help all students meet the content goals in all subject areas, and assist high school students completing ~~((the culminating project and))~~ high school and beyond plans required for graduation.

**Sec. 206** RCW 28A.150.260 and 2011 1st sp.s. c 27 s 2 are each amended to read as follows:

The purpose of this section is to provide for the allocation of state funding that the legislature deems necessary to support school districts in offering the minimum instructional program of basic education under RCW 28A.150.220. The allocation shall be determined as follows:

(1) The governor shall and the superintendent of public instruction may recommend to the legislature a formula for the distribution of a basic education instructional allocation for each common school district.

(2) The distribution formula under this section shall be for allocation purposes only. Except as may be required under chapter 28A.155, 28A.165, 28A.180, or 28A.185 RCW, or federal laws and regulations, nothing in this section requires school districts to use basic education instructional funds to implement a particular instructional approach or service. Nothing in this section requires school districts to maintain a particular classroom teacher-to-student ratio or other staff-to-student ratio or to use allocated funds to pay for particular types or classifications of staff. Nothing in this section entitles an individual teacher to a particular teacher planning period.

(3)(a) To the extent the technical details of the formula have been adopted by the legislature and except when specifically provided as a school district allocation, the distribution formula for the basic education instructional allocation shall be based on minimum staffing and nonstaff costs the legislature deems necessary to support instruction and operations in prototypical schools serving high, middle, and elementary school students as provided in this section. The use of prototypical schools for the distribution formula does not constitute legislative intent that schools should be operated or structured in a similar fashion as the prototypes. Prototypical schools illustrate the level of resources needed to operate a school of a particular size with particular types and grade levels of students using commonly understood terms and inputs, such as class size, hours of instruction, and various categories of school staff. It is the intent that the funding allocations to school districts be adjusted from the school prototypes based on the actual number of annual average full-time equivalent students in each grade level at each school in the district

and not based on the grade-level configuration of the school to the extent that data is available. The allocations shall be further adjusted from the school prototypes with minimum allocations for small schools and to reflect other factors identified in the omnibus appropriations act.

(b) For the purposes of this section, prototypical schools are defined as follows:

(i) A prototypical high school has six hundred average annual full-time equivalent students in grades nine through twelve;

(ii) A prototypical middle school has four hundred thirty-two average annual full-time equivalent students in grades seven and eight; and

(iii) A prototypical elementary school has four hundred average annual full-time equivalent students in grades kindergarten through six.

(4)(a)(i) The minimum allocation for each level of prototypical school shall be based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours under RCW 28A.150.220 and provide at least one teacher planning period per school day, and based on the following general education average class size of full-time equivalent students per teacher:

General education

average class size

Grades K-3 . . . . . 25.23

Grade 4 . . . . . 27.00

Grades 5-6 . . . . . 27.00

Grades 7-8 . . . . . 28.53

Grades 9-12 . . . . . 28.74

(ii) The minimum class size allocation for each prototypical high school shall also provide for enhanced funding for class size reduction for two laboratory science classes within grades nine through twelve per full-time equivalent high school student multiplied by a laboratory science course factor of 0.0833, based on the number of full-time equivalent classroom teachers needed to provide instruction over the minimum required annual instructional hours in RCW 28A.150.220, and providing at least one teacher planning period per school day:

Laboratory science

average class size

Grades 9-12 . . . . . 19.98

(b) During the 2011-2013 biennium and beginning with schools with the highest percentage of students eligible for free and reduced-price meals in the prior school year, the general education average class size for grades K-3 shall be reduced until the average class size funded under this subsection (4) is no more than 17.0 full-time equivalent students per teacher beginning in the 2017-18 school year.

(c) The minimum allocation for each prototypical middle and high school shall also provide for full-time equivalent classroom teachers based on the following number of full-time equivalent students per teacher in career and technical education:

Career and technical

education average

class size

Approved career and technical education offered at  
the middle school and high school level . . . . . 26.57  
Skill center programs meeting the standards established  
by the office of the superintendent of public  
instruction . . . . . 22.76

- (d) In addition, the omnibus appropriations act shall at a minimum specify:
- (i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and
  - (ii) A specialty average class size for ((laboratory science,)) advanced placement((,)) and international baccalaureate courses.
- (5) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

|   | Elementary<br>School | Middle<br>School | High<br>School            |
|---|----------------------|------------------|---------------------------|
| Principals, assistant principals, and other certificated building-level administrators . . . . .  | 1.253                | 1.353            | 1.880                     |
| Teacher librarians, a function that includes information literacy, technology, and media to support school library media programs . . . . . | 0.663                | 0.519            | 0.523                     |
| Health and social services:   |                      |                  |                           |
| School nurses . . . . .   | 0.076                | 0.060            | 0.096                     |
| Social workers . . . . .  | 0.042                | 0.006            | 0.015                     |
| Psychologists . . . . .   | 0.017                | 0.002            | 0.007                     |
| Guidance counselors, a function that includes parent outreach and graduation advising . . . . .   | 0.493                | 1.116            | ((1.909))<br><u>2.539</u> |
| Teaching assistance, including any aspect of educational instructional services provided by classified employees . . . . .                  | 0.936                | 0.700            | 0.652                     |
| Office support and other noninstructional aides . . . . .   | 2.012                | 2.325            | 3.269                     |
| Custodians . . . . .  | 1.657                | 1.942            | 2.965                     |
| Classified staff providing student and staff safety . . . . .   | 0.079                | 0.092            | 0.141                     |
| Parent involvement coordinators . . . . .   | 0.00                 | 0.00             | 0.00                      |

(6)(a) The minimum staffing allocation for each school district to provide district-wide support services shall be allocated per one thousand annual average full-time equivalent students in grades K-12 as follows:

Staff per 1,000  
 K-12 students  
 Technology . . . . . 0.628  
 Facilities, maintenance, and grounds . . . . . 1.813  
 Warehouse, laborers, and mechanics . . . . . 0.332

(b) The minimum allocation of staff units for each school district to support certificated and classified staffing of central administration shall be 5.30 percent of the staff units generated under subsections (4)(a) and (b) and (5) of this section and (a) of this subsection.

(7) The distribution formula shall include staffing allocations to school districts for career and technical education and skill center administrative and other school-level certificated staff, as specified in the omnibus appropriations act.

(8)(a) Except as provided in (b) and (c) of this subsection, the minimum allocation for each school district shall include allocations per annual average full-time equivalent student for the following materials, supplies, and operating costs, to be adjusted for inflation from the 2008-09 school year:

Per annual average  
 full-time equivalent student  
 in grades K-12  
 Technology . . . . . \$54.43  
 Utilities and insurance . . . . . \$147.90  
 Curriculum and textbooks . . . . . \$58.44  
 Other supplies and library materials . . . . . \$124.07  
 Instructional professional development for certified and  
 classified staff . . . . . \$9.04  
 Facilities maintenance . . . . . \$73.27  
 Security and central office . . . . . \$50.76

(b) During the 2011-2013 biennium, the minimum allocation for maintenance, supplies, and operating costs shall be increased as specified in the omnibus appropriations act. The following allocations, adjusted for inflation from the 2007-08 school year, are provided in the 2015-16 school year, after which the allocations shall be adjusted annually for inflation as specified in the omnibus appropriations act:

Per annual average  
 full-time equivalent student  
 in grades K-12  
 Technology . . . . . \$113.80  
 Utilities and insurance . . . . . \$309.21  
 Curriculum and textbooks . . . . . \$122.17  
 Other supplies and library materials . . . . . \$259.39  
 Instructional professional development for certificated and  
 classified staff . . . . . \$18.89  
 Facilities maintenance . . . . . \$153.18

Security and central office administration . . . . . \$106.12

(c) In addition to the amounts provided in (a) and (b) of this subsection, beginning in the 2014-15 school year, the omnibus appropriations act shall provide the following minimum allocation for each annual average full-time equivalent student in grades nine through twelve for the following materials, supplies, and operating costs, to be adjusted annually for inflation:

Per annual average  
full-time equivalent student  
in grades 9-12  
Technology . . . . . \$36.35  
Curriculum and textbooks . . . . . \$39.02  
Other supplies and library materials . . . . . \$82.84  
Instructional professional development for certificated and  
classified staff . . . . . \$6.04

(9) In addition to the amounts provided in subsection (8) of this section, the omnibus appropriations act shall provide an amount based on full-time equivalent student enrollment in each of the following:

- (a) Exploratory career and technical education courses for students in grades seven through twelve;
- ~~(b) ((Laboratory science courses for students in grades nine through twelve;~~
- ~~(e))~~) Preparatory career and technical education courses for students in grades nine through twelve offered in a high school; and
- ~~((d))~~) (c) Preparatory career and technical education courses for students in grades eleven and twelve offered through a skill center.

(10) In addition to the allocations otherwise provided under this section, amounts shall be provided to support the following programs and services:

- (a) To provide supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065, allocations shall be based on the district percentage of students in grades K-12 who were eligible for free or reduced-price meals in the prior school year. The minimum allocation for the program shall provide for each level of prototypical school resources to provide, on a statewide average, 1.5156 hours per week in extra instruction with a class size of fifteen learning assistance program students per teacher.
- (b) To provide supplemental instruction and services for students whose primary language is other than English, allocations shall be based on the head count number of students in each school who are eligible for and enrolled in the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080. The minimum allocation for each level of prototypical school shall provide resources to provide, on a statewide average, 4.7780 hours per week in extra instruction with fifteen transitional bilingual instruction program students per teacher. Notwithstanding other provisions of this subsection (10), the actual per-student allocation may be scaled to provide a larger allocation for students needing more intensive intervention and a commensurate reduced allocation for students needing less intensive intervention, as detailed in the omnibus appropriations act.

(c) To provide additional allocations to support programs for highly capable students under

RCW 28A.185.010 through 28A.185.030, allocations shall be based on two and three hundred fourteen one-thousandths percent of each school district's full-time equivalent basic education enrollment. The minimum allocation for the programs shall provide resources to provide, on a statewide average, 2.1590 hours per week in extra instruction with fifteen highly capable program students per teacher.

(11) The allocations under subsections (4)(a) and (b), (5), (6), and (8) of this section shall be enhanced as provided under RCW 28A.150.390 on an excess cost basis to provide supplemental instructional resources for students with disabilities.

(12)(a) For the purposes of allocations for prototypical high schools and middle schools under subsections (4) and (10) of this section that are based on the percent of students in the school who are eligible for free and reduced-price meals, the actual percent of such students in a school shall be adjusted by a factor identified in the omnibus appropriations act to reflect underreporting of free and reduced-price meal eligibility among middle and high school students.

(b) Allocations or enhancements provided under subsections (4), (7), and (9) of this section for exploratory and preparatory career and technical education courses shall be provided only for courses approved by the office of the superintendent of public instruction under chapter 28A.700 RCW.

(13)(a) This formula for distribution of basic education funds shall be reviewed biennially by the superintendent and governor. The recommended formula shall be subject to approval, amendment or rejection by the legislature.

(b) In the event the legislature rejects the distribution formula recommended by the governor, without adopting a new distribution formula, the distribution formula for the previous school year shall remain in effect.

(c) The enrollment of any district shall be the annual average number of full-time equivalent students and part-time students as provided in RCW 28A.150.350, enrolled on the first school day of each month, including students who are in attendance pursuant to RCW 28A.335.160 and 28A.225.250 who do not reside within the servicing school district. The definition of full-time equivalent student shall be determined by rules of the superintendent of public instruction and shall be included as part of the superintendent's biennial budget request. The definition shall be based on the minimum instructional hour offerings required under RCW 28A.150.220. Any revision of the present definition shall not take effect until approved by the house ways and means committee and the senate ways and means committee.

(d) The office of financial management shall make a monthly review of the superintendent's reported full-time equivalent students in the common schools in conjunction with RCW 43.62.050.

***\*NEW SECTION. Sec. 207 A new section is added to chapter 43.06B RCW to read as follows:***

***(1) The office of the education ombuds shall convene a task force on success for students with special needs to:***

***(a) Define and assess barriers that students with special needs face in earning a high school diploma and fully accessing the educational program provided by the public schools, including but not limited to students with disabilities, dyslexia, and other physical or emotional conditions for which students do not have an individualized education program or section 504 plan but that create limitations to their ability to succeed in school;***

***(b) Outline recommendations for systemic changes to address barriers identified and successful models for the delivery of education and supportive services for students with***

*special needs;*

*(c) Recommend steps for coordination of delivery of early learning through postsecondary education and career preparation for students with special needs through ongoing efforts of various state and local education and workforce agencies, including strategies for earlier assessment and identification of disabilities or barriers to learning in early learning programs and in kindergarten through third grade; and*

*(d) Identify options for state assistance to help school districts develop course equivalencies for competency-based education or similar systems of personalized learning where students master specific knowledge and skills at their own pace.*

*(2) The task force shall be composed of at least the following members:*

*(a) One representative each from the office of the superintendent of public instruction, the workforce training and education coordinating board, the Washington state school directors' association, a statewide organization representing teachers and other certificated instructional staff, the student achievement council, the state board of education, the department of early learning, the educational opportunity gap oversight and accountability committee, a nonprofit organization providing professional development and resources for educators and parents regarding dyslexia, a nonprofit organization of special education parents and teachers, and the Washington association for career and technical education, each to be selected by the appropriate agency or organization; and*

*(b) At least one faculty member from a public institution of higher education, at least one special education teacher, at least one general education teacher, and at least three parent representatives from special needs families, each to be appointed by the education ombuds.*

*(3) The office of the education ombuds shall submit an initial report to the superintendent of public instruction, the governor, and the legislature by December 15, 2014, and December 15th of each year thereafter until 2016 detailing its recommendations, including recommendations for specific strategies, programs, and potential changes to funding or accountability systems that are designed to close the opportunity gap, increase high school graduation rates, and assure students with special needs are fully accessing the educational program provided by the public schools.*

*(4) This section expires June 30, 2017.*

*\*Sec. 207 was vetoed. See message at end of chapter.*

NEW SECTION. Sec. 208 Sections 103 and 104 of this act take effect September 1, 2015.

NEW SECTION. Sec. 209 Section 206 of this act takes effect September 1, 2014.

Passed by the Senate March 13, 2014.

Passed by the House March 12, 2014.

Approved by the Governor April 3, 2014, with the exception of certain items that were vetoed.

Filed in Office of Secretary of State April 4, 2014.

Note: Governor's explanation of partial veto is as follows:

"I am returning herewith, without my approval as to Section 207, Engrossed Second Substitute

Senate Bill No. 6552 entitled:

"AN ACT Relating to improving student success by modifying instructional hour and graduation requirements."

Section 207 of the bill directs the Office of the Education Ombuds to convene a three-year task force on students with special needs to examine barriers to earning a diploma.

Later this week I will sign the 2014 supplemental budget, Engrossed Substitute Senate Bill 6002, which includes a similar directive for the Office of Education Ombuds. As that provision of the budget is implemented, it is important that my ombuds office work closely with the Office of the Superintendent of Public Instruction and stakeholders to improve education programs and support success for special education students--and all students. Section 207 creates unnecessary duplication.

For these reasons I have vetoed Section 207 of Engrossed Second Substitute Senate Bill No. 6552.

With the exception of Section 207, Engrossed Second Substitute Senate Bill No. 6552 is approved."



## WASHINGTON STATE BOARD OF EDUCATION AMENDED RESOLUTION TO APPROVE WASHINGTON STATE GRADUATION REQUIREMENT FRAMEWORK: CAREER AND COLLEGE READY

**As Approved January 9, 2014**

WHEREAS, Our children are our state's future and our education system must prepare them now for the continuing challenges of the 21<sup>st</sup> century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete high school graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project by all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must formally authorize and fund changes to graduation requirements that have a fiscal impact on school districts before they may take effect, per RCW 28A.230.090(2)(c), and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for science are significantly lower than the majority of other states, as were state requirements for English and social studies until the State Board of Education implemented new graduation requirements for the Class of 2016, and

WHEREAS, The State Board of Education has listened to stakeholders and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a multi-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21<sup>st</sup> century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

WHEREAS, The State Board of Education places significant value on the opportunity for high school students to pursue professional/technical certificates through a skill center or high school Career and Technical Education program during their high school career, and

WHEREAS, The State Board of Education recognizes the value of flexibility in students' high school course choices, with flexible credits including electives and Personalized Pathway Requirements, and

WHEREAS, The 2013 Legislature appropriated funding to support implementation of the opportunity to earn 24 credits, and

WHEREAS, Presuming the 2014 Legislature enacts the State Board of Education framework with funding, it is the Board's intent that the new graduation requirements will apply beginning with the high school graduating class of 2019. This phase-in period will allow ample time for planning and implementation details as well as required rules to be developed with stakeholder input, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving an amended career and college-ready graduation requirement framework that will allow all students to pursue personalized post-secondary pathways. These post-secondary pathways will be locally determined, but must include at least the following options for high school and skill center students:

- To pursue a professional/technical certificate or degree at a community or technical college.
- To pursue a four-year degree at a college, university, or college transfer program (students' high school classes should align with the Washington Student Achievement Council's College Admission Standards).

Each high school student will identify their post-secondary pathway in their High School and Beyond Plan.

The subject credit requirements are as follows:

English: 4 credits

Math: 3 credits

Science, 2 labs: 3 credits

Social Studies: 3 credits

Health: .5 credit

Career and Technical Education: 1 credit\*\*

Fitness: 1.5 credits

Arts: 2 credits\*\*\* (one may be a Personalized Pathway Requirement\*)

World Languages (required if on a four-year degree pathway) or Personalized Pathway Requirement\*: 2 credits

Electives: 4 credits

\* Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

\*\*or 1 Occupational Education credit, as defined in WAC 180-51-067.

\*\*\*Only 1 credit in arts may be substituted for a Personalized Pathway Requirement.

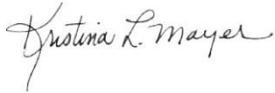
While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the 17 core state requirements that all students must meet, and

BE IT FURTHER RESOLVED THAT The State Board of Education will continue to reexamine the role of the High School and Beyond plan and the Culminating Project in career and postsecondary planning and preparation, and to ensure greater consistency across districts, and

BE IT FURTHER RESOLVED THAT the State Board of Education recognizes that K-12 students would benefit from increased flexibility in course equivalency, further opportunities for meeting two graduation requirements while earning one credit, and increased opportunities for earning competency credit; the Board will encourage both the Legislature and school districts to facilitate such flexibility.

BE IT FURTHER RESOLVED THAT the State Board of Education will work with institutions of higher education for expanding recognition of high school classes as meeting admission requirements.

BE IT FURTHER RESOLVED THAT the Board will track the relevant data to assess the efficacy of the graduation policy over time. It will annually review course-taking and other appropriate data by subgroups used in the Achievement Index so it can determine if the new requirements are indeed helping more students graduate career and college ready.



Dr. Kristina Mayer, Chair  
January 9, 2014

**WASHINGTON STATE BOARD OF EDUCATION RESOLUTION TO APPROVE WASHINGTON  
STATE GRADUATION REQUIREMENTS:  
CAREER AND COLLEGE READY**

**As Approved November 10, 2010**

WHEREAS, Our children are our state's future and our education system must prepare them now for the challenges of the 21<sup>st</sup> century, and

WHEREAS, All students deserve an excellent and equitable education, and

WHEREAS, We must join together to support students in our education system and to provide the resources and direction needed to help all students succeed in meeting their educational and career goals, and

WHEREAS, Washington's Basic Education Act provides direction by stating that school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship, and

WHEREAS, The State Board of Education provides direction through its rule-making authority for state graduation requirements, including subject-area credits, a High School and Beyond Plan, and a Culminating Project of all students, and

WHEREAS, The State Board of Education recognizes that the Legislature must approve and fund changes to graduation requirements that have state fiscal impact, and

WHEREAS, Despite a considerably changed world over the past 25 years, Washington students in the graduating class of 2011 are graduating under the same state credit requirements expected for the graduating class of 1985, and

WHEREAS, Washington State is in the bottom 20 percent of all states in participation of students ages 18-24 in education beyond high school, particularly low-income students, and many high school graduates of color are less likely to go directly to community/technical and four-year colleges, and

WHEREAS, Washington State graduation requirements for English, science, and social studies are significantly lower than the majority of other states, and

WHEREAS, The State Board of Education has listened to stakeholders and the recommendations of its Core 24 Implementation Task Force and revised its graduation credit requirements proposal in response to the feedback received, and

WHEREAS, The State Board of Education has determined over a three-year period of study that Washington's current state graduation requirements need to be strengthened so that students are prepared for the education and training needed to earn a credential beyond high school considered necessary for most living-wage jobs in the 21<sup>st</sup> century, and

WHEREAS, The State Board of Education places equal value on multiple pathways to career and college readiness, and calls for students, parents/guardians and local educators to work together on

High School and Beyond Plans that will guide students' course selections through high school and evolve as students' goals develop and change, and

THEREFORE, BE IT RESOLVED THAT The State Board of Education is approving a new set of career and college-ready graduation requirements. All students will be enrolled in a common pathway that will keep all postsecondary options open and will align with the Higher Education Coordinating Board's minimum four-year public college admission requirements unless students substitute courses according to their High School and Beyond Plans:

English: 4 credits

Math: 3 credits

Science, 2 labs: 3 credits

Social Studies: 3 credits

Health: .5 credit

Occupational Education: 1 credit

Fitness: 1.5 credits\*

Arts: 2 credits\*\*

World Languages: 2 credits\*

Career Concentration: 2 credits\*

Electives: 2 credits\*

\*Subjects that are asterisked have flexibility, either because of state law (e.g., students may be excused from fitness) or because the State Board of Education is allowing students to make choices that will enable them to pursue courses more consistent with the educational and career goals expressed in their High School and Beyond Plans. \*\*Only 1 credit may be substituted in arts.

While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the state requirements, and

BE IT FURTHER RESOLVED THAT The State Board of Education will make changes to the high school and beyond plan and the Culminating Project to assure greater consistency of implementation across districts, and

BE IT FURTHER RESOLVED THAT It is the State Board of Education's intention, after the 2011 legislative session, to put those policy changes with no state fiscal impact, as determined by the Office of Superintendent of Public Instruction, into effect for the graduating class of 2016. Within the current 20 credit framework, the following credit changes would be made:

- Increase English from 3 to 4 credits
- Increase Social Studies from 2.5 to 3 credits, including .5 credits of civics
- Designate .5 credit of health (while retaining 1.5 credits of fitness)
- Decrease elective credits by 1.5

BE IT FURTHER RESOLVED THAT The State Board of Education will enact additional, no-cost policies, as determined by the Office of Superintendent of Public Instruction, to create more flexibility for districts to help students meet the graduation requirements. These policies would go into effect for the graduating class of 2016.

1. Remove the 150 hour definition of a credit and permit districts to establish policies that specify how they will know students have successfully completed the state's subject area content expectations sufficiently to earn a credit.
2. Establish a "two for one" policy to enable students to take a CTE-equivalent course and satisfy two requirements (one course = one credit = two requirements).
3. Make Washington State History and Government a non-credit requirement that must be successfully passed and noted on the student transcript that the requirement has been met.

BE IT FURTHER RESOLVED that all other changes to the requirements, including initiating the high school and beyond plan at the middle level, will be put into effect pending legislative approval and funding.



Jeff Vincent, Chair

November 10, 2010

Date

**WAC 180-16-200 Total instructional hour requirement.** (1)((a))  
Kindergarten total instructional hour requirement - Four hundred fifty hours annual minimum, increased to an annual minimum one thousand instructional hours according to an implementation schedule under RCW 28A.150.315. ((See RCW 28A.150.220 (1)(a).) (b))

(2) Grades 1-12 total instructional hour requirement - District-wide annual average of one thousand hours. ((See RCW 28A.150.220 (1)(b).) In grades one through twelve school districts may arrange their calendars in any way they determine as long as the district wide annual average instructional hour requirement is at least one thousand hours.

(2) The basic education program requirements shall be as described under RCW 28A.150.220(1)), increased beginning in the 2015-16 school year to:

(a) At least a district-wide average of one thousand eighty instructional hours for students enrolled in grades nine through twelve and a district-wide annual average of one thousand instructional hours in grades one through eight; or

(b) A district-wide annual average of one thousand twenty-seven instructional hours in grades one through twelve.

(3) For nonhigh school districts, a district-wide annual average of one thousand instructional hours in such grades as are offered by the district.

**WAC 180-51-066 Minimum requirements for high school graduation—Students entering the ninth grade on or after July 1, 2009, through June 30, 2012.** (1) The statewide minimum subject areas and credits required for high school graduation for students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2009, through June 30, 2012, shall total twenty as listed below.

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.

(b) Three **mathematics** credits that align with the high school mathematics standards as developed and revised by the office of superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b)(iv) through (vii) of this subsection, the three mathematics credits required under this section must include:

- (A) Algebra 1 or integrated mathematics I;
- (B) Geometry or integrated mathematics II; and
- (C) Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III if all of the following requirements are met:

(A) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(B) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(C) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college level mathematics courses; and

(D) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(iii) Courses in (b)(i) and (ii) of this subsection may be taken currently in the following combinations:

(A) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(B) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b)(ii) of this subsection.

(iv) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (b)(i) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(v) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

(A) Repeat the course(s) for credit in high school; or

(B) Complete three credits of mathematics as follows:

(I) A student who has successfully completed algebra 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(II) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra 2 or integrated mathematics III; and

- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(vi) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(vii) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;

- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(c) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally. Assessment shall include the tenth grade Washington assessment of student learning beginning 2010.

(d) Two and one-half **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(A) For purposes of the Washington state history and government requirement only, the term "secondary student" shall mean a student who is in one of the grades seven through twelve. If a district offers this course in the seventh or eighth grade, it can still count towards the state history and government graduation requirement. However, the course should only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090(4)).

(B) The study of the United States and Washington state Constitutions shall not be waived, but may be fulfilled through an alternative learning experience approved by the local school principal under written district policy.

(C) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal under a written district policy.

(D) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies.

(e) Two **health and fitness** credits that at minimum align with current essential academic learning requirements at grade ten and/or

above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in health and fitness at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095).

(i) The fitness portion of the requirement shall be met by course work in fitness education. The content of fitness courses shall be determined locally under WAC 180-51-025. Suggested fitness course outlines shall be developed by the office of the superintendent of public instruction. Students may be excused from the physical portion of the fitness requirement under RCW 28A.230.050. Such excused students shall be required to substitute equivalency credits in accordance with policies of boards of directors of districts, including demonstration of the knowledge portion of the fitness requirement.

(ii) "Directed athletics" shall be interpreted to include community-based organized athletics.

(f) One **arts** credit that at minimum is aligned with current essential academic learning requirements at grade ten and/or above plus content that is determined by the local school district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in arts at the high school level by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The essential content in this subject area may be satisfied in the visual or performing arts.

(g) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as proposed or adopted in the career and technical education program standards of the office of the superintendent of public instruction. The assessment of achieved competence in this subject area is determined at the local district level.

(h) Five and one-half electives: Study in a world language other than English or study in a world culture may satisfy any or all of the required electives. The assessment of achieved competence in these subject areas is determined at the local district level.

(i) Each student entering ninth grade before July 1, 2010, and graduating before 2015 shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.

(j) Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

(k) Each student shall attain a certificate of academic achievement or certificate of individual achievement. The tenth grade Washington assessment of student learning and Washington alternate assessment system shall determine attainment.

(2) State board of education approved private schools under RCW 28A.305.130(5) may, but are not required to, align their curriculums with the state learning goals under RCW 28A.150.210 or the essential academic learning requirements under RCW 28A.655.070.

AMENDATORY SECTION (Amending WSR 12-03-073, filed 1/13/12, effective 2/13/12)

**WAC 180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015.** The statewide subject areas and credits required for high school graduation, beginning July 1, 2012, for students who enter the ninth grade or begin the equivalent of a four-year high school program, as of July 1, 2012, through June 30, 2015, except as provided in WAC 180-51-068(11), shall total twenty as provided below. All credits are to be aligned with the state's essential academic learning requirements (learning standards) for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth below:

(a) Unless otherwise provided for in (d) through (g) of this subsection, the three mathematics credits required under this section must include:

(i) Algebra 1 or integrated mathematics I;

(ii) Geometry or integrated mathematics II; and

(iii) Algebra 2 or integrated mathematics III.

(b) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III, if all of the following requirements are met:

(i) The student's elective choice is based on a career oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(ii) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III because it will better serve the student's education and career goals;

(iii) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college level mathematics courses; and

(iv) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(c) Courses in (a) and (b) of this subsection may be taken currently in the following combinations:

(i) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.

(ii) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b) of this subsection.

(d) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (a) of this subsection if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(e) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

(i) Repeat the course(s) for credit in high school; or

(ii) Complete three credits of mathematics as follows:

(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third high school credit in a math course that is consistent with the student's education and career goals.

(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:

- Earn the first high school credit in algebra 2 or integrated mathematics III; and

- Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.

(f) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in geometry or integrated mathematics II;

- Earn the second high school credit in algebra 2 or integrated mathematics III; and

- Earn the third credit in a mathematics course that is consistent with the student's education and career goals.

(g) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

- Earn the first high school credit in algebra 2 or integrated mathematics III;

- Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.

(3) Two **science** credits, at least one of the two credits must be in laboratory science.

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170; RCW 28A.230.090 and WAC 392-410-120, and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who: (i) Have successfully completed a state history and government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093.

(5) Two **health and fitness** credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

(6) One **arts** credit. The essential content in this subject area may be satisfied in the visual or performing arts.

(7) One credit in **occupational education**. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical education (CTE) program standards of the office of the superintendent of public instruction.

(a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.

(b) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.

(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four; total credits required for graduation will not change.

(8) Four credits of electives.

(9) (~~Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement~~

~~this graduation requirement, including assessment criteria, in written district policy.~~

~~(10))~~ Each student shall have a high school and beyond plan for their high school experience, including what they expect to do the year following graduation.

~~((11))~~ (10) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

~~((12))~~ (11) A school district may obtain a two-year extension from the effective date for the implementation of the four credits of English and/or the three credits of social studies required under this section upon the filing of a written resolution by the district's school board with the state board of education stating the district's intent to delay implementation of the increased English and/or social studies requirements effective for the class of 2016. The resolution must be filed by June 1, 2012. A district filing a timely resolution with the state board of education shall maintain the English, social studies, and elective credits in effect under WAC 180-51-066 for the period of the extension.

NEW SECTION

**WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015.** The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total twenty-four as provided in this section, except as otherwise provided in subsections (11) and (12) of this section. All credits are to be aligned with the state's essential academic learning requirements developed under RCW 28A.655.070 for the subject. The content of any course shall be determined by the local school district.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth in (a) through (e) of this subsection:

(a) Unless otherwise provided for in (b) of this subsection, the three mathematics credits required under this section must include:

(i) Algebra 1 or integrated mathematics I;

(ii) Geometry or integrated mathematics II; and

(iii) A third credit of high school mathematics, aligning with the student's interests and high school and beyond plan as provided in (10) of this section, and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061, with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal;

(b) Equivalent career and technical education (CTE) mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics courses set forth in (a) of this subsection, if the CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(c) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:

(i) Repeat the course(s) for credit in high school; or

(ii) Complete three credits of mathematics as follows:

(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:

(I) Earn the first high school credit in geometry or integrated mathematics II;

(II) Earn the second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061; and

(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall: Earn the first, second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

(d) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district poli-

cy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:

(i) Earn the first high school credit in geometry or integrated mathematics II;

(ii) Earn the second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

(e) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence: Earn the first, second and third credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

(3) Three **science** credits, at least two of which must be in laboratory science as provided in subsection (14)(a) of this section. A student may choose the content of the third credit of science, based on the student's interests and high school and beyond plan, with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal.

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170, 28A.230.090 and WAC 392-410-120, and shall consider including information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for students who:

(i) Have successfully completed a state history and government course of study in another state; or

(ii) Are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

(c) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093.

(5) Two **health and fitness** credits (.5 credit health; 1.5 credits fitness). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

(6) Two **arts** credits. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathways requirement as provided in subsection (14)(c) of this section.

(7) One credit in **career and technical education**. A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE program standards of the office of the superintendent of public instruction. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate competency of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the CTE program standards of the office of the superintendent of public instruction. An exception may be made for private schools as provided in WAC 180-90-160.

(a) Students who earn a graduation requirement credit through a CTE course locally determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject; the single CTE course meets two graduation requirements.

(b) Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject; the single non-CTE course meets two graduation requirements.

(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four; total credits required for graduation will not change.

(8) Two credits in **world languages or personalized pathway requirements**. If the student has chosen a four-year degree pathway under subsection (10) of this section, the student shall be advised to earn two credits in world languages.

(9) Four credits of electives.

(10) Each student shall have a high school and beyond plan to guide his or her high school experience, including plans for post-secondary education or training and career. The process for completing the high school and beyond plan is locally determined and designed to help students select course work and other activities that will best prepare them for their post-secondary educational and career goals. Students shall create their high school and beyond plans in cooperation with parents/guardians and school staff. School staff shall work with students to update the plans during the years in which the plan is implemented in order to accommodate changing interests or goals. High school and beyond plans must include, but are not limited to:

(a) Identification of career goals, including personal interests and abilities in relation to career goals;

(b) Identification of educational goals through research on post-secondary training and education related to the student's career goals, including information on benefits and costs;

(c) A four-year plan for course-taking, created in middle school grades, that will ensure fulfillment of graduation requirements and align with the student's interests and educational and career goals, including identification of a personalized pathway and personalized pathway requirements, as provided in subsection (14) of this section, and consideration of dual credit opportunities;

(d) Identification of assessments required to graduate from high school, pursue post-secondary opportunities, and achieve the career or educational goals chosen in the student's high school and beyond plan.

(11) A school district wishing to implement the requirements for high school graduation specified in this section for students who enter the ninth grade or begin the equivalent of a four-year high school program on July 1, 2016, or July 1, 2017, rather than July 1, 2015, may apply to the state board of education for a temporary waiver of the requirements of this section. The state board of education shall post an application form on its web site for use by districts seeking this waiver.

(a) An application for a waiver under this subsection must:

(i) Meet the requirements of chapter 217, Laws of 2014 (E2SSB 6552), which include describing why the waiver is being requested, the specific impediments preventing timely implementation of the high school graduation requirements established in subsections (1) through (9) of this section, and the efforts that will be taken to achieve implementation with the graduating class proposed under the waiver.

(ii) Be accompanied by a resolution adopted by the district board of directors requesting the waiver under this section. The resolution must state the entering freshman class or classes for whom the waiver is requested, and be signed by the board chair or president and the district superintendent.

(b) A district implementing a waiver under this subsection shall continue to be subject to the requirements of WAC 180-51-067 during the school year or years for which the waiver has been granted.

(c) Nothing in this section shall prevent a district granted a waiver under this subsection from electing to implement WAC 180-51-068 during the term for which the waiver is granted. A district granted a waiver that elects to implement WAC 180-51-068 shall provide notification of such decision to the state board of education.

(d) The state board of education shall post the application for each waiver granted on its public web site.

(12) A school district that grants high school diplomas may waive up to two of the credits required for graduation under this section for individual students for reason of unusual circumstances, as defined by the district. Students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of this section, including by satisfactory demonstration of competence under WAC 180-51-050. The waiving of credits for individual students for reason of unusual circumstances must be in accordance with written policies adopted by resolution of each board of directors of a district that grants diplomas.

(13) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

(14) Definitions:

(a) "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of this section may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces,

or other settings which accommodate elements of laboratory science as identified in this subsection;

(b) "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student;

(c) "Personalized pathway requirements" means up to three course credits chosen by a student under subsections (6) and (8) of this section that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.

NEW SECTION

**WAC 180-18-100 District waiver from requirement for student access to career and technical education course equivalencies.** (1) Any school district reporting, in any school year, an October P223 headcount of fewer than two thousand students as of January of that school year may apply to the state board of education for a waiver of up to two years from the provisions of RCW 28A.230.010(2) for the subsequent school year.

(2) In any application for a waiver under this section, the district shall demonstrate that students enrolled in the district do not have and cannot be provided reasonable access, through high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses, to at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the superintendent of public instruction and the state board of education under RCW 28A.700.070.

(3) On a determination, in consultation with the office of the superintendent of public instruction, that the students enrolled in the district do not and cannot be provided reasonable access to at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course under subsection (2) of this section, the state board of education shall grant the waiver for the term of years requested.

(4) The state board of education shall post on its web site an application form for use by a district in applying for a waiver under this section. A completed application must be signed by the chair or president of the district's board of directors and superintendent.

(5) In order to provide sufficient notice to students, parents, and staff, the application must be submitted to the state board of education in electronic form no later than January 15th of the school year prior to the school year for which the waiver is requested, and no later than thirty days before the board meeting at which the application will be considered. The board shall post all applications received on its public web site.

**WAC 180-90-160 Minimum standards and certificate form.** The annual certificate required by WAC 180-90-130 shall be in substantial compliance with the form and substance of the following:

CERTIFICATE OF COMPLIANCE  
WITH STATE STANDARDS

ESD/County/Public  
School District  
Private School/  
District Address

I, . . . . ., do hereby certify that I am the principal or chief administrator of the above named school; that said school is located at the address listed above, and conducts grades . . . . . through . . . . . with a projected enrollment of . . . . .; and that said school is scheduled to meet throughout the . . . . . school year, the following standards with the exception only of such deviations, if any, as are set forth in an attachment to this certificate of compliance

or

I, . . . . ., do hereby certify that I am the superintendent of the above named private school district; and that the private schools under my jurisdiction are scheduled to meet throughout the school year, the following standards with the exception only of such deviations as are set forth in an attachment to this certificate of compliance; and that a list of such schools, including the grades conducted and the projected enrollment for each school, accompanies this certificate:

Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.

(1) The minimum school year for instructional purposes consists of no less than 180 school days or the equivalent in annual minimum instructional hour offerings as prescribed in RCW 28A.150.220.

(2) On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board; and that pupils are provided a total instructional hour offering as prescribed in RCW 28A.150.220 except that the percentages for basic skills, work skills, and optional subjects and activities prescribed in RCW 28A.150.220 do not apply to private schools and that the total instructional hour offering, except as otherwise specifically provided in RCW 28A.150.220, made available is at least:

- (a) 450 hours for students in kindergarten.
- (b) 1000 hours for students in grades one through twelve.

(3) All classroom teachers hold appropriate Washington State certification except for:

(a) Teachers for religious courses or courses for which no counterpart exists in the public schools: Provided, That a religious course is a course of study separate from the courses of study defined in RCW 28A.195.010 including occupational education, science, mathe-

matics, language, social studies, history, health, reading, writing, spelling, and the development of the appreciation of art and music all in sufficient units for meeting state board of education graduation requirements; and/or

(b) A person of unusual competence who is not certified but who will teach students in an exceptional case under the general supervision of a Washington state certificated teacher or administrator pursuant to WAC 180-90-112. The non-Washington state certificated teacher, the Washington state certificated person who will supervise, and the exceptional circumstances are listed on the addendum to this certificate: Provided, That if a non-Washington state certificated teacher is employed subsequent to the filing of this certificate, this same information shall be forwarded to the superintendent of public instruction within thirty days from the date of employment.

(4) If the school operates an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody, the extension program meets the following requirements:

(a) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW and who is employed by the school;

(b) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(c) The certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program;

(d) Each student's progress is evaluated by the certified person; and

(e) The certified person does not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area;

(6) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office;

(7) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC. A school may substitute courses specific to the mission or focus of the school to satisfy the requirement of WAC 180-51-068(7);

(8) The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district;

(9) The school does not engage in a policy of racial segregation or discrimination;

(10) The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of pri-

vate schools and such governing authority has further been apprised of all deviations from the rules and regulations of the state board of education and the standards contained in chapter 180-90 WAC. I have reported all such deviations herewith.

(11) Approval by the state board of education is contingent upon on-going compliance with the standards certified herein. The superintendent of public instruction shall be notified of any deviation from these standards which occurs after the action taken by the state board of education. Such notification shall be filed within thirty days of occurrence of the deviation.

(12) Failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school and shall be considered in subsequent application for approval as a private school.

**Dated** this .... day of ....., ((19)) 20...

.....

(signed)

.....

(title)

.....

(phone number)



# PROPOSED RULE MAKING

## CR-102 (June 2012)

(Implements RCW 34.05.320)

Do NOT use for expedited rule making

Agency: State Board of Education

|  |   |
|--|---|
| <input checked="" type="checkbox"/> Preproposal Statement of Inquiry was filed as WSR 14-07-109 ; or | <input checked="" type="checkbox"/> Original Notice       |
| <input type="checkbox"/> Expedited Rule Making--Proposed notice was filed as WSR _____; or           | <input type="checkbox"/> Supplemental Notice to WSR _____ |
| <input type="checkbox"/> Proposal is exempt under RCW 34.05.310(4) or 34.05.330(1).                  | <input type="checkbox"/> Continuance of WSR _____         |

**Title of rule and other identifying information:** (Describe Subject)

Amended WAC 180-16-200. Total instructional hour requirement.

Amended WAC 180-51-066. Minimum requirements for high school graduation. Students entering ninth grade on or after July 1, 2009 through June 30, 2012.

Amended WAC 180-51-067. Minimum requirements for high school graduation. Students entering ninth grade on or after July 1, 2012.

New WAC 180-51-068. State subject and credit requirements for high school graduation. Students entering the ninth grade on or after July 1, 2015.

New WAC 180-18-100. District waiver from requirement on access to CTE course equivalencies.

Amended WAC 180-90-160. [Private schools.] Minimum standards and certificate form.

|   |   |
|---|---|
| <b>Hearing location(s):</b><br>Educational Service District 101<br>4202 S. Regal<br>Spokane, WA | <b>Submit written comments to:</b><br>Name: Jack Archer<br>Address: Old Capitol Building Room 253 600 Washington St. SE<br>P.O. Box 47206 Olympia, WA 98504<br>e-mail <u>sbe@sbe.wa.gov</u><br>fax (360) <u>586-2357</u> by (date) July 3, 2014 |
|---|---|

|  |   |
|--|---|
| Date: <u>July 9, 2014</u> Time: <u>1:00 P.M.</u> | <b>Assistance for persons with disabilities:</b> Contact<br><u>Tami Jensen</u> by <u>July 3, 2014</u><br>TTY (360) <u>664-3631</u> or (360) <u>725-6025</u> |
|--|---|

**Purpose of the proposal and its anticipated effects, including any changes in existing rules:** The purpose of the proposed rules is to implement Chapter 217, Laws of 2014 (E2SSB 6552). This legislation requires the SBE to adopt rules to implement the high school graduation requirements adopted under board resolution in November 2010 and January 2014, to take effect, with certain specified modifications, with the graduating class of 2019. The SBE must also amend a current rule to implement provisions of C 217 L 14 concerning instructional hour offerings for the minimum program of basic education, and a new rule to implement provisions of the act concerning career and technical education (CTE) course equivalencies.

**Reasons supporting proposal:** The proposal is necessary to implement 2104 legislation. The SBE is directed by Section 202(1)(d)(i) of E2SSB 6552, 2014 Session, to adopt rules to implement the high school graduation requirements adopted by resolution of the Board in November 2010 and January 2014, with certain modifications. Section 202(1) (c) prohibits the SBE from requiring students to complete a culminating project for high school graduation, effective with the graduating class of 2015. To meet these requirements the SBE must both amend prior and existing WACs on high school graduation requirements and adopt a new WAC to implement the new graduation requirements. The SBE has also identified the need for rule-making on the provisions of Sec. 202 for district waivers from the new graduation requirements for up to two years, on waivers by districts of up to two credits for individual students on grounds of individual circumstances, on the provision of Section 201 changing the instructional hour requirements for basic education in RCW 28A.150.220, and on the provision of Sections 103(3) and 104 authorizing certain districts to apply for a waiver from the SBE of the provision of Section 103 requiring districts to offer at least one career and technical education (CTE) course that is considered equivalent to a mathematics or science course by OSPI.

|  |  |
|--|--|
| <b>Statutory authority for adoption:</b> RCW 28A.305.130. RCW 28A.230.090. | <b>Statute being implemented:</b> RCW 28A.230.090 and 2011 c 203 s2 as amended by Chapter 217, Laws of 2014. |
|--|--|

**Is rule necessary because of a:**

|                         |                              |  |
|-------------------------|------------------------------|--|
| Federal Law?            | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| Federal Court Decision? | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| State Court Decision?   | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

If yes, CITATION:

**DATE**  
June 4, 2014

**NAME** (type or print)  
Ben Rarick

**SIGNATURE**

**TITLE**  
Executive Director

**CODE REVISER USE ONLY**

**OFFICE OF THE CODE REVISER**  
**STATE OF WASHINGTON**  
**FILED**

**DATE: June 04, 2014**  
**TIME: 11:20 AM**

**WSR 14-12-098**

Agency comments or recommendations, if any, as to statutory language, implementation, enforcement, and fiscal matters:

Name of proponent: (person or organization) State Board of Education

- Private
- Public
- Governmental

Name of agency personnel responsible for:

| Name                          | Office Location   | Phone |
|-------------------------------|---|-------|
| Drafting..... Jack Archer     | Old Capitol Building, 600 Washington St. SE Olympia, WA | ( )   |
| Implementation.... Ben Rarick | Old Capitol Building, 600 Washington St. SE Olympia, WA | ( )   |
| Enforcement..... Ben Rarick   | Old Capitol Building, 600 Washington St. SE Olympia, WA | ( )   |

Has a small business economic impact statement been prepared under chapter 19.85 RCW or has a school district fiscal impact statement been prepared under section 1, chapter 210, Laws of 2012?

Yes. Attach copy of small business economic impact statement or school district fiscal impact statement.

A copy of the statement may be obtained by contacting:

Name: Thomas J. Kelly

Address: Old Capitol Building, 600 Washington St. SE Olympia, WA 98504

phone (360) 725-6031 \_\_\_\_\_

fax ( ) \_\_\_\_\_

e-mail [thomas.kelly@k12.wa.us](mailto:thomas.kelly@k12.wa.us)

No. Explain why no statement was prepared.

Is a cost-benefit analysis required under RCW 34.05.328?

Yes A preliminary cost-benefit analysis may be obtained by contacting:

Name:

Address:

phone ( ) \_\_\_\_\_

fax ( ) \_\_\_\_\_

e-mail \_\_\_\_\_

No: Please explain:



# STATE BOARD OF EDUCATION RULE CHANGE SCHOOL DISTRICT FISCAL IMPACT STATEMENT

|             |  |  |
|-------------|--|--|
| <b>WSR:</b> | <b>Title of Rule:</b> SB 6552- Improving student success by increasing instructional hour and graduation requirements. | <b>Agency:</b> SDF - School District Fiscal Impact - SPI |
|-------------|--|--|

**Part I: Estimates**

**No Fiscal Impact**

To satisfy the intent of Additional analysis will be needed of the impacts of the HSBP section (Sec. 10) of proposed WAC 180-51-068. We need to survey a larger sample of districts in order to satisfy requirements of RCW 28A.305.135.

**Estimated Cash Receipts to:**

No Estimated Cash Receipts

| ACCOUNT         | FY 2014 | FY 2015 | 2013-15 | 2015-17 | 2017-19 |
|-----------------|---------|---------|---------|---------|---------|
|                 |         |         |         |         |         |
|                 |         |         |         |         |         |
| <b>Total \$</b> |         |         |         |         |         |

**Estimated Expenditures From:**

No Estimated Expenditures

| ACCOUNT                     | FY 2014 | FY 2015 | 2013-15 | 2015-17 | 2017-19 |
|-----------------------------|---------|---------|---------|---------|---------|
| Indeterminate at this time. |         |         |         |         |         |
|                             |         |         |         |         |         |
| <b>Total \$</b>             |         |         |         |         |         |

**Estimated Capital Impact:**

No Estimated Capital Impact

| ACCOUNT         | FY 2014 | FY 2015 | 2013-15 | 2015-17 | 2017-19 |
|-----------------|---------|---------|---------|---------|---------|
|                 |         |         |         |         |         |
|                 |         |         |         |         |         |
| <b>Total \$</b> |         |         |         |         |         |

*The cash receipts and expenditures estimate on this page represent the most likely fiscal impact.*

**Check applicable boxes and follow corresponding instructions:**

If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note from Parts I-IV.

If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).

Capital budget impact, complete Part IV.

|                                |                     |                  |
|--------------------------------|---------------------|------------------|
| Agency Preparation: T.J. Kelly | Phone: 360-725-6301 | Date: 05/30/2014 |
|--------------------------------|---------------------|------------------|

|                  |           |                     |       |
|------------------|-----------|---------------------|-------|
| Agency Approval: | Name Here | Phone: 360-725-0000 | Date: |
|------------------|-----------|---------------------|-------|

## **Part II: Narrative Explanation**

### **II. A – Brief Description Of What the Measure Does That Has Fiscal Impact**

*Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.*

Additional analysis will be needed of the impacts of the HSBP section (Sec. 10) of proposed WAC 180-51-068.

### **II. B – Cash Receipts Impact**

*Briefly describe and quantify the cash receipts impact of the rule on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.*

### **II. C – Expenditures**

*Briefly describe the agency expenditures necessary to implement this rule (or savings resulting from this rule), identifying by section number the provisions of the rule that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.*

## **Part III: Expenditure Detail**

### **III. A – Expenditures by Object or Purpose**

None

## **Part IV: Capital Budget Impact**

None

Public Comments Submitted to [sbe@sbe.wa.gov](mailto:sbe@sbe.wa.gov)  
As of June 25, 2014

Proposed New or Amended WACs Implementing Chapter 217 Laws of 2014 (E2SSB 6552)

**From:** Chapin, Susan S  
**Sent:** Friday, May 16, 2014 4:09 PM  
**To:** SBE  
**Subject:** graduation requirements

Thank you for asking for feedback regarding the proposed rule changes to the state graduation requirements.

1. I wholeheartedly support the elimination of the mandatory "Culminating Project".
2. I would like the SBE to consider elimination of the current requirement of 1.0 Occupational Education (CTE) credit to obtain a diploma. I believe this requirement is in complete conflict with the emphasis on the student's individual "High School and Beyond Plan". I believe the students would best be served by returning this 1.0 credit to "Electives" so that the student and their family/advisor can select more classes that best meet each student's individual plan. Many students will select Occupational Ed classes among their electives, but other students will find that the ability to use this additional credit in World Languages, Science, Math, social studies or the Arts are more aligned with their specific goals and allows them to get higher level classes that they otherwise would not be able to fit into their schedules. Requiring Occupational Ed classes for every student is too restrictive and counter-productive for those students who desire entrance into a 4 year college or university. I believe that the SBE is too heavily influenced by special interest groups/lobbies who advocate for the skilled trades on this issue and should to take a firmer stand in supporting each student's ability to choose their credits towards a path that meets their individual needs.

Susan Chapin [Member, Board of Directors, Spokane School District]

**From:** Roger B Thompson  
**Sent:** Saturday, May 17, 2014 6:43 AM  
**To:** SBE  
**Subject:** RE: Solicitation of Public Comment on Proposed Rules

With all the test being required students have lost education time.  
All testing time should be added to the total education hours this may add a month to the school year ,but DON'T take education time for test.

**From:** Leslie  
**Sent:** Sunday, May 18, 2014 1:33 PM  
**To:** SBE  
**Subject:** Questions regarding the proposed rules

Firstly, thank you for communicating with us about what is going on at the state level. It is nice to be informed. I do have a couple of questions regarding the proposed rules however.

1) I noticed that they are requiring additional hours of instruction. It looks like they will be mandating full day kindergarten across the state and will be increasing high school hours. Will the state pay for the increased hours? Will high school teachers work more hours than middle school teachers and therefore make more money? Will this money come from the state or from the district/levy monies?

2) It looked like the high schools had a "choice" of additional hours the district would require: 1027 or 1080 hours. Is that true or is there a set requirement from the state? Why the discrepancy? Who chose those numbers? Why does the state think that an extra 9 minutes of instruction or an extra 26 minutes of instruction each day (over the course of 180 days) is going to increase student learning? Is it worth the extra money the state will pay teachers? Will it really help students learn concepts better? What is the true objective the legislators are trying to reach? How will they know the extra instructional hours will accomplish that goal?

Please ask these questions on my behalf and on the behalf of the districts who will need to rearrange bus schedules, teachers' salaries, school schedules (which affect parent schedules and child care arrangements, etc.). In my opinion, I think this requirement will cause more headache than it's worth.

Sincerely,

Leslie Robb  
Teacher- Evergreen School District, Vancouver  
School Board Member- Skamania School District- Skamania

**From:** Karen Madsen  
**Sent:** Sunday, May 18, 2014 4:41 PM

Thank you for the opportunity to review and consider the merits of the proposed changes. I appreciate your outreach to the interested public regarding these changes.

I have only one comment, regarding the following passage:

(7) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC. A school may substitute

courses specific to the mission or focus of the school to satisfy the requirement of WAC 180-51-068(7);

I think it may be advisable to add the requirement that the school have the approval of the district to which it belongs for such course substitutions. It doesn't seem advantageous to have schools making these decisions without at least the knowledge of the district so that the district can maintain consistent curriculum opportunities for students all across the district.

Thanks again for the opportunity to comment.

Karen Madsen

Public Comments Submitted to [sbe@sbe.wa.gov](mailto:sbe@sbe.wa.gov)  
As of June 25, 2014

Proposed New or Amended WACs Implementing Chapter 217 Laws of 2014 (E2SSB 6552)

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Firstly, thank you for communicating with us about what is going on at the state level. It is nice to be informed. I do have a couple of questions regarding the proposed rules however.

1) I noticed that they are requiring additional hours of instruction. It looks like they will be mandating full day kindergarten across the state and will be increasing high school hours. Will the state pay for the increased hours? Will high school teachers work more hours than middle school teachers and therefore make more money? Will this money come from the state or from the district/levy monies?

2) It looked like the high schools had a "choice" of additional hours the district would require: 1027 or 1080 hours. Is that true or is there a set requirement from the state? Why the discrepancy? Who chose those numbers? Why does the state think that an extra 9 minutes of instruction or an extra 26 minutes of instruction each day (over the course of 180 days) is going to increase student learning? Is it worth the extra money the state will pay teachers? Will it really help students learn concepts better? What is the true objective the legislators are trying to reach? How will they know the extra instructional hours will accomplish that goal?

Please ask these questions on my behalf and on the behalf of the districts who will need to rearrange bus schedules, teachers' salaries, school schedules (which affect parent schedules and child care arrangements, etc.). In my opinion, I think this requirement will cause more headache than it's worth.

Sincerely,

Leslie Robb  
Teacher- Evergreen School District, Vancouver  
School Board Member- Skamania School District- Skamania

**From:** Karen Madsen  
**Sent:** Sunday, May 18, 2014 4:41 PM

Thank you for the opportunity to review and consider the merits of the proposed changes. I appreciate your outreach to the interested public regarding these changes.

I have only one comment, regarding the following passage:

(7) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC. A school may substitute

courses specific to the mission or focus of the school to satisfy the requirement of WAC 180-51-068(7);

I think it may be advisable to add the requirement that the school have the approval of the district to which it belongs for such course substitutions. It doesn't seem advantageous to have schools making these decisions without at least the knowledge of the district so that the district can maintain consistent curriculum opportunities for students all across the district.

Thanks again for the opportunity to comment.

Karen Madsen

-----Original Message-----

From: Dale Shotwell [<mailto:mickeyshotwell@juno.com>]

Sent: Tuesday, June 17, 2014 9:19 AM

To: SBE

Subject: Time to really define basic education ..the career ready diploma is just another stop gap in doing what needs to be done especially for small schools

Dear Mr. Archer,

As a former school admin that testified at the original 75 committee to define and fund basic ed I know that the intent was never accomplished. Again in 2010 the lawsuit was again to define and fund basic ed. Again that was not accomplished. Until the basic education curriculum is defined for all kids in all schools in our state we cannot fully fund that program. Adding in more science, math, computer science etc with out really defining programs for all kids first and then adding those extras you have failed. Where is civics, history, art, music, shop, etc. Many of those programs reinforce math and science and make the curriculum meaningful. Until each teacher can clearly explain to each student how the classes they take will have meaning to them in their lives you have failed. Until students that want to be mechanics, dress designers, artists, etc see the benefit and stop being told they are failures if they dont take more advanced math and science they will continue to drop out....

Dale Shotwell  
Vancouver 98683

-----Original Message-----

From: Barbara Larson

Sent: Sunday, June 22, 2014 12:17 AM

To: SBE

Subject: The College and Career Ready Diploma should be meaningful.

Dear Mr. Archer,

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

I believe that the College and Career Ready Diploma should be as strong as possible. Specifically, please:

1. Restrict credits that may be waived to electives.

The College and Career Ready Diploma allows students in "unusual circumstances" to waive up to two credits from the total number of 24. However, students will not be prepared for college or career if they are allowed to waive core credits. The waiver allowance should be restricted to elective credits only.

2. Define "unusual circumstances."

The College and Career Ready Diploma allows school districts to "waive up to two of the credits required... for individual students for reason of unusual circumstances, as defined by the district." Without clarification and more guidance from the State Board of Education, we run the risk of 295 different definitions of "unusual circumstances."

3. Require transparency from school districts.

School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (free and reduced lunch-eligible, special education status, English Language Learner status, and race as a minimum).

Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Barbara Larson  
College Place 99324

As of June 25, the State Board of Education also received the above message from the following persons:

Rebekah Fox, Marysville  
Vanassa Wong, Spokane Valley  
Heidi Greidanus, Puyallup  
Jeanie Ostrowsky, Richland  
Barbara Dueñas, Scottsdale AZ  
Jacleen Wong, Kent  
Joyce Sturm, Wenatchee  
Heidi Bennett, Seattle  
Anne Hilton, Seattle

-----Original Message-----

From: Carolyn Simpson

Sent: Tuesday, June 24, 2014 3:43 PM

To: SBE

Subject: Please make the College and Career Ready Diploma as effective as possible.

Dear Mr. Archer,

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

There are two areas of work where the College and Career Ready Diploma could be strengthened: parent engagement and the academic rigor of the diploma.

#### PARENT ENGAGEMENT

I believe parents should be involved in their child's middle and high school education every step of the way. Parental involvement is important to student success, and it should be encouraged.

There are four areas where I think the role of parents in the education of their children should be clarified or strengthened:

1. Require parent sign-off on the High School and Beyond Plan.

The language of the proposed rules encourages cooperation between parents/guardians and school staff. While meaningful accommodations should be made for kids in less-than-ideal circumstances (for example, students in foster care), the default should be that parent sign-off is required for a student's High School and Beyond Plan.

2. Require parent sign-off for the 3rd year of math and science.

The proposed rules allow students to choose the third year of math and science without parent sign-off "if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course." Without clarification on what "unavailable" or "not responsive" means, each school district can interpret those terms differently.

3. Ensure that parents with limited English proficiency can access the information.

The rules should specify that parents be able to access information in their native language, in both written and verbal form. Efforts should also be made to make sure all parents understand the implications of the High School and Beyond Plan for their children.

4. Specify an appeals process that empowers students to take the most rigorous courses. Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

#### A MEANINGFUL HIGH SCHOOL DIPLOMA

There are three areas where I think the academic rigor of the College and Career Ready Diploma could be strengthened.

1. Restrict credits that may be waived to electives.

The College and Career Ready Diploma allows students in "unusual circumstances" to waive up to two credits from the total number of 24. However, students will not be prepared for college or career if they are allowed to waive core credits. The waiver allowance should be restricted to elective credits only.

2. Define "unusual circumstances."

The College and Career Ready Diploma allows school districts to "waive up to two of the credits required... for individual students for reason of unusual circumstances, as defined by the district." Without clarification and more guidance from the State Board of Education, we run the risk of 295 different definitions of "unusual circumstances."

3. Require transparency from school districts.

School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (free and reduced lunch-eligible, special education status, English Language Learner status, and race as a minimum).

Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Carolyn Simpson  
Snoqualmie 98065

As of June 25, the State Board of Education also received the above message from the following persons:

Barbara Elaine Woo, Bellevue  
Karen Lee, Port Orchard  
Kay Slonim, Seattle  
Linda Hendrickson, Kirkland  
Betsy Cohen, Bellevue  
Janine Weber, Renton  
Bob and Kathy Roseth, Seattle  
Jerrold Liebermann, Seattle

-----Original Message-----

From: Janine Weber

Sent: Thursday, May 29, 2014 5:05 PM

To: SBE

Subject: Please don't undercut parent engagement on the High School and Beyond Plan

Dear Mr. Archer,

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

I believe parents should be involved in their child's middle and high school education every step of the way. Parental involvement is important to student success, and it should be encouraged.

There are four areas where I think the role of parents in the education of their children should be clarified or strengthened:

1. Require parent sign-off on the High School and Beyond Plan.

The language of the proposed rules encourages cooperation between parents/guardians and school staff. While meaningful accommodations should be made for kids in less-than-ideal circumstances (for example, students in foster care), the default should be that parent sign-off is required for a student's High School and Beyond Plan.

2. Require parent sign-off for the 3rd year of math and science.

The proposed rules allow students to choose the third year of math and science without parent sign-off "if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course." Without clarification on what "unavailable" or "not responsive" means, each school district can interpret those terms differently.

3. Ensure that parents with limited English proficiency can access the information.

The rules should specify that parents be able to access information in their native language, in both written and verbal form. Efforts should also be made to make sure all parents understand the implications of the High School and Beyond Plan for their children.

4. Specify an appeals process that empowers students to take the most rigorous courses. Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should

have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

Thank you for your work to make the rules for implementation as strong as possible.

Janine Weber  
Renton 98058

As of June 25, the State Board of Education also received the above message from the following persons:

Dee Hirsch, Seattle  
Rosa Venancio, Lacey  
Saadia Hamid, Kent  
Korista Barney, Renton  
Mel Morgan, Issaquah  
Janine Grondahl, Lakewood  
Stacey Beccari, Spanaway  
Katie Behrends, Seattle  
Sarah Baird, Bainbridge Island  
Dee Hirsch, Seattle  
Victoria Porter, Yakima  
Shirlene Childers, Silverdale  
Cammie Carl, Des Moines  
Ray Lee  
Brooke Valentine  
Charmaine Boston  
Carlina Brown-Banks  
Sylvester Cann  
Sili Savisa  
Miryam Laytner  
Mychal Bolger  
Aubrey Shinosister  
Deneen C. Hill  
Barbara Phillips  
Anna Davis  
Sheri Stephens  
Deborah O'Neal  
Kimberly Dunn  
Paula Steinke  
Jimmie A. James  
Betty Fields-Brown  
Monica McCowan  
Mayet Dalila  
Kimberly Mustafa  
Diane Whitman

-----Original Message-----

From: Ramona Hattendorf

Sent: Friday, June 13, 2014 1:08 PM

To: SBE

Subject: Please, don't assume parents are involved in High School and Beyond Plan

Dear Mr. Archer,

Thank you so much for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552). This diploma has been a huge undertaking for the State Board of Education, and I truly appreciate your steadfast commitment.

I am, concerned, though, with implementation of this law as it pertains to family engagement. It could make it more difficult for families to support their children as they transition into career and college, and especially for families who face language, culture or disability barriers.

I am speaking for myself, but my views are formed from years of work with families and schools. I served as president of the Seattle Council PTSA, representing 14,000 members and 70-plus nonprofits concerned with family-school partnerships; I served on the parent advisory committee for the state education ombudsman; I represented 140,000 members statewide as government relations staff for the state PTA. Currently, I work with a small nonprofit that supports and facilitates family engagement practices in Seattle and I represent the governor on the Career Education Opportunities Task Force. Here is what I've learned at every step:

- Family engagement is not a given;
- Schools are sometimes quick to decide matters for kids and families
- Schools often do not communicate effectively
- Students still face barriers to placement in certain classes (middle school math is a big one; diverting spec ed kids is another) and this directly affects choices available in their high school and beyond plan, and later the costs they incur in college and trade programs.
- Many students and families do not have access to career counseling through the schools
- Families are not aware of how strong or weak some of the high school offerings are. This is especially the case with career education. Some is excellent and can save students thousands in post-secondary costs. Some has shown poor results, leaving kids without the content for college or the skills for work.

And, sadly, sometimes parents are viewed in a negative light. Even well-intentioned staff often lack the training and resources to reach out effectively, especially to communities where the home-school divide is multi-generational. Some schools, whether they intend to or not, essentially cut families out of the picture when it comes to middle school and beyond. But what's easier for them can have a long-term consequences for kids.

Many parents may never see or even hear about the High School and Beyond Plan. They may never see their child's class selection, never have the opportunity to flag or discuss a particular option that could result in higher costs for college or career training later on. They may never have the opportunity to learn about the choices youth have, or the multiple paths to success. Many families would be thrilled to learn about options that don't include 4-year degrees.

At the last Career Education Opportunities task force hearing, every student who testified had only vague comments about the High School and Beyond Plan. Some referred to it as a piece of paper they filled out in 10th or 11th grade, somewhat after the fact. Even the task force co-chair admitted the plan was more of a "process" than a formal or focused undertaking.

Increasingly, education is taking a P-20 approach, and our family engagement practices likewise need to embrace P-20. High schools have these kids for a few years, and counselor caseloads (if there is a counselor) are in the hundreds. Families are in for the long haul.

So ... in regards to the rules process for 6552, there are four areas where I think the role of parents in the education of their children should be clarified or strengthened:

1. Require parent sign-off on the High School and Beyond Plan.

The language of the proposed rules encourages cooperation between parents/guardians and school staff. While meaningful accommodations should be made for kids in less-than-ideal circumstances (for example, students in foster care), the default should be that parent sign-off is required for a student's High School and Beyond Plan.

2. Require parent sign-off for the 3rd year of math and science.

The proposed rules allow students to choose the third year of math and science without parent sign-off "if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course." Without clarification on what "unavailable" or "not responsive" means, each school district can interpret those terms differently.

3. Ensure that parents with limited English proficiency can access the information.

The rules should specify that parents be able to access information in their native language, in both written and verbal form. Efforts should also be made to make sure all parents understand the implications of the High School and Beyond Plan for their children.

4. Specify an appeals process that empowers students to take the most rigorous courses.

Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

Thank you for your work to make the rules for implementation as strong as possible.

Ramona Hattendorf  
Seattle 98199

-----Original Message-----

**From:** Herren, Kip [<mailto:kherren@auburn.wednet.edu>]

**Sent:** Friday, June 06, 2014 4:21 PM

**To:** SBE

**Cc:** [kherren@auburn.wednet.edu](mailto:kherren@auburn.wednet.edu); Johns, Ruth

**Subject:** Graduation requirement comment

Hello State Board,

After reviewing the new graduation requirements, I have one concern that seems to me does not align with well with my perception of legislative intent. It is in regard to the hardship option of 22 credits if 24 credits were attempted. The current rules now seem to add an additional hurdle in that the core 17 credits cannot be a part of the reduction in 24 credits requirement. As we already require assessment performances to graduate in many of those core areas it seems that the board has overstepped the regulation by requiring more seat time which adds additional costs and is the nemesis of students who are experiencing hardship. I do not recall this being the intent of the legislature to require such a limited waiver of 24 credits. Please reconsider that portion of graduation credits. My school board, administrative team, and superintendent colleagues have expressed the same concern. If I have misread the regulation or misunderstood legislative intent please enlighten me.

Thanks,

Kip Herren

ASD Superintendent



June 16, 2014

Dear Washington State Board of Education members and staff,

On behalf of the undersigned organizations and our constituencies, please accept this letter as jointly endorsed comments in response to the proposed rules to implement E2SSB 6552.

The Excellent Schools Now (ESN) Coalition applauds the work of the State Board members and staff in advocating for, supporting, and now implementing updated high school graduation requirements. We also believe that improvements should be made to the rules. Our comments center around two main topics: parent engagement and academic rigor.

### **1) Parent engagement**

While we appreciate the State Board's effort to support parent engagement in the proposed rules, we feel strongly that the rules can and should do more.

#### **a. Require parent signoff on the third year of math and science.**

The current graduation requirements require a meeting with the student, parent/guardian, and a high school representative; and a signed form acknowledging the meeting if the student pursued a third credit other than Algebra II or Integrated Mathematics III. (WAC 180-51-067)

The proposed rules currently require a third credit of math or science "...with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal."

We believe that the language is unclear as to whose burden of proof it is that the parent or guardian is unavailable or did not respond. The school should affirmatively show that they have made attempts to engage the parents. There should be accommodations made for students who are in exceptional circumstances, but exceptional circumstances should not dictate the default for all students and their families. The requirements for parent engagement and signoff should be, at the least, at the same level as the prior graduation requirements, not at a lower level.

#### **b. Require parent signoff at least once every school year on the High School and Beyond Plan.**

The High School and Beyond Plan (HSBP) is meant to guide a student's high school experience and prepare the student for the next step in his or her career, be it career or postsecondary education.

If the HSBP is to meaningfully benefit students, the ESN Coalition believes that it must be a robust and thoughtful process. Districts should take some additional measures to elevate it from a forgettable "check-the-box" exercise, and involve parents and guardians in the creation and implementation of the plan. Furthermore, we recommend that exceptions should only be made for students in unique and extenuating circumstances, and the default should be that a parent/guardian should have to sign off on a student's HSBP at least once a year and before the proposed courses begin.

**c. Ensure that parents with limited English proficiency can access the information.**

The rules should specify that parents be able to access information about the High School and Beyond Plan (HSBP) in their native language, in both written and verbal form depending on their request. It must be assured that all parents understand the implications of the HSBP for their children.

**d. Specify an appeals process that empowers students to take the most rigorous courses.**

Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

**2) Rigor**

The ESN Coalition espouses the belief that a high school diploma should be meaningful. It should signal that a student is ready for the next step in life, whether that is a career or postsecondary education, and reflect the realities a young person will face as he/she enters the changing demands of our workforce. If a student is unable to meet that standard, we must foster an education system that supports him or her in meeting that bar. More focus should be placed on differentiating instruction and establishing multiple pathways depending on the learning needs and styles of students. The ESN Coalition has concerns that if we allow students to waive requirements that might be difficult for them, our education system runs the risk of giving up on the very students who have the highest need for the potential benefits of that system.

Therefore, we need to ensure that current achievement and opportunity gaps do not continue. Race, income, and zip code should not determine a student's educational trajectory but it is often the case that students of color, low-income students, students whose first language is not English, and students receiving special education services are disproportionately in courses that do not prepare them for career or postsecondary education.

As a 2013 study jointly written by the Washington Student Achievement Council, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board highlighted<sup>1</sup>:

- Washington is importing talent for many of the best jobs.
- Washington employers express increasing concern over finding employees in Washington with the skills needed to fill available jobs, most acutely in high-skill STEM and healthcare fields.
- By 2020, 65 percent of US jobs will require postsecondary education and training beyond high school.
- Skills identified as requirements for success are in the areas of communication, writing, critical thinking, and complex problem-solving.
- During recessions, the less-educated members of our communities are the hardest hit.
- Workers with a postsecondary education tend to earn 74–82 percent more than those with only a high school education or less.

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<sup>1</sup>The Excellent Schools Now (ESN) coalition includes nearly 40 education, business, and community-based organizations across Washington state working to achieve meaningful education reform that increases student achievement.

Given these realities, we strongly suggest the following:

**a. Restrict credits that may be waived to electives.**

The ESN Coalition supports the language in the State Board of Education’s proposed rule that would limit the credits that can be waived to those outside of the seventeen required subject credits in WAC 180-51-068 (1) through (7). We also note that E2SSB 6552 Sec. 202 (d) directs the State Board of Education to “adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014...”

- The November 10, 2010, resolution states that “all students will be enrolled in a common pathway that will keep all postsecondary options open...” and allows for up to two credits to be waived “if students need to retake courses to fulfill the state requirements.”<sup>ii</sup>
- The January 9, 2014, resolution reaffirms this and states that up to two credits may be waived “if students need to retake courses to fulfill the 17 core state requirements that all students must meet.”<sup>iii</sup>

The ESN Coalition strenuously objects to suggestions that would allow students to waive out of credits for core academic courses and not just one credit, but two. These suggestions are contrary to the resolutions explicitly mentioned in legislative language used to direct the State Board on implementation. As the legislature wrote E2SSB 6552, they had access to the resolutions above. If they had intended, as an entire body, for the State Board of Education’s implementation to vary from the resolutions that are explicitly mentioned in the legislation, it seems fair to assume that they would have made those variations explicit.

Allowing students to waive out of any credits would mean that a student could receive a high school diploma under any of the following scenarios:

- Algebra I as their *only* math credit
- *Only* one science course
- *Only* two English courses
- *No* arts courses

Given what we know about our changing economy and workforce needs, this is unacceptable. We need more from our public education system to ensure an informed electorate. We also must ensure that race and income do not determine educational outcomes. How well prepared for a career or postsecondary education would a student in any of the above scenarios be? What happens to those students?

**b. Provide more specificity and limitations around “unusual circumstances.”**

The proposed rules would allow a school district to “waive up to two of the credits required for graduation... for individual students for reason of unusual circumstances, as defined by the district.”

While the ESN Coalition understands the desire for flexibility, it should not come at the price of a standard that does not accurately reflect the demands of the job market. Students have different learning styles and educational trajectories, but without more specificity or guidance from the State Board, we run the risk of 295 different definitions of “unusual circumstances.”

To ensure that “unusual circumstances” are indeed unusual, ESN would support the State Board limiting the number of students who meet the threshold to 1 percent of student enrollment for each graduating class.

We also request clarification on WSSDA’s process for creating a model policy and how it will receive and incorporate input from community members, those affected by the rules, and other interested parties.

**c. Require transparency from school districts regarding student credits.**

School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (FRL, special education status, ELL status, and race at a minimum).

Again, the ESN Coalition applauds the work of the State Board of Education and its staff on the work they have done up to this point. It has been a long journey and we look forward to seeing a College and Career Ready Diploma implemented successfully throughout Washington state. Thank you for your consideration and your action on this important issue.

Sincerely,

Excellent Schools Now Coalition

For a full list of coalition member organizations, please visit our website at <http://www.excellentschoolsnow.org/about-esn.html>.

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<sup>i</sup> A Skilled and Educated Workforce, WSAC, SBCTC, WTECB, October 2013

<http://www.wsac.wa.gov/sites/default/files/2013.11.16.Skills.Report.pdf>

<sup>ii</sup> Washington State Board of Education Resolution to Approve Washington State Graduation Requirements: Career & College Ready, <http://www.sbe.wa.gov/documents/2010.11.10%20Grad%20Req%20Resolution.pdf>

<sup>iii</sup> Washington State Board of Education Amended Resolution to Approve Washington State Graduation Requirement Framework: Career and College Ready, <http://www.sbe.wa.gov/documents/GradRequirements/2014GraduationRequirementResolution.pdf>

# The School Alliance

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Bellevue, Everett, Highline, Issaquah, Lake Stevens, Lake Washington, Mercer Island, Puyallup, Spokane, and Tahoma School Districts

May 6, 2014

Board Members  
Washington State Board of Education  
600 Washington St. SE  
Olympia, WA 98504

Dear State Board Members:

We request the opportunity to submit this letter in lieu of providing public comment during the 11:45 a.m.-12:00 p.m. time slot at the May 7th State Board of Education (SBE) meeting. As you know, the draft rules to implement E2SSB 6552 governing instructional hours, graduation requirements, and career and technical equivalencies were posted on the SBE website on April 30th. The draft rules prepared by the SBE staff will amend the Washington Administrative Code (WAC), and outline the process for the two new waivers authorized by E2SSB 6552:

- 1) the authority for school districts to waive up to two credits under unusual circumstances; and
- 2) the waiver to permit school districts to delay the start of the 24-credit requirements.

We understand that at the May 7th and 8th meeting, you may authorize the publication of the draft rules for public comment.

It appears that parts of E2SSB 6552 are subject to multiple interpretations. Some elements of the SBE staff's interpretation may not be consistent with how the Legislature intended 6552 to be implemented. Below please find three examples in Proposed WAC 180-51-068, which contains the proposed graduation requirements for students entering high school after July 1, 2015. (See Pages 23-31)

## **I. ISSUE ONE: Two-Credit Individual Waiver:**

During the 2014 Session, a number of bills were introduced to adopt the course credit framework set forth in SBE's January 2014 Resolution. Along with the required 24-credit course allocation, the January 2014 Resolution allowed for up to two credits to be waived, but only if a student attempted and failed the courses first. Additionally, the SBE waiver could only be used to waive

up to two of the seven elective or Personal Pathway Requirement courses, and only if the student needed to “fulfill the 17 core state requirements.”

Districts and others expressed the concern that the 24-credit diploma would not allow for sufficient flexibility, since it would need to be earned over four years during a typical six-period schedule. The SBE’s proposed waiver was perceived to be too restrictive and failed to take into account unusual circumstances that may arise in an individual student’s life. Potentially, this could lead to a decline in graduation rates.

The Legislature amended 6552 on this issue. The statute added the provision that the SBE must adopt a rule for a local waiver. In its final form, the law states that:

The rules must include authorization for a school district to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas.

E2SSB 6552, Sec. 202(1)(d)(i).

***SBE Staff Interpretation:*** In the draft rule, the SBE staff recognizes the authority of school boards to define “unusual circumstances.” The draft rule states that districts “may waive up to two of the credits required for graduation... for individual students for reason of unusual circumstances, as defined by the district.” Proposed WAC 180-51-068(12), Pages 30-31. However, the staff’s draft rules include an important restriction: Students receiving a one- or two-credit waiver must still earn the 17 required subject credits (English, Math, Science, Social Studies, Health and Fitness, Arts and CTE or Occupational Education). This restriction appears to be carried over from the January 2014 Resolution.

***Alternate Interpretation:*** The Legislature adopted a broad waiver instead of SBE’s January 2014 waiver. Within its directive to enact a waiver to be defined by school boards, the Legislature appears to have rejected SBE’s two-credit waiver and created a different waiver. Whether SBE has the authority to reinstate the 17-core subject requirement is unclear. In addition, the 17 credits in SBE staff’s draft rule would substantially restrict the scope of the waiver that the Legislature granted to school board. For example, this rule means that a school could not waive half a credit of physical education in a student’s last semester, even if the student requesting the waiver met the school board’s adopted definition of “unusual circumstances.”

## **II. ISSUE TWO: Delayed Implementation of 24 Credits to Class of 2020 or 2021:**

The statute allows districts to delay the implementation of the 24-credit requirement until the Class of 2020 or 2021. The SBE “shall grant a waiver... to an applying school district at the next subsequent meeting of the board after receiving an application.” E2SSB 6552, Sec. 202(1)(d)(ii).

***SBE Staff Interpretation:*** The staff’s draft rules propose an application deadline of May 1, 2015, for this waiver. Proposed WAC 180-51-068(11)(a)(iii), Page 30. The staff’s draft rule takes the position that the early deadline is needed to provide sufficient notice of each district’s graduation requirements to students, parents, and schools, at the start of high school.

***Alternate Interpretation:*** By the time the rules go into effect, the May 2015 deadline will be less than a year away. The deadline would force districts to make a decision within the next year about course requirements for students who are up to six years away from graduation. When it created the waiver, the Legislature did not impose a deadline. The waiver was designed to help districts and to serve district needs. Because the Legislature created a non-discretionary extension, the statute was intended to give districts greater certainty. The adopted language regarding the two-year delay comes from the Hunt floor amendment to the House Appropriations version of 6552. In its effect statement, the Hunt amendment states that it “[r]equires the SBE to grant a waiver to an applying school district at the next board meeting.” The House adopted the Hunt amendment and the Senate concurred with the House version.

Districts may need a longer period to request the delay. The statute allows districts to delay the implementation of the 24-credit requirement to the Class of 2020 or Class of 2021. Students who start 9th grade in fall 2015 or fall 2016 would not be harmed if they entered high school with the expectation that they needed 24 credits to graduate, and the district later changed the requirement to the district’s 22-credit requirement or to the State’s current 20-credit requirement. This is because students take a largely proscribed curriculum for the 9th and 10th grades, which would apply to either credit scheme.

## **III. ISSUE THREE: Role of Counselors and Principals:**

The staff’s draft rules would create a process for selecting the third science credit and third math credit. The intent of the Legislature may have been to allow student choice, but also to create a process that school districts could implement. E2SSB 6552 provides that:

The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on

May 6, 2014

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the student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal.

E2SSB 6552, Sec. 202(1)(d)(i) (emphasis added).

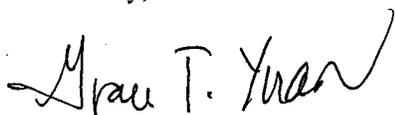
**SBE Staff Interpretation:** The staff draft rule permits a school counselor or a principal to sign off on a science or math course selection, but only if the parent or guardian does not "respond to a request from the school for approval of a specific course." Proposed WAC 180-51-068(2)(a)(iii), Pages 23-24, and Proposed WAC 180-51-068(3), Pages 25-26. These proposed rules change the process currently in place for approving the alternative third math credit, and would simultaneously apply the new process to the new third science credit.

**Alternate Interpretation:** What are the implications of the Legislature's use of the word "or" between parent, guardian, counselor, or principal in E2SSB 6552? Is it an indication that the Legislature intended to allow several different people to sign off on the plan? It is unclear whether the proposed rule would impose an additional administrative burden on districts. As drafted, a school counselor or a principal may sign off on the science or math course selection only if the parent or guardian does not "respond to a request from the school for approval. . . . ." Proposed WAC 180-51-068(2)(a)(iii), Pages 23-24, and Proposed WAC 180-51-068(3), Pages 25-26. This is a new requirement. See WAC 180-51-066(1)(b)(ii) and WAC 180-51-067(2)(b) for alternative language.

If the SBE adopts the proposed rule, what needs to be done to satisfy the new requirement? If records must be created and preserved, this rule would impose more paperwork on school districts. This could create unintended consequences.

If you have any questions, please call me at 206/623-7580. Thank you.

Sincerely,



Grace T. Yuan  
Legal Counsel

June 12, 2014 **Revised**



**Mukilteo**  
School District

Board Members  
State Board of Education  
PO Box 47206  
600 Washington ST SE  
Olympia, WA 98504-7206

Office of Superintendent - Dr. Marci Larsen  
9401 Sharon Drive • Everett WA 98204  
(425) 356-1220 • Fax (425) 356-1310

Re: Draft Rules for 24-Credit High School Diplomas

### **Credit Waiver**

Our District was very supportive of E2SSB 6552 and the goal of establishing more rigorous requirements for high school graduation, including the requirement to complete 24-credits. However, we share the concern expressed by many stakeholders and key lawmakers that raising the bar for earning a high school diploma could have a disproportionate negative impact on students who already struggle to meet the current graduation requirements.

We fully supported the more rigorous requirements because E2SSB 6552 provided what we considered necessary flexibility to ensure that the new requirements would not become another barrier to graduation for poor students, English Language Learners, homeless and Special Education students. We believe that the bill as passed by the Legislature provided adequate flexibility by including the course equivalency language and, most importantly, the ability to make a local determination to waive up to two (2) of the 24 credits for individual students, based on unusual circumstances.

As we read the statutory language and the language in the final Bill Report prepared by Legislative staff, we do not believe that the law as written limits the ability to waive up to two (2) credits to “personal pathway” credits or to elective credits. The Final Bill Report states that “By June 30, 2015, the Washington State School Directors' Association must adopt a model policy for granting individual student waivers of up to two course credits. The policy is to assist school districts in providing students the opportunity to complete graduation requirements without discrimination or disparate impact.” We believe the intent of the Legislature was to allow districts to waive up to two credits, including core credits. The Rules adopted by the State Board should reflect the language as passed by the Legislature.

### **Third Math Credit (Not Applicable to Comments on Draft Rules: Existing rule set to sunset)**

~~E2SSB 6552 states “The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on the student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal.”~~

~~The draft rules state that the third year must be Algebra 2 unless the following requirements are met: meets the high school and beyond plan, parents/guardians must agree, a meeting must be held with student and parent/guardian to advise them of requirements for two and four year~~

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~~colleges, and the parents/guardians must sign a form. Since the parent/guardian already has to agree to the fifth year plan, this seems redundant and burdensome.~~

### **HSBP**

We appreciate and support the goal to make the High School and Beyond Plan (HSBP) a meaningful tool for all students and parents by expanding the bare minimum defined in the current rules. The draft language in WAC 180-51-068 (10) would serve districts well as general guidelines and examples, but the requirement that all HSBPs **must include all** the elements in (a) through (d) is overly prescriptive, burdensome and time-consuming.

We are concerned that the requirement in (c) to develop a plan for students in 8<sup>th</sup> grade that includes a four-year high school course plan as well as a personalized pathway is not practical. Instead, we believe it is more reasonable for middle school students to learn more about career opportunities and explore their personal interests. Eighth grade students can then plan their FIRST year of high school courses after completing this exploratory work.

We believe the requirement in (d) *Identification of assessments required to graduate from high school, pursue post-secondary opportunities, and achieve the career or educational goals chosen in the student's high school and beyond plan*, is not really necessary. These goals are broadly met by the elements in (a) through (c).

The highest priority for the use of time in the school day will be to assure that all students have every opportunity to meet the new credit requirements for graduation; staff time will be better spent monitoring student progress and providing interventions to assist students in meeting the credit requirements than on developing highly detailed HSBPs.

Thank you for considering these concerns as you move forward with the development of the final rules.

Sincerely,



Marci L. Larsen, Ed.D.  
Superintendent

C. Board of Directors  
Senator Marko Liias, 21st District  
Rep. Lillian Ortiz-Self, 21st District  
Rep. Mary Helen Roberts, 21st District  
Senator John McCoy, 38th District

Rep. June Robinson, 38th District  
Rep. Mike Sells, 38th District  
Senator Steve Hobbs, 44th District  
Rep. Mike Hope, 44th District  
Rep. Hans Dunshee, 44th District



## Washington State Legislature

To: State Board of Education and Assistant Attorney General Colleen Warren

RE: Intent of E2SSB 6552 Amendments regarding 24 credit waivers

It has come to my attention that the rule proposed by the State Board of Education to implement E2SSB 6552 **only** allows the 7 “non-core” credits to be waived. **This contradicts the specific language of the session law for E2SSB 6552 and the documented legislative intent of this language.**

The intent of the amendments offered successfully to E2SSB 6552 was to **require a waiver to be available for *any* of the 24 credits required for graduation.**

**The session law effective June 12, 2014, now in Chapter 217, 2015 Laws PV, contains clear language that does not limit these waivers to any one type of credit required for graduation in Section 202:**

“(d) (i) The state board of education shall adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014, to take effect beginning with the graduating class of 2019 or as otherwise provided in this subsection (1) (d). **The rules must include authorization for a school district to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas. ...**”

The Legislature knew how to, if it desired, limit the waivers to elective or non-core credits. The Legislature very deliberately did not limit the waiver to non-core, because the intent of the language was to direct the State Board of Education to adopt rules which “must include” authorization for waiver of any two credits based on a student’s unusual circumstances.

The intent of this language is documented with the proposed and adopted amendments shown in the bill history for E2SSB 6552, and with Email correspondence with Office of Program Research staff on 2/24/14.

Draft language was for an amendment to Section 202 of E2SSB 6552, to ask that the State Board of Education adopt rules “**which include[d] authorization for a school district to waive up to two credits on an individual student basis in accordance with the rules established by the State Board of Education**”. This language has remained, and its effect was stated in my amendment, MCLA 978 introduced in the House Education Committee on 2/26/14.

These waivers would be to accommodate students who faced barriers to finishing school due to “medical condition, homeless status, or disability documented through an Individual Education Plan under Sec. 504 ...”

Below is a section of the draft amendment language which specifically addresses these points in E2SSB 6552, H AMD to H AMD (H-4469.1/14), which I introduced in the House Education Committee as an amendment to SB 6552 (6552-S2.E AMH ED MCLA 978) The intent was to ensure that students could **waive up to four credits from the total number of credits required for graduation, and did not specify what area of study they would be from:**

"NEW SECTION. Sec. 203. ... (1) The school district must provide a waiver of required credits based on criteria that take into account the unique limitations of a student to complete the required credits, which must include but not be limited to limitations associated with homelessness; poverty; limited English proficiency; medical conditions that impair a student's opportunity to learn; or disabilities, regardless of whether the student has an individualized education program or a plan under section 504 of the federal rehabilitation act of 1973.

(2) The school district must provide for a waiver of up to **four credits from the total number of credits required for graduation** if the student has not been provided with an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school."

## **Comments on Proposed SBE Rules to E2SSB 6552**

Prepared by Wendy Rader-Konofalski, Washington Education Association

June 6, 2014

WEA has identified four sections of concern--three sections where we feel the SBE has stepped over the bounds of its authority and proposed rules that exceed the scope and intent of SB 6552 and one section which we feel needs a simple amendment. Those areas are:

1. The authority for school districts to waive up to two credits of the 24-credit framework for individual students under "unusual circumstances"
2. Mandating High School and Beyond Plans to begin in middle school
3. Adding extra requirements to the district waiver of the 24 credit framework
4. Laboratory Science definition

### **1. The authority for school districts to waive up to two credits for individual students of the 24-credit framework under "unusual circumstances"**

Request: We request removal of the stipulation that the two credit waiver does not apply to the so-called "seventeen core required credits."

Rationale: The statute specifically gives school districts the authority "to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas. It also specifically requires WSSDA to adopt a model policy on this specific subject and gives them until June 30, 2015 to accomplish this task.

We would argue that this addition is not consistent with the spirit or intent of the amendment passed at the end of session which allowed this bill to be passed off the House floor. Legislators we have spoken to are clear that they did not intend any particular credits to be off limits to the two credit waiver. It limits local flexibility and it undermines the legislative requirement for WSSDA to create its model policy without a restriction on its charge. If the SBE promulgates rules one year in advance of the model policy requirement for WSSDA which isn't until June 2015, this appears to be an end run on the process as outlined in statute.

### **2. The timing of the High School and Beyond Plan**

Request: WEA requests removing the mandate to move HSBPs development into the middle school.

Rationale: Section 202 (1)(c) in E2SSB 6552 stipulates that "Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level."

Yet SBE proposed rule (WAC 180-51-068) puts into place a requirement that “high school and beyond plan “must include... a four year plan for course-taking created in **middle school grades.**” (10)(c)

While there might be merit to starting work on the HSBP in middle school, the fact is that that is not a requirement at this time. Including HSBP as a requirement in middle school would, in fact, be an entirely new policy which has not been vetted through the legislative process and remains entirely outside of the scope and authority of the SBE to mandate in rules.

Before any decisions about moving HSBPs into middle school, policy discussions with stakeholders to consider workload implications, funding and staffing needs, including especially counseling staffing at the middle school level would have to take place through the legislative process—not SBE rulemaking. RCW 28A.305.135 requiring the SBE to conduct a school district fiscal impact statement for any significant rule changes would apply.

### **3. Extra requirements for district waiver of 24 credit framework**

Request: Remove language that requires a school district resolution to accompany a waiver application.

Rationale: According to section 202 (1)(ii), districts wishing to waive the 24 credit framework for up to two years can apply by describing “why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. **The SBE shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.**

In SBE’s proposed rules, WAC 185-51-068 (11)(a)(ii), **an additional requirement is mandated that the application “Be accompanied by a resolution adopted by the district board of directors requesting the waiver under this section. The resolution shall state the entering freshman class or classes for whom the waiver is requested, and be signed by the board chair or president and district superintendent.”**

This may be a good idea, and in fact it may be something that districts will want to do. However, it is a mandate and adds a step to the waiver process that the statute does not require. Since the legislature very intentionally made this a waiver that should be easy and quickly expedited by the SBE without any options for denying the request, such a requirement is not warranted and continues a pattern of the SBE overstepping their authority and the bounds of statute in their rule-making process.

#### 4. Laboratory Science definition

Request: Add to the NSTA definition of lab science, the NSTA definition of “Support for Science Labs”

Rationale: SB 6552 does not contain a definition for Lab science. The new 24 credit framework requires that all students take three credits of science, two of which must be in laboratory science.

SBE proposed rules, WAC 180-51-068 (14)9a) defines laboratory science as “any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of this section may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection.

We think this definition might be a good idea as it provides flexibility for schools and teachers in the delivery of lab science courses. However, insofar as it also might impinge negatively on a district’s funding requests or needs for traditional lab classrooms, we would suggest an addition to this definition. It appears that the definition SBE has used here comes from the National Science Teachers Association. That being the case, there is another part to the NSTA definition which would clarify the issue and we suggest all of salient portions of it be included in the SBE proposed rules definition of lab science:

#### Support for Science Labs

To ensure that laboratory investigations are implemented in schools, administrative support is crucial. NSTA recommends that the school administration recognize the instructional importance, overarching goals, and essential activities of laboratory investigations and provide the following:

- An adequate facility where labs can be conducted. At the preschool and elementary levels, this means a classroom with sufficient work space, including flat moveable desks or tables and chairs, equipment, and access to water and electricity. At the middle and high school levels, a safe, well-equipped lab space should be available, with necessary equipment and access to water and electricity. In addition, appropriate facilities to work with students with special needs should be provided. (Beihle 1999)
- Adequate storage space for all materials, including devices and materials in common use that are considered hazardous. (Beihle 1999)
- Funding for yearly educator training on how to manage materials and guide inquiry-based learning during labs.

- A budget for regular maintenance of facilities and equipment, as well as annual costs for new or replacement equipment, supplies, and proper waste management.
- A budget that recognizes additional costs required for field experiences.
- Laboratory occupancy load limits (number of occupants allowed in the laboratory) set at a safe level based on building and fire safety codes, size and design of the laboratory teaching facility, chemical/physical/biological hazards, and the needs of the students (Roy 2006; NSTA 2000). Science classes should have no more than 24 students even if the occupancy load limit might accommodate more. (NSTA 2004) Research data shows that accidents rise dramatically as class enrollments exceed this level. (West 2001) Teachers should not be faced with a Hobson's choice—teach in an unsafe environment or sacrifice the quality of teaching by not doing labs.



## Teachers and students Lexi Summerato at Kent-Meridian High School

I am the teacher of these fabulous students. Meridian Knowledge academy? Asked to attend by the Board of Education group to talk about parent involvement as you seek to make changes, our take on how parents might be involved as you make rules. As a teacher, I am with my kids for 180 hours. Parents are with students more, ten times as many?!? Parents I don't think have the say that they need to have on a consistent basis, particularly at the middle and high school level, especially with the HSBP, with decisions to hold students back at the middle school level. There is a lot of research around that. But, many parents have expressed discontent with not having more say in these graduation requirements, especially after becoming more rigorous, which I totally agree with. I think parents need to be more involved in what classes their students are taking, when they are going to retake things, how high they are going to go, what kind of challenging classes they are going to take. Also, parents need to be educated a lot more on the requirements. We educate our students quite a bit, but our parents aren't in our classes. We try to send flyers to the parents and provide electronic materials to them. There needs to be new ideas on this, innovative ideas, on how to get this information out to parents and on what their kids are doing during the day, what they are doing to get through system of school, particularly in my school where there are more migrant parents from other countries who don't understand the American system. The American system is a lot different from other systems, particularly for countries that do not have a formal education system. They don't understand any of it. They are expecting their children to get all of the information for them. So, there has to be a better way to get information from the state-level and the district-level to the parents' hands.

Sammy Hue – I was going to high school in \*\*\*\*Inaudible for a moment\*\*\*\*. Before going to high school. We have over 70 languages at my school. I was very involved in my academic career. I had an older brother who already went through high school. Many parents of the students are refugees, English Language Learners, or do not live in the US at all. They don't know much about the system. They have a hard time getting involved in the system because we do not have ways to communicate with them or build a relationship to make them comfortable with getting involved in the school and the students' lives. We identified a problem in the community and tried to determine a solution. We identified the low graduation rate and how parent involvement can affect that. She cited graduation statistics from the Kent school district and offered information on Kent schools. We believe that parent involvement is very important for student success. She cited a study that found that, regardless of family income or background, parent involvement improves student grades, attendance, social skills, behavior, and chance of graduation. Parent support helps them to overcome language barriers, culture differences, and lack of relationship between students and faculty.

Next student \*\*\*\*Audio is inaudible at this point\*\*\*\* – Her parents want to be more involved, but her parents work full time jobs and raise her siblings. She supports parent involvement Star – Was in Arizona, moved to WA. During her freshmen year of high school, her mom wasn't super involved. She needed a push to be more involved in school, but there was no one really there so she slacked off a bit. \*\*\*\*Audio becomes inaudible at this point.\*\*\*\* Migrant students need extra support to keep them involved. Parent and guardian support is incredibly important for student success.

Shelby Cornish – Parents and guardian involvement is very important for student success. She told the story of what schools she went to and how classes were structured. She was not used to

the grading and school system. Her parents would make sure she worked hard in school while she was having difficulty. Children and teenagers need adult support to keep on going. Another student – PASSIVE program. This is a nine-week program that improves parent involvement and provides information about the school. There is work interfering, language barriers, transportation issues. She proposed a PASSIVE app so improve parent involvement. It would allow parents to use mobile device applications so that they could access the program without being able to speak English or attend. It would be available in multiple languages for parent involvement.

**Jerry Bender, Association of Washington School Principals**

Good afternoon, I am Jerry Bender with the Association of Washington School Principals. Thanks State Board for including us in the discussion. We appreciate the work that has been done and glad to have been a part of it. There is still one area of concern for us and it deals with the agreement between students, parents, and guardians for a school around the third math credit. That is in section 202 of the law. And the proposed rule says with agreement of the student's parent or guardian, or if the parent or guardian is unavailable and do not respond to the request from the school for approval of a specific course agreement of the school counselor or principal. The issue that would be helpful to get resolved is when there is a dispute between what that third math or science credit should be, who has the ultimate card. If the student chooses, then the parents feel shut out of the process if there is a difference in opinion between the student and the parent. If the parent chooses, then, ultimately, between the two, again if there is a dispute, then the involvement of the parent will feel slighted. And, in the same vein, if the student is going to choose then you probably don't need the involvement of the principal or the counselor. So, the hiccup of it is, and the law says, either the parent or the student, but it is silent if there is a disagreement between the two. So, that issue needs to be resolved before it gets to the building level. I would be glad to work with State Board of Education staff to resolve that one. But that is one that has popped up on our radar screen. With that, I will take questions.

Ben Rarick: Do you have a solution for this?

Mr. Jerry Bender: I have some ideas for solutions that I will work with the Jack on and we have visited some.

**Representative Sam Hunt and Representative Chris Reykdal**

Thank you for the opportunity. I don't know if we will be able to make it to Spokane in July but we can certainly put our oar in the water on this one. I want to start out with a little background on 6552 from a legislative standpoint and how we got to where we are today. For those of you who don't watch TV-W every day, hour-by-hour, which is probably most of you I hope. This bill passed in the very waning days of this year's session and we were at a stage where we didn't think we were going to get a bill. There was so much disagreement about what should be in it. Not only the 1080 hours, but the 24 credits, some of the parental involvement, dealing with kids with different abilities, waivers, and when do we implement this and all that. We had a list of amendments in the House, I think there were 14 amendments. We had a democratic caucus that was probably the longest caucus on any individual bill this year. I think it exceeded two hours and, you know, we went through point-by-point. Finally, one of the members stood up and said "You know I love you all, but I'm not the education guy in the room, I could for all of these, I could vote for none of these, I don't know what to do" so we took a break and did a little vote count. At the same time, the speaker of the House Frank Chopp called a couple of us into the office, I guess you could call it the principal's office, and said "can you work tonight? This is

about 4 o'clock in the afternoon and said "Can you work tonight and work up something that we could get 50 votes for tomorrow. And we sort of froze in our spots and kind of got the deer in the headlights look. To get something like this and turn this around in 12 hours, Representative Reykdal and some staff got together with staff and looked through the amendments. We crafted one amendment that took all of the key points that we thought were in the 14 amendments and put one amendment together from all of the amendments and put that amendment into the bill. It was up to us as members to get support. We had to get our members because we wanted bipartisan support. We had to talk to the Republican members of the House. It would be great if it got all of the votes in one chamber, but that wouldn't pass the bill when it went to the senate and didn't pass then you still wouldn't be there. So we had to go talk to the House and get support from the House and the Senate and all of the special interest groups and the various education groups that were deeply involved in this bill. Oddly enough, in this 12 hour period, turned out to be more like a 24 hour period, we came together on this amendment and the bill passed and it went to the Senate and passed with an overwhelming vote. We got strong bipartisan vote from the House and from the Senate and we sent the bill to the Governor and he signed it. It looked easy at the time but it wasn't and there were a lot of tipping points in this and that's what we're concerned about. It is an important point that it wasn't a foregone conclusion and we put our amendment out and, on the house floor, we were told that there was no way the Senate would go along with that.... When we put this together, we said the Senate wouldn't like that! When the Senate got it, they thought they could go along with it. When we talked to the Governor's staff, we talked to Marcie and others, and they thought they could go along with it. You have to realize, there is never a perfect bill, and there are things. When we go to the education formal query, we will have to keep looking and be finding and modifying. It was something that came together almost miraculously and it wasn't easy. It was a very tough decision. It is something that Representative Reykdal and a few of the others who were on the education and higher education committees were looking at.

Representative Reykdal has a few points

I'm state representative Reykdal, Legislature, House member from the 22<sup>nd</sup> district here in Olympia. To feed off of what Sam said, and bring up three points that I want to make clear. I want to be very candid where we had a conversation and make it explicit where we had a conversation and where we did not have a discussion on it and it is wide open and is subject to interpretation and, maybe, some recommendations moving forward.

First, most importantly, is the two-credit waiver. We clearly did not have the votes for this legislation until both chambers got together. One of my roles was to be liaison to the House Republican Caucus. I think that it was very clear that their priority was local control and flexibility for students. Those were two things that they consistently brought forward.

Representative David Taylor was the primary spokesperson for them in this conversation. At the end, the bill does not say that the two credits should be limited to the last seven – the seven flexible credits. It says two credits. It is pretty clear. This where I want to be candid with you and say that some of us are quite nervous that this would allow for an individualized education plan that says that I want to take Algebra I during my first year of high school then never take another math credit.

The language that we put in there is unusual circumstances. Here is your legislative lesson for the day. That language means nothing once you pass a bill. That language is open to interpretation and our intent is to suggest to you that if we were very intentional about this then

our intent was to keep the two credits open to all 24 credits, not just the seven flexible credits in the requirements. But we would have really clarified what those two words mean.

The intent is to get students to take more math and science - three credits of math and three credits of science. But there truly are unusual circumstances where students need to opt out of that. We just want to leave you our idea on that. We also share some nervousness that State Board of Education staff share that this path is less rigorous. That is not the intent. It should be more rigorous with some flexibility.

Second, to clarify the intent on parents. Parents work with students. The presumption today as a school counselor is that you work out that course schedule with a student and that course information gets entered and there is a presumption that the student will work on that with their parents. I think we wanted to make that a stronger connection. Our druthers to you is that we think you are on the right track to make the student and parent come first, and the counselor and principal are in the backseat in that relationship. We don't have answers and we didn't speak explicitly about what would happen when there is a disagreement between a student and a parent. Those conflicts happen today and it moves forward. Those conflicts are really something for the home to figure out. The other thing that we really didn't figure out is this implies that there is an administrative burden between parent and student. If 60,000 sheets of paper go home to get sign to say "yes, I affirmatively agree with the schedule that my student is contemplating here." This is something that we didn't discuss and whether there should be more documentation or less.

The third issue is with respect to the High school and beyond plan. When I wear my other hats as college administrator and board member on a private education foundation. I can tell you that I put a decade into this concept of high school and beyond planning. Everything that the State Board of Education is working on and learning for the HSBP is right on track. These things don't work unless they start in the 7<sup>th</sup> or 8<sup>th</sup> grade or even earlier. That said, we had a discussion with a group of people who wrote the striking amendment for this bill and that was one of those areas where we just did not get to in any detail. We agree with the policy construct that this has to happen early but the legislative language is extremely clear in this case. It says that local districts make that determination. So, our recommendation to the Board is that you do not write a rule that prescribes 7<sup>th</sup> through 8<sup>th</sup> grade. Even though the policy is in the right direction, it would create a conflict with legislation and we are already talking about coming back next year with lots of research and creating clarification about a High School and Beyond Plan timeline and the clarification on the unusual circumstances. We know that we owe you a bit more work, but it would be premature to go with 7<sup>th</sup> and 8<sup>th</sup> grade this year in our opinion with the absence of that work on our part. I will pause if staff or anyone else has any questions.

Jack Archer: I do have a question, Representative Reykdal. Is it your opinion that the proposed language on the agreement of et cetera et cetera in regards to the third math course or third science course? That has been a little bit challenging.

Chris Reykdal: Yeah, commas matter, we probably didn't put the commas in the right order on all of the "or"s. Based on conversations and subsequent conversations about the final striking amendment. On the proposed rule, we think you are on the right track here. You are putting the parent in the right position of first with the student, you are putting the counselor or principal in the second position. I suppose there are lots of snarls when a parent is not involved in a child's life and somebody else is going to have to sign off on that form, which historically has been a school counselor.

Jack Archer: That is our intent. It has not just been our intent, but we have discerned that to be the intent of the Legislature on the placement of the “or”s and the vowels.

Chris Reykdal or Sam Hunt (Whose voice it is is not clear from the recording): I want to add just one last quick thing. We worked on this bill all session but this final amendment came through at the very end in a rush. And I think that is part of the reason why we have all of these “or”s strung in there. No literature major went through this. Unusual circumstances is hard to define so we directed the Washington State School Director’s Agency, it is a state agency, we directed this agency to develop a model policy that school district boards of directors can use when they implement this graduation requirement process. Hopefully, and they have done this a lot before, I have faith that we can work with them and work with the State Board and we will get to a good point there. There is that intervening where SBE and WSSDA can work together and work with school districts to try to put some fences around unusual circumstances and the whole process for waiver.

Jack Archer: Just to clarify on the High School and Beyond Plan, your belief, your view, is that the components, the elements of the High School and Beyond Plan go further than legislative intent.

Ben Rarick: There are two issues here: one is the components and the other is the 7<sup>th</sup> and 8<sup>th</sup> grade issue that you raised. Now, I will say that in the discussion with the Board, it became pretty apparent that there actually is no way to do a HSBP without 8<sup>th</sup> grade because the students are choosing what they will take during 9<sup>th</sup> grade during 8<sup>th</sup> grade. So we felt like we are stating what is. But by stating what is and by raising the issue of 8<sup>th</sup> grade, we are raising the profile of the issue. Perhaps more than just the selection of courses would happen in 8<sup>th</sup> grade, but also that full-blown planning would occur in 8<sup>th</sup> grade. But, if that is counter to your intent. But the clarity that I am seeking here is that there is a difference between these components versus the 8<sup>th</sup> grade issue.

Chris Reykdal: The components are excellent. Even the initiation in 7<sup>th</sup> and 8<sup>th</sup> grade is great from a policy standpoint and that is where I am trying to be very clear with you. What we are trying to avoid here is to put it in rules today with absence of law. The law is very clear here and it says it is up to local districts. You don’t get a lot of flexibility there and we need it to say “subject to the rules of the State Board.” We probably should have said that here but we didn’t. Probably what the better pathway here is, in coordination with the State Board and OSPI and other policy experts, send out supplemental material that says “folks, this is the way this works best – from researchers across the entire nations, this is what works best here and it starts in the 8<sup>th</sup> grade, these are the components and the elements,” but I would just hesitate to put in rule the number 7 or number 8 because I do think it creates a conflict with the law.

Ben Rarick: Thank you for the clarification.

Sam Hunt: You can request it next year... we can just work on it next year.

Ben Rarick: That is actually a hugely important clarification. We will leave in the components but the Board will consider the striking of the reference to 8<sup>th</sup> grade.

Sam Hunt: Anything else?

Ben Rarick: I want to thank you gentleman for taking the time and thanks for all the work you’ve done.

## Webinar: Forum on Rules to Implement E2SSB 6552

June 6, 2014

### Questions/Comments by Online Attendees

#### **Mary Beth Tack asked/commented:**

- Give a couple of examples of "extenuating circumstances" for the 2 credit waiver
- Currently we have the Washington State Diploma (20 credits).....is this option completely removed. The only option is the 24 credit with the unusual/rare option of 24 (with 2 waived)?! Is that correct.....can you specifically talk about this.
- Will additional continued \$\$ be directed to the implementation of 24 credit requirement from McCleary above and beyond - consistently each year
- Clarification: There is contradiction. In the SBE paperwork the 2 credits that can be waived can be on ONLY Arts and/or World (based on PPR).....I believe the individual that just spoke said it was only on Math & Science. Clarify.

#### **Jim Kowalkowski asked/commented:**

- This is Jim Kowalkowski from Davenport. I wanted to thank the two legislators for their testimony and their insight. The 2 credit waiver flexibility will be used wisely and carefully by districts. Thank you for trusting our public schools---this is a message we do not always hear.
- I do have just a couple of comments and a couple of questions. The proposed wording to WAC 180-16-200 looks very good and I appreciate the language stating that a district-wide annual average of one thousand twenty-seven instructional hours in grades 1 through 12 will meet the requirement. My question regarding this is the five-day waiver for seniors...can we still count these 5 days as instructional time and is it addressed already in a WAC?
- This is Jim from Davenport again, my other comment and question is regarding the amended proposed language for WAC 180-51-067. The language regarding a required culminating projects is stricken...why not amend this with, "Depending on local school board policy"...and keep the language. For many districts, the Culminating Project is a great thing and the WAC could clearly state that this is a local decision. Thank you!
- Thanks for letting folks participate in this webinar. It is very much appreciated. We have our graduation ceremony tomorrow and there is no way I can miss that! Thanks again.

#### **Grace Yuan asked/commented:**

- This is Grace Yuan. I am commenting on behalf of the School Alliance. I would like to thank Representative Hunt and Representative Reykdal for the comments that they provided this afternoon. Their statements outline the legislative intent to allow the two-credit waiver to apply to all 24 credits. We endorse this approach and support the local decision making process by elected school board members. We look forward to working with the State Board on amendments to this proposed rule. Thank you.



June 16, 2014

Dear Washington State Board of Education members and staff,

On behalf of the undersigned organizations and our constituencies, please accept this letter as jointly endorsed comments in response to the proposed rules to implement E2SSB 6552.

The Excellent Schools Now (ESN) Coalition applauds the work of the State Board members and staff in advocating for, supporting, and now implementing updated high school graduation requirements. We also believe that improvements should be made to the rules. Our comments center around two main topics: parent engagement and academic rigor.

### **1) Parent engagement**

While we appreciate the State Board's effort to support parent engagement in the proposed rules, we feel strongly that the rules can and should do more.

#### **a. Require parent signoff on the third year of math and science.**

The current graduation requirements require a meeting with the student, parent/guardian, and a high school representative; and a signed form acknowledging the meeting if the student pursued a third credit other than Algebra II or Integrated Mathematics III. (WAC 180-51-067)

The proposed rules currently require a third credit of math or science "...with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal."

We believe that the language is unclear as to whose burden of proof it is that the parent or guardian is unavailable or did not respond. The school should affirmatively show that they have made attempts to engage the parents. There should be accommodations made for students who are in exceptional circumstances, but exceptional circumstances should not dictate the default for all students and their families. The requirements for parent engagement and signoff should be, at the least, at the same level as the prior graduation requirements, not at a lower level.

#### **b. Require parent signoff at least once every school year on the High School and Beyond Plan.**

The High School and Beyond Plan (HSBP) is meant to guide a student's high school experience and prepare the student for the next step in his or her career, be it career or postsecondary education.

If the HSBP is to meaningfully benefit students, the ESN Coalition believes that it must be a robust and thoughtful process. Districts should take some additional measures to elevate it from a forgettable "check-the-box" exercise, and involve parents and guardians in the creation and implementation of the plan. Furthermore, we recommend that exceptions should only be made for students in unique and extenuating circumstances, and the default should be that a parent/guardian should have to sign off on a student's HSBP at least once a year and before the proposed courses begin.

**c. Ensure that parents with limited English proficiency can access the information.**

The rules should specify that parents be able to access information about the High School and Beyond Plan (HSBP) in their native language, in both written and verbal form depending on their request. It must be assured that all parents understand the implications of the HSBP for their children.

**d. Specify an appeals process that empowers students to take the most rigorous courses.**

Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

**2) Rigor**

The ESN Coalition espouses the belief that a high school diploma should be meaningful. It should signal that a student is ready for the next step in life, whether that is a career or postsecondary education, and reflect the realities a young person will face as he/she enters the changing demands of our workforce. If a student is unable to meet that standard, we must foster an education system that supports him or her in meeting that bar. More focus should be placed on differentiating instruction and establishing multiple pathways depending on the learning needs and styles of students. The ESN Coalition has concerns that if we allow students to waive requirements that might be difficult for them, our education system runs the risk of giving up on the very students who have the highest need for the potential benefits of that system.

Therefore, we need to ensure that current achievement and opportunity gaps do not continue. Race, income, and zip code should not determine a student's educational trajectory but it is often the case that students of color, low-income students, students whose first language is not English, and students receiving special education services are disproportionately in courses that do not prepare them for career or postsecondary education.

As a 2013 study jointly written by the Washington Student Achievement Council, the State Board for Community and Technical Colleges, and the Workforce Training and Education Coordinating Board highlighted<sup>1</sup>:

- Washington is importing talent for many of the best jobs.
- Washington employers express increasing concern over finding employees in Washington with the skills needed to fill available jobs, most acutely in high-skill STEM and healthcare fields.
- By 2020, 65 percent of US jobs will require postsecondary education and training beyond high school.
- Skills identified as requirements for success are in the areas of communication, writing, critical thinking, and complex problem-solving.
- During recessions, the less-educated members of our communities are the hardest hit.
- Workers with a postsecondary education tend to earn 74–82 percent more than those with only a high school education or less.

Given these realities, we strongly suggest the following:

**a. Restrict credits that may be waived to electives.**

The ESN Coalition supports the language in the State Board of Education’s proposed rule that would limit the credits that can be waived to those outside of the seventeen required subject credits in WAC 180-51-068 (1) through (7). We also note that E2SSB 6552 Sec. 202 (d) directs the State Board of Education to “adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014...”

- The November 10, 2010, resolution states that “all students will be enrolled in a common pathway that will keep all postsecondary options open...” and allows for up to two credits to be waived “if students need to retake courses to fulfill the state requirements.”<sup>ii</sup>
- The January 9, 2014, resolution reaffirms this and states that up to two credits may be waived “if students need to retake courses to fulfill the 17 core state requirements that all students must meet.”<sup>iii</sup>

The ESN Coalition strenuously objects to suggestions that would allow students to waive out of credits for core academic courses and not just one credit, but two. These suggestions are contrary to the resolutions explicitly mentioned in legislative language used to direct the State Board on implementation. As the legislature wrote E2SSB 6552, they had access to the resolutions above. If they had intended, as an entire body, for the State Board of Education’s implementation to vary from the resolutions that are explicitly mentioned in the legislation, it seems fair to assume that they would have made those variations explicit.

Allowing students to waive out of any credits would mean that a student could receive a high school diploma under any of the following scenarios:

- Algebra I as their *only* math credit
- *Only* one science course
- *Only* two English courses
- *No* arts courses

Given what we know about our changing economy and workforce needs, this is unacceptable. We need more from our public education system to ensure an informed electorate. We also must ensure that race and income do not determine educational outcomes. How well prepared for a career or postsecondary education would a student in any of the above scenarios be? What happens to those students?

**b. Provide more specificity and limitations around “unusual circumstances.”**

The proposed rules would allow a school district to “waive up to two of the credits required for graduation... for individual students for reason of unusual circumstances, as defined by the district.”

While the ESN Coalition understands the desire for flexibility, it should not come at the price of a standard that does not accurately reflect the demands of the job market. Students have different learning styles and educational trajectories, but without more specificity or guidance from the State Board, we run the risk of 295 different definitions of “unusual circumstances.”

To ensure that “unusual circumstances” are indeed unusual, ESN would support the State Board limiting the number of students who meet the threshold to 1 percent of student enrollment for each graduating class.

We also request clarification on WSSDA’s process for creating a model policy and how it will receive and incorporate input from community members, those affected by the rules, and other interested parties.

**c. Require transparency from school districts regarding student credits.**

School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (FRL, special education status, ELL status, and race at a minimum).

Again, the ESN Coalition applauds the work of the State Board of Education and its staff on the work they have done up to this point. It has been a long journey and we look forward to seeing a College and Career Ready Diploma implemented successfully throughout Washington state. Thank you for your consideration and your action on this important issue.

Sincerely,

Excellent Schools Now Coalition

For a full list of coalition member organizations, please visit our website at <http://www.excellentschoolsnow.org/about-esn.html>.

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<sup>i</sup> A Skilled and Educated Workforce, WSAC, SBCTC, WTECB, October 2013

<http://www.wsac.wa.gov/sites/default/files/2013.11.16.Skills.Report.pdf>

<sup>ii</sup> Washington State Board of Education Resolution to Approve Washington State Graduation Requirements: Career & College Ready, <http://www.sbe.wa.gov/documents/2010.11.10%20Grad%20Req%20Resolution.pdf>

<sup>iii</sup> Washington State Board of Education Amended Resolution to Approve Washington State Graduation Requirement Framework: Career and College Ready, <http://www.sbe.wa.gov/documents/GradRequirements/2014GraduationRequirementResolution.pdf>

# The School Alliance

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Bellevue, Everett, Highline, Issaquah, Lake Stevens, Lake Washington, Mercer Island, Puyallup, Spokane, and Tahoma School Districts

May 6, 2014

Board Members  
Washington State Board of Education  
600 Washington St. SE  
Olympia, WA 98504

Dear State Board Members:

We request the opportunity to submit this letter in lieu of providing public comment during the 11:45 a.m.-12:00 p.m. time slot at the May 7th State Board of Education (SBE) meeting. As you know, the draft rules to implement E2SSB 6552 governing instructional hours, graduation requirements, and career and technical equivalencies were posted on the SBE website on April 30th. The draft rules prepared by the SBE staff will amend the Washington Administrative Code (WAC), and outline the process for the two new waivers authorized by E2SSB 6552:

- 1) the authority for school districts to waive up to two credits under unusual circumstances; and
- 2) the waiver to permit school districts to delay the start of the 24-credit requirements.

We understand that at the May 7th and 8th meeting, you may authorize the publication of the draft rules for public comment.

It appears that parts of E2SSB 6552 are subject to multiple interpretations. Some elements of the SBE staff's interpretation may not be consistent with how the Legislature intended 6552 to be implemented. Below please find three examples in Proposed WAC 180-51-068, which contains the proposed graduation requirements for students entering high school after July 1, 2015. (See Pages 23-31)

## **I. ISSUE ONE: Two-Credit Individual Waiver:**

During the 2014 Session, a number of bills were introduced to adopt the course credit framework set forth in SBE's January 2014 Resolution. Along with the required 24-credit course allocation, the January 2014 Resolution allowed for up to two credits to be waived, but only if a student attempted and failed the courses first. Additionally, the SBE waiver could only be used to waive

up to two of the seven elective or Personal Pathway Requirement courses, and only if the student needed to “fulfill the 17 core state requirements.”

Districts and others expressed the concern that the 24-credit diploma would not allow for sufficient flexibility, since it would need to be earned over four years during a typical six-period schedule. The SBE’s proposed waiver was perceived to be too restrictive and failed to take into account unusual circumstances that may arise in an individual student’s life. Potentially, this could lead to a decline in graduation rates.

The Legislature amended 6552 on this issue. The statute added the provision that the SBE must adopt a rule for a local waiver. In its final form, the law states that:

The rules must include authorization for a school district to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas.

E2SSB 6552, Sec. 202(1)(d)(i).

***SBE Staff Interpretation:*** In the draft rule, the SBE staff recognizes the authority of school boards to define “unusual circumstances.” The draft rule states that districts “may waive up to two of the credits required for graduation... for individual students for reason of unusual circumstances, as defined by the district.” Proposed WAC 180-51-068(12), Pages 30-31. However, the staff’s draft rules include an important restriction: Students receiving a one- or two-credit waiver must still earn the 17 required subject credits (English, Math, Science, Social Studies, Health and Fitness, Arts and CTE or Occupational Education). This restriction appears to be carried over from the January 2014 Resolution.

***Alternate Interpretation:*** The Legislature adopted a broad waiver instead of SBE’s January 2014 waiver. Within its directive to enact a waiver to be defined by school boards, the Legislature appears to have rejected SBE’s two-credit waiver and created a different waiver. Whether SBE has the authority to reinstate the 17-core subject requirement is unclear. In addition, the 17 credits in SBE staff’s draft rule would substantially restrict the scope of the waiver that the Legislature granted to school board. For example, this rule means that a school could not waive half a credit of physical education in a student’s last semester, even if the student requesting the waiver met the school board’s adopted definition of “unusual circumstances.”

## **II. ISSUE TWO: Delayed Implementation of 24 Credits to Class of 2020 or 2021:**

The statute allows districts to delay the implementation of the 24-credit requirement until the Class of 2020 or 2021. The SBE “shall grant a waiver... to an applying school district at the next subsequent meeting of the board after receiving an application.” E2SSB 6552, Sec. 202(1)(d)(ii).

***SBE Staff Interpretation:*** The staff’s draft rules propose an application deadline of May 1, 2015, for this waiver. Proposed WAC 180-51-068(11)(a)(iii), Page 30. The staff’s draft rule takes the position that the early deadline is needed to provide sufficient notice of each district’s graduation requirements to students, parents, and schools, at the start of high school.

***Alternate Interpretation:*** By the time the rules go into effect, the May 2015 deadline will be less than a year away. The deadline would force districts to make a decision within the next year about course requirements for students who are up to six years away from graduation. When it created the waiver, the Legislature did not impose a deadline. The waiver was designed to help districts and to serve district needs. Because the Legislature created a non-discretionary extension, the statute was intended to give districts greater certainty. The adopted language regarding the two-year delay comes from the Hunt floor amendment to the House Appropriations version of 6552. In its effect statement, the Hunt amendment states that it “[r]equires the SBE to grant a waiver to an applying school district at the next board meeting.” The House adopted the Hunt amendment and the Senate concurred with the House version.

Districts may need a longer period to request the delay. The statute allows districts to delay the implementation of the 24-credit requirement to the Class of 2020 or Class of 2021. Students who start 9th grade in fall 2015 or fall 2016 would not be harmed if they entered high school with the expectation that they needed 24 credits to graduate, and the district later changed the requirement to the district’s 22-credit requirement or to the State’s current 20-credit requirement. This is because students take a largely proscribed curriculum for the 9th and 10th grades, which would apply to either credit scheme.

## **III. ISSUE THREE: Role of Counselors and Principals:**

The staff’s draft rules would create a process for selecting the third science credit and third math credit. The intent of the Legislature may have been to allow student choice, but also to create a process that school districts could implement. E2SSB 6552 provides that:

The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on

May 6, 2014

Page 4

the student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal.

E2SSB 6552, Sec. 202(1)(d)(i) (emphasis added).

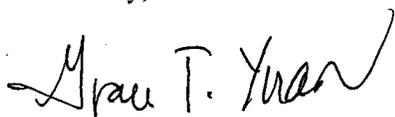
**SBE Staff Interpretation:** The staff draft rule permits a school counselor or a principal to sign off on a science or math course selection, but only if the parent or guardian does not "respond to a request from the school for approval of a specific course." Proposed WAC 180-51-068(2)(a)(iii), Pages 23-24, and Proposed WAC 180-51-068(3), Pages 25-26. These proposed rules change the process currently in place for approving the alternative third math credit, and would simultaneously apply the new process to the new third science credit.

**Alternate Interpretation:** What are the implications of the Legislature's use of the word "or" between parent, guardian, counselor, or principal in E2SSB 6552? Is it an indication that the Legislature intended to allow several different people to sign off on the plan? It is unclear whether the proposed rule would impose an additional administrative burden on districts. As drafted, a school counselor or a principal may sign off on the science or math course selection only if the parent or guardian does not "respond to a request from the school for approval. . . ." Proposed WAC 180-51-068(2)(a)(iii), Pages 23-24, and Proposed WAC 180-51-068(3), Pages 25-26. This is a new requirement. See WAC 180-51-066(1)(b)(ii) and WAC 180-51-067(2)(b) for alternative language.

If the SBE adopts the proposed rule, what needs to be done to satisfy the new requirement? If records must be created and preserved, this rule would impose more paperwork on school districts. This could create unintended consequences.

If you have any questions, please call me at 206/623-7580. Thank you.

Sincerely,



Grace T. Yuan  
Legal Counsel

June 12, 2014 **Revised**



**Mukilteo**  
School District

Board Members  
State Board of Education  
PO Box 47206  
600 Washington ST SE  
Olympia, WA 98504-7206

Office of Superintendent - Dr. Marci Larsen  
9401 Sharon Drive • Everett WA 98204  
(425) 356-1220 • Fax (425) 356-1310

Re: Draft Rules for 24-Credit High School Diplomas

### **Credit Waiver**

Our District was very supportive of E2SSB 6552 and the goal of establishing more rigorous requirements for high school graduation, including the requirement to complete 24-credits. However, we share the concern expressed by many stakeholders and key lawmakers that raising the bar for earning a high school diploma could have a disproportionate negative impact on students who already struggle to meet the current graduation requirements.

We fully supported the more rigorous requirements because E2SSB 6552 provided what we considered necessary flexibility to ensure that the new requirements would not become another barrier to graduation for poor students, English Language Learners, homeless and Special Education students. We believe that the bill as passed by the Legislature provided adequate flexibility by including the course equivalency language and, most importantly, the ability to make a local determination to waive up to two (2) of the 24 credits for individual students, based on unusual circumstances.

As we read the statutory language and the language in the final Bill Report prepared by Legislative staff, we do not believe that the law as written limits the ability to waive up to two (2) credits to “personal pathway” credits or to elective credits. The Final Bill Report states that “By June 30, 2015, the Washington State School Directors' Association must adopt a model policy for granting individual student waivers of up to two course credits. The policy is to assist school districts in providing students the opportunity to complete graduation requirements without discrimination or disparate impact.” We believe the intent of the Legislature was to allow districts to waive up to two credits, including core credits. The Rules adopted by the State Board should reflect the language as passed by the Legislature.

### **Third Math Credit (Not Applicable to Comments on Draft Rules: Existing rule set to sunset)**

~~E2SSB 6552 states “The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on the student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal.”~~

~~The draft rules state that the third year must be Algebra 2 unless the following requirements are met: meets the high school and beyond plan, parents/guardians must agree, a meeting must be held with student and parent/guardian to advise them of requirements for two and four year~~

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~~colleges, and the parents/guardians must sign a form. Since the parent/guardian already has to agree to the fifth year plan, this seems redundant and burdensome.~~

### **HSBP**

We appreciate and support the goal to make the High School and Beyond Plan (HSBP) a meaningful tool for all students and parents by expanding the bare minimum defined in the current rules. The draft language in WAC 180-51-068 (10) would serve districts well as general guidelines and examples, but the requirement that all HSBPs **must include all** the elements in (a) through (d) is overly prescriptive, burdensome and time-consuming.

We are concerned that the requirement in (c) to develop a plan for students in 8<sup>th</sup> grade that includes a four-year high school course plan as well as a personalized pathway is not practical. Instead, we believe it is more reasonable for middle school students to learn more about career opportunities and explore their personal interests. Eighth grade students can then plan their FIRST year of high school courses after completing this exploratory work.

We believe the requirement in (d) *Identification of assessments required to graduate from high school, pursue post-secondary opportunities, and achieve the career or educational goals chosen in the student's high school and beyond plan*, is not really necessary. These goals are broadly met by the elements in (a) through (c).

The highest priority for the use of time in the school day will be to assure that all students have every opportunity to meet the new credit requirements for graduation; staff time will be better spent monitoring student progress and providing interventions to assist students in meeting the credit requirements than on developing highly detailed HSBPs.

Thank you for considering these concerns as you move forward with the development of the final rules.

Sincerely,



Marci L. Larsen, Ed.D.  
Superintendent

C. Board of Directors  
Senator Marko Liias, 21st District  
Rep. Lillian Ortiz-Self, 21st District  
Rep. Mary Helen Roberts, 21st District  
Senator John McCoy, 38th District

Rep. June Robinson, 38th District  
Rep. Mike Sells, 38th District  
Senator Steve Hobbs, 44th District  
Rep. Mike Hope, 44th District  
Rep. Hans Dunshee, 44th District



## Washington State Legislature

To: State Board of Education and Assistant Attorney General Colleen Warren

RE: Intent of E2SSB 6552 Amendments regarding 24 credit waivers

It has come to my attention that the rule proposed by the State Board of Education to implement E2SSB 6552 **only** allows the 7 “non-core” credits to be waived. **This contradicts the specific language of the session law for E2SSB 6552 and the documented legislative intent of this language.**

The intent of the amendments offered successfully to E2SSB 6552 was to **require a waiver to be available for *any* of the 24 credits required for graduation.**

**The session law effective June 12, 2014, now in Chapter 217, 2015 Laws PV, contains clear language that does not limit these waivers to any one type of credit required for graduation in Section 202:**

“(d) (i) The state board of education shall adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9, 2014, to take effect beginning with the graduating class of 2019 or as otherwise provided in this subsection (1) (d). **The rules must include authorization for a school district to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas. ...**”

The Legislature knew how to, if it desired, limit the waivers to elective or non-core credits. The Legislature very deliberately did not limit the waiver to non-core, because the intent of the language was to direct the State Board of Education to adopt rules which “must include” authorization for waiver of any two credits based on a student’s unusual circumstances.

The intent of this language is documented with the proposed and adopted amendments shown in the bill history for E2SSB 6552, and with Email correspondence with Office of Program Research staff on 2/24/14.

Draft language was for an amendment to Section 202 of E2SSB 6552, to ask that the State Board of Education adopt rules “**which include[d] authorization for a school district to waive up to two credits on an individual student basis in accordance with the rules established by the State Board of Education**”. This language has remained, and its effect was stated in my amendment, MCLA 978 introduced in the House Education Committee on 2/26/14.

These waivers would be to accommodate students who faced barriers to finishing school due to “medical condition, homeless status, or disability documented through an Individual Education Plan under Sec. 504 ...”

Below is a section of the draft amendment language which specifically addresses these points in E2SSB 6552, H AMD to H AMD (H-4469.1/14), which I introduced in the House Education Committee as an amendment to SB 6552 (6552-S2.E AMH ED MCLA 978) The intent was to ensure that students could **waive up to four credits from the total number of credits required for graduation, and did not specify what area of study they would be from:**

"NEW SECTION. Sec. 203. ... (1) The school district must provide a waiver of required credits based on criteria that take into account the unique limitations of a student to complete the required credits, which must include but not be limited to limitations associated with homelessness; poverty; limited English proficiency; medical conditions that impair a student's opportunity to learn; or disabilities, regardless of whether the student has an individualized education program or a plan under section 504 of the federal rehabilitation act of 1973.

(2) The school district must provide for a waiver of up to **four credits from the total number of credits required for graduation** if the student has not been provided with an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school."



## **Transcript of Public Comment - E2SSB Public Forum June 6, 2014 – Old Capitol Building**

### **Teacher and Student Group from Kent-Meridian Technology Academy**

#### **Lexi Samorano, Teacher, Kent-Meridian Technology Academy**

I am the teacher of these fabulous students. I'm from Meridian Technology Academy. We were asked to come by the Board of Education group to talk about parent involvement in all of these schools as you think about making changes, our take on how parents should have a little more say in these rules. [Inaudible]

I am with my kids for 180 hours. Parents are with the kids a lot more, ten times as many. Parents I don't think have the say that they need to have on a consistent basis, particularly at the middle and high school level, especially with the High School and Beyond Plan, with decisions to hold children back or not at the middle school level. There is a lot of research around that. But, many parents have expressed a little bit of discontent with not having more say around how their students are meeting these graduation requirements, especially after becoming more rigorous, which I totally agree with. I think parents need to be more involved in what classes their students are taking, when they are going to retake things, how high they are going to go, what kind of challenging classes they are going to take, and that sort of a thing. Also, parents need to be educated a lot more on the requirements. We educate our students quite a bit, but our parents aren't in our classes. We try to send flyers, we try to send things electronically to them. I think there needs to be new ideas and new innovative ideas that give the word out and exactly what the kids are doing eight hours of the day. And, how they are going to get through this system of school, particularly in my school where there are more migrant parents from other countries who don't understand the American system. It is very much lot different from other systems, particularly for countries that do not have a formal education system. They don't understand any of it. They are expecting their children to get all of the information for them. So, there has to be a better way to get information from the state-level and the district-level into the parents' hands. I want to end there and continue on with my students.

#### **Samii Hsu, Student, Kent-Meridian Technology Academy**

I was going to high school in [Inaudible] before enrolling in the Technology Academy. [Inaudible] We have over 70 languages at my school. My parents are very involved in my academic career. [Inaudible] I had an older brother who already went through high school. Many parents of the students are refugees, not English speakers, or do not live in the US at all. They don't know much about the system. They have a hard time getting involved in the system because we do not have ways to communicate with them or build a relationship to get them comfortable with getting involved in the school and their students' lives. We identified a problem in the community and tried to determine a solution. We identified the low graduation rate and how parental involvement can affect that. [Cited graduation statistics from the Kent school district and offered contextual information on Kent schools.] We believe that parent involvement is very important for student success. For instance, there is a report on the National

Education Association website that states that, regardless of family income or background, students who have parents involved in their academic careers will more likely earn high grades, pass their classes, attend school more regularly, have better social skills and good behavior, and graduate. Parental support systems helps them to get involved by overcoming language barriers, cultural differences, and lack of relationship between teachers and staff at school.

**Maggie Haggerty, Student, Kent-Meridian Technology Academy**

[Inaudible] – My parents want to be more involved, but they can't always be involved because they both work full time jobs and, the second they get home, take care of my two toddler sisters. So, it is pretty hard for them to be involved in my school. [Inaudible]

**Starr Lowe, Student, Kent-Meridian Technology Academy**

I am also a 10<sup>th</sup> grader at Kent-Meridian High School in the Technology Academy. Before I moved to Washington, I was in Minnesota. The grading system was different there. And so when I moved to Washington, it was hard for me to stay on track. Back in Minnesota, I was there for my freshman year of high school. It was hard for me to through the transfer process because my mom wasn't as involved. For me, I need the extra support and that push to be more involved in school. So, without having that – [Inaudible] there was no one really there so I slacked off a bit. [Inaudible] Migrant students need extra support to keep them involved. I think other students the extra support. It helped me and I didn't realize how effective the extra support is and how important parental involvement in school is. Parent and guardian support is incredibly important for student success.

**Shelby Cornish, Student, Kent-Meridian Technology Academy**

I am also a student at Kent-Meridian High School. [Inaudible] I was not used to the grading and school system. My parents would make sure I worked hard in school while I was having difficulty. Children and teenagers need adult support to keep on going. [Inaudible]

**Ashley Guerra, Student, Kent-Meridian Technology Academy**

I am also a student at Kent-Meridian High School, but I'm actually a freshman. I am representing my group who, sadly, could not attend this event. We already proposed a solution for the issue of parental involvement and we believe that we need it in our society. There is this program called the P.A.S.A. program. P.A.S.A. and that stands for Parent Academy for Student Achievement. It is a nine-week program that improves parent involvement and provides information about the school. Like we talked about earlier, there are work, transportation, and language barriers. Many parents cannot go to this program because it a nine-week program and you have to drive there yourself. You have to attend all nine weeks in order to get credit. If both parents, if all parents were able to attend this event then the society would have much better parental involvement and it would make such a better impact on campus society. But, that is difficult because we are so diverse and there are people speaking so many languages and people working two jobs. There are many different reasons why people do not attend this event. So, our solution, we propose the P.A.S.A. app to improve parent involvement. A lot of you have tablets, iPhones, iPods, or something where you can get an application. When I presented my solution, many people stated that they had SnapChat, Instagram, and all of these are not educational and don't really make much of a benefit for society. But, if we create this P.A.S.A. app, it is the exact same thing as the P.A.S.A. program, but would allow for these parents who don't speak English or don't have time

to go to an actual program to to use mobile device application. It would allow them to participate, it would be free, and learn about what your child is learning in school so that you can come and help. I am blessed because my parents are involved. A lot of my friends' parents are like "what are you doing in school," but they can't really help them because they either won't speak English or are working jobs. That is why we proposed this P.A.S.A. program as an app instead.

**Jerry Bender, Director of Governmental Relations, Association of Washington School Principals**

Good afternoon, I am Jerry Bender with the Association of Washington School Principals. Thanks State Board for including us in the discussion. We appreciate the work that has been done and glad to have been a part of it. There is still one area of concern for us and it deals with the agreement between students, parents, and guardians for a school around the third math credit. That is in section 202 of the law. And, the proposed rule says with agreement of the student's parent or guardian or, if the parent or guardian is unavailable and do not respond to the request from the school for approval of a specific course agreement, of the school counselor or principal. The issue that would be helpful to get resolved is when there is a dispute between what that third math or science credit should be, who has the ultimate card. If the student chooses, then the parents could feel shut out of the process if there is a difference in opinion between the student and the parent. If the parent chooses, then, ultimately, between the two, again if there is a dispute, then the involvement of the parent will feel slighted. And, in the same vein, if the student is going to choose then you probably don't need the involvement of the principal or the counselor. So, the hiccup attached to it is, and the law says, the parent or the student, but it is silent if there is a disagreement between the two. So, that issue needs to be resolved before it gets to the building level. I would be glad to work with State Board of Education staff to resolve that one. But that is one that has popped up on our radar screen. With that, if there are any questions I will take questions.

Mr. Ben Rarick: Do you have a proposed solution for this?

Mr. Jerry Bender: I have some ideas for solutions that I will work with the Jack on and he and I have visited some.

**Representative Sam Hunt, 22<sup>nd</sup> Legislative District**

Thank you for the opportunity. I don't know if we will be able to make it to Spokane in July but we can certainly put our oar in the water on this one. I want to start out with a little background on 6552 from a legislative standpoint and how we got to where we are today. For those of you who don't watch TV-W every day, hour-by-hour, which is probably most of you I hope. This bill passed in the very waning days of this year's session and we were at a stage where we didn't think we were going to get a bill. There was so much disagreement over what should be in it. Not only the 1080 hours, but the 24 credits, some of the parental involvement, dealing with kids with different abilities, waivers, and when do we implement this and all that.

We had a list of amendments in the House. I think there were 14 amendments. We had a democratic caucus that was probably the longest caucus on any individual bill this year. I think it exceeded two hours and, you know, we went through point-by-point. Finally, one of the

members stood up and said “You know I love you all, but I’m not the education guy in the room, I could vote for all of these, I could vote for none of these, I don’t know what to do” so we took a break and did a little vote count. At the same time, the speaker of the House Frank Chopp called a couple of us into the office, I guess you could call it the principal’s office, and said “can you work tonight? This is about 4 o’clock in the afternoon and said “Can you work tonight and come up with something that we could get 50 votes for tomorrow?” And, we sort of froze in our tracks and got the deer in the headlight look, because to take something like this and turn this around in 12 hours. But, Representative Reykdal and I and several others and some staff got together and went through the amendments. We crafted one amendment to the bill that took what we thought were the key points from the 14 amendments and we put that into the bill. Then, it was up to us as members also to not only get our members but we wanted bipartisan support. We had to talk to the Republican members of the House. It would be great if it got 98 votes in the House; that would be wonderful. But, if it didn’t pass the Senate then it still wouldn’t be anywhere. So we had to go talk to the House and get the support from the House and the various education groups, the lobby groups, the parent groups, the various other groups that were deeply involved in this bill. Oddly enough, in this 12 hour period, turned out to be more like a 24 hour period, we came together on this amendment and this bill passed. It went to the Senate and passed with an overwhelming vote. We got strong bipartisan vote from the House and the Senate and sent the bill to the Governor and he signed it. It looked easy at the time but it wasn’t and there were a lot of tipping points in this and that’s what we’re concerned about. There are several things that we want to make sure are clarified as the State Board goes through and looks at this process and does the implementation. I think it is an important point and it wasn’t easy and it wasn’t a foregone conclusion. When we put our amendment out on the house floor, we were told that there was no way the Senate would like that. And, the Senate leaders who were involved in this looked at it and said “yeah, we think we can go with this.” Several of the groups and the Governor’s office... you know we didn’t know how the Governor was going to feel. When we talked to the Governor’s staff, with Marcie and others, we sort of agreed that... You have to realize, in the legislative arena, there is never a perfect bill, and there are things. We may have to come back and look at things in this, certainly in education as we go through the education formal query, we will have to keep looking and be finding and modifying. I just want to point out that this was a very tough decision. It was something that came together almost miraculously but it was not easy. So, with that in mind, Representative Reykdal has a few points about the bill itself that a group of us legislators have been working on who were on the education and higher education committees have been looking at.

### **Representative Chris Reykdal, 22<sup>nd</sup> Legislative District**

I’m state representative Reykdal, for the record, Legislator, House member from the 22<sup>nd</sup> district here in Olympia. To feed off of what Sam said, I want to be really clear about three points that have come to our attention as things that folks may not have a consistent understanding of or may question the legislative intent around. I want to be very candid where we clearly had conversation and made an explicit judgment about something or where we just didn’t have the conversation and, thus, probably why it is wide open and is subject to interpretation and, maybe, some recommendations moving forward.

First, I think the most significant issue is the two-credit waiver. We clearly did not have the votes for this legislation until both sides got together. One of my roles was to be liaison to the House

Republican Caucus. I think very consistently their priority was local control and flexibility for students. Those were two things that they consistently brought forward. Representative David Taylor was the primary spokesperson for them in this conversation at the end. The bill does not say that we should limit the two credits to the last seven – the seven flexible credits. It says two credits. It is pretty clear. This where I want to be very candid with you and say that some of us are quite nervous that this would allow for an individualized education plan for a student that would say “I want to take Algebra I during my freshmen year then never take another math class.” That is not what anyone intended. So, the language that was put in there was “unusual circumstances.” Here is your legislative lesson of the day. That words mean nothing once you pass a bill. Everyone has a different interpretation of what that means. I think our intent is to suggest to you that had we been very intentional about this then we would have kept the two credits flexible on all 24, not just seven of the credits. We would have really clarified what those two words mean so that it was not a green light for students to sign up for one math class in high school. The intent is to get students to take more math and more science - three credits of math and three credits of science or more. But there truly are unusual circumstances where students need to opt out of that. So, we just leave with that idea that. We also share some nervousness that State Board of Education staff share that this path is less rigorous. That is not the intent. It should be more rigorous with some flexibility.

Second, with respect to clarifying the intent on parents. Parents work with students. The presumption today as a school counselor is that you work out that semester course schedule with a student and that course information gets entered into the system and there is a presumption that the student will work on that with their parents. I think we wanted to make that a stronger connection. Our druthers to you is that we think you are on the right track here to emphasize that the student and parent come first, and the counselor and principal are in the backseat of that relationship. So, we would suggest that you are on the right track there. We don't have answers, we didn't discuss explicitly what would happen in the conflict between a student and a parent. Those conflicts happen today; it moves forward. Those conflicts are really something up to the home to figure out. The other thing that we really didn't clarify is, does this imply an added administrative burden where we now need 50 or 60,000 sheets of paper go home to get sign to say “yes, I affirmatively agree with the schedule that my student is contemplating here.” We didn't cover that. This is one of those things that I want to be candid on. We didn't have discussion on whether there should be more documentation or less.

The third issue is with respect to the High School and Beyond Plan. When I wear my other hats as college administrator and board member on a private education foundation. I can tell you that I put a decade into this concept of high school and beyond planning. Everything that the State Board of Education is learning and developing is right on track. These things don't work unless they begin in the 7<sup>th</sup> or 8<sup>th</sup> grade or even earlier. That said, we had a discussion among a group of people who wrote the striking amendment and this was one of those areas where we just did not get to in any detail. We agree with the policy construct that this has to happen early but the legislative language is extremely clear in this case. It says that local districts make that determination. So, our recommendation to the Board is that you do not write a rule that prescribes 7<sup>th</sup> through 8<sup>th</sup> grade. Even though the policy is in the right direction, it would clearly get in front of the legislation and create a conflict. We are already talking about coming back next year and clarifying - with lots of research –the need for a 7<sup>th</sup> and 8<sup>th</sup> grade High School and

Beyond Plan timeline and the clarification on point number one about unusual circumstances. We know that we owe you a little bit more work, but it would be premature to go with 7<sup>th</sup> and 8<sup>th</sup> grade this year in our opinion with the absence of that work on our part. I will pause if staff or anyone else has any questions.

Mr. Jack Archer: I do have a question, Representative Reykdal. Is it your opinion that the proposed language on the agreement of et cetera et cetera in regards to the third math course or third science course is consistent with the legislative intent? That has been a little bit challenging.

Representative Chris Reykdal: Yeah, commas matter, we probably didn't put the commas in the right place on all of the "or"s. But, based on conversations and subsequent conversations, again the folks who wrote the final striking amendment. Juxtaposed against your proposed rule, we think you are on the right track here. You are putting the parent in the first position with the student, you are putting the counselor or principal in the second position. I suppose there are lots of snarls when a parent is not involved in a child's life and somebody else is going to have to sign off on that form, which historically has been a school counselor.

Mr. Jack Archer: That is the intent. It has not just been our intent, but it has been what we have discerned to be the intent of the Legislature based on the placement of the "or"s and the combination of the nouns.

Representative Sam Hunt: I want to add just one quick thing. As I said, we worked on this bill all session but this final amendment came together in a rush. And I think that is part of the reason why we have all of these "or"s strung in there. [Inaudible] But, the other thing that we did because we didn't understand - unusual circumstance is hard to define. So, we directed the Washington State School Director's Agency, it is the association that represents school boards and school board members, it is a state agency, we directed that agency to develop a model policy that school district boards of directors can use when they implement the waiver process. Hopefully, and they have done this a lot before, I have faith that we can work with them and work with the State Board and we will get to a good point there. There is that intervening where the State Board of Education and the School Directors' Association can work together and work with school districts to try to put some fences around unusual circumstances and the whole process for waiver.

Mr. Jack Archer: Just to clarify on the High School and Beyond Plan, your belief, your view, is that the components, the elements of the High School and Beyond Plan, those rules go further than legislative intent, and prefer not to have the elaboration in rule.

Mr. Ben Rarick: There are two issues here: one is the components and the other is the specific issue that you raised with 7<sup>th</sup> and 8<sup>th</sup> grade. Now, I will say that in the discussion with the Board, it became pretty apparent that there actually is no way to do a High School and Beyond Plan if you don't start in 8<sup>th</sup> grade because the students are choosing what they will take during 9<sup>th</sup> grade during 8<sup>th</sup> grade. So we felt like we are stating what is. But by stating what is and by raising the profile of the 8<sup>th</sup> grade starting point, Perhaps more than just the selection of courses would happen in 8<sup>th</sup> grade, but also that full-blown planning would occur in 8<sup>th</sup> grade. But, if that is

counter to your intent, we would certainly want to know that. But the clarity that I am seeking here is that there is a difference between these components versus the 8<sup>th</sup> grade issue.

Mr. Chris Reykdal: The components are excellent. Even the thrust for 7<sup>th</sup> and 8<sup>th</sup> grade initiation of the plan is right-on from a policy standpoint and that is where I am trying to be very clear with you. What we don't want to do is get too rigid in rule today in the absence of law. The law is very clear here and it says it is up to local districts. In that case, you don't get a lot of flexibility, right? What we need it to say "subject to the rules of the State Board." We didn't say that, we probably should have said that here but we didn't. So, I think the better pathway here is to put the core elements in, then, in partnership with OSPI, State Board of Education, and some other policy experts, send out supplemental material that says "folks, this is the way this works best – from every expert around the country, this is what works best here, we go in 7<sup>th</sup> and 8<sup>th</sup> grade, and these are the elements, these are the components" but I would just hesitate to put in rule the number seven or number eight because I do think it creates a conflict with the law.

Mr. Ben Rarick: Thank you for the clarification.

Representative Sam Hunt: You can request it next year... or we can just work on it next year.

Mr. Ben Rarick: That is actually a hugely important clarification. So, we will not take out these components but the Board will consider striking the reference to 8<sup>th</sup> grade.

Representative Sam Hunt: Anything else?

Mr. Ben Rarick: I want to thank you gentlemen for taking the time and thanks for all the work you've done.

## **Comments on Proposed SBE Rules to E2SSB 6552**

Prepared by Wendy Rader-Konofalski, Washington Education Association

June 6, 2014

WEA has identified four sections of concern--three sections where we feel the SBE has stepped over the bounds of its authority and proposed rules that exceed the scope and intent of SB 6552 and one section which we feel needs a simple amendment. Those areas are:

1. The authority for school districts to waive up to two credits of the 24-credit framework for individual students under "unusual circumstances"
2. Mandating High School and Beyond Plans to begin in middle school
3. Adding extra requirements to the district waiver of the 24 credit framework
4. Laboratory Science definition

### **1. The authority for school districts to waive up to two credits for individual students of the 24-credit framework under "unusual circumstances"**

Request: We request removal of the stipulation that the two credit waiver does not apply to the so-called "seventeen core required credits."

Rationale: The statute specifically gives school districts the authority "to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas. It also specifically requires WSSDA to adopt a model policy on this specific subject and gives them until June 30, 2015 to accomplish this task.

We would argue that this addition is not consistent with the spirit or intent of the amendment passed at the end of session which allowed this bill to be passed off the House floor. Legislators we have spoken to are clear that they did not intend any particular credits to be off limits to the two credit waiver. It limits local flexibility and it undermines the legislative requirement for WSSDA to create its model policy without a restriction on its charge. If the SBE promulgates rules one year in advance of the model policy requirement for WSSDA which isn't until June 2015, this appears to be an end run on the process as outlined in statute.

### **2. The timing of the High School and Beyond Plan**

Request: WEA requests removing the mandate to move HSBPs development into the middle school.

Rationale: Section 202 (1)(c) in E2SSB 6552 stipulates that "Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level."

Yet SBE proposed rule (WAC 180-51-068) puts into place a requirement that “high school and beyond plan “must include... a four year plan for course-taking created in **middle school grades.**” (10)(c)

While there might be merit to starting work on the HSBP in middle school, the fact is that that is not a requirement at this time. Including HSBP as a requirement in middle school would, in fact, be an entirely new policy which has not been vetted through the legislative process and remains entirely outside of the scope and authority of the SBE to mandate in rules.

Before any decisions about moving HSBPs into middle school, policy discussions with stakeholders to consider workload implications, funding and staffing needs, including especially counseling staffing at the middle school level would have to take place through the legislative process—not SBE rulemaking. RCW 28A.305.135 requiring the SBE to conduct a school district fiscal impact statement for any significant rule changes would apply.

### **3. Extra requirements for district waiver of 24 credit framework**

Request: Remove language that requires a school district resolution to accompany a waiver application.

Rationale: According to section 202 (1)(ii), districts wishing to waive the 24 credit framework for up to two years can apply by describing “why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. **The SBE shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.**

In SBE’s proposed rules, WAC 185-51-068 (11)(a)(ii), **an additional requirement is mandated that the application “Be accompanied by a resolution adopted by the district board of directors requesting the waiver under this section. The resolution shall state the entering freshman class or classes for whom the waiver is requested, and be signed by the board chair or president and district superintendent.”**

This may be a good idea, and in fact it may be something that districts will want to do. However, it is a mandate and adds a step to the waiver process that the statute does not require. Since the legislature very intentionally made this a waiver that should be easy and quickly expedited by the SBE without any options for denying the request, such a requirement is not warranted and continues a pattern of the SBE overstepping their authority and the bounds of statute in their rule-making process.

#### 4. Laboratory Science definition

Request: Add to the NSTA definition of lab science, the NSTA definition of “Support for Science Labs”

Rationale: SB 6552 does not contain a definition for Lab science. The new 24 credit framework requires that all students take three credits of science, two of which must be in laboratory science.

SBE proposed rules, WAC 180-51-068 (14)9a) defines laboratory science as “any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of this section may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection.

We think this definition might be a good idea as it provides flexibility for schools and teachers in the delivery of lab science courses. However, insofar as it also might impinge negatively on a district’s funding requests or needs for traditional lab classrooms, we would suggest an addition to this definition. It appears that the definition SBE has used here comes from the National Science Teachers Association. That being the case, there is another part to the NSTA definition which would clarify the issue and we suggest all of salient portions of it be included in the SBE proposed rules definition of lab science:

#### Support for Science Labs

To ensure that laboratory investigations are implemented in schools, administrative support is crucial. NSTA recommends that the school administration recognize the instructional importance, overarching goals, and essential activities of laboratory investigations and provide the following:

- An adequate facility where labs can be conducted. At the preschool and elementary levels, this means a classroom with sufficient work space, including flat moveable desks or tables and chairs, equipment, and access to water and electricity. At the middle and high school levels, a safe, well-equipped lab space should be available, with necessary equipment and access to water and electricity. In addition, appropriate facilities to work with students with special needs should be provided. (Beihle 1999)
- Adequate storage space for all materials, including devices and materials in common use that are considered hazardous. (Beihle 1999)
- Funding for yearly educator training on how to manage materials and guide inquiry-based learning during labs.

- A budget for regular maintenance of facilities and equipment, as well as annual costs for new or replacement equipment, supplies, and proper waste management.
- A budget that recognizes additional costs required for field experiences.
- Laboratory occupancy load limits (number of occupants allowed in the laboratory) set at a safe level based on building and fire safety codes, size and design of the laboratory teaching facility, chemical/physical/biological hazards, and the needs of the students (Roy 2006; NSTA 2000). Science classes should have no more than 24 students even if the occupancy load limit might accommodate more. (NSTA 2004) Research data shows that accidents rise dramatically as class enrollments exceed this level. (West 2001) Teachers should not be faced with a Hobson's choice—teach in an unsafe environment or sacrifice the quality of teaching by not doing labs.

## Webinar: Forum on Rules to Implement E2SSB 6552

June 6, 2014

### Questions/Comments by Online Attendees

#### **Mary Beth Tack asked/commented:**

- Give a couple of examples of "extenuating circumstances" for the 2 credit waiver
- Currently we have the Washington State Diploma (20 credits).....is this option completely removed. The only option is the 24 credit with the unusual/rare option of 24 (with 2 waived)?! Is that correct.....can you specifically talk about this.
- Will additional continued \$\$ be directed to the implementation of 24 credit requirement from McCleary above and beyond - consistently each year
- Clarification: There is contradiction. In the SBE paperwork the 2 credits that can be waived can be on ONLY Arts and/or World (based on PPR).....I believe the individual that just spoke said it was only on Math & Science. Clarify.

#### **Jim Kowalkowski asked/commented:**

- This is Jim Kowalkowski from Davenport. I wanted to thank the two legislators for their testimony and their insight. The 2 credit waiver flexibility will be used wisely and carefully by districts. Thank you for trusting our public schools---this is a message we do not always hear.
- I do have just a couple of comments and a couple of questions. The proposed wording to WAC 180-16-200 looks very good and I appreciate the language stating that a district-wide annual average of one thousand twenty-seven instructional hours in grades 1 through 12 will meet the requirement. My question regarding this is the five-day waiver for seniors...can we still count these 5 days as instructional time and is it addressed already in a WAC?
- This is Jim from Davenport again, my other comment and question is regarding the amended proposed language for WAC 180-51-067. The language regarding a required culminating projects is stricken...why not amend this with, "Depending on local school board policy"...and keep the language. For many districts, the Culminating Project is a great thing and the WAC could clearly state that this is a local decision. Thank you!
- Thanks for letting folks participate in this webinar. It is very much appreciated. We have our graduation ceremony tomorrow and there is no way I can miss that! Thanks again.

#### **Grace Yuan asked/commented:**

- This is Grace Yuan. I am commenting on behalf of the School Alliance. I would like to thank Representative Hunt and Representative Reykdal for the comments that they provided this afternoon. Their statements outline the legislative intent to allow the two-credit waiver to apply to all 24 credits. We endorse this approach and support the local decision making process by elected school board members. We look forward to working with the State Board on amendments to this proposed rule. Thank you.



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

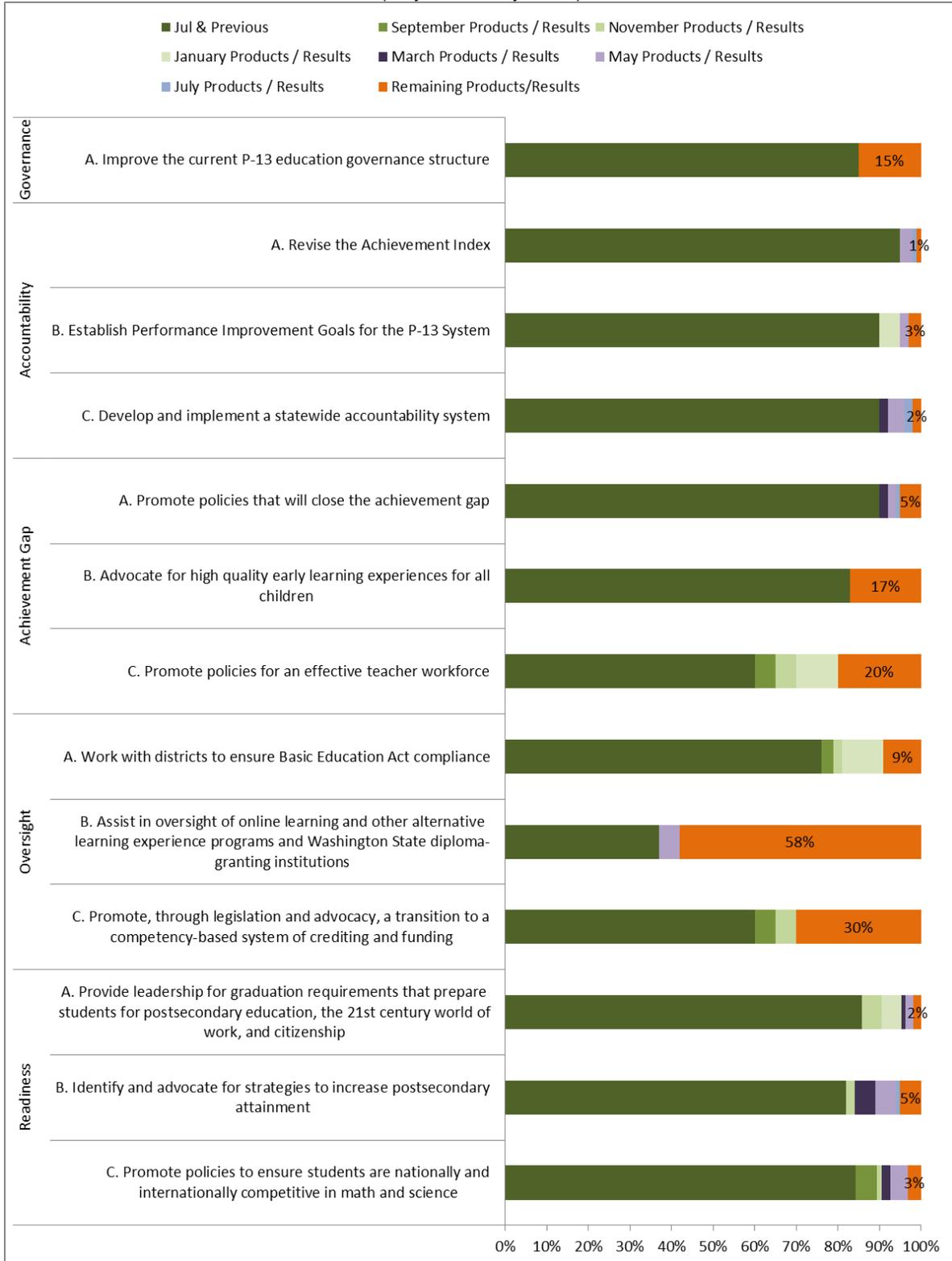
|   |  |   |
|---|--|---|
| <b>Title:</b>                                 | <b>SBE Strategic Plan – Dashboard and Process for Development of 2015-2019 Plan</b>  |   |
| <b>As Related To:</b>                         | <input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input checked="" type="checkbox"/> Goal Three: Closing achievement gap.   | <input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input checked="" type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input checked="" type="checkbox"/> Advocacy  | <input checked="" type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Convening and Facilitating   |
| <b>Policy Considerations / Key Questions:</b> | None   |   |
| <b>Possible Board Action:</b>                 | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other - Discuss  |   |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input checked="" type="checkbox"/> Graphs / Graphics<br><input type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint   |   |
| <b>Synopsis:</b>                              | <p>Board members will review current work related to the Board’s 2013–2014 Strategic Plan. Staff will share major board accomplishments from the last seven years, and outline the process for development of the 2015-2019 Strategic Plan. The materials for this agenda item include:</p> <ul style="list-style-type: none"> <li>• Annual progress chart for the strategic plan</li> <li>• Dashboard executive summary highlighting board work on the strategic plan goals</li> <li>• Selected Accomplishments one-pager</li> <li>• Memo summarizing the Executive Committee’s strategic plan discussion from the Executive Committee retreat</li> <li>• Key questions for strategic plan discussion</li> <li>• Key questions for 2015 legislative priorities</li> <li>• Discussion roadmap</li> <li>• SBE 2013-2014 Strategic Plan</li> </ul> |   |



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Strategic Plan Annual Progress Dashboard (July 2013-July 2014)



## Strategic Plan Two-Month Executive Summary (March & April 2014)

| Goal  | Recent Work   |
|---|---|
| Effective and accountable P-13 governance                   | <ul style="list-style-type: none"> <li>Worked with Governor's Office on Results Washington Goal Council</li> </ul>  |
|   | Outreach <sup>i, ii, iii, iv, v,vi,vii</sup>  |
| Comprehensive statewide K-12 recognition and accountability | <ul style="list-style-type: none"> <li>Publicly released the revised Achievement Index and website.</li> <li>Visited Required Action District (RAD) school in Tacoma.</li> <li>Reviewed Required Action Plans.</li> <li>Held Achievement and Accountability Workgroup meeting on Index next steps.</li> <li>Held special board meeting for Indistar orientation.</li> <li>Worked with Office of the Superintendent of Public Instruction (OSPI) on adding adequate growth and dual-credit/certification to the Index.</li> <li>Worked with the Education Research and Data Center on data governance issues.</li> </ul> |
|   | Outreach <sup>viii, ix</sup>  |
| Closing the achievement gap                                 | <ul style="list-style-type: none"> <li>Completed data analysis of Former ELL performance on Index.</li> </ul>   |
|   | Outreach <sup>x</sup>   |
| Strategic oversight of the K-12 system                      | <ul style="list-style-type: none"> <li>Worked with OSPI, the Charter School Commission and the Attorney General's Office on the applicability of state accountability provisions to charter schools.</li> <li>Drafted potential amendments to charter school rules.</li> <li>Met with Charter School Commission Executive Director.</li> </ul>  |
|   | Outreach <sup>xi, xii</sup>   |
| Career and college readiness for all students               | <ul style="list-style-type: none"> <li>Met with legislators on school funding and proposed rules for implementation of SB 6552.</li> <li>Held several collaborative High School and Beyond Plan meetings.</li> <li>Solicited feedback on proposed rules for implementation of SB 6552, including a community forum.</li> </ul>  |
|   | Outreach <sup>xiii, xiv, xv, xvi, xvii, xviii, xix, xx, xxi, xxii</sup>   |

<sup>i</sup> SBE Spotlight June 2014 Newsletter

<sup>ii</sup> Educational Service District (ESD) 112 Superintendents meeting

<sup>iii</sup> ESD 113 Superintendents meeting

<sup>iv</sup> Association of Washington School Principals (AWSP) board meeting

<sup>v</sup> Washington Student Achievement Council (WSAC) Committee for Academic Affairs and Policy

<sup>vi</sup> Network for Transforming Educator Preparation policymaker conference

<sup>vii</sup> AWSP/Washington Association of School Administrators summer conference

<sup>viii</sup> Learning First Alliance meeting

<sup>ix</sup> The Council of Chief State School Officers' National Student Assessment conference

<sup>x</sup> Visited several schools that use the Positive Behavioral Intervention and Supports discipline model

<sup>xi</sup> First Annual Washington State Charter School conference

<sup>xii</sup> National Charter School conference

<sup>xiii</sup> WSAC Improving Student Learning at Scale team meeting

<sup>xiv</sup> WSAC Committee for Academic Achievement

<sup>xv</sup> WSAC Dual Credit Task Force

<sup>xvi</sup> Core to College Steering Committee

<sup>xvii</sup> Career Education Task Force

<sup>xviii</sup> GATE Advisory Committee

<sup>xix</sup> Washington Association of Vocational Administrators

<sup>xx</sup> Washington School Counselors conference

<sup>xxi</sup> League of Education Voters LEVinar

<sup>xxii</sup> Washington Council on Graduation Requirements



# State Board of Education Select Accomplishments



## 2008

- Required third credit of math
- Developed Core 24 graduation requirements framework



## 2009

- New definition of Basic Education adopted (HB 2261)
- Developed Achievement Index and held first Washington Achievement Awards
- Adopted math and science standards

## 2010

- Established Required Action school and district accountability process (SB 6696)
- Completed high school transcript study

## 2011

- Required additional credit of English and a half credit of social studies
- Established competency-based credits and outcomes-based accountability

## 2012

- Developed online Achievement Index dashboard
- Convened the Achievement and Accountability Workgroup for input on accountability framework



## 2013

- Statewide Accountability System (SB 5329)
- Revised Achievement Index to include student growth
- Approved first charter school authorizer (Spokane)



## 2014

- 24 credit career and college-ready diploma (SB 6552)
- Statewide CTE course equivalency models (SB 6552)
- Index incorporated into unified accountability system



| TIER       | INDEX RANGE |
|------------|-------------|
| Exemplary  | 5.50-7.00   |
| Very Good  | 5.00-5.49   |
| Good       | 4.00-4.99   |
| Fair       | 2.50-3.99   |
| Struggling | 1.00-2.49   |



## Outline of Day 1 Discussion:

Sarah Lane –

- Overview of packet documents pertaining to strategic plan review, and overview of accomplishments to date via the updated SBE dashboard.

Ben Rarick –

- Establish a goal for the meeting regarding the Strategic Plan
- Presentation on the deliberations and preliminary recommendations of the Executive Committee (See Included Memo)
  - Calendar of strategic leadership decisions for 2014
  - Presentation on key Strategic Plan considerations (mission/vision/goals)

## Outline of Day 2 Discussion:

Board will treat this section as a work session. The Board will be asked to work in three stations, and will cycle through until each group has had dialogue on each question.

*Note:*

- Please take notes that can be handed-in and used by staff.
- One page briefing papers will be available to guide each break out session.
- One member of the Executive Committee will lead each small group discussion, as follows:
  - Judy Jennings – Strategic Plan
  - Deborah Wilds – Legislative Priorities
  - Kevin Laverty – Communications/Engagement

### Strategic Plan (20 minutes)

*Note: Current mission, vision statements, as well as the five strategic goals, are included in separate document.*

- What changes, if any, do you believe need to be made to the mission and vision statements of the Board?\*
- How could or should the Board modify its goals and strategies to help the education system deliver on the promises of recently enacted reforms (accountability system, graduation requirements, etc)?
- What one verifiable achievement would you like to be able to claim two years from now?

### Legislative Priorities (20 minutes)

- What key policy objectives of the Board require statutory changes or legislative agreement? Which of these priorities would rise to the level of a 'Top 3' list for the 2015 Legislative Session?
- What unique and specific role should the SBE play in securing ample school funding for public schools?

### Communications & Engagement (20 minutes)

- Whom do you see as the primary 'clients' and/or 'audiences' of the State Board of Education's work?
- Of those audiences, how does the Board wish to engage these clients? What strengths does the Board have to build on in this area? What new methods of engagement or communication ought the Board initiate?
- How do you view the role of SBE members in stakeholder engagement and communications?
- What results do you wish to see, and what are some concrete ways to measure the effectiveness of our communications and engagement strategies going forward?

### Reconvene for Full Board Discussion (45 minutes)

*Led by Chair Mayer*

- Group Report Out/Reflections (15-20 minutes) -- Each group should have one team lead report out on themes from each of the three small group discussion (example – a discussion leader may take 5 minutes to reflect on themes from the discussions in her group for each of the three topical areas. Two others, reporting from their respective groups, requires a total of 15 minutes for this block).
  - Staff will take notes on the overhead during this section.
- General discussion (15 minutes)
- Look ahead to July (10 minutes)
  - Chair will discuss plans for the September Retreat and how today's input will help shape those deliberations.
  - Topics: Use of consultant? Structure of discussions? Reflections on last year's retreat.

### Goal for the Meeting:

- Achieve general agreement on mission/vision statements, even if exact wording is not yet agreed to by end of meeting.
- Build greater understanding of potential changes to major goals and strategies of the SBE strategic plan, setting the stage for productive July work session. Ideally, the Board would agree to a 'tentative outline'
- Discuss members' needs regarding the September retreat.

\*In order to plan for the meeting, the Chair asks that you submit initial thoughts on changes to the mission/vision statements by 7/5. This allows her to understand how divergent and far-ranging opinions are (or aren't) prior to structuring the full Board discussion.



Dear Members of the Board –

The executive committee held a retreat on June 10<sup>th</sup> at the Puget Sound Educational Service District to discuss planning issues for the Board moving forward. The Committee discussed strategic planning issues – including revisiting the mission and vision of the Board – as well as logistical planning issues for this summer and fall. Based on that meeting, we would like to recommend the following schedule of activities going forward.

## **Planning Schedule**

- **Electing Leadership:** To adhere to the by-laws, the Board would need to take nominations for leadership in July, which would enable elections to occur at the September planning meeting (Retreat). Note that the current chair, Dr. Mayer, is term limited beyond this January and will be unable to serve on the executive committee beyond this date.
- **Legislative priorities:** Last year, the Board adopted its legislative priorities in November. Ideally, this process would happen a little earlier to facilitate opportunities for advocacy of these positions in the fall months (September, October, November). A robust discussion in July could put the Board in a position to adopt in September at the Planning Retreat.
- **Strategic Plan:** The Board's current strategic plan is due to expire at the end of this calendar year. In many respects it makes sense to think about the new strategic plan in the same planning cycle as our legislative priorities. If that is the goal, then discussion in July, followed by adoption of a foundational framework at the Retreat (mission/vision, high-level goals) would allow the staff to work on detailed objectives and strategies once the Board has settled the fundamental structure. This would put us on course for final adoption at the end of the calendar year, at perhaps the November or January meeting.

## **Strategic Plan & Legislative Priorities**

The Committee had a lengthy discussion about the existing plan and possible refinements to it. The Committee came to some agreement on the following items:

### **Strategic Plan**

There was a shared belief that the current mission statement was still appropriate and probably didn't need major changes, if any change at all. However, there was discussion that the vision statement could perhaps be "streamlined" in a manner that conveys a similar message but does so in bolder language that is more closely tied to the Board's focus on career and college-readiness.

With regards to the five major goals of the Board, there was some thought that goals two and four could potentially be combined. It was also suggested that goal 1 on governance could be thought of as more of a strategy than a goal unto itself.

Several other themes emerged. There was a conviction that the system goals work required under Senate Bill 5491 would need to become a centerpiece of the Board's work going forward, particularly given the direct tie that work has to the funding conversations currently occurring in the context of the *McCleary* court case. This type of work lends itself to the 'strategic oversight' role that the statute gives the SBE, in contrast to some of the detailed policy work SBE has undertaken at the legislature's direction in recent months.

The Committee also discussed a desire to be more proactive in its communications to key audiences about broad concepts of education funding, preparing students for college and career-readiness, and addressing opportunity gaps in our state. It was thought that the SBE communications plan could be modified to tap into these audiences on key K-12 policy issues, and provide a larger role to members in the delivery of that message. Indeed, the Committee thought that communications could potentially be a goal rather than simply a strategy. One of the strengths of the Board in this regard is the prominence and diversity of the membership in relationship to these key audiences.

### Legislative Priorities

The Executive Committee discussed the following possibilities for Legislative priorities (the final item listed was a late addition and was not discussed at the Retreat).

- **Ample Provision/Funding of Public Schools (McCleary)** – The Board would take a position to support ample provision of public schools, but not at the expense of basic social services to Washington citizens.
- **Statewide Professional Development Funding Framework** – The Board would advocate for the establishment of a statewide framework for funding high quality professional development. This would include introducing the concept of professional development as part of basic education. The Board would ask for commensurate limits on basic education waiver days for the purpose of PD, once funded by the Legislature.
- **Elimination of NCLB/Seek ESEA Waiver Flexibility** – The Board would advocate for legislation which would allow Washington State to get a waiver from the requirements of NCLB, including elimination of annual AYP targets, use of current persistently lowest achieving (PLA) methodology based solely on proficiency, and current restrictions on use of title set-aside funds for supplemental service providers, and transportation. This would involve, at a minimum, legislation to strengthen the requirement of educator evaluations to incorporate, in some way, the growth data from state assessments.
- **Modify Assessment Requirements for Meaningful High School Diploma – Adjust to Reflect New Common Core Standards and Next Generation Standards** – The Board has effectively advocated for strengthened course-taking requirements for the high school diploma. Yet, the assessment requirements for the new diploma remain unresolved. How will the new end of course science assessment be modified in light of the adoption of Next Generation Science Standards? What impact will the new 11<sup>th</sup> grade high-stakes assessments have on student testing alternatives, including collections of evidence? Assessment requirements pertaining to the class of 2019 will likely need to be resolved this legislative session, as that cohort enters high school in September of 2015.

Included in the packet is a list of key questions to frame the Board's discussion on Thursday regarding these issues.

NOTE: Chair Mayer invites your comments on these issues prior to the meeting, so that she can effectively plan for the discussion. You can email her questions and suggestions directly; she asks that you do so prior to July 5<sup>th</sup>.



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Potential Modifications to the SBE Strategic Plan

### Mission

The mission of the State Board of Education is to lead the development of state policy, provide system oversight, and advocate for student success.

**Commented [BR1]:** Exec. Committee saw no need to change the mission statement.

### Vision

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

**Commented [BR2]:** Exec. Committee wanted something more succinct and declarative. See one example below.

~~The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.~~ All students graduate prepared for career, college, and life.

### Strategic Plan

- ~~1. Effective and accountable P-13 governance.~~
- ~~2. Comprehensive statewide accountability.~~
3. Closing opportunity gap.
- ~~4. Strategic oversight of the K-12 system.~~
5. Career and college readiness for all students

**Commented [BR3]:** Exec. Committee thought of effective governance as a strategy rather than a goal.

**Commented [BR4]:** Exec. Committee thought that goals 2 & 4 could possibly be combined.

One alternative option with three major goals (formulated by Executive Committee)

1. Comprehensive accountability, recognition, and supports for students, schools, and districts.
  - Establish ambitious student achievement goals for K-12 system
  - Develop an aligned statewide system of school recognition and accountability
  - Support development and oversight of charter school authorizers
2. Close the opportunity gap.
  - Strategic oversight of basic education programs and compliance
  - Promote policies and best practices to close the achievement gap
  - Close gaps in readiness and access (early learning, post-secondary access)
3. Career and college readiness for all students.
  - Support implementation of Common Core and 24 Credit Framework
  - Support and expand competency-based crediting options
  - Strengthen high school and beyond planning



# THE WASHINGTON STATE BOARD OF EDUCATION

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## 2013-2014 Strategic Plan

### Goal One: P-13 Governance

#### A. Improve the current P-13 education governance structure.

- I. Collaborate with SBE, WTECB, WSAC, OSPI, PESB, QEC, and Legislative Task Forces, to foster coordinated solutions to issues impacting student learning.
- II. Engage the Washington Student Achievement Council to discuss governance and make recommendations for clarifying roles and responsibilities and streamlining the system.

### Goal Two: Accountability

#### A. Revise the Achievement Index

- I. Engage with stakeholders in the design, development, and implementation of a Revised Achievement Index.
- II. Develop an Achievement Index that includes student growth data and meets with approval by the USED. Plan phase-in of adequate growth and additional college- and career-ready indicators.

#### B. Establish performance improvement goals for the P-13 system.

- I. Assist in the development of revised Annual Measurable Objectives (AMOs) that align with the revised Achievement Index.
- II. Identify key performance indicators to track the performance of the education system against the strategies of the SBE Strategic Plan. Align statewide system health indicators with the SBE Strategic Plan, as required ESSB 5491.

#### C. Develop and implement a statewide accountability system.

- I. Engage with stakeholders in the design, development, and implementation of a statewide accountability system framework which includes state-funded supports for struggling schools and districts.
- II. Advocate for legislation and funding to support a robust and student-focused accountability system.

### Goal Three: Achievement Gap

#### A. Promote policies that will close the achievement gap.

- I. Provide a forum for the discussion and analysis of promising practices relating to closing the achievement gap, and identify policies for achieving goals outlined in SB 5491.
- II. Analyze student outcome data disaggregated by race, ethnicity, native language, gender, and income to ascertain the size and causes of achievement and opportunity gaps impacting our students.

#### B. Advocate for high quality early learning experiences for all children.

- I. Advocate to the legislature for state funding of all-day Kindergarten, reduced K-3 class sizes as directed in HB 2776, and increased access to high quality early learning.
- II. Promote early prevention and intervention for pre-K through 3rd grade at-risk students.

#### C. Promote policies for an effective teacher workforce.

- I. In collaboration with the PESB, review state and local efforts to improve quality teaching and education leadership for all students.
- II. Provide a forum for discussion and analysis of professional development and communication needs as transition to Common Core.
- III. Advocate for dedicated state funding for professional development.

## Goal Four: Oversight

### A. Work with districts to ensure Basic Education Act Compliance

- I. Strengthen Basic Education Compliance, improving administration while ensuring students' educational entitlements have been satisfied.
- II. Put into rule clear and effective criteria for waivers from the 180-day school year.

### B. Assist in oversight of online learning and other alternative learning experience programs and Washington State diploma-granting institutions.

- I. Examine policy issues related to awarding competency-based crediting.
- II. Clarify state policy toward approval of online private schools and make any needed SBE rule changes.

### C. Promote, through legislation and advocacy, a transition to a competency-based system of crediting and funding.

- I. Seek legislation to provide full funding to alternative learning education (ALE) programs employing blended models of instruction, which utilize the combined benefits of face-to-face instruction and innovative models of virtual education.

### D. Charter Schools

- I. Adopt rules to support implementation of the charter schools law, including rules on oversight of school district authorizers, charter school termination or dissolution. Review adopted rules after first approval cycle for possible amendment.
- II. Develop and implement quality based process for approval of school districts as authorizers of charter schools in a way that promotes a high standard of quality for charter school authorizing.
- III. Conduct effective, ongoing oversight of the performance of district authorizers of charter schools.
- IV. Annually, report, in collaboration with Washington Charter School Commission, on the performance of the state's charter schools.

## Goal Five: Career and College Readiness

### A. Provide leadership for graduation requirements that prepare students for postsecondary education, the 21<sup>st</sup> century world of work, and citizenship.

- I. Advocate for the implementation of Washington career and college-ready graduation requirements.
- II. Advocate for the implementation of school reforms outlined in HB 2261 and HB 2776.

### B. Identify and advocate for strategies to increase postsecondary attainment and citizenship.

- I. In partnership with stakeholders (including WSAC), assess current state strategies, and develop others if needed, to improve students' participation and success in postsecondary education through coordinated college- and career-readiness strategies.
- II. Convene stakeholders to discuss implementation of Common Core standards, Smarter/Balanced assessments, and implications for current state graduation requirements.
- III. Develop strategies to improve senior-year course taking to reduce remediation rates and increase postsecondary attainment.

### C. Promote policies to ensure students are nationally and internationally competitive in math and science.

- I. Advocate for adoption of Next Generation Science Standards and analysis of assessment and professional development needs for effective implementation.
- II. Develop a timeline and advocacy for a third credit of science as a graduation requirement.

### D. Setting Graduation Standards for Assessments

- I. Develop minimum proficiency standards for SBAC assessment as required under HB 1450.



## Break-out Session -- 1 Page Briefing Sheet on Legislative Priorities

### Legislative Priorities

The Executive Committee discussed the following possibilities for Legislative priorities (the final item listed was a late addition and was not discussed at the Retreat).

- **Ample Provision/Funding of Public Schools (McCleary)** – The Board would take a position to support ample provision of public schools, but not at the expense of basic social services to Washington citizens.
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### Legislative Priorities Key Questions (20 minutes)

- What key policy objectives of the Board require statutory changes or legislative agreement? Which of these priorities would rise to the level of a 'Top 3' list for the 2015 Legislative Session?
- What unique and specific role should the SBE play in securing ample school funding for public schools?



## Break-out Session -- 1 Page Briefing Sheet on Communications

### In what ways can the Washington State Board of Education improve communication with you?



### Stakeholder Opinions of the Washington State Board of Education (from stakeholder survey results)

- Opinions of the Board were generally positive.
  - Many perceive the Board is now more active, thoughtful and willing to engage stakeholders.
  - Improved communications and engagement efforts have had a positive impact on opinions.
  - As a rule, stakeholders who have frequent contact with and access to board members have more favorable opinions
  - However, lack of clarity on SBE role - responsibilities for education policy overlap several agencies and cause confusion.
  - Others complain the Board is out of touch with education practitioners.
  - Some from all groups have difficulty getting information, including the media.

### Guiding Questions for Communications and Engagement Discussion

- Whom do you see as the primary 'clients' and/or 'audiences' of the State Board of Education's work?
- Of those audiences, how does the Board wish to engage these clients? What strengths does the Board have to build on in this area? What new methods of engagement or communication ought the Board initiate?
- How do you view the role of SBE members in stakeholder engagement and communications?
- What results do you wish to see, and what are some concrete ways to measure the effectiveness of our communications and engagement strategies going forward?



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## Break-out Session -- 1 Page Briefing Sheet on Strategic Plan

### Strategic Plan (20 minutes)

- What changes, if any, do you believe need to be made to the mission and vision statements of the Board?\*
- How could or should the Board modify its goals and strategies to help the education system deliver on the promises of recently enacted reforms (accountability system, graduation requirements, etc)?
- What one verifiable achievement would you like to be able to claim two years from now?

### Current mission statement

The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.

**Commented [BR1]:** Exec. Committee wanted something more succinct and declarative. See one example below.

### Current vision statement

~~The State Board of Education envisions a learner-focused state education system that is accountable for the individual growth of each student, so that students can thrive in a competitive global economy and in life.~~ All students graduate prepared for career, college, and life.

### Current major goals

- ~~1. Effective and accountable P-13 governance.~~
- ~~2. Comprehensive statewide accountability.~~
3. Closing opportunity gap.
- ~~4. Strategic oversight of the K-12 system.~~
5. Career and college readiness for all students

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|   |   |  |
|---|---|--|
| <b>Title:</b>                                 | <b>Option One BEA Waiver Requests</b>   |  |
| <b>As Related To:</b>                         | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input type="checkbox"/> Goal Three: Closing achievement gap.   | <input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input type="checkbox"/> Advocacy   | <input type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating  |
| <b>Policy Considerations / Key Questions:</b> | Should the requests presented for waivers of the minimum 180-day school year be approved, based on the criteria for evaluation in WAC 180-18-040(2) and (3)? Are there deficiencies in any applications that may warrant resubmittal of the application at a subsequent board meeting, per WAC 180-18-050?  |  |
| <b>Possible Board Action:</b>                 | <input type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other  |  |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input checked="" type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint  |  |
| <b>Synopsis:</b>                              | <p>Seven school districts request waivers under RCW 28A.305.140 and WACs 180-18-040 and 180-18-050 of the basic education requirement in RCW 28A.150.220(5) of a minimum 180-day school year. The districts are Auburn, Cle Elum-Roslyn, Grand Coulee Dam, Mount Baker, Onion Creek and Wahkiakum. Wahkiakum's request is resubmitted with revisions to the application to correct deficiencies noted at the May board meeting.</p> <p>Four of the requests are for renewals of current Option One waivers. Three are new requests. Cle Elum and Selkirk have expiring Option Three waivers under prior WAC, and now present requests for Option One waivers. These are treated as new requests in presentation to the board. All of the requests are for three school years except for those of Auburn and Grand Coulee Dam, which are for one year. All are for professional development of varying kinds and purposes.</p> <p>In your packet you will find:</p> <ul style="list-style-type: none"> <li>• A memo summarizing the waiver requests</li> <li>• The adopted school board resolution and application of each district</li> <li>• A copy of WAC 180-18-040</li> <li>• A worksheet for use in evaluating the requests on the basis of criteria in rule.</li> </ul> |  |



## OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

### Policy Consideration

Does each of the district requests for a waiver of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, with reference to the rule, for denial of the request? If denied, what deficiencies in the application or documentation are there that the district might correct for possible re-submittal for Board approval at a subsequent meeting, per WAC 180-18-050(2)?

### Background

Option One is the regular 180-day waiver available to districts under RCW 28A.305.140. The statute authorizes the State Board of Education to grant waivers to school districts from the minimum 180-day school year requirement of RCW 28A.150.220(5) “on the basis that such waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student.”

WAC 180-18-040(1) provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a request for up to three school years, with no limit on the number of days that may be requested. Rules adopted in November 2012 as WAC 180-18-040(2) and (3), establish criteria for evaluating the need for a new waiver and renewal of an existing waiver. WAC 180-18-050 sets procedures that must be followed to obtain a waiver. A district must provide, in addition to the waiver application and a school board resolution, a proposed school calendar under the waiver and a summary of the collective bargaining agreement with the local education association.

### Summary of Current Requests

**Auburn** requests waiver of three days for the 2014-15 school year to continue restructuring initiatives begun under the previous waiver and implement a revised school improvement plan aligned to its new, 2013-2016 District Strategic Improvement Plan. Goals of the plan include:

- Aligning instruction to the Common Core State Standards
- Implementing the Five Dimensions of Teaching Instructional Framework and accompanying rubric for teacher evaluation
- Collaboration for student learning
- Increased instructional rigor in math, literacy and science

- Utilization of classroom-based assessments in social studies, health, physical education and the arts
- Instructional models that address student mobility
- Application of technology for personalized learning
- Assessment of student achievement, linked to teaching and learning
- Increasing accelerated program offerings
- Selected assessments to measure career and college readiness.

The district states that waiver days will be utilized in these areas for continued restructuring, with implementation of math and literacy improvement plans of first importance.

The school improvement plans (SIPs) linked in the application identify needs and objectives for improved student achievement. Progress toward these goals will be measured through a variety of assessment tools, including the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and Measurement of Academic Progress (MAP). The district has developed a dashboard (also linked) for regular progress reports on implementation of SIPs.

Auburn provides a lengthy description of activities conducted under the previous three-year waiver, and cites improvements in assessments and other indicators of student performance under the waiver. The major change from the prior plan is the dedication of waiver days to revising, aligning and implementing individual school improvement plans in accordance with the new District Strategic Improvement Plan.

**Cle Elum-Roslyn**, whose Option Three “pilot” waiver of three days expires this year, requests an Option One waiver of one day for each of the next three years. The purpose of the waiver plan, the district says, is to provide high-quality professional development on the Teacher and Principal Evaluation Program (TPEP) and Common Core State Standards. Goals of the proposed waiver are linked to those set forth in 2013-14 District Goals, linked in the application. Goals for student achievement are for students to meet standard in reading and mathematics, based on the Smarter Balanced Assessment (SBAC) and for schools to meet Annual Yearly Progress (AYP). Activities to be undertaken on the waiver day include review of the TPEP process and expectations, discussion and work on evidence of student learning proficiency and growth, and realignment of curriculum to align with Common Core State Standards. Assessments to be used to collect evidence of the extent to which goals of the waivers have been reached include, in addition to Smarter Balanced, MAP and EasyCBM, a tool designed as part a Response to Intervention (RTI) model.

**Grand Coulee Dam** requests a waiver of six days for the 2014-15 school year for professional development activities associated with transition this fall from a three-building grade alignment to a K-6, 7-12 alignment in a single facility. It is a new request. The district will contract with ESD 113 for staff training in use of new technologies built into the facility, alignment of Common Core with instruction using interactive technologies, and familiarizing staff with emergency protocols. Training will also be provided to implement the district’s first Highly Capable program through the single-site model. Grand Coulee Dam lists as goals of the waiver to:

1. Increase the number of students at each grade level showing at least one year’s growth on MAP assessments in reading and math.
2. Increase understanding of the SBAC assessment and Next Generation Science standards in relation to district and building improvement plans.
3. Increase the number of teachers incorporating the use of the new, interactive technology to increase student engagement.

The district's two schools have been identified as "Emerging" under the state's expiring ESEA waiver. The waiver would be used to continue to implement the school improvement plan developed for purposes of the federal waiver.

Grand Coulee Dam sets out specific goals for student achievement, with progress measured by SBAC, MSP and MAP scores. It also describes the individual activities that will be undertaken on each of the proposed waiver days. Grand Coulee Dam notes that when the Legislature (in E2SSB 6552) altered the instructional hours requirement established by the 2013 Legislature, and postponed 24-credit graduation requirements, its board, staff and community decided to "stay the course" and implement those requirements as before. The demands of that decision, combined with other new requirements such as CCSS, TPEP and NGSS and the move to the new facility, prompted the board's request for waiver of six days for one year for staff training.

**Mount Baker** requests waiver of three days for purposes of professional development. The district has an expiring waiver of four days, granted for professional development in July 2011. The stated purpose of the current request is to increase academic proficiency and growth of all Mount Baker students in meeting Common Core State Standards and Next Generation Science Standards. Teachers would receive professional development during the three waiver days on CCSS and NGSS, align curricular and instructional practice to those standards, and work on improving instruction using the Marzano Framework for Teaching. Mount Baker lists specific goals of the waiver, including:

1. Increasing the percent of students reaching grade level proficiency standard on SBAC and proficiency ratings on the Achievement Index.
2. Increasing academic growth as measured by student growth percentiles on SBAC and growth ratings on the Index.
3. Closing gaps between student subgroups on these measures.
4. Increasing achievement on Next Gen Science Standards as measured by classroom-based and state MSP and EOC assessments.

The district will measure progress toward these goals against AMOs for all students and individual subgroups, and through the Achievement Index. The district's current statuses on AMOs and the Achievement Index are displayed in tabular form in Part A of the application.

The waiver plan links to the district and school improvement plans, with activities identified for each day by grade level. The district describes with specificity the work that would be done through the waiver, organized around transition to TPEP, transition to CCSS and NGSS and addressing achievement gaps, and its process for developing the waiver plan.

In Part B the district describes how the prior waiver of four days was used as proposed in the application, while also addressing needs not anticipated at the time. The main difference between the prior and new waiver plans is the focus on new requirements related to Common Core, Next Generation Science and TPEP.

Mount Baker has sent a revised calendar showing the proposed waiver days to be October 10, February 17 and May 22, rather than those indicated under item 11 of the application.

**Onion Creek**, a district in Stevens County with full-time equivalent enrollment of about 44, requests a new waiver of four days for the next three years. Onion Creek states that collaborative professional development time is needed for it to continue to adequately increase its students' academic growth and implement state initiatives such as Common Core, TPEP and the eight teacher evaluation criteria under that program, and the Smarter Balanced Assessment.

“Due to our remote and rural location,” the district says, “it is often cost-prohibitive and very challenging for us to send staff to trainings and/or hire substitutes to provide critical learning time for teachers and paraeducators.” Because of long bus routes, the district says it also seeks to keep half days to a minimum. (There are six on its proposed calendar.)

Onion Creek lists specific goals for professional development through the waiver as follows:

1. Learn and incorporate Common Core
2. Learn and implement the Eight Teacher Evaluation Criteria for TPEP
3. Learn and implement SBAC and to monitor progress
4. Learn and implement Response to Interventions (RTI)
5. Learn, incorporate and strengthen the Nine Characteristics of High Performing Schools
6. Learn and incorporate the effective principles of Professional Learning Communities.

The waiver plan targets improvement of [AIMSweb](#) benchmark and classroom-based assessment scores by a minimum 15 percent by spring 2017. The district describes in specific terms the activities staff will engage in on waiver days to reach the goals for professional development named above. It characterizes its waiver proposal as a multi-year, job-embedded professional development plan requiring continuous learning and practice.

**Selkirk** has an expiring Option Three waiver, and now requests an Option One waiver of three days for the next three years. Like Cle Elum-Roslyn’s, it is treated for staff review as a new request. The district says the waiver days would be used for professional development to increase student achievement by improving teacher and school leaders, evaluating instructional strategies, and increasing collaboration within the district and region. Selkirk, a district of about 270 enrollment in Pend Oreille County, collaborates with nine other small districts to maximize resources for professional development.

Measurements of Student Progress (MSP), High School Proficiency Exams (HSPEs) and SBAC will be used to measure results for student achievement, with student targets and staff activities to reach them identified in school improvement plans for each building. Its goal for the HSPE is that 100 percent of 10<sup>th</sup> grade students meet standard. The district describes how data are reviewed each fall to identify progress in meeting the goals of the school improvement plans and drive the next year’s plan. Strategies outlined in SIPs for the term of the waiver include integrating technology into instructional practices, aligning curriculum with the Common Core, and implementing TPEP using the Marzano model.

The district describes how its Option Three waiver was used in Part B of the application. The main change in the proposed Option One is the focus on the need to integrate Common Core and Marzano evaluation strategies into district practices. Selkirk says it has “responsibly used waiver days since 1999 and has a track record of increased student achievement even over many districts throughout the state.”

**Wahkiakum** has resubmitted the request presented in May to correct deficiencies noted in the Board’s review of its waiver application. As before, Wahkiakum requests four days for professional development in each of the next three years. The revised application describes the student achievement data motivating the waiver, with an emphasis on identified needs for student growth. Goals include:

- Increase reading fluency and comprehension in K-5
- Increase MAP scores in reading for students in grades 6-8 by at least one tier
- Reduce the number of D’s and F’s in grades 9-12 by implementing a Mule Success Time and mentoring tool. (Mule Success is a tool for focused intervention.)

Wahkiakum provides a fuller explanation of how the waiver supports district and school improvement plans. “We spend time on each of these days,” the district says, “reviewing academic growth of students and making needed adjustments to the curriculum and teaching strategies to ensure student success.” Wahkiakum is implementing a Response to Intervention (RTI) model at its high school, as stipulated in its school improvement plan.

In Part B the district explains how the new waiver plan will differ from the prior one in its focus on differentiated instruction to ensure meeting the needs of historically underserved students.

### Summary of Option One Waiver Applications

| District         | Number of Waiver Days Requested | Number of Years Requested | Purpose of Waiver        | Student Instructional Days | Additional Teacher Work Days without Students | New or Renewal |
|------------------|---------------------------------|---------------------------|--------------------------|----------------------------|---|----------------|
| Auburn           | 3                               | 1                         | Professional Development | 177                        | 2   | R              |
| Cle Elum-Roslyn  | 1                               | 3                         | Professional Development | 179                        | 2   | N              |
| Grand Coulee Dam | 6                               | 1                         | Professional Development | 174                        | 2   | N              |
| Mount Baker      | 3                               | 3                         | Professional Development | 177                        | 5   | R              |
| Onion Creek      | 4                               | 3                         | Professional Development | 176                        | 4   | R              |
| Selkirk          | 3                               | 3                         | Professional Development | 177                        | 3   | N              |
| Wahkiakum        | 4                               | 3                         | Professional Development | 176                        | 2.5   | R              |

### Action

The Board will consider whether to approve the waiver requests presented in the applications and summarized in this memorandum.

AUBURN SCHOOL DISTRICT NO. 408 KING COUNTY, WASHINGTON

RESOLUTION NO. 1192

**WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT**

**WHEREAS**, the Board of Directors of the Auburn School District No. 408 passed resolution 1181 on May 13, 2013 requesting a renewal of the waiver from the minimum 180-day for the 2013-2014 school year; and

**WHEREAS**, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (RCW 28A.655.180 and WAC 180-18-040 - 050); and

**WHEREAS**, the purposes and goals of the previous waiver were met; and

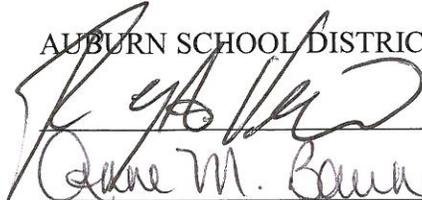
**WHEREAS**, the Board of Directors of the Auburn School District have developed and adopted a new three-year 2013-2016 District Strategic Improvement Plan to address student academic achievement through restructuring initiatives, fully revised school improvement plans and data accountability; and

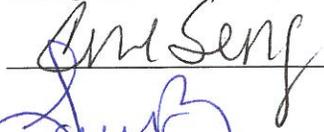
**WHEREAS**, the Board of Directors assures the Auburn School District will meet Total Instructional Hour Offering {RCW 28A.150.220(2)(a) and WAC 180-16-200} – For students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315. For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours linked to the Essential Academic Learning Requirements and other district-determined subjects/activities.

**NOW, THEREFORE, BE IT RESOLVED**, the Board of Directors of the Auburn School District No. 408 hereby requests a renewal of the three-day waiver from the minimum 180-day school year requirement under RCW 28A.305.140 and RCW 28A.655.180(1) and WAC 180-18-040 and 050 for students pre-kindergarten through grade twelve for the 2014-2015 school year.

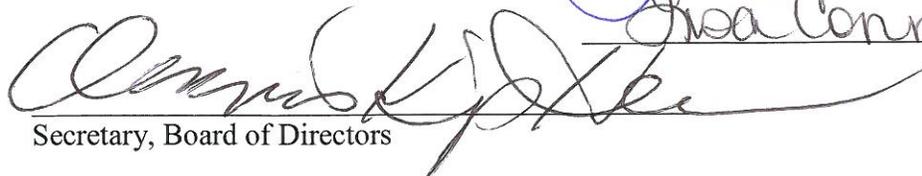
Adopted at a regular open public meeting of the Board of Directors held on May 27, 2014, the following Directors being present and voting therefore:

AUBURN SCHOOL DISTRICT NO. 408

  
\_\_\_\_\_  
June M. Bannach

  
\_\_\_\_\_  
Jim Seng

  
\_\_\_\_\_  
Lisa Connors

  
\_\_\_\_\_  
Secretary, Board of Directors



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

### Instructions:

#### Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

#### Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
  - The basic education program requirement for which the waiver is requested.
  - The school year(s) for which the waiver is requested.
  - The number of days in each school year for which the waiver is requested.
  - Information on how the waiver will support improving student achievement.
  - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.  
Applications for renewal of current waivers require completion of Sections A, B, and C.

#### Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

**Part A: For all new and renewal applications:**

The spaces provided below each question for answers will expand as you enter or paste text.

|   |  |
|---|--|
| <b>School District Information</b>  |  |
| District  | Auburn School District #408  |
| Superintendent  | Dr. Dennis "Kip" Herren  |
| County  | King County  |
| Phone   | 253-931-4900   |
| Mailing Address   | James P. Fugate Administration Center<br>Auburn School District #408<br>915 Fourth Street NE<br>Auburn, WA 98002 |
| <b>Contact Person Information</b>   |  |
| Name  | Rod Luke   |
| Title   | Associate Superintendent   |
| Phone   | 253-931-4903   |
| Email   | rluke@auburn.wednet.edu  |
| <b>Application type:</b>  |  |
| New Application or Renewal Application  | Renewal Application  |
| <b>Is the request for all schools in the district?</b>  |  |
| Yes or No   | Yes, all schools   |
| If no, then which schools or grades is the request for?   |  |
| <b>How many days are being requested to be waived, and for which school years?</b>  |  |
| Number of Days  | Three (3) Days   |
| School Years  | 2014-2015 School Year  |
| <b>Will the waiver days result in a school calendar with fewer half-days?</b>   |  |
| Number of half-days before any reduction  | Two Half Days  |
| Reduction   | None   |
| Remaining number of half days in calendar   | Two Half Days  |
| <b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b> |  |
| Yes or No   | Yes  |

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The district, schools, departments and individual teachers need time within the 180 day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new 2013-2016 Auburn School District Strategic improvement Plan. The strategic plan sets the expectation and accountability to assure that each student, regardless of ethnicity, language, disability, or income level, achieves high standards of learning. Goals, objectives and strategies incorporated into the strategic improvement plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time, and are prepared for career, college and success beyond high school.

In September 2012, the Auburn School Board of Directors authorized a new three-year District Strategic Improvement Plan be developed to replace the 2009-2012 strategic improvement plan, which sunset on August 31, 2013. A committee consisting of parents, community members, teachers, administrators, classified and certificated staff was commissioned. A new three-year district strategic improvement plan to address the number one priority of the Auburn School District “student academic achievement” was completed by the committee in January 2013 for recommendation to the school board for adoption. On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted the new 2013-2016 Auburn School District Strategic Improvement Plan for implementation beginning September 2013.

[Click here](#) **DISP** - 2013 -2016 District Strategic Improvement Plan

[Click here](#) **Dashboard** –2013-2016 District Strategic Improvement Plan Progress Reports

**Goal One—Student Achievement**

All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

**Goal Two—Community Engagement**

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

**Goal Three—Policies and Resource Management**

Auburn School District polices and resources are aligned to the strategic improvement plan.

The district strategic improvement plan provides for a systemic assessment system to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their professional learning communities (PLCs). The district strategic improvement plan calls for deep alignment of instruction to standards. Aligning classroom instruction to standards requires additional opportunities for teachers to articulate instruction and to collaborate through professional learning communities. This will result in increased personalization for student learners, refined curricula and effective instructional strategies,

greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. Statistically, only 30% of students in the fifth grade will remain in the Auburn School District when they reach the 12<sup>th</sup> grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in conjunction with high standards. The 2013-2016 district strategic improvement plan stresses the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Days waived from the 180 day school year are also needed to increase parent and community partnerships for students who come from families of poverty. More than 63% (63.4%) percent of the district's elementary student body qualify for free and reduced lunch.

The Auburn School District 2013-2016 strategic improvement plan for closing the achievement gap includes aligning instruction to the common core state standards; implementation of the Center for Educational Leadership Five Dimensions of Teaching (CEL 5D) Instructional Framework and accompanying teacher evaluation rubric; collaboration for student learning; increased instructional rigor pre-k-12 in math, literacy, and science; utilization of classroom based assessments including (CBA/CBPA) in social studies, health, P.E. and the arts; instructional models that address student mobility, application of technology for personalizing instruction, assessment of student achievement, and to address teaching and learning; increase accelerated program offerings such as pre-advanced placement courses and high school algebra, geometry and biology offerings at the middle school; enrichment, advanced placement (AP), career and technical education (CTE), science, technology, engineering and mathematics (STEM), and fine arts; college board assessments for all grade 8 students (ReadiStep), PSAT for all grade 9,10 and 11 students, and SAT for all grade 11 students to prepare all students for college, career and life beyond high school. Waiver days will be utilized in these targeted areas for continued restructuring.

The implementation of school math and literacy improvement plans is paramount. The Auburn School District targets the alignment and delivery of mathematics between the sixth and tenth grade as critical for addressing the achievement of students to the high standards of mathematics. Mathematics instructional resources for middle school grade 6, 7, and 8 core instruction and high school Algebra 1, Geometry, and Algebra 2 have been adopted and implemented. Math and reading intervention models are being developed to address early learning pre-k – 12, the challenges of mobility, and our low performing demographics.

A different system of delivering math instruction is warranted to address our students with mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility needs to be supported by a system of mathematical learning that aligns more intensely with the rigor in the new common core mathematics standards and addresses the learning needs of a transitory, low-income demographic. Time is needed to implement the goals and strategies of fully-revised individual school improvement plans into every classroom culture.

The Auburn School District has successfully piloted OSPI literacy intervention models in elementary and mid-level schools. These models focus on literacy to result in significant gains and close achievement gaps. Waiver days are needed for the development of intervention models across grade levels, particularly at the district's secondary level.

The development of delivery models to address the learning needs of our diverse and low-income populations is significant in the district's strategic improvement plan. Teachers need time to develop classroom systems that utilize effective assessment and provide individual student information to guide diagnostic instruction aligned to individual student performance

and standards. Cultural relevant instruction and ELL accommodations are central elements for the implementation of differentiated instruction at the classroom level

The use of technology for the purpose of improving instruction, assessment of student achievement, and parent communication is important in the individualization of student learning and partnerships with parents. Teachers need time to further develop their skills in the utilization of technology in its application for both instruction and assessment of student learning. Additionally, technology has great potential for personalizing and developing individualized learning plans for student performance and frequent communication with parents on student progress toward achievement of standards.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

In order to accomplish the goals outlined within the 2013-2016 district strategic improvement plan and individual school improvement plans, time within the 180-day school year to restructure and implement is essential. Our district, schools, departments, and individual staff require time within the 180-day school year for collaboration centered on student learning and achievement. We hold ourselves accountable for the academic success of each student pre-K-12, and in their meeting or exceeding the standards of learning as measured by the State assessment system.

The Auburn School District Strategic Improvement Plan is the blueprint for our district's continuous improvement, transformation, and cultural change necessary to address the academic success for all students. It is the framework for our planning, resource allocation, staff development, and decision making. The school board defines the "tights" while allowing for the "loose" essential to individual schools, departments, and instructional staff needed to implement the best practices and available resources to address the learning needs of each student. This is distributed leadership and shared accountability based on collaborative structures and process to improve and accelerate learning for each student. The district improvement plan includes strategies characterized by trust and mutual respect to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, and the community.

As defined in the 2013-2016 district strategic improvement plan, all Auburn elementary, middle, and high schools will fully revise their school improvement plans. The revision work begins in September of each school year with one third of our schools fully revising their improvement plans each year. Over one hundred administrators, teachers, parents, and community members representing the twenty-two schools work with central office staff, school improvement facilitators, and nationally recognized educational consultants to fully revise the school improvement plans. Each month a school and their school improvement team are scheduled to present their school improvement plan to the school board for approval and adoption. Every year the Auburn schools not in full-revision school improvement planning status continue to align their improvement plans to the goals of the district strategic improvement plan using their current student assessment data and perceptual data.

School improvement and reform efforts are important work requiring time within the 180-day school year to implement. Our district, schools, departments, and individual staff need the waiver time within the 180-day school year to carry out collaboration centered on student

achievement and to restructure and implement school improvement efforts within their schools.

[Click here](#) **SIP** - School Improvement Plans

[Click here](#) **DSIP** - 2013 -2016 District Strategic Improvement Plan

[Click here](#) **Dashboard** - 2013-2016 District Strategic Improvement Plan Progress Reports

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

The Auburn School District 2013-2016 Strategic Improvement Plan provides the framework through which the district will support our twenty-two schools to ensure the academic success of each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools. These processes are dependent upon all stakeholders contributing to improve learning opportunities for all students. The 2013-2016 strategic improvement plan initiated a collaborative process that links the vision and goals set forth by the school board and the superintendent with the revised school improvement plans developed by each of our twenty-two schools. The school board defines the “what,” or destination, the central office and the schools determine the “how,” or the best approach to get there. This is a shared commitment to reciprocal accountability based on collaboration and distributed leadership to improve and accelerate learning for each student. The framework of the district strategic improvement plan supports student achievement through the application of professional learning communities. A professional learning community supports a culture of collaboration, mutual trust, openness to improve, disciplined inquiry, and distributed leadership. The strategic improvement plan includes strategies to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, and our community, which is characterized by trust and mutual respect.

#### **District Aspiration**

The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

#### **District Mission**

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

#### **District Vision**

The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

#### **School Board Beliefs**

A comprehensive public education is paramount. Effective leadership and high quality student learning are essential. Listed below are our core beliefs for improving student achievement and closing learning gaps:

- We believe every student can achieve high standards of learning
- We believe public schools are the foundation of good citizenship
- We believe in the responsible stewardship of resources
- We believe in sustainable community partnerships
- We believe in family and advocate involvement
- We believe public schools must value diversity
- We believe in safe and positive learning environments
- We believe in shared accountability for student success
- We believe in a culture of professional collaboration
- We believe in preparing students for success beyond high school

The 2013-2016 district strategic improvement plan contains three goals each with objectives, strategies, accountability reporting mechanisms, and success indicators. The three goals and accompanying objectives are:

### **Goal 1: Student Achievement**

All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

#### **Objective 1**

Professional Learning Communities will be employed with integrity to plan, monitor, and adjust instruction to impact student learning.

#### **Objective 2**

All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.

#### **Objective 3**

The Auburn School District will utilize the Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.

#### **Objective 4**

Technology will be integral to administration and teaching and learning to prepare all students for career, college, and life beyond high school.

#### **Objective 5**

The Auburn School District will increase and continue to exceed the State of Washington's on-time and extended high school graduation rates.

### **Goal 2: Community Engagement**

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

#### **Objective**

All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

### **Goal 3: Policies and Resource Management**

Auburn School District policies and resources are aligned to the strategic plan.

#### **Objective**

The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps, and accelerate academic achievement for every student.

The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for college, career and life beyond high school. In order to accomplish this goal, both formative and summative assessment data is required to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance to the school board that gains have been realized. Instructional resources, core instruction, and common formative assessments aligned to the common core state standards areas are being developed by the teachers in our schools to monitor student learning progress to standard. The 2013-2016 district strategic improvement plan provides support for schools to develop and implement the tools for monitoring and adjusting classroom instruction and to assess student attainment of common core standards. The Auburn School Board is presented with quarterly updates and dashboards reporting student academic achievement district-wide. The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is being used to indicate progress in reading fluency for kindergarten through grade five students. Progress in mathematics and reading at grades three, five, six, seven, eight, and nine is monitored using Northwest Evaluation Association's Measurement of Academic Progress (MAP) assessments. Attainment of high school credit earned toward graduation for ninth grade students is reported at each semester as are enrollments in Advanced Career and Technical Education, Honors, and Advanced Placement courses. High school dropout, on-time graduation, and extended graduation rates are closely monitored as evidence the achievement gaps are addressed.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

As established on Monday, January 28, 2013 by the Auburn School District Board of Directors, our district focus and emphasis will be the goals and objectives described in the 2013-2016 Auburn School District Strategic Improvement Plan. All priorities, activities, and initiatives engaged at both the district level and school level will align to this plan. District strategic improvement plan progress reporting dashboards are presented to the school board quarterly. The school board's district stated goals and the superintendent's annual evaluation by the school board of directors are directly aligned to the district strategic improvement plan and the accomplishments of the stated goals.

[Click here](#)      **School Board** - Stated Goals for the District

[Click here](#)      **DSIP** - 2013 -2016 District Strategic Improvement Plan

[Click here](#)      **Dashboard** - 2013-2016 District Strategic Improvement Plan Progress Reports

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

The District Strategic Improvement Plan requires district-wide progress monitoring of our students in early literacy skills, reading, and mathematics. The use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a requirement for all students in grades K-5 and the Measurement of Academic Progress (MAP) assessments in reading and mathematics are required for all grade 3, 5, 6, 7, 8, and 9 students. The 2009-2010 school

year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

**DIBELS** - The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS is designed as one-minute long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big ideas of early literacy: *Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency with Connected Text, Vocabulary and Oral Language, and Comprehension*. Combined, these measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress.

[Click here](#) **Description** – (DIBELS) Dynamic Indicators of Basic Early Literacy Skills

[Click here](#) **Dashboard** - Auburn School District DIBELS Progress Reports

**MAP** - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to the State of Washington's content standards and can be used as an indicator of preparedness for the state assessments (Note: MAP assessments are being re-aligned and normed to the Math and English Language Arts common core state standards). The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter, and spring all third, fifth, sixth, seventh, eighth and ninth grade students are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement, and growth provide perspective on an individual student's learning.

[Click here](#) **Description** – (MAP) Measurement of Academic Progress

[Click here](#) **Dashboard** - Auburn School District MAP Progress Reports

NWEA has aligned their End of Course Exams for Algebra and Geometry with the State End of Course Assessments. Beginning with the 2012-2013 school year all middle and high school students completing Algebra 1 and/or Geometry are assessed using the MAP end-of-course assessments for algebra and geometry.

Data from our DIBELS and MAP assessments is organized as meaningful information and reported in a dashboard format. The dashboards are organized as individual school and district-wide dashboards. Dashboards are disaggregated by grade level and demographics. To assure district and school level accountability to these required assessments, the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter, and spring assessment windows) during regular scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student level results are presented to the principals during principal cadre meetings and are used as a component of the principals professional learning communities (PLC). Teachers have access to their student assessment results via the DIBELS and NWEA websites.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

As established on Monday, January 28, 2013 by the Auburn School District Board of Directors, “the district focus and emphasis will be the goals and objectives described in the three-year 2013-2016 Auburn School District Strategic Improvement Plan”. All priorities, resources, activities, and initiatives engaged at both the district level and school level will align to this plan.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

The Auburn School District Board of Directors commissioned a committee of twenty-one members to develop a new three-year 2013-2016 District Strategic Improvement Plan. The new plan addresses the learning needs of all students and accelerates students from where they are in their learning to close gaps and enrich learning. Membership of the District Strategic Improvement Plan development committee represents a diverse group of stakeholders, including a strategic improvement planning consultant-facilitator, k-12 education consultants, teachers, president of the teachers association, parents, community members, principals, central office administrators, certificated teachers and classified staff. The committee met twice each month from October 2012 through January 2013. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementation of the strategic improvement plan throughout the three-years of implementation. The strategic improvement plan development committee presented their work and recommendations to the school board during the January 2013 school board meeting. The committee recommendations were adopted for implementation by the Auburn School District Board of Directors on January 28, 2013. The three-year district strategic improvement committee will reconvene in the fall of 2016 and make recommendations to address another three years.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

[Click here](#) CBA - 2013-2015 Collective Bargaining Agreement

The negotiated agreement for September 1, 2013 through August 31, 2015 provides the following:

District Designated Time –

District designated time totals 58.5 hours per diem, 10.5 hours for district/building meetings; 7.0 hours for elementary report card/conference preparation or for secondary grading day; 28 hours for building determined days; 7.0 hours for individual determined day (Occurs immediately after Labor Day); 6.0 hours for principal determined time. District designated time is prorated based upon an employee’s FTE Status.

Individual Responsibility Contract –

Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 164.5 Individual Responsibility hours. Individual responsibility hours are prorated based upon and employee’s FTE Status.

Individual Responsibility Contract activities can be documented August 1 through July 31.

These individual responsibilities are outlined below:

1. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
2. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
3. Student assessments
4. Classroom, lesson, and job preparation
5. Parent contacts

Commitment Stipend –

Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM). Employees who are on Steps 0-3 of the SAM will receive a commitment stipend of ten per diem days plus an additional \$100. Employees who are on Step 4 of the SAM will receive a commitment stipend of eleven per diem days. Employees who are on Steps 5-6 of the SAM will receive a commitment stipend of twelve per diem days. Employees who were on Steps 7 and above of the SAM will receive a commitment stipend of thirteen per diem days.

In addition to the above, a longevity commitment stipend of \$1,750 for every staff member beyond year 16 to year 19 on the SAM in columns 1-9; \$2,750 for every staff member from year 20 to year 24 on the SAM in columns 1-9; \$3,750 for every staff member from year 25 to year 29 on the SAM in columns 1-9; \$4,750 for every staff member at year 30 and beyond on the SAM in columns 1-9.

9. Please provide the number of days per year for the following categories:

|  |     |
|--|-----|
| Student instructional days (as requested in application) | 177 |
| Waiver days (as requested in application)                | 3   |
| Additional teacher work days without students            | 2   |
| Total  | 182 |

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

| Day | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|-----|---|------------------------------|----------------------------|-----------------------------|
| 1   | 100%  | X                            |                            |                             |
| 2   | 100%  |                              |                            | X                           |

|                        |
|------------------------|
| Check those that apply |
|------------------------|

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

The three requested waiver days are necessary for restructuring to implement the new requirements imposed by the state including Teacher Principals Evaluation Program (TPEP); Common Core Standards; Next Generation Science Standards; Twenty-four credit graduation requirements; Highly Capable Program requirements; new state assessments including Smarter Balanced Assessments (SBAC), kindergarten WA-KIDS assessments; and instructional technology trainings to implement high yield strategies, personalize learning and address acceleration. The district directed activities takes place during the last week in August. The teacher directed activities take place the day after Labor Day in September.

*New 180 Day Applications- Stop here and skip to Section C, "Last Steps".*

**Part B: For Applications for Renewal of Waivers for Additional Years.**

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

The activities of 2013-2014 waiver days focused on the implementation of the school improvement plan to address these essential questions: (#1) what is it we want our students to learn? (#2) How will we know if each student has learned it? (#3) How will we respond when some students do not learn it?; (#4) How will we extend and enrich the learning for students who have demonstrated proficiency?

During the 2013-2014 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 11, 2013, March 10, 2014, and May 12, 2014.

The following describe school improvement waiver day activities conducted:

- Aligning instruction to the state, national and industry standards: In the Auburn School District, standards are the most essential learning outcomes. Standards are our district's guaranteed and viable curriculum at each grade level and have been established for mathematics, reading, language arts, science, writing, communication, social studies, physical education, music, ELL, arts, library, career and technical education, and electives. Attainment of standards is what we guarantee our students will learn from classroom to classroom and grade level to grade level. Teacher and content teams are developing standards aligned to the Mathematics and English Language Arts Common Core State Standards and the Next Generation Science Standards.
- Provided training and developed weekly mathematics problem solver lessons, activities, and assessments aligned with the Performance Expectations for Mathematics at grades 3, 4, 5, 6, 7, and 8 and high school Algebra and Geometry. These problem solver lessons are all being realigned and rewritten to the common core state standards.
- Developing classroom based common formative assessments in reading, mathematics, Algebra 1, Algebra 1 End of Course Assessments, Geometry, Geometry End of Course

- Assessments, Algebra 2, and science aligned to common core and Next Generation Science standards.
- Restructuring acceleration, enrichment and extended learning programs for alignment with math, reading, writing, and science standards.
  - Focus on student learning plans in math, with emphasis on content essentials, pedagogy, and student personalization. (Math targets focused on achievement gap learner, including low income, Hispanic and Native American student groups.)
  - Personalizing learning for low-income demographics aligned with standards and best practices.
  - Continued implementation of Guided Language Acquisition Design (GLAD) strategies at the elementary level and Sheltered Instruction Observation Protocol (SIOP) at the secondary level for English Language Learners (ELL) students within our classrooms to improve learning and performance on the WELPA, MSP, HSPE and the SBAC.
  - Restructuring schools to provide tier-one, tier-two, and tier-three student intervention models throughout the school year for reading and math.
  - Analyzing student performance data obtained from DIBELS, MAP, and classroom developed common assessments for instructional decisions, intervention, extended learning, and regrouping of Walk-to-Math and Walk-to-Read intervention/enrichment groups.
  - Develop programs and services for parents of students regarding high school graduation requirements and standards.
  - Trainings for standards-based teaching, learning, and reporting, professional learning communities, and interpreting assessment data and information.
  - Alignments with State mathematics, reading, and science standards at elementary and secondary levels. Implementation of Mathematics, English Language Arts Common Core State Standards, and Next Generation Science Standards.
  - Implementation of high school algebra, geometry, and biology at the middle schools for grade 7 and 8 students. These students will take the high school end of course assessments in the spring.
  - Preparation for seventh year implementation of OSPI CBAs and CBPAs in social studies, health and fitness, and the arts.
  - Integration of technology into the classroom for student learning and increased communication with parents, students, and our community (high yield strategies, Google accounts; Google Documents; cloud-based storage and retrieval; electronic data bases; teacher websites; web accessible library collections; document cameras; student response systems; LCD projectors; grade scanning into student system; wireless laptop carts; iPads; and Chrome Books).
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been

met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

The wavier days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners, and to develop intensive strategies necessary for Tier 3 learners to become successful.

District leadership has provided teachers and principals with on-going and focused professional development and training on “Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, teacher instructional framework, evaluation rubric principal leadership framework, high yield learning strategies, constructing aligned common formative assessments, using MAP math and MAP reading assessment data for instructional decisions, professional collaboration, revising individual school improvement plans, application of instructional technology, expanding accelerated learning opportunities, pre-advanced placement and advanced placement courses, and implementation of strategies of the year-long Auburn Teacher Leadership Academy (ATLA). These training opportunities continue to provide the support and targeted professional development essential for individual teachers, principals and schools to restructure and improve academic performance for all students.

In fidelity with the 2013-2016 district strategic improvement plan, implementation of PLCs, common assessments, standards alignment, and interventions our student academic achievement continues to improve.

For the fourth consecutive year, Auburn School District students in grades three through five outperformed the state average in math and reading. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners. In 2013-2014 Auburn transitioned from DIBELS 6<sup>th</sup> Edition to DIBELS Next for Kindergarten and First grade as it provides new early reader font, item stratification to increase consistency of scores, new directions, new scoring, new reminders or prompts, and indication of response patterns to enhance intervention planning. A new baseline for those grades was created beginning in the fall of 2013. Significant improvements were seen with winter DIBELS assessment scores. At kindergarten and first grade an average decrease of 17.7% in at-risk readers and 21.7% increase in on-target readers was seen for a combined improvement average of 39.4%. For grades two through five winter DIBELS assessment for reading continued to improve with an average decrease of 2.6% at-risk readers and 7.5% increase in on-target readers for a combined improvement average of 10.1%. At the middle school, grades 6, 7, and 8, MSP scores for 2013 showed a mixture of increases and decreases. Sixth grade reading scores increased slightly from 71.3% to 72.4% while math scores decreased from 53.4% meeting standard to 46.9% meeting standard. In seventh grade, reading scores increased from 64.3% to 65.2%, writing improved from 65.5% to 65.7%, math also saw improvement from 51.6% to 54.0% meeting standard. Eighth grade scores increased in reading but decreased in math, reading from 57.6% to 61.9% and math from 42.0% to 40%. Science decreased from 58.0% to 56.4%.

Middle school winter MAP math combined scores show an average decrease of 1.31% in the at-risk group and an increase of 1.4% in the on-target population for a combined improvement of 2.7%. Grade 6-7-8 Reading MAP combined scores show an average decrease of 1.3% in the at risk group and an increase of 0.9% for a combined improvement of 2.2%..

2013 HSPE results showed an increase in reading from 80.8% to 83.0% and an increase in writing from 83.6% to 85.0%. State End of Course (EOC) Algebra scores increased from 64.9% to 75.1% and EOC Geometry increased from 81.3% to 82.9%, meeting standard. Comparisons of 9<sup>th</sup> grade first semester credit completion to 2013 showed significant improvement from 13.35% to 9.1% and an increase in on-target population from 67.52% to 71.29% for a combined improvement of 8.02%. Middle school math/science acceleration course enrollments increased from 3 in 2009 to 442 in 2013. In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw an 11.2% increase in diverse population participation from 2009-2010 to 2013-14; High school advanced placement courses had an 18.19% increase in diverse population enrollment from 2009-10 to 2013-14; and High school honors courses had a 10.4% increase in diverse population enrollment from 2009-2010 to 2013-14.

Extended learning interventions are a standard intervention model at all fourteen elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include monitoring credit attainment and credit retrieval. From the 2010-2011 school year to present, 1,461 students have completed 3,391 APEX on-line learning course enrollments recapturing credit toward graduation. The use of professional collaboration to align instruction to standards, analyze student assessment data, monitor student progress, adjust instruction, develop common assessments, and assign students to intervention and/or enrichment programs to address individual learning needs continues to be a successful model to improve and accelerate student learning.

Throughout the 2012-2013 and 2013-2014 school years the school board was presented with an abundance of reports and dashboards from schools and departments regarding school improvement plan progress, professional learning communities work, district and state assessment data and analysis, intervention and enrichment programs, and updates on the district strategic plan implementation. A majority of school board meeting time is dedicated to academic achievement priorities.

The following District Dashboards are posted on the Auburn School District website at:

[Click here](#) **Dashboard** - 2013-2016 District Strategic Improvement Plan Progress Reports

[Click here](#) **Dashboard** - 2009-2012 District Strategic Improvement Plan Progress Reports

[Click here](#) **Dashboard** – Auburn School District DIBELS Progress Reports

[Click here](#) **Dashboard** - MAP Reading and MAP Mathematics Progress Reports

[Click here](#) **Dashboards** - Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted a new three-year 2013-2016 Auburn School District Strategic Improvement Plan for implementation beginning September 2013. The work of the 2014-2015 Waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan. Our twenty-two schools and staff are held accountable through their individual school improvement plans to address the number one priority of the Auburn School District “student academic achievement.” Waiver days will be dedicated to fully-revising, aligning, and implementing the individual school improvement plans in context of the 2013-2016 District Strategic Improvement Plan.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

Fidelity to the 2013-2016 District Strategic Improvement Plan is paramount. All staff district-wide are held accountable to the outcomes defined within the plan. The accountability reporting defined for each objective within each of the three goals of the 2013-2016 District Strategic Improvement Plan is an expectation of the school board. Reports monitoring progress of the 2013-2016 District Strategic Improvement Plan implementation will be widely and regularly communicated to the school board, parents, our community, and staff district-wide.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District through approval process of the State Board of Education. Hard copies of the 2013-2014 school year calendar were distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised with the focus, integration, implementation, and impact of this time.

[Click here](#) **Parent Calendar** for the 2013-2014 School Year. The 2014-2015 Parent Calendar will be made available to parents in August 2014.

[Click here](#) **Proposed District Calendar** for the 2014-2015 School Year.

### C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

**Cle Elum-Roslyn School District #404**  
**Kittitas County, Washington**  
**May 27, 2014**

**Resolution 5-14-1**

**A RESOLUTION requesting that the State Board of Education grant a waiver of the minimum 180-day requirements for the 2014-2015, 2015-2016 and 2016-2017 school years (WAC 180-18-040)**

**Whereas**, the Washington Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18); and

**Whereas**, the State of Washington requires a district to develop and implement an improvement plan focused on the nine characteristics of high performing schools and districts; and

**Whereas**, the Cle Elum-Roslyn School District has a strategic plan aligned with the nine characteristics of high performing schools that includes individual school improvement plans focused on the improvement of student learning; and

**Whereas**, the student contact hours and program offerings would exceed state requirements, and

**Whereas**, the Cle Elum-Roslyn School District Board of Directors recognize that;

- ✓ Collaborative time is essential for school improvement implementation that includes time for staff to analyze data, research and implement effective curriculum, instruction and assessment.
- ✓ Staff training is essential to effective implementation of aligned curriculum, instruction and assessment.
- ✓ Time for grade level and cross grade level curriculum analysis and content integration planning in all subjects is vital to improvement.

**Whereas**, board members, certificated staff, classified staff, parents/citizens, and representatives from district professional associations have provided evidence of support for this proposal as outlined,

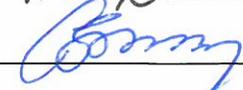
**THEREFORE BE IT RESOLVED**, that the Board of Directors of the Cle Elum-Roslyn School District No. 404 does, hereby, request the minimum 180 school day year requirements be waived from 180 to 179 days (1 waiver day) for the 2014-2015, 2015-2016, 2016-2017 school years.

**ADOPTED** by the Board of Directors of the Cle Elum-Roslyn School District No. 404, Kittitas County, Washington, in its regular Business Meeting of May 27, 2014.

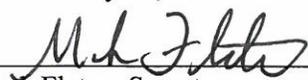
Dissented:

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Cle Elum-Roslyn Board of Directors

  
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Attest: May 27, 2014

  
\_\_\_\_\_  
Mark Flatau, Secretary  
Cle Elum-Roslyn Board of Directors

\_\_\_\_\_  
\_\_\_\_\_



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

### Instructions:

#### Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

#### Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
  - The basic education program requirement for which the waiver is requested.
  - The school year(s) for which the waiver is requested.
  - The number of days in each school year for which the waiver is requested.
  - Information on how the waiver will support improving student achievement.
  - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.  
Applications for renewal of current waivers require completion of Sections A, B, and C.

#### Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

**Part A: For all new and renewal applications:**

The spaces provided below each question for answers will expand as you enter or paste text.

|   |                                   |
|---|-----------------------------------|
| <b>School District Information</b>  |                                   |
| District  | Cle Elum-Roslyn School District   |
| Superintendent  | Mark Flatau                       |
| County  | Kittitas                          |
| Phone   | 509-649-4850                      |
| Mailing Address   | 2690 SR 903<br>Cle Elum, WA 98922 |
| <b>Contact Person Information</b>   |                                   |
| Name  | Mark Flatau                       |
| Title   | Superintendent                    |
| Phone   | 509-649-4851                      |
| Email   |                                   |
| <b>Application type:</b>  |                                   |
| New Application or Renewal Application  | Renewal                           |
| <b>Is the request for all schools in the district?</b>  |                                   |
| Yes or No   | Yes                               |
| If no, then which schools or grades is the request for?   |                                   |
| <b>How many days are requested to be waived, and for which school years?</b>  |                                   |
| Number of Days  | 1                                 |
| School Years  | 2014-15, 2015-16, 2016-17         |
| <b>Will the waiver days result in a school calendar with fewer half-days?</b>   |                                   |
| Number of half-days reduced or avoided through the proposed waiver plan   | 0                                 |
| Remaining number of half days in calendar   | 3                                 |
| <b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b> |                                   |
| Yes or No   | Yes                               |

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

**To provide high quality professional development on the topics of TPEP and CCSS.**

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

3.

**The waiver day aligns to our continued improvement of student achievement and being clear on what we teach (CCSS) and how best to deliver instruction (TPEP and Instructional Framework).**

[Click here for district goals.](#)

<https://drive.google.com/file/d/0B5KKVCX1AsO7SjRZTm1ZVi1LN00/edit?usp=sharing>

**This day will allow devoted time to continue implementation of the CCSS into our instruction and being able to deliver that teaching in effective practices through TPEP and our Instructional Framework.**

4. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response. **Students will meet standard in reading and mathematics based on Smarter Balance Assessment. District and Buildings will meet AYP in all areas as it relates to reading and math.**
5. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.
6.
  - **Review of TPEP process, timelines and expectations**
  - **Discussion and work on evidence of student learning and appropriate timelines**
  - **Discussion and work on appropriate artifacts that provide evidence for student growth**
  - **Relignment of our current curriculum maps and Scope and Sequence documents to align with CCSS in reading and math.**
7. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?  
**Smarter Balance, Measurement of Progress, Easy CB**

8. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

**CCSS and TPEP will be fully implemented in the State of Washington over the next three years, therefore there is direct correlation to this work expanding and developing over the next three years.**

9. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

**This has been discussed at the administrative level, school board, union leadership and parent advisory.**

10. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

|  |            |
|--|------------|
| <b>Number of Professional Development Days:</b>          | <b>5.5</b> |
| <b>Full Instruction Days:</b>                            | <b>132</b> |
| <b>1 hour early release Friday for Prof. Development</b> | <b>33</b>  |
| <b>3 hour early release for Holidays</b>                 | <b>4</b>   |
| <b>3 hour early release for Student Led Conferences</b>  | <b>10</b>  |

#### **Collective Bargaining agreement**

<https://drive.google.com/a/cersd.org/file/d/0BxpAxicbizOpQUtTMIBoNkV0TGc/edit>

#### **Explanation of Extra Days**

<https://drive.google.com/file/d/0B5KKVCX1AsO7cmsyTDdlak04VIE/edit?usp=sharing>

#### **Explanation of meeting basic instructional hours**

<https://drive.google.com/file/d/0B5KKVCX1AsO7aEYtNnEzYzh1TVU/edit?usp=sharing>

11. Please provide the number of days per year for the following categories:

|  |     |
|--|-----|
| Student instructional days (as requested in application) | 179 |
| Waiver days (as requested in application)                | 1   |
| Additional teacher work days without students            | 2   |
| Total  | 182 |

12. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

| Day                    | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|------------------------|---|------------------------------|----------------------------|-----------------------------|
| 1                      | 100   | 20                           | 60                         | 20                          |
| 2                      |   |                              |                            |                             |
| 3                      |   |                              |                            |                             |
| 4                      |   |                              |                            |                             |
| 5                      |   |                              |                            |                             |
| 6                      |   |                              |                            |                             |
| 7                      |   |                              |                            |                             |
| Check those that apply |   |                              |                            |                             |

13. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.  
**These additional 2 days will also be used for professional development on CCSS and TPEP/Instructional Framework. Without these days our professional development is likened to a mechanic working on a car as it is driven down the street.**

*New 180 Day Applications- Stop here and skip to Section C, "Last Steps".*

**Part B: For Applications for Renewal of Waivers for Additional Years.**

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.
  
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.
  
3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.
  
4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.
  
5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

**C. Last Steps:**

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

**GRAND COULEE DAM SCHOOL DISTRICT # 301J**

**Coulee Dam, WA 99116**

**RESOLUTION #13/14-01**

**Seeking Waiver Days for the 2014-15 School Year**

**WHEREAS**, The Grand Coulee Dam School District is committed to the improvement of student learning; and,

**WHEREAS**, The School Improvement Plans and activities are designed to facilitate implementation of the State's and School District's goals; and,

**WHEREAS**, The Grand Coulee Dam School District has adopted the 24-credit graduation requirement effective with the Class of 2018; and

**WHEREAS**, The Grand Coulee Dam School District has adopted the 1080 contact hour requirement for all grade levels commencing with the 2014-15 school year; and

**WHEREAS**, The Grand Coulee Dam School District will be consolidating all grade levels into one P-12 facility in the 2014-15 school year, and

**WHEREAS**, The Board of Directors of Grand Coulee Dam School District #301 recognizes that a significant need exists for staff training in the use of current technology to align and present curricular materials in the areas of CCSS English/Language Arts, Mathematics and Next Generation Science Standards; and

**THEREFORE BE IT RESOLVED**, That the Board of Directors of the Grand Coulee Dam School District #301 hereby requests the Washington State Board of Education to waive the 180-day requirement for the 2014-2015 school year so that six (6) days may be devoted to staff training activities which are linked to improvement of student learning; and,

**BE IT ADDITIONALLY RESOLVED**: That the Board of Directors is committed to provide continuing opportunities for staff members, student, parents, and community members to work together to improve student learning opportunities throughout the District.

**APPROVED** by the Board of Directors of Grand Coulee Dam School District, Grant County, Washington, in a meeting thereof held on the 9<sup>th</sup> day of April, 2014.

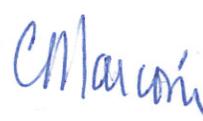
ATTEST:

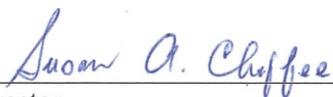
  
Secretary to the Board

  
Director

  
Board Chairman

  
Director



  
Director

  
Director



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

### Instructions:

#### Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

#### Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
  - The basic education program requirement for which the waiver is requested.
  - The school year(s) for which the waiver is requested.
  - The number of days in each school year for which the waiver is requested.
  - Information on how the waiver will support improving student achievement.
  - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.  
Applications for renewal of current waivers require completion of Sections A, B, and C.

#### Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

**Part A: For all new and renewal applications:**

The spaces provided below each question for answers will expand as you enter or paste text.

| School District Information  |  |
|--|--|
| District   | Grand Coulee Dam School District         |
| Superintendent   | Dr. Dennis Carlson                       |
| County   | Grant                                    |
| Phone  | 509-633-2143                             |
| Mailing Address  | 110 Stevens Ave.<br>Coulee Dam, WA 99116 |
| Contact Person Information   |  |
| Name   | Dr. Dennis Carlson                       |
| Title  | Superintendent                           |
| Phone  | 509-633-2143                             |
| Email  | dcarlson@gcdsd.org                       |
| Application type:  |  |
| New Application or Renewal Application   | New                                      |
| Is the request for all schools in the district?  |  |
| Yes or No  | Yes                                      |
| If no, then which schools or grades is the request for?  |  |
| How many days are requested to be waived, and for which school years?  |  |
| Number of Days   | 6  |
| School Years   | 2014-15                                  |
| Will the waiver days result in a school calendar with fewer half-days?   |  |
| Number of half-days reduced or avoided through the proposed waiver plan  | 0  |
| Remaining number of half days in calendar  | 3  |
| Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested? |  |
| Yes or No  | Yes                                      |

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The district is changing from a three-building K-4, 5-8, 9-12 grade alignment to a K-6, 7-12 grade alignment in a single facility beginning with the 2014-15 school year. The district has adopted several changes that will become a part of the new K-12, single-site culture when the move is completed. Some of those changes are:

1. The district administers the NWEA-MAP assessment three times per year to measure student growth and identify areas in need of intervention. The district adopted the CCSS option for the NWEA-MAP assessment when the option was first made available thus aligning needed interventions with the CCSS protocol;
2. Following the 2013 legislative session, the district adopted the 1080 contact hour model for grades K-12 beginning with the 2014-15 school year. Even though an option for postponing the 1080 contact hour model to the 2015-16 school year became available as a result of 2014 legislative action, the district chose to stay with the 1080 contact hour option for the upcoming school year;
3. Following the 2013 legislative session, the district adopted the 24 credit hour model for high school graduation beginning with the Class of 2018. Even though an option for postponing the 24 credit hour model to the Class of 2019 is now available, the district chose to stay with the 24 credit hour model beginning with the Class of 2018;
4. This facility will have the most current instructional technology available – technology that none of the district’s teachers currently use or understand. The district will contract with ESD 171 to provide training in the use of the new technologies, alignment of CCSS lessons using interactive technologies, and familiarizing staff with new emergency procedures and protocols; and
5. Implementation of the district’s first Highly Capable Learners Program will make use of the single-site K-12 model and use “Walk to Math” and “Walk to Read” models as the primary delivery method for differentiating instruction in math and reading.

**PURPOSE:** The purpose of the waiver days plan will be to provide needed professional development to provide initial trainings in the use of the new technologies available, refine CCSS alignment among grade levels and approaches to instruction, improve the use of student achievement data in personalizing lesson design and intervention strategies, and, based upon review of the available student achievement data, identify professional development needs in subsequent years.

**GOALS:** The goals of the waiver days plan are to:

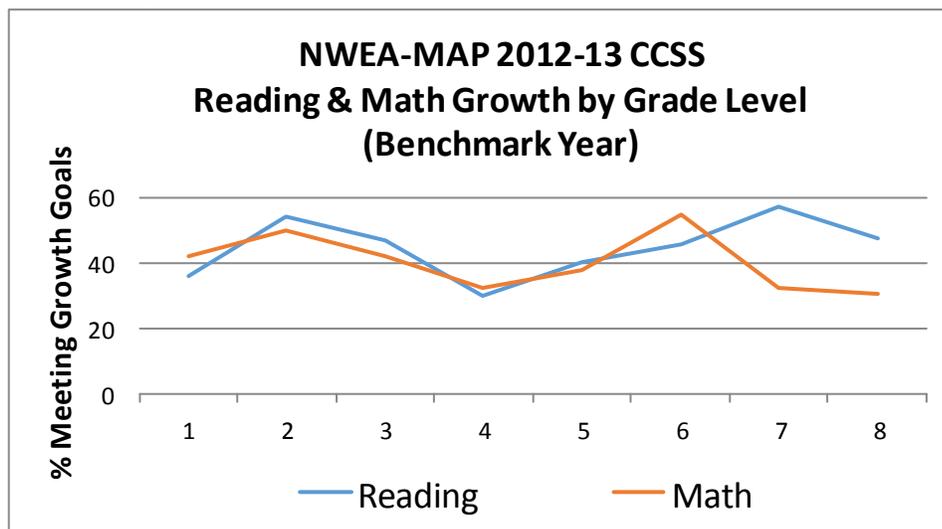
1. increase the number of students at each grade level that are exhibiting at least one-year’s growth on the NWEA-MAP assessments in Reading and Math;
  2. develop a broader understanding of the SBAC assessment and NGS standards in relation to district and building improvement plans; and
  3. increase the number of teachers at each grade level who are incorporating the use of the district’s new, interactive technology to increase student engagement.
2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The district's two schools that currently serve grades K-8 are both listed as "Emerging" schools under the state's expiring NCLB waiver. It is the intent of the district to continue the implementation of the improvement plans that were developed as a result of the emerging schools identification. The continuation of the plans will need some modification as the grade alignments and site leadership responsibilities will change as a result of the consolidation that is taking place related to the move into our new K-12 facility.

The district's Strategic Plan link: <https://app.eduportal.com/share/deb0b903fcd9b912>  
 Center Elementary's SIP link: <https://app.eduportal.com/share/e34332829df6063b>  
 GCD Middle School's SIP link: <https://app.eduportal.com/share/395c948a4a7f951d>

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

As shown in the table below, fewer than 60% of the district's students exhibited at least one year's growth as measured by the NWEA-MAP (which is the only CCSS-aligned assessment available to the district).



**GOAL 1:** By using focused professional development, the district will increase the number of students at each grade level that are exhibiting at least one-year's growth on the NWEA-MAP assessments in Reading and Math to more than 60% by the end of the 2016-17 school year.

While district leadership and staff have been heavily involved in the planning and construction of the district's new K-12 facility, selected leaders and staff have taken part in trainings related to the SBAC assessment and NGSS and have been in contact with pilot districts in order to learn best implementation strategies. The district will be well positioned with all teaching staff located at one site to carry out focused trainings throughout next year based on the learnings and observations of these pilot districts.

**GOAL 2:** The district will, through the use of focused professional development, increase the level of understanding by the district's teaching and learning team of the SBAC assessment and NGSS in relation to district and building improvement plans. This training will result in students' SBAC scores being equal to their prior year MSP scores in the first year of the SBAC administration. Pre- and post-training surveys will be administered to determine the impact of the

training modules and measure the level of understanding to determine if the goal targets have been met.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

Day 1 (Sept. 10): The district will contract with ESD 171 to provide training modules in the use and application of the new instructional technology available in each of the new classrooms.

Day 2 (Sept. 11): The district will provide focused training modules in a break-out session model on the the use of NWEA-MAP student growth measures to establish student learning growth goals related to TPEP, the requirements of the new SBAC assessment and NGSS protocols.

Day 3 (Sept. 26): The district will provide focused trainings related to follow-ups and FAQs related to the prior Day 1 and Day 2 trainings.

Day 4 (Oct. 13): The district will provide further training in the use of NWEA-MAP assessment results to design individualized teaching and learning plans and the use of data dashboards to record and track improvement.

Day 5 (June 17): The district will provide a facilitated review and reflection process to identify the strengths, opportunities for improvement, and challenges to improving the district's student learning opportunities.

Day 6 (June 18): The district will provide a structured process through which building (data based) and individual (TPEP-based) plans for improvement will be made for the following year.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

The district will use the now historical MSP and HSPE assessments along with the new SBAC results and locally administered NWEA-MAP assessments to determine the degree to which the goals of the waiver are attained.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

The request is for the 2014-15 school year only.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

Following the 2013 legislative session when the 1080 instructional hour model was adopted, the GCDSB Board of Directors sought input on how best to incorporate this new requirement into the plans for moving into the district's K-12 building that would be completed in 2014 – when the 1080 hour model was to be implemented. At the same time, the Board elected to move to a 24 credit graduation requirement that would be implemented at the same time. The 24 credit requirement change required the district to move from a 6 period day to a 7 period day in the high school in order to assure students a reasonable opportunity to obtain their high school diploma within a 4 year schedule of classes. The district leadership conferred with the

appropriate union officials and began planning the implementation process. When the state legislature postponed the move to the 1080 contact hour requirement by one year, the Board again contacted the union officials, received recommendations from the district's administrative staff, provided the opportunity for public testimony at two board meetings and ultimately decided to stay the original course and begin implementation in the 2014-15 school year.

Moving into the new building and accommodating all the cultural and programmatic changes required is a daunting task. It was realized from the start that the district's teaching and learning staff did not have the training needed to fully utilize the new technology that would be available in the new facility nor did they feel prepared to challenge students to use the new technology. Add to that the revolutionary changes being integrated into the public education model now – like TPEP, NGSS, CCSS, and SBAC – only increased the need for focused staff training. This identified need resulted in the Board electing to investigate the possibility of seeking 6 waiver days during the 2014-15 school year only in order to provide needed training to the district's staff so the district's students would receive the same educational background as students in the district's neighboring districts. Again, the Board sought input from the affected unions, administrative staff and provided the public opportunity to comment during board meetings. Following a review of this input (and getting a definite move-in date from the district's construction contractor) the board passed a resolution to seek a 6-day waiver of the 180 day school year requirement.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The CBA between the Grand Coulee Dam School District and the Grand Coulee Dam Education Association is linked at: <https://app.eduportal.com/share/978bd65a7daff8eb>.

The agreement is for 180 days of student contact time, 2 district-directed additional days, and 2 additional optional days that teachers may choose to use at their regular rate of pay.

Contracted early release days: 2 – the day before Thanksgiving Break and the day before Winter (Christmas) Break IF the break begins on the 20<sup>th</sup> of December or later.

There are no other identified days in the agreement. However, the district, in consultation with the union, has instituted early release Professional Learning Community Days scheduled for the 2<sup>nd</sup> and 4<sup>th</sup> Monday of each month. Activities for these days are planned by the district's administrative team in consultation with the union leadership around trainings that address issues in school improvement plans, professional growth (TPEP) or program transition planning.

9. Please provide the number of days per year for the following categories:

|  |     |
|--|-----|
| Student instructional days (as requested in application) | 174 |
| Waiver days (as requested in application)                | 6   |
| Additional teacher work days without students            | 2   |
| Total  | 182 |

The district will exceed the required 1000 hours of instructional time as follows:

| Type of Day        | Number of Days | Elementary                | Secondary                  |
|--------------------|----------------|---------------------------|----------------------------|
| Regular            | 157            | 6.1 hrs./day = 957.7 hrs. | 6.6 hrs./day = 1036.2 hrs. |
| PLC early release  | 14             | 5.1 hrs./day = 71.4 hrs.  | 5.6 hrs./day = 78.4 hrs.   |
| Noon Early Release | 3              | 3.4hrs./day = 10.2 hrs.   | 3.65 hrs./day = 10.95 hrs. |
|                    |                | Total = 1039.3 hours      | Total = 1125.55 hrs.       |

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

| Day                    | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|------------------------|---|------------------------------|----------------------------|-----------------------------|
| 1                      | 100%  | 50%                          | 50%                        |                             |
| 2                      | 100%  |                              | 50%                        | 50%                         |
| 3                      | 0% - optional                               |                              |                            | 100%                        |
| 4                      | 0% - optional                               |                              |                            | 100%                        |
| 5                      |   |                              |                            |                             |
| 6                      |   |                              |                            |                             |
| 7                      |   |                              |                            |                             |
| Check those that apply |   |                              |                            |                             |

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

This does not apply as all days on row 3 and 4 of the above table are completely optional to teachers and not directed by the district.

*New 180 Day Applications- Stop here and skip to Section C, "Last Steps".*

**Part B: For Applications for Renewal of Waivers for Additional Years.**

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.
  
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.
  
3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.
  
4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.
  
5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

**C. Last Steps:**

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

**HIGHLINE SCHOOL DISTRICT NO. 401**

**RESOLUTION NO. 04-14**

requesting that the State Board of Education approve  
one (1) waiver day for high schools in Highline School District No. 401.

WHEREAS, our district has a commitment to the improvement of schools and the development of staff to meet the demands of preparing all students for college, career, and citizenship; and

WHEREAS, the district meets both the current and amended required instructional hour time based on the Form 1497 Entitlement for Basic Education Allocation ( RCWA 150.220 and WAC 180-16-215); and

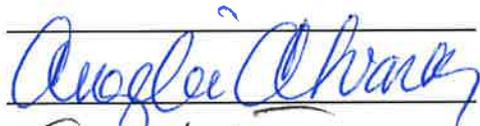
WHEREAS, options involving availability of substitutes, and additional staff or an additional paid day would create additional hardship on the district and create inconveniences to parents and/or patrons; and

WHEREAS, the Washington State Board of Education has recognized the importance of staff development and has established waivers for restructuring purposes (WAC 180-18-40 and WAC 180-18-050).

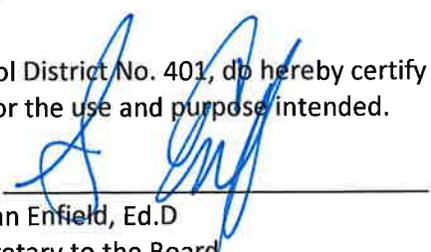
NOW, THEREFORE BE IT RESOLVED by the Board of Directors of Highline School District No. 401, King County, Washington, that a request be made to the Washington State Board of Education to waive the minimum 180-day school year requirement for one (1) day for all high schools in Highline School District No. 401 to be dedicated to student exhibitions/project; that the dates for these days be determined by the Highline School Board; and that this waiver is effective for the 2014-2015, 2015-2016, and 2016-2017 school years.

ADOPTED at a regular open public meeting of the Board of Directors on April 23, 2014

HIGHLINE SCHOOL DISTRICT NO. 401

  
\_\_\_\_\_  
*Susan Goding*  
\_\_\_\_\_  
  
\_\_\_\_\_  
  
\_\_\_\_\_  
Board of Directors

I, Susan Enfield, Secretary to the Board of Directors of Highline School District No. 401, do hereby certify that the above is a true and accurate copy of Resolution No. 04-14 for the use and purpose intended.

  
\_\_\_\_\_  
Susan Enfield, Ed.D  
Secretary to the Board

# OUR Four Pillars

Our Four Pillars support our instructional vision and guide our professional practices. For each pillar, we have articulated professional practices that guide what we must do well in every classroom, in every school, across our entire district to ensure success for all students, without exception.



## **EQUITABLE ACCESS** to rigorous, standards-based instruction.

High-quality instruction for all students.

- Instructional System
- Disciplined Implementation
- Personalized Learning

## **RESULTS-FOCUSED** professional learning and collaboration.

Investing in our people so they continuously fine-tune their craft and grow in their profession.

- Professional Pathways
- Communities of Practice
- Leadership for Results

## **STRONG PARTNERSHIPS** with families and community.

Schools can't do it alone. We are better when students, families, community, and educators work hand-in-hand.

- Family Engagement
- Trust & Inclusivity
- Shared Responsibility

## **A CULTURALLY-RESPONSIVE** organization.

Our diversity is a strength and an asset. We are committed to equity, excellent service for all, and continuous improvement.

- Culture of Learning
- Culture of Service
- Culture of Equity

[www.highlineschools.org](http://www.highlineschools.org)

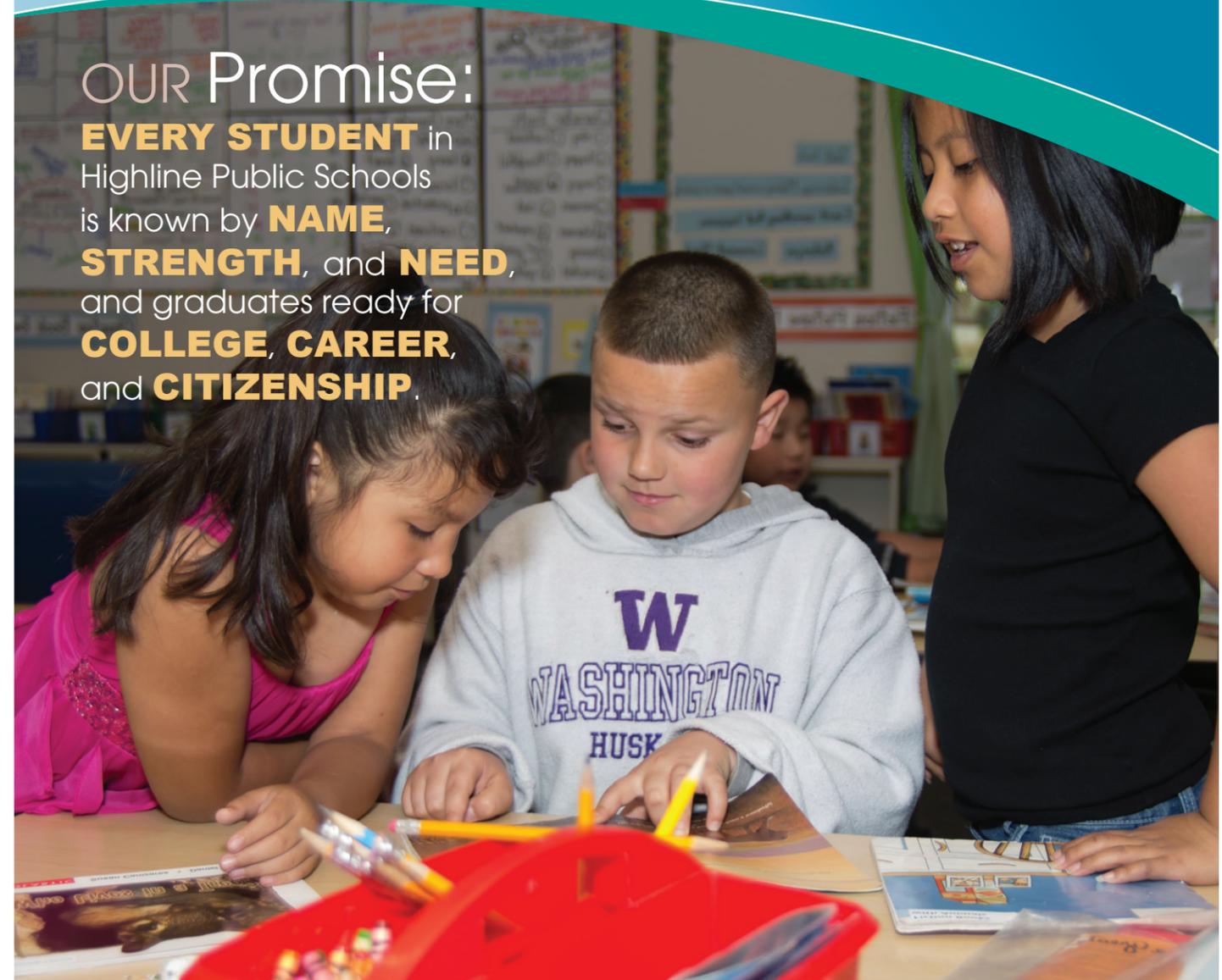


**HIGHLINE**  
PUBLIC SCHOOLS  
*A path to success for every student*

# Community 2013-2017 STRATEGIC PLAN for Highline Public Schools

## OUR Promise:

**EVERY STUDENT** in Highline Public Schools is known by **NAME**, **STRENGTH**, and **NEED**, and graduates ready for **COLLEGE, CAREER**, and **CITIZENSHIP**.



# OUR 2017 GOALS

This strategic plan challenges us, as a community, to embrace **BOLD GOALS** for every child in Highline. It is driven by our deep **BELIEF** in our students' abilities and by their own **ASPIRATIONS** for their future.

## MASTERY by Grade 3

At least **19 out of 20** students entering Kindergarten in 2013 will **meet or exceed standards** in all core subjects by the end of Grade 3.

*We will...*

- **EXPAND** partnerships with families, local preschools and caregivers, community organizations, and cities to ensure high-quality learning and smooth transitions for incoming Kindergarten students.
- **PROVIDE** rigorous, developmentally appropriate, full-day Kindergarten programs for all students, free of charge.
- **IMPLEMENT** Pre-K to Grade 3 instruction aligned to Common Core Standards.
- **UTILIZE** age-appropriate assessments for monitoring student growth and effectiveness of instructional practices across grade levels, and provide early intervention to support struggling students.
- **INVEST** in continuing education to ensure that all teachers, leaders, and staff are highly skilled and supported.

## SUCCESS in Algebra

At least **19 out of 20** students entering Grade 6 in 2013 will **pass Algebra** by the end of Grade 9.

*We will...*

- **DEVELOP** a strong, early math foundation for elementary students through sustained guidance, resources, and professional development for K-5 teachers.
- **INCORPORATE** K-12 learning pathways and current technology into math programs at all levels.
- **ENSURE** successful transition in math classes in Grades 6 – 9 by aligning standards, assessments, and materials.
- **IDENTIFY** the needs of students and teachers early and accelerate support at all levels.
- **TRANSFORM** student engagement and performance in math by facilitating teachers' and leaders' mastery of instructional practices and concepts.

## High School GRADUATION

At least **19 out of 20** students entering Grade 9 in 2013 will **graduate prepared** to choose their future.

*We will...*

- **ENGAGE** students through interest-driven programs, culturally-responsive practices, personalized learning, and timely feedback that pushes them to take responsibility for their own learning.
- **IMPLEMENT** an advisory program that ensures every high school student is known by name, strength, and need.
- **CREATE** pathways for meeting graduation requirements, (e.g., competency-based portfolio, credit recovery) and an early-warning system to help students stay on track.
- **PROVIDE** every student with community experiences and/or work-based internships prior to graduating from high school.
- **CONNECT** teachers, leaders, and staff to effective strategies, professional development, and resources for facilitating academic and socio-emotional growth of high school students.

## ZERO Suspensions

Out-of-school suspensions will **drop to zero** by 2015 (except when critical for student and staff safety).

*We will...*

- **IMPLEMENT** fully the three tiers of Positive Behavior Interventions & Supports (PBIS) in every school K-12.
- **ENGAGE** the entire community – students, families, staff, and community-based organizations – in understanding, creating, and reinforcing fair and culturally-responsive behavior expectations.
- **EDUCATE** students and parents on how to access school and community resources to support academic, behavioral, and life success.
- **OFFER** alternatives to suspension so students learn to take responsibility for their actions and make informed choices.
- **PROVIDE** all-staff training and ongoing support on developing positive relationships and addressing “root causes” of students' behavior.

## BILINGUAL, BILITERATE

**Every student** in the class of 2026 will graduate bilingual and biliterate.

*We will...*

- **ENGAGE** the community to identify the best resources for teaching languages.
- **IDENTIFY** clear objectives for individual and system-wide growth towards bilingualism and biliteracy.
- **CREATE** language-learning courses and programs for all students, K-12, that ensure access to the global workplace, promote cross-cultural understanding, and develop critical-thinking skills.
- **INVEST** in technology, staff, and resources to ensure strong bilingualism and biliteracy skills.
- **IMPLEMENT** well-supported language-learning programs with a long-term vision.

## TECH-SAVVY, TECH-LITERATE

**Every student** in the class of 2026 will graduate tech-savvy and tech-literate.

*We will...*

- **ENSURE** all students achieve Common Core technology standards.
- **IMPLEMENT** a district web-based program for teacher-to-student interactions.
- **PROVIDE** technology devices to every student to enhance engagement, learning, and responsible use of technology.
- **PARTNER** with local technology organizations to provide resources and access to leading-edge technology and industry professionals.
- **PROVIDE** current and continuous professional development for teachers, leaders, and staff to ensure seamless integration of technology-driven approaches.





**RESOLUTION #13/14:7**

**REQUEST FOR GRADES K-12 WAIVER OF MINIMUM 180 DAY SCHOOL YEAR**

- WHEREAS** the Mount Baker School District is committed to the improvement of student learning; and
- WHEREAS** School Improvement Plans and training activities are in place in each of the district's schools; and
- WHEREAS** the School Improvement Plans and activities are designed to facilitate implementation of the State's and school district's goals; and
- WHEREAS** each school's site council, which is composed of staff members, parents, and community members, has participated in the development of the School Improvement Plans; and
- WHEREAS** the Board of Directors of Mount Baker School District No. 507 recognizes that planning and training time is needed for staff members to implement identified goals, to align various curricula with Washington State learning goals and benchmarks, to develop and implement aligned curricula, and to implement the District's Strategic Plan and individual schools' Improvement Plans, and
- WHEREAS** the Mount Baker School District currently utilizes four "Waiver Days" as allowed by the State Board of Education waiver of WAC 180-16-215 to provide staff members with additional time for learning improvement planning and training; and
- WHEREAS** the Board of Directors believes that the four "Waiver Days" are critical for planning and training; and
- WHEREAS** the 176-day school year for students will have total program hour offerings that meet or exceed the minimum requirements prescribed in RCW 28A.150.220(3).
- WHEREAS** WAC 180-18-040 allows a school district to apply to the State Board of Education for a waiver from the provisions of the minimum one hundred eighty day school year requirement;

**NOW THEREFORE BE IT RESOLVED** that the Board of Directors of Mount Baker School District hereby requests the Washington State Board of Education to waive the 180 day school day requirement for the 2014-2015, 2015-2016, and 2016-2017 school years so that four days each year may be devoted to planning and training that is linked to improvement of learning; and

**BE IT FURTHER RESOLVED** that the district will use the following means to determine if the learning improvement occurs:

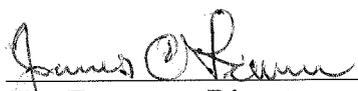
- The percentage of 4<sup>th</sup> grade students who meet state standards will continue to increase each year over the next three years.
- The percentage of 7<sup>th</sup> grade students who meet state standards will continue to increase each year over the next three years.
- The percentage of 10<sup>th</sup> grade students who meet state standards will continue to increase over the next three years.

**BE IT FINALLY RESOLVED** that the Board of Directors is committed to provide continuing opportunities for staff members, parents and community members to work together to improve student learning through such means that include but are not necessarily limited to the schools' site councils, advertised meetings in which parents and community members may offer input about curriculum, and committees that may be established to facilitate achievement of the goals described herein.

**APPROVED** by the Board of Directors of Mount Baker School District No. 507 in a regular meeting thereof held on the 23<sup>rd</sup> day of January, 2014.

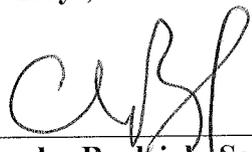
  
\_\_\_\_\_  
**Trish Hart, President**

  
\_\_\_\_\_  
**Ellen Dodson, Director**

  
\_\_\_\_\_  
**Jim Freeman, Director**

  
\_\_\_\_\_  
**Brian Kelly, Director**

  
\_\_\_\_\_  
**Russ Pfeiffer-Hoyt, Director**

ATTEST:   
\_\_\_\_\_  
**Charles Burleigh, Secretary**



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

### Instructions:

#### Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

#### Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
  - The basic education program requirement for which the waiver is requested.
  - The school year(s) for which the waiver is requested.
  - The number of days in each school year for which the waiver is requested.
  - Information on how the waiver will support improving student achievement.
  - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.  
Applications for renewal of current waivers require completion of Sections A, B, and C.

#### Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

**Part A: For all new and renewal applications:**

The spaces provided below each question for answers will expand as you enter or paste text.

|   |  |
|---|--|
| <b>School District Information</b>  |  |
| District  | Mount Baker  |
| Superintendent  | Charles Burleigh   |
| County  | Whatcom  |
| Phone   | (360) 383-2000   |
| Mailing Address   | PO Box 95<br>4946 Deming Rd.<br>Deming WA 98244-0095   |
| <b>Contact Person Information</b>   |  |
| Name  | Charles Burleigh   |
| Title   | Superintendent   |
| Phone   | (360) 383-2000   |
| Email   | cburleigh@mtbaker.wednet.edu   |
| <b>Application type:</b>  |  |
| New Application or Renewal Application  | Renewal  |
| <b>Is the request for all schools in the district?</b>  |  |
| Yes or No   | Yes  |
| If no, then which schools or grades is the request for?   |  |
| <b>How many days are requested to be waived, and for which school years?</b>  |  |
| Number of Days  | 3  |
| School Years  | 3 - School years 2014-2015, 2015-2016, 2016-2017   |
| <b>Will the waiver days result in a school calendar with fewer half-days?</b>   |  |
| Number of half-days reduced or avoided through the proposed waiver plan   | No. There are currently eight 2hr. early release days district wide for planning and professional development. There are seven additional 2hr. early releases for parent conferences at the elementary level and two additional 2hr. early releases for parent conferences at the secondary level. |
| Remaining number of half days in calendar   | Same as above  |
| <b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b> |  |
| Yes or No   | Yes. Mount Baker will comply with the State's instructional hour requirements for 2014-2015.   |

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The purpose of using the three days requested in this waiver is to focus on increasing the academic growth and achievement of all Mount Baker students in meeting the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).

To accomplish this purpose teachers will: receive professional development on CCSS and NGSS, work to align curriculum usage and instructional practices, and will focus on improving instruction using the Marzano *Framework for Teaching*.

Staff will be brought together on the waiver days to develop a common understanding and application of the shifts in instruction necessary for students to demonstrate achievement of CCSS and NGSS on the Smarter Balanced Assessment to be administered in spring, 2015. The development of instructional delivery models to meet the needs of our increasingly diverse and low-income student populations is an essential focus of our work. Based on the CCSS and NGSS, teachers need to embed effective formative assessments to inform them of the progress of individuals and subgroups of students in order to provide targeted differentiated instruction. Cultural competency, strategies for ELL, and accommodations for students with disabilities are critical elements of professional development and collaborative activities. In addition, our requested waiver will support this work to ensure that every student graduates Career and College Ready.

Goals of the waiver:

1. From 2014 to 2017, increase the academic achievement of all Mount Baker students using Common Core State Standards in English Language Arts and Mathematics, as measured by *the percent of students reaching the grade level proficiency standard* on the Smarter Balanced Assessments and *the proficiency ratings* on the Washington Achievement Index.

2. From 2014 to 2017, increase the academic growth of all Mount Baker students in learning the Common Core State Standards in English Language Arts and Mathematics, as measured by *changes in student growth percentiles* on the Smarter Balanced Assessments and *the growth ratings* on the Washington Achievement Index.

3. By 2017, close gaps between student subgroups in achievement of Common Core State Standards in English Language Arts and Mathematics, as measured by the *percent of subgroups reaching proficiency* on the Smarter Balanced Assessments and the *proficiency ratings for subgroups* on the Washington Achievement Index.

4. From 2014 to 2017, increase the academic achievement of all Mount Baker students using Next Generation Science Standards as measured by classroom based common assessments and *the percent of students reaching proficiency* on the state science assessments (MSP and EOC exams).

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The school and district improvement plans for the Mount Baker School District are built on the understanding that high levels of student achievement will occur for all students when students receive high quality differentiated instruction which uses well understood high quality tools that are aligned to CCSS and Next Gen Science in a safe and productive learning environment. This approach is evident through out our district and school improvement plans which can be accessed at:

[http://www.edlinesites.net/pages/MtBaker/About\\_Us/School\\_Board](http://www.edlinesites.net/pages/MtBaker/About_Us/School_Board)

or (we are going through an update of our website)

[http://www.mtbaker.wednet.edu/files/\\_0bKst\\_/bf0ba9c822cfb61a3745a49013852ec4/School\\_Improvement\\_Plan\\_Summaries\\_2014-2015.pdf](http://www.mtbaker.wednet.edu/files/_0bKst_/bf0ba9c822cfb61a3745a49013852ec4/School_Improvement_Plan_Summaries_2014-2015.pdf)

The activities outlined in the Mount Baker school and district improvement plan focus narrowly on the work which will bring the three elements stated above into the daily practice of our school district. The waiver plan for Mount Baker supports the professional development necessary to facilitate district wide progress by providing one additional day of time before the school year begins to establish our school and district wide instructional practices, one day in November for secondary teachers and one day in January for elementary teachers to continue school level learning connected to the use of high quality and aligned instructional tools and a safe and productive learning environment, and one day in February to continue our district level professional development related to instructional practice. This pattern within the calendar would continue for all three years of waiver approval.

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

Mount Baker will use data from official state assessments to determine success related to expected benchmarks for our students. As the state assessment system is in transition from the MSP and HPSE to Smarter Balanced Assessments we will continue to use the MSP and HSPE until we receive Smarter Balanced results in the fall of 2015.

Annual Measurable Objectives are our states primary measure of the achievement gap and will be a measure which Mount Baker uses to determine the success of its efforts to reduce the achievement gap. The table below shows Mount Baker's current AMO status and goals.

Mount Baker will also use the Achievement index as a measure of the progress of our schools and district. The second table below shows Mount Baker schools current Achievement Index status.

| District       | Subgroup Name     | Subject | Baseline Year | Baseline CE Total Tested | Baseline CE Number Met | Baseline CE Percent Met | Target 2012 | Target 2013 | Target 2014 | Target 2015 | Target 2016 | Target 2017 | Increment |
|----------------|-------------------|---------|---------------|--------------------------|------------------------|-------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-----------|
| MOUNT BAKER SD | All               | math    | 2010-2011     | 979                      | 548                    | 55.975                  | 59.6        | 63.3        | 67.0        | 70.7        | 74.3        | 78.0        | 3.7       |
| MOUNT BAKER SD | All               | reading | 2010-2011     | 982                      | 656                    | 66.802                  | 69.6        | 72.3        | 75.1        | 77.9        | 80.6        | 83.4        | 2.8       |
| MOUNT BAKER SD | American Indian   | math    | 2010-2011     | 53                       | 19                     | 35.849                  | 41.2        | 46.5        | 51.9        | 57.2        | 62.6        | 67.9        | 5.3       |
| MOUNT BAKER SD | American Indian   | reading | 2010-2011     | 54                       | 20                     | 37.037                  | 42.3        | 47.5        | 52.8        | 58.0        | 63.3        | 68.5        | 5.2       |
| MOUNT BAKER SD | Asian             | math    |               |                          |                        |                         |             |             |             |             |             |             |           |
| MOUNT BAKER SD | Asian             | reading |               |                          |                        |                         |             |             |             |             |             |             |           |
| MOUNT BAKER SD | Black             | math    |               |                          |                        |                         |             |             |             |             |             |             |           |
| MOUNT BAKER SD | Black             | reading |               |                          |                        |                         |             |             |             |             |             |             |           |
| MOUNT BAKER SD | Hispanic          | math    | 2010-2011     | 91                       | 34                     | 37.363                  | 42.6        | 47.8        | 53.0        | 58.2        | 63.5        | 68.7        | 5.2       |
| MOUNT BAKER SD | Hispanic          | reading | 2010-2011     | 92                       | 56                     | 60.870                  | 64.1        | 67.4        | 70.7        | 73.9        | 77.2        | 80.4        | 3.3       |
| MOUNT BAKER SD | White             | math    | 2010-2011     | 787                      | 461                    | 58.577                  | 62.0        | 65.5        | 68.9        | 72.4        | 75.8        | 79.3        | 3.5       |
| MOUNT BAKER SD | White             | reading | 2010-2011     | 788                      | 542                    | 68.782                  | 71.4        | 74.0        | 76.6        | 79.2        | 81.8        | 84.4        | 2.6       |
| MOUNT BAKER SD | Limited English   | math    | 2010-2011     | 67                       | 14                     | 20.896                  | 27.5        | 34.1        | 40.7        | 47.3        | 53.9        | 60.4        | 6.6       |
| MOUNT BAKER SD | Limited English   | reading | 2010-2011     | 66                       | 19                     | 28.788                  | 34.7        | 40.7        | 46.6        | 52.5        | 58.5        | 64.4        | 5.9       |
| MOUNT BAKER SD | Special Education | math    | 2010-2011     | 140                      | 32                     | 22.857                  | 29.3        | 35.7        | 42.1        | 48.6        | 55.0        | 61.4        | 6.4       |
| MOUNT BAKER SD | Special Education | reading | 2010-2011     | 142                      | 40                     | 28.169                  | 34.2        | 40.1        | 46.1        | 52.1        | 58.1        | 64.1        | 6.0       |
| MOUNT BAKER SD | Low Income        | math    | 2010-2011     | 545                      | 267                    | 48.991                  | 53.2        | 57.5        | 61.7        | 66.0        | 70.2        | 74.5        | 4.3       |
| MOUNT BAKER SD | Low Income        | reading | 2010-2011     | 550                      | 333                    | 60.545                  | 63.8        | 67.1        | 70.4        | 73.7        | 77.0        | 80.3        | 3.3       |
| MOUNT BAKER SD | Pacific Islander  | math    |               |                          |                        |                         |             |             |             |             |             |             |           |
| MOUNT BAKER SD | Pacific Islander  | reading |               |                          |                        |                         |             |             |             |             |             |             |           |
| MOUNT BAKER SD | Two or More Races | math    | 2010-2011     | 32                       | 24                     | 75.000                  | 77.1        | 79.2        | 81.3        | 83.3        | 85.4        | 87.5        | 2.1       |
| MOUNT BAKER SD | Two or More Races | reading | 2010-2011     | 32                       | 27                     | 84.375                  | 85.7        | 87.0        | 88.3        | 89.6        | 90.9        | 92.2        | 1.3       |

| DistrictName   | SchoolName              | Grade Span | Enrol-2013 | FRL-2013 | RPFE-2012-13 | AI-2011 | AI-2012 | AI-2013 | Composite Achievement Index | 3-Yr Grad Rate | Composite AI Stack Ranking | Reading-3-Yr-Percent-Met | Math-3-Yr-Percent-Met | Reading-3-Yr-MSGP | Math-3-Yr-MSGP |
|----------------|-------------------------|------------|------------|----------|--------------|---------|---------|---------|-----------------------------|----------------|----------------------------|--------------------------|-----------------------|-------------------|----------------|
| MOUNT BAKER SD | Mount Baker Senior High | Gr9-12     | 622        | 49.2     |              | 6.208   | 7.396   | 6.556   | 6.720                       | 80.1%          | 416                        | 86.6%                    | 76.8%                 | 58.3              | 50.5           |
| MOUNT BAKER SD | Acme Elementary         | GrK-6      | 185        | 45.3     |              | 5.767   | 3.933   | 4.517   | 4.739                       |                | 1484                       | 61.9%                    | 46.6%                 | 39.5              | 45.2           |
| MOUNT BAKER SD | Mount Baker Junior High | Gr7-8      | 267        | 52.0     | E-SWD        | 5.554   | 5.888   | 6.100   | 5.847                       |                | 908                        | 63.1%                    | 57.3%                 | 41.0              | 56.5           |
| MOUNT BAKER SD | Harmony Elementary      | GrK-6      | 346        | 46.2     |              | 7.150   | 6.283   | 7.050   | 6.828                       |                | 357                        | 73.7%                    | 65.7%                 | 54.7              | 59.2           |
| MOUNT BAKER SD | Kendall Elementary      | GrK-6      | 376        | 98.9     | E-ELL&SWD    | 6.070   | 5.670   | 6.883   | 6.208                       |                | 697                        | 60.0%                    | 46.0%                 | 51.7              | 62.2           |
| MOUNT BAKER SD | Mount Baker Academy     | GrK-12     | 89         | 0.0      |              |         |         |         |                             |                | No-AI                      |                          |                       |                   |                |

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

Specific activities:

**Transition to TPEP**

- Marzano Framework
- Student Growth
- Teacher Evaluation tools and procedures

1. Pilot team moves to coaching model with Cohort 2
2. All other staff on PGO with new, focused Marzano training.
3. All staff trained in “small group” Student Growth and “collaborative” Student Growth goals.
4. All staff receiving PD on Marzano Framework, with an emphasis on setting clear targets aligned to CCSS and NGSS, and developing assessment rubrics for each target (Criteria 1.1)

### **Transition to CCSS and Next Gen Science**

- Aligned to new standards/assessments
  - Effective at preparing students to meet increased performance expectations
  - Incorporates Tier II and III interventions
1. K-8 Literacy curriculum adoption and initial implementation
  2. Review of K-12 science curriculum. Specific focus on alignment to NGSS (gap analysis)
  3. Review of K-12 Social studies curriculum. Specific focus on alignment to CCSS (gap analysis)
  4. Continued implementation of literacy curriculum specifically Tier 2 and 3 interventions

### **Addressing Achievement Gaps / At Risk Students**

- Support for PBIS at school level
  - Tier II and III Interventions for targeted subgroups
  - Focus on ACEs
1. Increase staff awareness of ACEs
  2. Data gathering and analysis
  3. Instructional strategies for at risk students
  4. Intervention system design, use and monitoring

Explanation of the benefit of professional development in the above activities:

The activities listed above each connect to a base of research related to student achievement. For example, the Marzano Instructional Framework connects to a base of research which has identified instructional practices which have a high return in student achievement. Likewise the implementation of Positive Behavior Intervention and Support at the school level has been extensively researched and connects to the RTI model of supporting student growth. In grounding our work in research based practices Mount Baker intends to have a high return in student growth from our waiver day activities.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

Mount Baker will collect and examine evidence from several sources to show whether our goals were attained:

*Until Fall 2015:*

- Data from MSP
- Data from the Washington Achievement Index
- Student growth percentiles based on MSP data, both aggregate (All) and for all ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Achievement data from district formative assessments (Dynamic Indicators of Basic Early Literacy (DIBELS), Developmental Reading Assessment (DRA), easyCBM® mathematics measures, and Renaissance-STAR Math)
- Student enrollment in the Highly Capable Program and advanced courses, disaggregated by ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Gender, and Low Income).

*Fall 2015 and beyond:*

- Following Spring 2015: Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Schools will collect student growth and achievement data from the common assessments determined in their grade level and content area professional learning communities. Schools will also collect school-based data from district assessments and the Smarter Balanced Assessment.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

The core understanding of the Mount Baker School District plan is to improve student achievement and to ensure high levels of student achievement will occur for all students when they receive high quality differentiated instruction that uses well understood high quality tools, which are aligned to CCSS and Next Gen Science in a safe and productive learning environment. This ongoing work will guide the professional development work which takes place during the three years of this waiver.

It is also clear that the implementation of TPEP including the training in understanding the connected instructional framework will move to full implementation during this same time period. Further, this time period also represents the first three years of implementation of CCSS assessment and the time leading up to Next Gen Science assessment. These multiple factors inform to a high level the content and planning of Mount Baker professional development during the three years of the applied for waiver.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

District and School Leadership Teams are responsible for creating a coherent and manageable professional development plan taking into consideration the effective use of staff time. Professional development time is allocated for activities that are relevant to each school's improvement plan and focused on improving student learning. Any time worked by individual teachers, groups of teachers, or an entire school has been clearly and specifically connected to a school's stated plan for the use of the days.

At regular intervals, the superintendent or school administrator meets with each school's leadership team, which includes parent/community representatives, to apprise them of emerging or overarching professional development considerations such as grants, state expectations, district curricula initiatives/adoptions, etc. This information has presented to teams as they develop their school's professional development plan and the use of waiver time for the following year.

All staff members are required to attend scheduled PD activities regardless of FTE. Part-time employees are compensated for the additional time at per diem.

Each school's professional development plan is presented to the District's Administrative Leadership Team who offer feedback for further consideration connected to the use of waiver time.

Once a school's leadership team has approved a professional development plan including that portion which is waiver time, a copy/calendar of the plan is made available to staff. During the school year a good faith effort is made to keep staff informed in a timely manner of any updates or changes to the plan.

Annually, representatives from each school leadership team and Mount Baker administrators participate in a round table discussion about professional development and the use of any waiver time. The purpose of this discussion is to collaborate, keep staff informed about efforts throughout the District, share best practices in professional development, and optimize the use of resources including the use of waiver time.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Mount Baker School District currently has 180 days of instruction in the CBA. Above that there are four (4) days for professional development within the CBA and one (1) day for after hours parent teacher conferences. One PD day is used for instruction and assessment pertaining to the 11 "essential trainings" stipulated in RCW, WAC, or by risk management. A few examples of these include required medical trainings (epi-pen,

diabetes, seizure, asthma, anaphylaxis, etc.), code of professional conduct, sexual harassment, social media, ethics, etc. In addition to essential trainings, this day is also used for district and school-level beginning of the year organization, and planning. This leaves 3, district provided days for other PD, and school improvement purposes. **Note: Compared to the previous CBA, this is an increase of 1 district provided day, (which is why MBSD is able to reduce its waiver day renewal request from the previous 4 days, to the current request for 3 days).**

Additionally there are eight early release days for all teachers focused on teacher collaboration and planning and two (2) secondary early releases for parent conferences / six (6) elementary early releases for parent conferences.

| Date         | Secondary Early Release Days |                   | Elementary Early Release days |                   |
|--------------|------------------------------|-------------------|-------------------------------|-------------------|
|              | *Teacher Collaboration       | **P/T Conferences | *Teacher Collaboration        | **P/T Conferences |
| Sept 29      | ✓                            |                   | ✓                             |                   |
| Oct. 20      |                              | ✓                 | ✓                             |                   |
| Nov. 17      | ✓                            |                   |                               | ✓                 |
| Nov. 18      |                              |                   |                               | ✓                 |
| Nov. 19      |                              |                   |                               | ✓                 |
| Nov. 20      |                              |                   |                               | ✓                 |
| Dec. 15      | ✓                            |                   | ✓                             |                   |
| Jan. 12      | ✓                            |                   | ✓                             |                   |
| Feb 23       | ✓                            |                   | ✓                             |                   |
| Mar. 12      |                              |                   |                               | ✓                 |
| Mar. 13      | ✓                            |                   |                               | ✓                 |
| Mar. 23      | ✓                            |                   | ✓                             |                   |
| April 27     |                              | ✓                 | ✓                             |                   |
| May 11       | ✓                            |                   | ✓                             |                   |
| <b>Total</b> | <b>8</b>                     | <b>2</b>          | <b>8</b>                      | <b>6</b>          |

\*MBEA/MBSD CBA provides 8 early release days for “teacher collaboration and planning”. Each early release is 2.5 hours.

\*\* Early release days scheduled for P/T conferences are not part of the MBSD/MBEA CBA. The district provides a limited amount of paid teacher time for evening conferences to accommodate parents who cannot attend during the day. This paid evening conference time is part of the CBA.

### FAQ About Early Release and “Teacher Collaboration/Planning Time”

**Q. What is so important about teacher collaboration and why is there such an increased focus on it?**

**A.** Results of numerous studies from sources as diverse as the US Department of Education, the National Science Foundation, public and private universities, and private research groups all provide compelling

evidence that ***great teaching is a team sport***. Many schools have good teachers, but schools that are great have provided leadership and support to create collaborative learning cultures more powerful than even the best teachers can sustain on their own. With mounting pressure to improve student learning, and implementation of the Common Core and Next Generation Science Standards looming, the need for teacher collaboration and professional development is imperative.

**Q. Why can't teachers just meet before or after school to collaborate?**

**A.** They *do* meet before and after school. However, these blocks of time are short and often irregular due to all of the other things (including parent meetings or student emergencies) that must also occur during these same blocks. Teachers who are coaches or club advisors, special education teachers who hold many parent meetings, instructional assistants who have shorter contract days, and teachers who teach "0 hour" classes or provide student support services /tutoring outside of the regular school day, are not available during these times making any whole-staff, grade- or department-level collaboration very difficult. In addition, if they are to achieve the desired impact on student learning many of the planning, implementing, and reflecting tasks that are essential to improving student learning require more than a series of disjointed 10 or 20 minute blocks of time.

**Q. Why isn't collaboration time scheduled during the regular school day (common planning periods etc.)?**

**A.** Because the state does not provide enough funding to staff this model. Any time teachers are planning or collaborating, their students must be with another teacher. There are not enough teachers to allow entire grade levels or departments to plan at the same time without increasing class sizes to an unacceptable level elsewhere in the school. Currently, when grade level meetings are unavoidable, the district hires substitute teachers—which is expensive.

**Q. Why doesn't the district pay teachers to work extra days throughout the year instead of taking learning time away from students?**

**A.** Although the district's basic education allocation from the state does not include money to pay for teacher professional development and training, teacher collaboration time, or parent/teacher conferences, the district provides 5 additional teacher work days outside of the school year. These days are funded by local levy dollars. Five days are as many as the district can afford, and it is not enough. One of the five days is used for parent/ teacher conferences. The other four days are used for teacher trainings mandated by the state (although unfunded), teacher evaluation training (underfunded by the state), teacher training and planning for newly adopted curriculum, and some teacher collaboration time.

9. Please provide the number of days per year for the following categories:

|  |     |
|--|-----|
| Student instructional days (as requested in application) | 177 |
| Waiver days (as requested in application)                | 3   |
| Additional teacher work days without students            | 5   |
| Total  | 185 |

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

| Day                    | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|------------------------|---|------------------------------|----------------------------|-----------------------------|
| 1                      | 100%  | X                            | X                          |                             |
| 2                      | 100%  | X                            | X                          |                             |
| 3                      | 100%  | X                            | X                          |                             |
| 4                      | 100%  | X                            | X                          |                             |
| 5                      | 100%  | X                            | X                          |                             |
| 6                      |   |                              |                            |                             |
| 7                      |   |                              |                            |                             |
| Check those that apply |   |                              |                            |                             |

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

For the Mount Baker School District the above, existing days follow the following pattern:

- 1 day allocated for parent conferences outside of school hours
- 2 days before the beginning of the school year for required trainings, work connected to the start of school and professional development
- 1 day in October for professional development related to the student growth elements of TPEP, and then collaborative time for teachers to review common standards in light of student achievement data and then write team goals for whole grade level, class, and individual student growth relative to learning targets.
- 1 day of year in May for end of the year work and professional development

The three additional days provided through the waiver allow the following important elements:

- 1 additional day in August exclusively for professional development before the beginning of the school year
- 2 days exclusively for professional development (November and February for secondary and January and February for elementary), which allow for important concentrated work to take place in between our existing October and May professional development days

Rationale: The deep work which needs to take place to implement TPEP in a meaningful way, to understand and teach to CCSS and Next Gen Science Standards, and facilitate staff

working together to create a safe and productive learning environment for all students requires the dedication of time before the beginning of the school year and continued work at regular intervals as the school year progresses.

*New 180 Day Applications- Stop here and skip to Section C, "Last Steps".*

**Part B: For Applications for Renewal of Waivers for Additional Years.**

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

The previous plan for the use of waiver days in Mount Baker was primarily focused on the implementation of PLC's as a tool to review student data and adjust instructional practices to align them to the needs of the students. This effort has been substantially successful. Particularly at the elementary level these practices are firmly in place and no longer require waiver time to be sustained. Evidence of this is the now established practice of school level "Data Review" meetings which occur three times per year at all of our elementary schools. Meetings at which student achievement data is used to determine interventions, teaching priorities and grouping of students through collaborative teacher work. Further evidence can be found in our "grade Level Meeting" where teachers for different school get together with others at their grade level to discuss curriculum usage and larger level data trends for their grade level. The expansion of this success is connected to this application in the use of student growth in the new evaluation system district wide as a driver for instructional improvement. This will represent an advance on our previous work as it will connect to teacher evaluation and the state wide expectation for effective teacher collaboration.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

The on going work in Mount Baker to understand student data and use it to inform high quality instruction has led to successes. Mount Baker High School received a Washington Achievement Award for Student Growth, and Kendall Elementary School (formerly an "Emerging" school) received a Washington Achievement Award for Student Growth in Math. These awards are measured from the last three years of assessment which corresponds to our most recent waiver.

Mount Baker is focused on student achievement far beyond these two point of recognition. The past several years have been challenging. We have had substantial leadership transition in the superintendent position during the past four years with three individuals occupying the role, and for the past three years we have operated without a Curriculum Director due to funding challenges. In spite of these challenges our district has managed to adopt and implement Common Core based literacy materials for grades K-8 and we have engaged a collaborative and authentic process with our teachers union to bring in the new evaluation system.

These important activities were not anticipated when our last waiver application was made but have been effectively addressed, partly through the use of waiver time. In many ways what has been accomplished, including a K-8 literacy program which has its base in best

practice and Common Core and substantial work to build teacher leadership in the implementation of the new teacher evaluation program, has far surpassed our original plan.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

The changes in the Mount Baker waiver plan going forward relate primarily to the major mandates which have come from the the state level related to CCSS, Next Gen Science, and TPEP. These changes inform both the content of what our students will need to be able to demonstrate and the ways in which our teachers will be rated as they approach this work. These mandates will inform our work and the use of waiver time will better allow us to meet these substantial challenges.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

Approval of the Mount Baker Waiver plan will allow ongoing meaningful professional development to take place through out the school year with additional time available at the critical time before school starts and the opportunity for deep and focused work twice during the middle months of the school year. This opportunity together with the focused planning that is taking place for professional development in CCSS, Next Gen Science, and TPEP give this waiver plan a high likelihood of success.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

Parents and community have been informed over the past four year about the use and impacts of our waiver time and school improvement work through district newsletters, our website and participation on school leadership teams. Attached to this document is a statement of support for our waiver application signed by all of our district administrators, our MBEA and PSE union leaders, and parent and community leaders.

### C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Onion Creek School District No. 30  
Colville, Washington

RESOLUTION NO. 2014-02  
180-DAY WAIVER RENEWAL REQUEST FOR 2014-2015, 2015-2016, 2016-2017 SCHOOL YEARS

A RESOLUTION requesting the State Board of Education grants a renewal of waiver of the minimum 180-day requirement for three school years, 2011-2014. (WAC 180-18-040)

WHEREAS, the Onion Creek School District has established goals to implement changes that will increase student learning; and

WHEREAS, the Onion Creek School District's goals include increasing understanding of the academic needs of students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time for collaborative professional learning; and

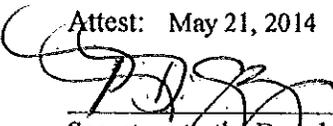
WHEREAS, the student contact hours and program offerings would exceed state requirements and; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for collaboration to improve student learning.

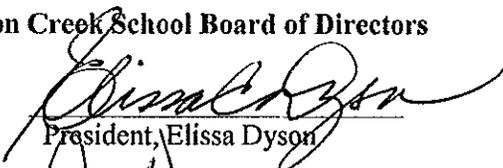
NOW, THEREFORE, BE IT RESOLVED, that the Onion Creek School District No. 30 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Onion Creek School District to allow for four (4) waiver days in the school years 2014-2015, 2015-2016, 2016-2017 for the purpose of enhancing and improving the educational program. During this time, students would not attend school in order to allow for all staff to participate in collaborative activities, such as curriculum, assessment and instructional alignment and planning and research review.

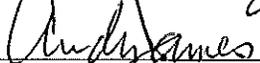
ADOPTED by the Board of Directors of the Onion Creek School District No. 30, Colville, Washington, in its regular meeting of May 21, 2014.

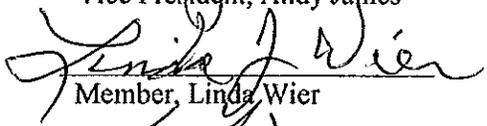
Attest: May 21, 2014

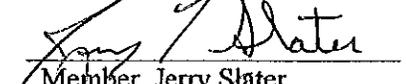
  
Secretary to the Board  
Patsy Guglielmino

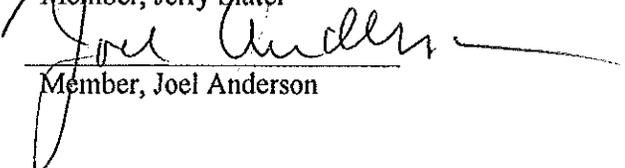
Onion Creek School Board of Directors

  
President, Elissa Dyson

  
Vice President, Andy James

  
Member, Linda Wier

  
Member, Jerry Slater

  
Member, Joel Anderson

The SBE will provide written confirmation (via e-mail) of receipt of the application materials. **Part A: For all new and renewal applications:**

The spaces provided below each question for answers will expand as you enter or paste text.

|   |  |
|---|--|
| <b>School District Information</b>  |  |
| District  | Onion Creek School District #30            |
| Superintendent  | Patsy Guglielmino                          |
| County  | Stevens                                    |
| Phone   | 509.732.4240                               |
| Mailing Address   | 2006 Lotze Creek Rd.<br>Colville, WA 99114 |
| <b>Contact Person Information</b>   |  |
| Name  | Myra Humes                                 |
| Title   | Secretary                                  |
| Phone   | 509.732.4240                               |
| Email   | mhumes@ocsd30.org                          |
| <b>Application type:</b>  |  |
| New Application or Renewal Application  | Renewal Application                        |
| <b>Is the request for all schools in the district?</b>  |  |
| Yes or No   | Yes  |
| If no, then which schools or grades is the request for?   |  |
| <b>How many days are requested to be waived, and for which school years?</b>  |  |
| Number of Days  | Four                                       |
| School Years  | 2014-15, 2015-16, 2016-17                  |
| <b>Will the waiver days result in a school calendar with fewer half-days? No</b>  |  |
| Number of half-days reduced or avoided through the proposed waiver plan   |  |
| Remaining number of half days in calendar   |  |
| <b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b> |  |
| Yes or No   | Yes  |

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

In order for the faculty and staff in the Onion Creek School District to continue to adequately impact/increase students' academic growth and effectively learn and implement the state initiatives such as, Common Core Standards (CCS), Eight Teaching Criteria, Instructional and Leadership Frameworks, Teacher and Principal Evaluation Project (TPEP) and Smarter Balanced Assessment (SBA), etc., collaborative professional development time is required. Due to our remote and rural location, it is often cost prohibitive and very challenging for us to send staff to trainings and/or hire substitutes to provide critical learning time for teachers and para-educators. In addition, due to some of our students longer than average bus routes, we strive to keep half days to a minimum. Waiver days will provide the much needed professional development time to solve our problems of practice as we move forward.

Our goals are as follows:

- Learn and incorporate the CCS
- Learn and implement the Eight Teaching Criteria and the Instructional Frameworks
- Learn and implement the SBA, universal screening, benchmark assessments, progress monitoring
- Learn and implement tiers 2 and 3 interventions (Response to Intervention – RtI)
- Learn, incorporate and strengthen the Nine Characteristics of High Performing Schools
- Learn, incorporate and strengthen the effective principles of Professional Learning Communities, based on DuFour's work

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The above outlined plan is in direct alignment to our District Visioning/Strategic Improvement Plan, which can be accessed at [www.ocsd30.org](http://www.ocsd30.org). The improvement plan outlines goals and action plans for strengthening the instructional program and assisting students and staff with reaching their potential.

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

As a result of being engaged in the work outlined in #1, district AIMSweb benchmark scores and classroom-based assessment scores will improve by a minimum of 15% district-wide by spring of 2017.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

- Learn and incorporate the CCS.
  - Staff will participate in unpacking/deconstructing the CCSS and will transition to using the CCSS in their instructional planning and delivery. Data will be collected via classroom observations and instructors' lesson plans.
- Learn and implement the Eight Teaching Criteria and the Instructional Frameworks
  - Staff will continue to participate in the deep learning of Charlotte Danielson's Instructional Frameworks.
  - Instructional Rounds will be conducted using TeachingChannel.org videos and peer observations.
  - Staff will continue to learn about the new teacher and principal evaluation (TPEP). Participants will learn to write/refine SMART instructional goals and action plans aimed at strengthening instructional

- practices and improving student growth outcomes and periodically self-evaluate progress on goal attainment via artifact/evidence review. Data will be collected via classroom observations.
- Staff will continue to learn and effectively implement the eight teacher evaluation criteria.
  - Learn and implement the SBA assessment, universal screening, benchmark assessments, progress monitoring and tiers 2 and 3 interventions
  - Staff will implement benchmark and SBA assessments, etc. with fidelity and disaggregate data to evaluate core curricula and instruction and to plan interventions. Student achievement data will be evaluated for subsequent changes in instructional practices/delivery. Participants will also explore and implement tier 2 intervention(s) and monitor effectiveness of interventions.
  - Staff will learn about the Smarter Balanced Assessment (SBA) and how it compares/contrasts to other assessments they are currently familiar with, take practice tests and understand how curriculum, instruction and assessment will be aligned in the Onion Creek School District. Alignment processes will be conducted.
  - Learn, incorporate and strengthen the Nine Characteristics of High Performing Schools
  - Staff will delve into the research behind the Nine Characteristics of Highly Effective Schools. Action plans will be developed to strengthen areas of weakness and build upon strengths.
  - Learn, incorporate and strengthen the effective principles of Professional Learning Communities, based on DuFour's work
  - Staff will participate in learning about DuFour's work around Professional Learning Communities and will utilize PLC time to advance individual and school goals. During PLC time, participants will analyze data, plan collaboratively and design interventions for individuals/groups.

From the work described above, we anticipate that our students will increase assessment scores by a minimum 15%, or 5% each year.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

Achievement scores from AIMSweb, ALEKS, IXL, QRI and Write Group assessment results will be evaluated a minimum of three times per year to assist with determination of goal achievement. Mid course corrections (new interventions) will take place if/when students are not making expected gains.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

The waiver proposal, specified above, is a robust, continuous, multi-year, job-embedded professional development plan. The challenge of changing and improving professional practice is an adaptive one and takes continuous learning and practice over time. Each year (or as soon as problems of practice are solved) new SMART goals, based on data, will be written.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

Our Visioning and Planning Team, comprised of community members, board members, parents, classified and certified school employees, meet quarterly to review and provide feedback on our District Visioning/Improvement Plan and to report progress on goal attainment via sub-committee members. Moreover, we provide a monthly newsletter to all of our families, which apprises them of our school improvement work. Additionally, we hold three student-led conferences per year. During conferences, students share their progress on goal achievement.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The Onion Creek School District does not have a CBA. Rather, we make decisions by consensus. For the 2014-15 school year, we have a consensus agreement on:

- 4 professional development days
- 169 full instructional days
- 0 late start/early release days
- 6 half days for parent-teacher conferences
- 1 half day for the last day of school

9. Please provide the number of days per year for the following categories:

|  |            |
|--|------------|
| Student instructional days (as requested in application) | 176        |
| Waiver days (as requested in application)                | 4          |
| Additional teacher work days without students            | 0          |
| <b>Total</b>   | <b>180</b> |

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

**Not Applicable**

| Day                    | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|------------------------|---|------------------------------|----------------------------|-----------------------------|
| 1                      |   |                              |                            |                             |
| 2                      |   |                              |                            |                             |
| 3                      |   |                              |                            |                             |
| 4                      |   |                              |                            |                             |
| 5                      |   |                              |                            |                             |
| 6                      |   |                              |                            |                             |
| 7                      |   |                              |                            |                             |
| Check those that apply |   |                              |                            |                             |

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

**Not Applicable**

**Part B: For Applications for Renewal of Waivers for Additional Years.**

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

As proposed in 2011, the previous waiver days were used to research, select and implement a best-practice benchmark assessment system for the district. Much professional development time was devoted to preparing for the administration of the assessments, learning how to administer, accessing the system to input results and analyzing reports. The valuable professional learning time was also used to implement and align to standards a new math curriculum.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

The professional development, made possible through the waiver days, brought about higher achievement as evidenced by classroom-based assessments, observation data, goal achievement on student learning plans, as well as district and state assessments. Specifically, we experienced an increase of students meeting or exceeding a level 3 on the MSP, which was our target for the previous waiver. (Note – our N is less than ten in each grade level.)

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

Our new goals, moving forward and as stipulated in A1, shows a continuation of the building blocks of continuous work on our goals in our improvement plan. The new goals are a natural progression and a refinement of the work accomplished as a result of our previous waiver.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

The valuable professional development time, provided for via the waiver, will make a significant, positive impact on moving our district forward on attaining our important student achievement goals. If we did not have the professional development time provided for by the waiver, making changes to increase student outcomes would be much slower as we have few options to carve out time for staff learning and collaboration beyond the school day. Moreover, in our remote and rural location, finding substitutes to provide staff release time is a tremendous hardship and often not possible. Utilizing waiver days to promote professional learning is a perfect solution for our small district.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

Every district family receives our monthly newsletter. Additionally, parents are informed of the impact of staff professional development and the positive impact of achievement via 3 student-led conferences per

year. Moreover, the district hosts special events for our community called "museums" to showcase student learning.

The waiver days have become commonplace in our district. Administrators, teachers, other district staff, parents, the community and board understand the need for professional learning time. It is a belief that we are actually setting a good example of lifelong learning by taking the time to learn, collaborate and improve our practice together.

### C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

**Selkirk Consolidated School District No. 70  
Selkirk Consolidated, Washington**

**RESOLUTION NO #13-14/02  
180-DAY WAIVER RENEWAL REQUEST FOR 2014-15, 2015-16, & 2016-17 SCHOOL YEARS**

A RESOLUTION requesting the State Board of Education grant a renewal of waiver of the minimum 180-day requirement for three school years, 2014-2017. (WAC 180-18-040)

WHEREAS, the Selkirk Consolidated School District has established goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the Selkirk Consolidated School District's goals include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time which require whole staff release for collegial teaming, collaboration between staff of different buildings and/or grade levels, and individual time for district goal implementation; and

WHEREAS, the Selkirk Consolidated School District has twenty-two certificated employees, all of whom will participate in the strategies implemented under this waiver; and

WHEREAS, the student contact hours and program offerings would meet state requirements and certificated staff work hours would be according to the full teacher contract requirements; and

WHEREAS, the district will use State standards and measures including results of the annual Measures of Student Progress assessment, the High School Proficiency Exam, and the Smarter Balanced Assessment to determine the success and identification of expected benchmarks and results which will be outlined annually in the School Improvement Plan; and

WHEREAS, the School Improvement Plan outlines activities designed to achieve the goals of the waiver and derived through analysis of multiple data sources and collaborative efforts with area school districts; and

WHEREAS, the plan development team included administrators, certificated staff, and building advisory council members representing classified employees, parents, community, and students; and

WHEREAS, the district held a public meeting on this plan in the Selkirk High School music room on March 17, 2014; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

NOW, THEREFORE, BE IT RESOLVED, that the Selkirk Consolidated School District No. 70 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Selkirk Consolidated School District to allow for up to three (3) waiver days in the school years 2015-2017 for the purpose of enhancing the educational program as well as providing more academic options for all students. During this time, students would not attend school to allow all certificated staff to implement district instructional goals, and to participate in collegial and collaborative activities, such as vertical teaming and curriculum alignment, between staff of different

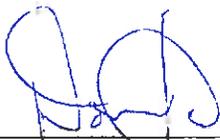
buildings, grade levels, and/or area school districts which would require whole staff release.

FURTHER, the that the Selkirk Consolidated School District No. 70 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Selkirk Consolidated School District to allow for up to one (1) additional waiver days in the school years 2015-2017 for the purpose of consolidating two half-day teacher conferences to one single full day.

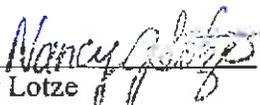
ADOPTED by the Board of Directors of the Selkirk Consolidated School District No. 70, Selkirk Consolidated, Washington, in its regular meeting of June 20, 2011.

**Selkirk Consolidated Board of Directors**

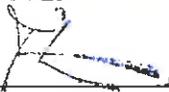
ATTEST: March 17, 2014



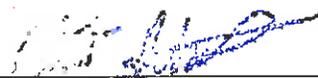
\_\_\_\_\_  
Donivan Johnson  
President, Selkirk Education Association



\_\_\_\_\_  
Nancy Lotze  
Secretary to the Board



\_\_\_\_\_  
Chairman, Joe Huttie



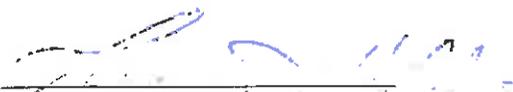
\_\_\_\_\_  
Member, Clint Petrich



\_\_\_\_\_  
Member, Scott Jungblom



\_\_\_\_\_  
Member, Karyn Lovell



\_\_\_\_\_  
Member, Larry Holter



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

### Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035; Fax 360-586-2357  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Lavery • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

**Part A: For all new and renewal applications:**

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

| School District Information  |  |
|--|--|
| District   | Selkirk School District  |
| Superintendent   | Nancy J. Lotze   |
| County   | Pend Oreille   |
| Phone  | 509.446.2951   |
| Mailing Address  | P.O. Box 129<br>Metaline Falls, WA 99153   |
| Contact Person Information   |  |
| Name   | Nancy Lotze  |
| Title  | Superintendent   |
| Phone  | 509.446.2951   |
| Email  | <a href="mailto:nlotze@selkirk.k12.wa.us">nlotze@selkirk.k12.wa.us</a>   |
| Application type:  |  |
| New Application or Renewal Application   | Renewal (Previously granted Option 3) / New Application for Option 1   |
| Is the request for all schools in the district?  |  |
| Yes or No  | Yes  |
| If no, then which schools or grades is the request for?  |  |
| How many days are being requested to be waived, and for which school years?  |  |
| Number of Days   | 3  |
| School Years   | 2014-15, 2015-16, 2016-17  |
| Will the waiver days result in a school calendar with fewer half-days?   |  |
| Number of half-days before any reduction   | When originally granted, YES.  |
| Reduction  | The Original Waiver granted in 1999 reduced 9 half day inservices to three full inservice days. This waiver simply continues that reduction. |
| Remaining number of half days in calendar  | 12 including parent/teacher conferences and days before holidays. Only 4 are inservice days.   |
| Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested? |  |
| Yes or No  | Yes.   |

**1. What are the purpose and goals of the Waiver?**

The waiver days will be used for professional development to increase student achievement by improving teacher and school leader effectiveness, evaluating effective instructional strategies, and increasing collaboration within the school district and within our region. Our school district collaborates with 9 other small districts to maximize professional development resources and to create "grade span" collaboration. In one district our size there is only one fourth grade teacher, during our collaboration meetings, there are 10 fourth grade teachers all dealing with similar issues. At least one of our waiver days will be used to collaborate with the other 9 districts.

**2. What are the student achievement data motivating the purpose and goals of the waiver? MSP, HSPE, and SBA.****3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.**

The Selkirk School District will use the MSP, HSPE, and SBA to measure success and results. Our goal for the HSPE was that 100% of our tenth grade students meet standard on the state assessment. School Improvement Plans identify student targets and staff activities designed to reach those targets.

**4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.**

Targets will be developed annually for each grade in reading/writing, math, and science (where applicable). Targets will be included in the annual School Improvement Plan for each building.

**5. Describe the content and process of the strategies to be used to meet the goals of the waiver.**

Selkirk staff have a multi-faceted approach to address the goals of increased student achievement. These strategies are outlined in the annual School Improvement Plans for each building. However, for the duration of the waiver, integration of technology, aligning curriculum with the Common Core, and implementing the new teacher evaluation process using the Marzano model will all be focuses of the waiver days.

**6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?**

Staff review data each fall in a modified Data Carousel activity to create a School Improvement Plan. The success or failure to meet the goals identified are addressed and then drive the next year's plan. Again, for the duration of the waiver, integration of technology, aligning curriculum with the Common Core, and implementing the new teacher evaluation process using the Marzano model will all be focuses of the waiver days.

**7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).**

School Improvement Plans are designed each fall and evaluated each spring. The plans may be viewed at the district's website: [www.selkirk.k12.wa.us](http://www.selkirk.k12.wa.us) under the DEPARTMENTS tab to the left. Common Core, the Marzano teacher evaluation model, and integration of technology are all tools to help the district increase student achievement.

**8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.**

Teachers and administrators are the impetus for requesting the waiver days for inservice activities. Parents, students (6-12), and community participate through advisory councils and open board meetings.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

We do not have a current collective bargaining agreement with our teachers. The last one expired in 2010. While we are in the process of negotiating a new agreement, neither the expired contract or the existing negotiations include any language regarding the number of professional development days, full instruction days, late-start or early-release days, or parent-teacher conferences. The only mention of non-instruction time involves daily prep time (secondary) or weekly prep time (elementary). We have a provision to compensate teachers \$150 per day for up to two days of non-contract day training. The training must be completed on non-school time and with prior supervisor approval. Please advise is a copy of the expired contract is still necessary.

10. Please provide the number of days per year for the following categories:

|  |     |
|--|-----|
| Student instructional days (as requested in application) | 177 |
| Waiver days (as requested in application)                | 3   |
| Additional teacher work days without students            | 0   |
| Total  | 180 |

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Not Applicable

| Day                    | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|------------------------|---|------------------------------|----------------------------|-----------------------------|
| 1                      | Optional                                    |                              |                            |                             |
| 2                      | Optional                                    |                              |                            |                             |
| 3                      | Optional                                    |                              |                            |                             |
| 4                      | Optional                                    |                              |                            |                             |
| 5                      | Optional                                    |                              |                            |                             |
| 6                      | Optional                                    |                              |                            |                             |
| 7                      | Optional                                    |                              |                            |                             |
| Check those that apply |   |                              |                            |                             |

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.

Not Applicable

*New 180 Day Applications- Stop here and skip to the "Last Steps" section.*

**Part B: For Applications for Renewal of Waivers for Additional Years.**

- 1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.**

The district used two of the waiver days for collaboration with 9 other districts to maximize professional development resources and one day for a modified Data Carousel activity to review data and plans for the upcoming school year.

- 2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.**

Our goal was for 100% of our students to meet standard on the 10<sup>th</sup> grade state assessments. Below is a chart of percent of students meeting standards during the waiver years:

|         | HSPE - Reading       | HSPE - Writing       | EOC - Biology        |
|---------|----------------------|----------------------|----------------------|
| 2011-12 | 94.7%                | 100%                 | 94.1%                |
| 2012-13 | 100%                 | 92.9%                | 100%                 |
| 2013-14 | Scores not available | Scores not available | Scores not available |

In addition, for each of the waiver years, the teachers participated in a two collaboration days with nine other small school districts in our region and one day was used for a Data Carousel-type activity.

- 3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.**

The focus of the inservice days will be driven more by the need to integrate Common Core and the Marzano evaluation strategies. Of course, the overarching goal of increasing student achievement will be the overarching focus. We also lack baseline SBA data for 10<sup>th</sup> grade which will be available in spring 2015, the first year of the waiver.

- 4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan**

There are no other paid professional development days available to our staff. Without the opportunity to work on instructional strategies and other activities designed to increase student achievement, the district will have little opportunity to advance toward achieving the goals. The district has responsibly used waiver days since 1999 and has a track record of increased student achievement even over many districts throughout the state.

- 5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.**

In addition to waiver day activities discussed at board meetings and advisory councils, School Improvement Plans are published on the website and in a district publication mailed to all households. Summaries of waiver day activities are provided to the board and community (available in the local post offices and on the district website). Finally, state assessment scores are also posted annually in a district publication mailed to all households.

**Last Steps:**

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Stephanie Leitz, Principal  
Wahkiakum High School  
360.795.3271  
Fax: 360.795.0545

W. Robert Garrett, Superintendent  
Bernice Sundby, Business Manager  
360.795.3971 Fax: 360.795.0545

Theresa Libby, Principal  
Julius A. Wendt Elementary School  
John C. Thomas Middle School  
360.795.3261 Fax: 360.795.3205

## Wahkiakum School District 200

500 South Third Street/P.O.Box 398  
Cathlamet, WA 98612

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### RESOLUTION NO. 214-031814 March 18, 2014

A RESOLUTION of the Board of Directors of the Wahkiakum School District No. 200, Wahkiakum County, Cathlamet, Washington, to request a waiver for grades K-12 of the minimum 180-day school year (RCW 28A.150.220) for the 2014-2015, 2015-2016 and 2016-2017 school years;

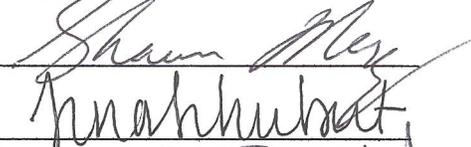
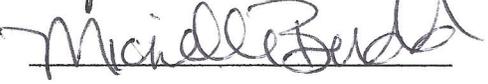
WHEREAS, the Wahkiakum School District Board of Directors recognizes that:

- 1) Planning time is needed for staff to implement a local restructuring plan which provides an effective educational system to enhance the educational program for all students in the district, and
- 2) According to the 2013-14 Form Package 600 (Minimum Basic Education Requirement Compliance), all grade levels are more than meeting the minimum program hours offering requirements and that is with a 176-day school year for students already in effect; and we will continue to exceed the minimum program hours offering requirement in E2SSB 6552 which is expected to be signed by the Governor very soon; and
- 3) Full days designated for planning and in-service training would facilitate training opportunities for classified staff, and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18),

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Wahkiakum School District No. 200 does hereby request the minimum 180 school day requirement be waived from 180 to 176 days for the 2014-2015, 2015-2016 and 2016-2017 school years.

  
Sec'y to the Board

Board of Directors

Dated this 18th day of March, 2014



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

### Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to [sbe@k12.wa.us](mailto:sbe@k12.wa.us).

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete the application form and submit with the Board resolution and supporting documents to:

Jack Archer  
The Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035; Fax 360-586-2357  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Electronic submission of application materials through e-mail is strongly encouraged.

Dr. Kristina Mayer, *Chair* • Ben Rarick, *Executive Director*  
Dr. Deborah Wilds • Kevin Laverty • Elias Ulmer • Bob Hughes • Dr. Daniel Plung • Mara Childs • Cynthia McMullen  
Peter Maier • Holly Koon • Tre' Maxie • Connie Fletcher • Judy Jennings • Isabel Munoz-Colon • Jeff Estes  
Randy Dorn, *Superintendent of Public Instruction*

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

**Part A: For all new and renewal applications:**

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

| School District Information   |                                   |
|---|-----------------------------------|
| District  | Wahkiakum School District         |
| Superintendent  | Bob Garrett                       |
| County  | Wahkiakum                         |
| Phone   | 360-795-3971                      |
| Mailing Address   | PO Box 398<br>Cathlamet, WA 98612 |
| Contact Person Information  |                                   |
| Name  | Stephanie Leitz                   |
| Title   | HS Principal                      |
| Phone   | 360-795-3271                      |
| Email   | sleitz@esd112.wednet.edu          |
| Application type:   |                                   |
| New Application or Renewal Application  | Renewal Application               |
| Is the request for all schools in the district?   |                                   |
| Yes or No   | Yes                               |
| If no, then which schools or grades is the request for?   |                                   |
| How many days are being requested to be waived, and for which school years?   |                                   |
| Number of Days  | 4                                 |
| School Years  | 2014-15; 2015-16; 2016-17         |
| Will the waiver days result in a school calendar with fewer half-days? No, if comparing to our calendar of the last few years; but yes, if comparing to our calendar prior to requesting a waiver for the first time. |                                   |
| Number of half-days before any reduction  | 11                                |
| Reduction   | 8                                 |
| Remaining number of half days in calendar   | 3                                 |
| Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2)) for the school years for which the waiver is requested?   |                                   |
| Yes or No   | Yes                               |

1. What are the purpose and goals of the Waiver?

The purpose in requesting the waiver is to increase student achievement as a result of additional release time for professional development for staff. Our goals are to assist staff in developing better strategies and methodologies as they provide more effective instruction and assessments in the classroom. Staff development will focus on implementing Common Core Standards, effective use of the 5D+ instructional framework and data analysis.

2. What are the student achievement data motivating the purpose and goals of the waiver?

We will be viewing and interpreting MSP, HSPE, EOC assessments; MAP, RBA, MBA; and the new Smarter Balanced Assessments including their progress monitoring tools. Through the students growth goals that are required with TPEP, we have put an emphasis on student growth. Teachers are implementing the RTI model to provide focused intervention that increases student success.

K-5 – Students will increase reading fluency and comprehension.

6-8 – Students will increase their MAP scores in reading. Students will improve at least one tier. (Students were grouped by MAP strand data – i.e. informational text, comprehension, fluency, literary text, etc.)

9-12 – By implementing Mule Success Time and a mentoring program, the total number of Ds and Fs at WHS will be reduced. Mule Success is a focused intervention time allowing teachers to provide individualized instruction and peer tutoring to those in need.

3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We will be utilizing the state assessment results for our district, as well as classroom based assessments, such as DIBEL fluencies, RBA, MBA, and MAP. The Common Core Standards will be used to determine success, along with a focus on college and career readiness. Lastly, we will also survey teachers regarding their perceptions of the effectiveness of the professional development.

4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The evidence will be qualitative and quantitative assessment data from the measures and standards mentioned above. Teachers are also collecting student growth data as part of the new teacher evaluation system. Our district uses the waiver time well, without this, implementing the new state initiatives such as Common Core Standards and TPEP would be impossible. We have been able to improve our instruction using these frameworks as a guide.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Based on the needs of teachers as identified by the results of the new teacher evaluation system, we will identify a focus for professional development. We plan to allow time for our trained staff to share their expertise with their colleagues. In addition, we will be using outside consultants to facilitate our professional development activities. We expect that by increasing our staff's ability to provide effective instruction, our student achievement scores will show growth.

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

The time will be spent on continued professional development as identified by staff and administration through the analysis of data, teacher surveys and areas of focus from TPEP.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

Our district/school improvement plan focuses on student achievement in core academic areas. With Common Core, Smarter Balanced Assessment and the implementation of the new teacher evaluation system, teachers are in need of ongoing professional development. The goals of the waiver directly support the improvement plan because we spend time on each of these days reviewing academic growth of students and making needed adjustments to the curriculum and teaching strategies to ensure student success. We are also implementing a RTI model, which tracks the growth of students and ensures focused interventions for students in need.

The plan is available in our two school buildings, our district office and on our school district website ([wahksd.k12.wa.us](http://wahksd.k12.wa.us)). The waiver days support our plan by improving teacher effectiveness, which in turn increases student success.

8. Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of the request for this waiver.

When our district applied for the waiver days in the Spring of 2011, staff, parents and community members were polled and given the opportunity to provide additional feedback related to our request(s) for our waiver from the 180-day school year. Our staff and community agree the waiver days are a better option for families rather than additional half-day releases.

Each group continues to be in support of our endeavors through surveys and school board discussions. Our community understands the need for ongoing professional development to increase student achievement. The waiver provides a substantial amount of time which is needed for school improvement efforts and the community, staff and administration feel it is an important part of our school year. Last month we were fortunate enough to have our community support our local maintenance and operations levy with our highest yes percentage vote (70.7%) in over twenty years.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

In accordance with our CBA, our school calendar consists of 180 teacher workdays, plus two and one-half (2.5) certificated employee supplemental work days, with at least two preceding the first teaching day and paid at per diem. The calendar shall reflect 176 student attendance days for each contract year provided the calendar is approved by the State Board of Education. The four (4) non-student attendance days shall be scheduled throughout the year for the purpose of staff in-service as approved by the State Board of Education. In addition, two optional days for in-service will be allowed with certificated personnel paid at per diem rate. The inservice may occur on the statewide inservice days or on a weekend, subject to administrative approval.

Additionally, we have a one-hour late start for students on Thursday morning of each week. We have three early dismissal days during the year (typically preceding a scheduled break) and three early dismissal days during the month of November for the purpose of conducting parent-teacher conferences.

10. Please provide the number of days per year for the following categories:

|  |       |
|--|-------|
| Student instructional days (as requested in application) | 176   |
| Waiver days (as requested in application)                | 4     |
| Additional teacher work days without students            | 2.5   |
| Total  | 182.5 |

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

| Day                    | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|------------------------|---|------------------------------|----------------------------|-----------------------------|
| 1                      | 100   | X                            | X                          | X                           |
| 2                      | 100   | X                            | X                          | X                           |
| 3                      | 0   | X                            | X                          | X                           |
| 4                      | Optional                                    |                              |                            |                             |
| 5                      | Optional                                    |                              |                            |                             |
| 6                      | Optional                                    |                              |                            |                             |
| 7                      | Optional                                    |                              |                            |                             |
| Check those that apply |   |                              |                            |                             |

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.) Our school district has only 2.5 “TRI” days (much less than many districts around the State), and we utilize those days for “welcome back, staff orientation, annual administrative requirements for staff, and preparing for our students’ first day of school.” These days do not allow time for staff collaboration and significant professional development, like our four waiver days allow.

*New 180 Day Applications- Stop here and skip to the "Last Steps" section.*

**Part B: For Applications for Renewal of Waivers for Additional Years.**

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.

We have been extremely pleased with the opportunity to provide additional professional development for staff. We continue to be of the thought that full days for professional development are much more effective than our previous strategy of having eight early release days . We have been using our “local teacher inservice days” as planned and requested in our prior waiver requests.

2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district’s success at meeting each of the expected benchmarks and results of the previous waiver.

In our previous waiver, we described needing four waiver days to increase professional development for our staff. In the first two years, we turned our instructional focus from reading/language arts to math. A district vertical math team was created and met to ensure that staff had a common understanding of the standards at each grade level. We developed “cross-walks” for current state math assessments. And lastly we adopted new math curriculum and provided staff development related to its implementation.

As a district we were above our AMO in math during the 12-13 school year, and believe the four waiver days contributed to this success.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.

In keeping with a focus on student achievement, our professional development activities are now becoming more comprehensive with a focus on implementing Common Core Standards and the instructional framework for teacher evaluation. We believe that we are now prepared to focus on a more global perspective, and meet the needs of students through effective instruction in all content areas. Our focus will be on differentiated instruction to ensure that we are meeting the needs of the historically underserved (ELL, Highly-Capable, Low Socio-Economic, SPED, Homeless, etc.).

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals of the waiver plan

We have adjusted the goals of our waiver plan to meet the needs of our teachers, which is aligned with our goal of continuous improvement that supports student learning. Without the professional development time (4 waiver days) we would be unable to adequately meet the needs of our teachers. Just this spring, we completed the accreditation process for our high school, and having the staff development time had a positive impact on the continuous improvement process.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff,

parents, and the community have been involved in the development of this request for renewal of the waiver.

This process began as a survey from parents and community. Some examples of our on-going communications include school newsletters, the district website, and principal/staff presentations at monthly school board meetings. Recently the district sent a mailer to each student's parents/guardians describing our current need for renewing our waiver request and the benefit of staff professional development. Not one household expressed concern related to continuing the 176-day school year for students. Our entire staff, both classified and certificated employees, have consistently and continuously expressed approval for the additional professional development time.

### Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

## Option One Waiver Application Worksheet

**District:**

**Date:**

**Days requested:**

**Years requested:**

| <b>WAC<br/>180-18-040<br/>(2)</b> | <b>(a)</b><br>Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver. | <b>(b)</b><br>Purpose and goals of waiver plan are closely aligned with school/district improvement plans. | <b>(c)</b><br>Explains goals of the waiver related to student achievement that are specific, measurable and attainable. | <b>(d)</b><br>States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals. | <b>(e)</b><br>Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained. | <b>(f)</b><br>Describes in detail participation of teachers, other staff, parents and community in development of the plan. |
|-----------------------------------|--|--|---|--|---|---|
| Satisfies criterion<br>Y/N        |  |  |   |  |   |   |
| Comments                          |  |  |   |  |   |   |

**District:**

Renewals: “In addition to the requirements of subsection (2), the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:”

| <b>WAC<br/>180-18-040<br/>(3)</b> | (a)<br>The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan. | (b)<br>The effectiveness of the implemented activities in achieving the goals of the plan for student achievement. | (c)<br>Any proposed changes in the plan to meet the stated goals. | (d)<br>The likelihood that approval of the request would result in advancement of the goals. | (e)<br>Support by administrators, teachers, other staff, parents and community for continuation of the waiver. |
|-----------------------------------|---|--|---|--|--|
| Meets criterion<br>Y/N            |   |  |   |  |  |
| Comments                          |   |  |   |  |  |

## **WAC 180-18-040**

### **Waivers from minimum one hundred eighty-day school year requirement.**

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) while offering the equivalent in annual minimum instructional hours as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district. The state board of education may grant said waiver requests for up to three school years.

(2) The state board of education, pursuant to RCW [28A.305.140](#)(2), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW [28A.150.220](#)(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC [180-16-220](#) and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW [28A.305.140](#)(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and 28A.655.180. WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

|   |  |   |
|---|--|---|
| <b>Title:</b>                                 | <b>Discipline Indicator of System Health</b>   |   |
| <b>As Related To:</b>                         | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input checked="" type="checkbox"/> Goal Three: Closing achievement gap.  | <input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input checked="" type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input type="checkbox"/> Advocacy   | <input type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating   |
| <b>Policy Considerations / Key Questions:</b> | <ul style="list-style-type: none"> <li>• Does the State Board of Education wish to recommend the inclusion of a discipline indicator as an indicator of educational system health?</li> <li>• What would be the Board's goal for including a discipline indicator as an educational system health indicator?</li> <li>• What does the Board believe is most important to track if an indicator were to be included?</li> <li>• What reforms and policy changes would the Board hope to encourage?</li> </ul>   |   |
| <b>Possible Board Action:</b>                 | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input type="checkbox"/> Other   |   |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input checked="" type="checkbox"/> Graphs / Graphics<br><input checked="" type="checkbox"/> Third-Party Materials<br><input checked="" type="checkbox"/> PowerPoint   |   |
| <b>Synopsis:</b>                              | <p>This section includes a memo exploring the areas of the issue of student discipline that might be addressed through a discipline indicator, as well as information about the availability of data. Potential indicators may address negative impact on student achievement, disproportionality in discipline practice, creating positive school climates, and due process afforded to students. The Board will discuss whether an indicator should be recommended in the upcoming report to the Legislature on educational system health.</p> <p>Also provided is a review of OSPI's discipline rule revisions, a report on Board members' recent visits to schools implementing the PBIS framework, a powerpoint on the progress of the Student Discipline Data Task Force, and a document illustrating the Task Force's current work.</p> |   |



## DISCIPLINE INDICATOR OF EDUCATIONAL SYSTEM HEALTH

### Policy Considerations

1. What would be the State Board of Education's goal for including a discipline indicator as an educational system health indicator?
2. What does the Board believe is most important to track, if an indicator were to be included? What type of indicator is best suited to a statewide accountability system?
3. What reforms and policy changes would the Board hope to encourage through tracking a discipline indicator? Can these things be achieved through a statewide indicator of system health?
4. What type of data are currently available or will be available in the future to develop a discipline indicator?

### Background

#### *ESSB 5491*

In 2013, the Legislature established a system of statewide indicators of educational system health through ESSB 5491. The indicators include kindergarten readiness, fourth grade reading proficiency, eighth grade math proficiency, four-year graduation rate, and percentage of students enrolled in precollege or remedial courses. All indicators must be disaggregated by race and ethnicity and categorical program. The State Board of Education is responsible for collaborating with other state education agencies to submit a report on the indicators and suggest revisions to the measurements. The report must also include progress towards the indicator goals, and suggested reforms to improve system performance.

#### *ESSB 5946 and the Student Discipline Task Force*

Also in 2013, ESSB 5946 established a Student Discipline Data Task Force. The Task Force is charged with developing standards to increase accuracy in behavior and intervention reporting and to collect new information, such as the provision of educational services during a student's exclusion from school. The new data collection standards must be in place for the 2015-2016 school year. Beginning in 2014-2015, two new behavior categories will be collected, 'failure to cooperate' and 'disruptive conduct.'

ESSB 5946 also made changes to the due process requirements for students subject to exclusionary discipline and allowed length of suspensions and expulsions. OSPI is currently revising its rules regarding student discipline to reflect these changes.

#### *State Board of Education Resolution*

In March of 2014, the State Board of Education adopted a resolution to raise awareness of discipline related concerns and encourage districts to examine their discipline data and discipline practices. The resolution highlighted concerns about loss of educational access due to discipline, disproportionality in the discipline rates of student groups, and the creation of

positive, inclusive school climates. The resolution also indicated the Board's interest in exploring a discipline-related indicator as an indicator of educational system health.

## Summary

The issue of student discipline comprises multiple areas of concern: negative impact on student achievement, disproportionality in the use of discipline practices, the need for positive school climates to prevent adverse behavior, and the need for due process for students subject to exclusionary discipline. In considering whether to develop a discipline indicator for incorporation into the state system of educational health indicators, the Board will need to establish its desired outcome and aspect of the discipline issue to be measured.

### *Preventing Negative Impact on Student Achievement and Student Disengagement*

Exclusionary discipline practices have been shown to negatively impact student achievement and potentially lead to dropout (Fabelo T. et al, 2011, American Psychological Association, 2008). Suspensions and expulsions contribute to student disengagement from the learning environment (Fabelo T. et al, 2011, Mosehauer, K. et al, 2012, APA, 2008, U.S. DOJ and U.S. DOE, 2014) and prevent students from accessing academic services (U.S. DOJ and U.S. DOE, 2014, Mosehauer, K. et al, 2012). In Washington state, few students are provided with educational services during their suspension or expulsion, leading to academic setbacks (Mosehauer, K. et al, 2011). If the Board chooses to focus on this goal, indicators could include the overall number of exclusions, the amount of time missed by students, and educational services provided during exclusion.

Potential Indicator:

- Overall number of exclusions (*data currently available*)
- Number of days missed by students (*data currently available*)
- Educational services provided during exclusion (*data standards being developed*)

### *Reducing Disproportionality*

Suspension and expulsion rates are disproportionate to enrollment rates for special education students, low income students, and according to a student's race and ethnicity in Washington state (see Attachment A). This has the potential to contribute to the opportunity gap by reducing the access to educational services of these student groups compared to their peers. If the Board chooses to focus on this goal, indicators could include measures of disproportionality, such as a risk ratio to measure a student of a particular group's likelihood to be suspended or expelled compared to a student of another group. This methodology is used for federal reporting on the discipline of students with disabilities and has been used in other states, such as West Virginia, to examine the discipline rates of the entire student population.

Potential Indicator:

- Risk ratio (*data currently available*)

### *Encouraging Positive Climates*

Research has shown that by establishing practices and policies that foster positive climates in schools, discipline rates and negative behaviors decline (Barnoski, R. 2001, Nishioka, V. 2013) and student engagement increases (U.S. DOJ and U.S. DOE, 2014). If the Board chooses to

focus on this goal, indicators could include the use of alternative interventions to suspension or expulsion, such as participation in a mentoring program.

Potential Indicator:

- Alternative interventions to exclusions (*data standards will be developed in future*)

### *Ensuring Due Process*

The rules currently being revised by OSPI regarding student discipline primarily concern the due process afforded to students that are subject to exclusionary discipline. Whether a student and her parent or guardian are able to request and participate in a hearing and appeal process, participate in developing a reengagement plan, or petition for readmission to school before the end of the intervention potentially impacts the type of intervention and length of time of the intervention.

Potential Indicator:

- Number of students requesting hearings (*data standards being developed*)
- Number of petitions for readmission being submitted and granted (*data standards being developed*)

### **Other Considerations**

While some of the data for potential indicators are currently being collected, others will be collected for the first time in the 2014-2015 or 2015-2016 school years. This presents some data quality concerns as schools will be unfamiliar with the new reporting requirements and categories.

The Board will also want to consider what indicator is appropriate at a summative state level. Because of the variation of discipline policies and practices across districts and schools, some indicators may be more useful for district to district comparisons or school level monitoring than state level examination. The Board will want to consider which data points might provide more robust information about the educational system as a whole than others.

### **Action**

The Board will discuss whether it will recommend in the upcoming annual report to the Legislature the inclusion of a discipline indicator as an educational system health indicator. If the Board chooses to recommend including such an indicator, the Board will also need to identify which area of the discipline issue the indicator may address. If an indicator is pursued, Board staff would work with the Achievement and Accountability Workgroup and staff from the Student Discipline Task Force to address the data and technical development of a discipline indicator.

## References

American Psychological Association. Are Zero Tolerance Policies Effective in Schools?: An Evidentiary Review and Recommendations. *American Psychologist*. (December 2008) 63(9), pp. 852-862.

Barnoski, R. (2001) *Foundations for Learning: Safe and Civil Schools Project*. Washington Institute of Public Policy.

Fabelo T. et al (2011) *Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement*. Council of State Governments Justice Center, Public Policy Research Institute.

Mosehauer, K. et al (2012) *Reclaiming Students: The Educational and Economic Costs of Exclusionary Discipline in Washington State*. Washington Appleseed and TeamChild.

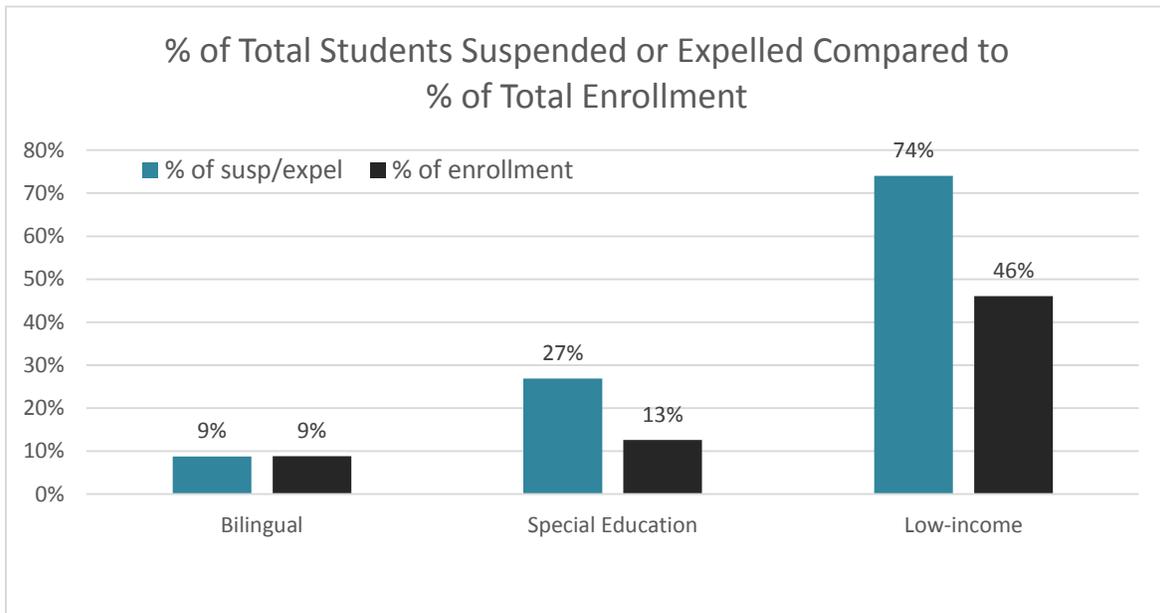
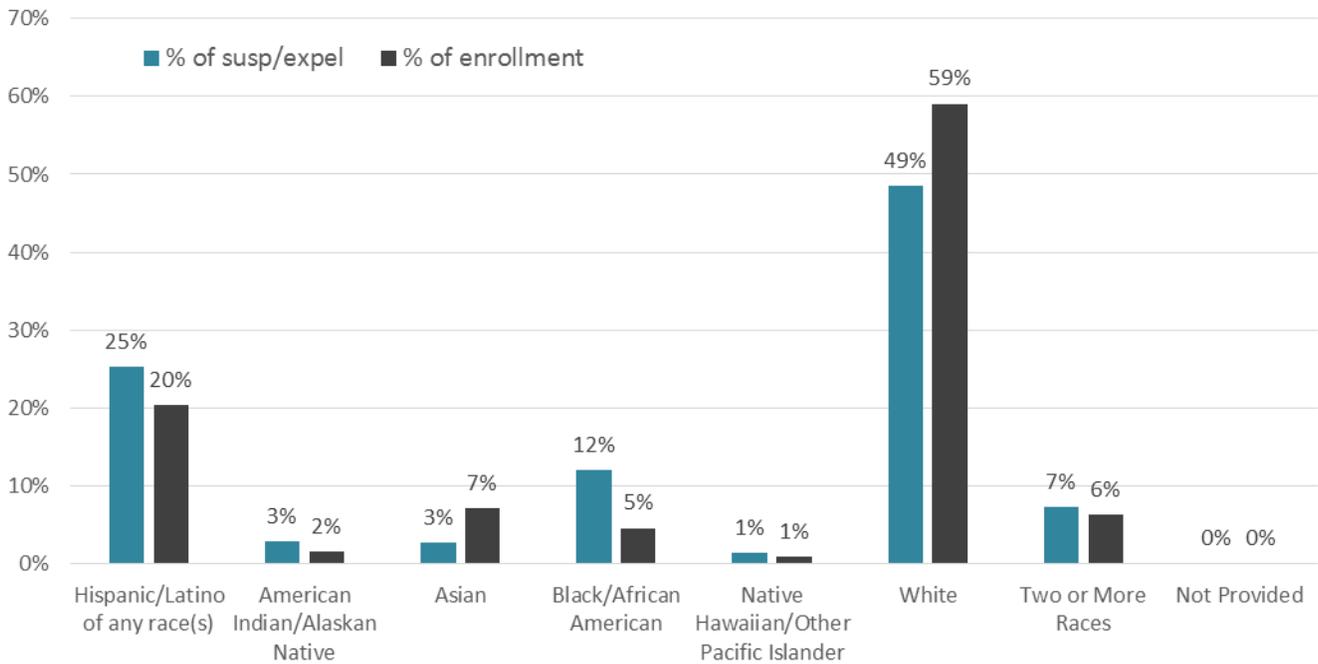
Nishioka, V. Eliminating Disparities in School Discipline. *Principal Leadership*. (April, 2013) pp. 46-52, National Association of Secondary School Principals.

U.S. DOJ Civil Rights Division and U.S. DOE Office of Civil Rights. (2014) *Dear Colleague Letter on Nondiscriminatory Administration of School Discipline*.



## ATTACHMENT A

### % of Total Students Suspended or Expelled Compared to % of Total Enrollment



Source: OSPI, 2012-2013



## SUMMARY OF 6/4/14 VISIT TO PBIS SCHOOLS

### What we did (Connie, Peter, Ben, Julia)

- Visited Timberline HS and Komachin MS (N. Thurston SD) and Peter Schmidt Elem. (Tumwater SD).
- All suggested by NW PBIS Network
- All three have used PBIS for several years
- At each school met with school staff leaders and with members of NW PBIS Network (nonprofit advocacy org.). We did not visit classrooms or talk with teachers. Limited observation of hallways and school common areas.

### What we learned

- School leaders report very positive experience with PBIS (no pun)
- Significant decrease in number of students referred to office for discipline (e.g. Timberline HS, 3758 referrals/year in 2011-12 to 2455 referrals/year in 2013-14.
- Schools report much improved school environment. E.g. no more hassles at HS about student cellphones
- Reduced learning time lost. Less time in principal's office = more time in class room.
- Teachers like it, after some resistance
- Requires broad-based buy-in by school staff (recommend not starting if less than 80%)
- Careful implementation needed
- Intensive use of data, which requires staff to record data and produce reports
- Each school had a slightly different model. PBIS is a philosophy and model, not a prescribed system.
- Requires commitment of time and staffing, though not necessarily need outside funding. N. Thurston SD uses state funding to provide 0.6 parapro for each school for data entry and reporting.
- Professional development for teachers and staff is essential

### Main elements of PBIS

- Clear rules/expectations
- School-wide consistency (essential)
- Emphasis on encouraging positive behavior rather than punishing negatives. E.g. seek to have many more positive interactions than negatives. Extensive use of tickets, prizes, etc.

- Tiered responses, similar to RTI. E.g. low level infraction results in low level response.
- Emphasis on data collection and analysis, including by time of day/year, class room location, ethnic group, etc. One school held weekly meetings to analyze data and assess needs of individual students.

### **Key takeaways**

- PBIS is useful and promising as a way to decrease out-of-class discipline. Helps break the cycle of often-ineffective repeated punishment of students who behave inappropriately.
- It is unknown to us whether other discipline models may exist that are equally or more effective as PBIS.
- The impact of PBIS is as much a result of change in adult behavior as student behavior.
- Implementation of PBIS requires commitment, time, and resources (but not overwhelmingly so).
- At the three schools, the PBIS system appeared to be largely directed toward reducing low level discipline issues. There was not as much emphasis on higher tier discipline issues such as those that would warrant suspension. Also, reducing discipline disparities among ethnic groups was recognized as an issue but was not the main focus.
- A more effective discipline system such as PBIS may reduce the total number of discipline events and thus both help reduce discipline disparities and allow more individualized attention to specific students with higher level discipline issues.
- NW PBIS Network cites data showing that PBIS leads to a significant reduction in suspensions (though it is unclear if the data are representative of all schools using PBIS).
- Data collection and analysis are important to a successful PBIS system, which in turn requires resources and a well-functioning school.

# STUDENT DISCIPLINE TASK FORCE- ESSB 5946, SECTION 3

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Maria Flores

OSPI

# Objectives

- Review membership and duties assigned to the taskforce
- Understand initial student discipline data
- Review progress to date and work plan



**Members:** “shall include representatives from the K-12 data governance group, the educational opportunity gap oversight and accountability committee, the state ethnic commissions, the governor's office of Indian affairs, the office of the education ombudsman, school districts, and other education and advocacy organizations.”

| Contact Name  | Contact Title                        | Organization/Committee   |
|---|--------------------------------------|--|
| Trevor Greene   | Professional Development Specialist  | <a href="#">Association of Washington School Principals</a>                        |
| Mia Williams  | Principal, Aki Kurose MS             | <a href="#">Association of Washington School Principals</a>                        |
| Edward Prince   | Executive Director                   | <a href="#">Commission on African American Affairs</a>                             |
| Matt Vaeena (Pacific Islander American)<br>Za Vang (Asian American) | Community members                    | <a href="#">Commission on Asian Pacific American Affairs</a>                       |
| Lillian Ortiz-Self  | Commissioner Chair                   | <a href="#">Commission on Hispanic American Affairs</a>                            |
| Dr. James Smith   | Committee member                     | <a href="#">Educational Opportunity Gap Oversight and Accountability Committee</a> |
| (no appointee)  | (no appointee)                       | <a href="#">Governor's Office of Indian Affairs</a>                                |
| Tracy Sherman   | Policy Analyst                       | <a href="#">League of Education Voters</a>   |
| Jennifer Harris   | Ombudsman & Legal Analyst            | <a href="#">Office of the Education Ombudsman</a>                                  |
| Paul Alig   | Staff Attorney (Pierce County)       | <a href="#">Team Child</a>   |
| Rosemarie Search  | Superintendent Royal School District | <a href="#">Washington Association of School Administrators</a>                    |
| Greg Williamson   | Director of Student Support          | <a href="#">Office of Superintendent of Public Instruction</a>                     |
| Dr. Alan Burke  | Deputy Superintendent                | <a href="#">Office of Superintendent of Public Instruction</a>                     |
| Myra Johnson  | WEA Board Member                     | <a href="#">Washington Education Association</a>                                   |
| Edri Geiger   | Vancouver School Director            | <a href="#">Washington State School Directors' Association</a>                     |

# Duties

- Develop standard definitions for causes of student disciplinary actions taken at the discretion of the school district.
- Develop data collection standards for disciplinary actions
  - education services provided while a student is subject to a disciplinary action,
  - the status of petitions for readmission to the school district when a student has been excluded from school,
  - credit retrieval during a period of exclusion, and
  - school dropout as a result of disciplinary action.

# What will happen with revised data?

- The office of the superintendent of public instruction and the K-12 data governance group shall revise the statewide student data system to incorporate the student discipline data collection standards recommended by the discipline task force,
- and begin collecting data based on the revised standards in the 2015-16 school year.

# Mandatory v. Discretionary

## Mandatory

- OSPI is required by the Department of Education to collect data about certain “mandatory” student discipline incidents
- School districts and schools must insure accurate data is collected within the “mandatory” discipline codes

## Discretionary

- Student misconduct that does not fall within the mandatory codes and is determined to disrupt the learning environment ( in accordance with state and federal law) is defined at “discretion” of the local school board
  - 09 – Other behavior resulting in a short term suspension (SS), long term suspension (LS) or expulsion (EX)

# Mandatory

## Mandatory Discipline Offenses

Weapons (handgun, shotgun/rifle, multiple firearms, other firearms, knife/dagger or other weapon)

Harassment, intimidation and bullying (HIB)

Manufacture, sale, purchase, transportation, possession or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.

Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation or importation of any controlled drug or narcotic substance or violation of the district drug policy. Includes the use, possession, or distribution of any prescription or over-the-counter medication (e.g. aspirin, cough syrups, caffeine pills, nasal sprays) in violation of district policy.

Major injury-when one or more students, school personnel, or other persons on school grounds require professional medical attention. *Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.*

Violent incidents w/ major injury:

- Severe fighting that results in a major injury . Assault, Homicide, Malicious Harassment, Kidnapping, Rape, Robbery

Violent Incidents without major injury

- Fighting without major injury. violent incidents without major injury. assault. malicious harassment. kidnapping.

# Discipline Data Reporting

Behavior infraction code, including:

Bullying;  
 Tobacco;  
 Alcohol;  
 Illicit drug;  
 Fighting without major injury;  
 Violence without major injury;  
 Violence with major injury;  
 Possession of a weapon; and  
 Other behavior resulting from a short-term or long-term suspension, expulsion, or interim alternative education setting intervention;  
**New discretionary behavior codes added**

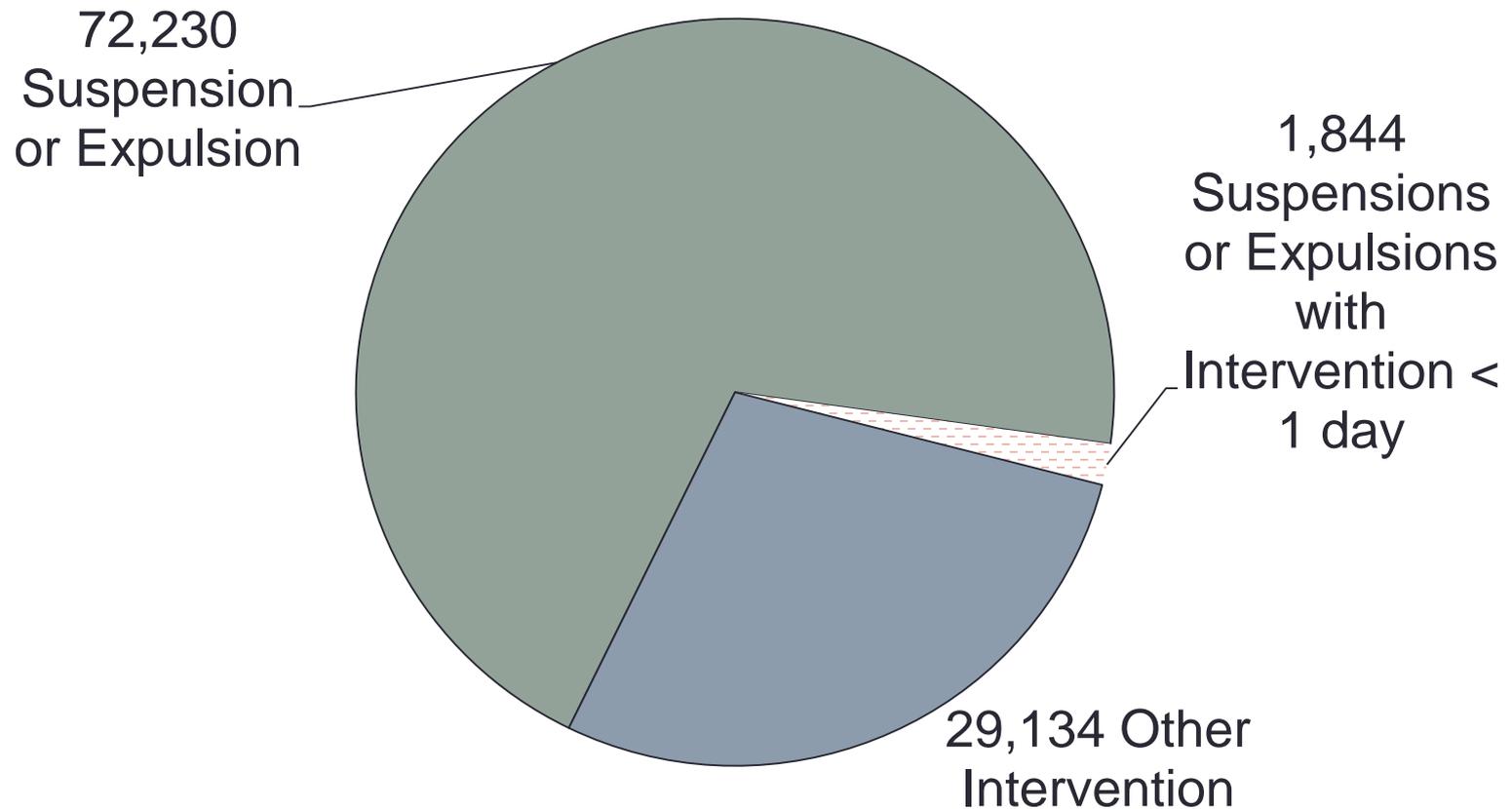
Intervention applied, including:

Short-term suspension;  
 Long-term suspension;  
 Emergency expulsion;  
 Expulsion;  
 Interim alternative education settings;  
 No intervention applied; and  
 Other intervention applied that is not described in this section

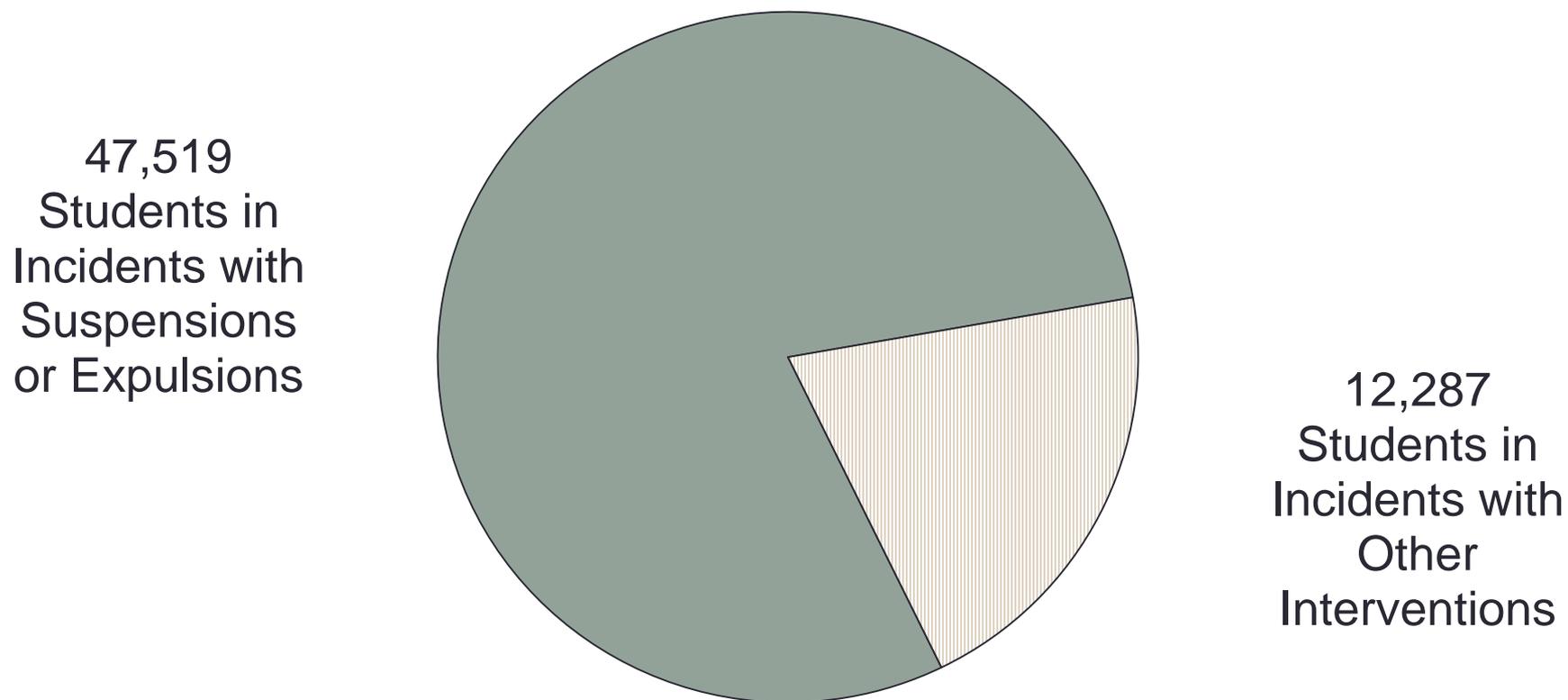
Cross tabulated by:

school and district;  
 race  
 gender  
 grade level  
 low income  
 special education  
 transitional bilingual  
 migrant  
 foster care  
 Homeless students covered by section 504 of the federal rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794),  
 and categories to be added in the future;  
 Behavior infraction code;  
 Intervention applied.

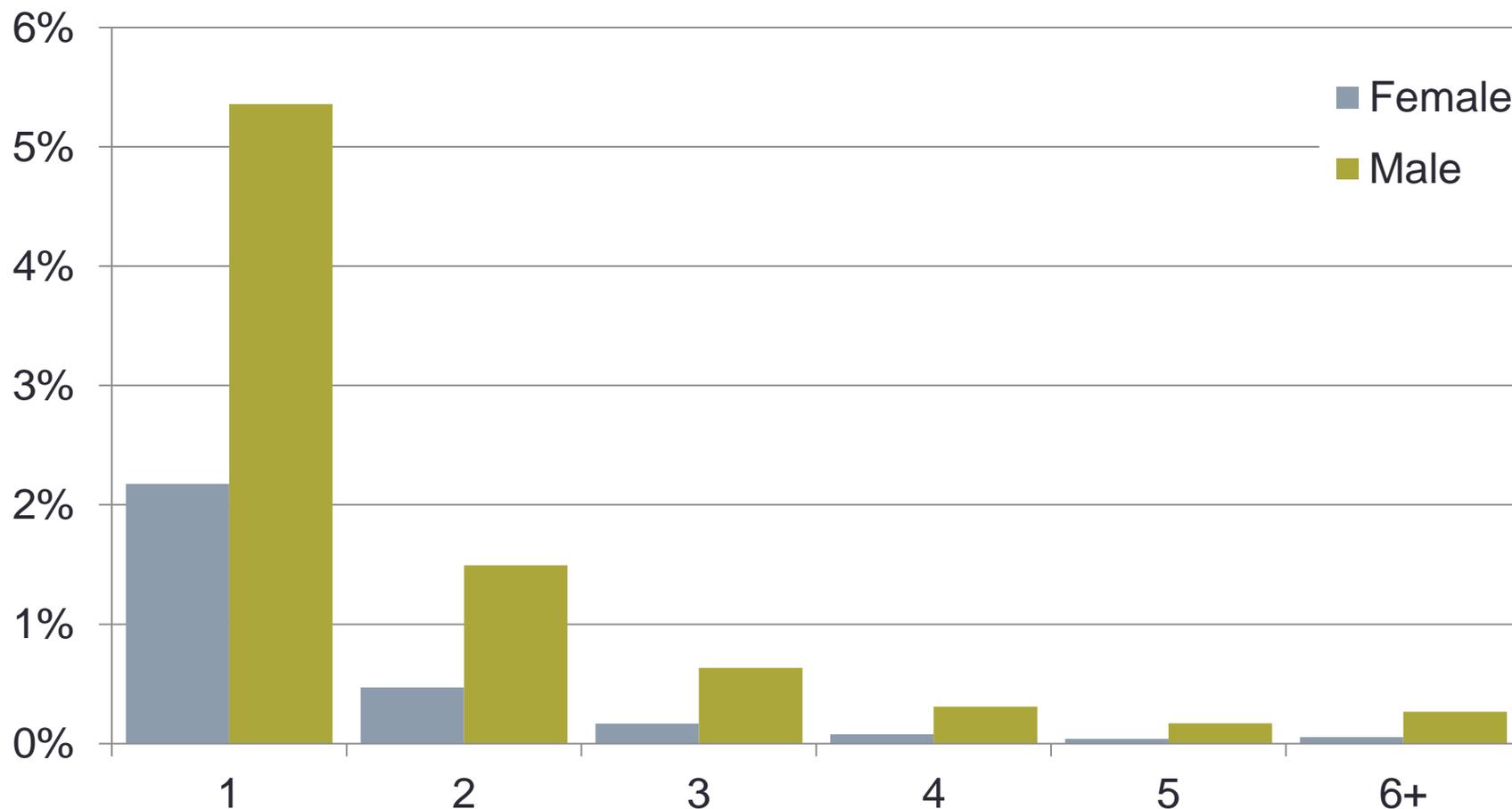
# 101,364 total incidents reported in 2012-13



# 59,806 students reported in incidents in 2012-13

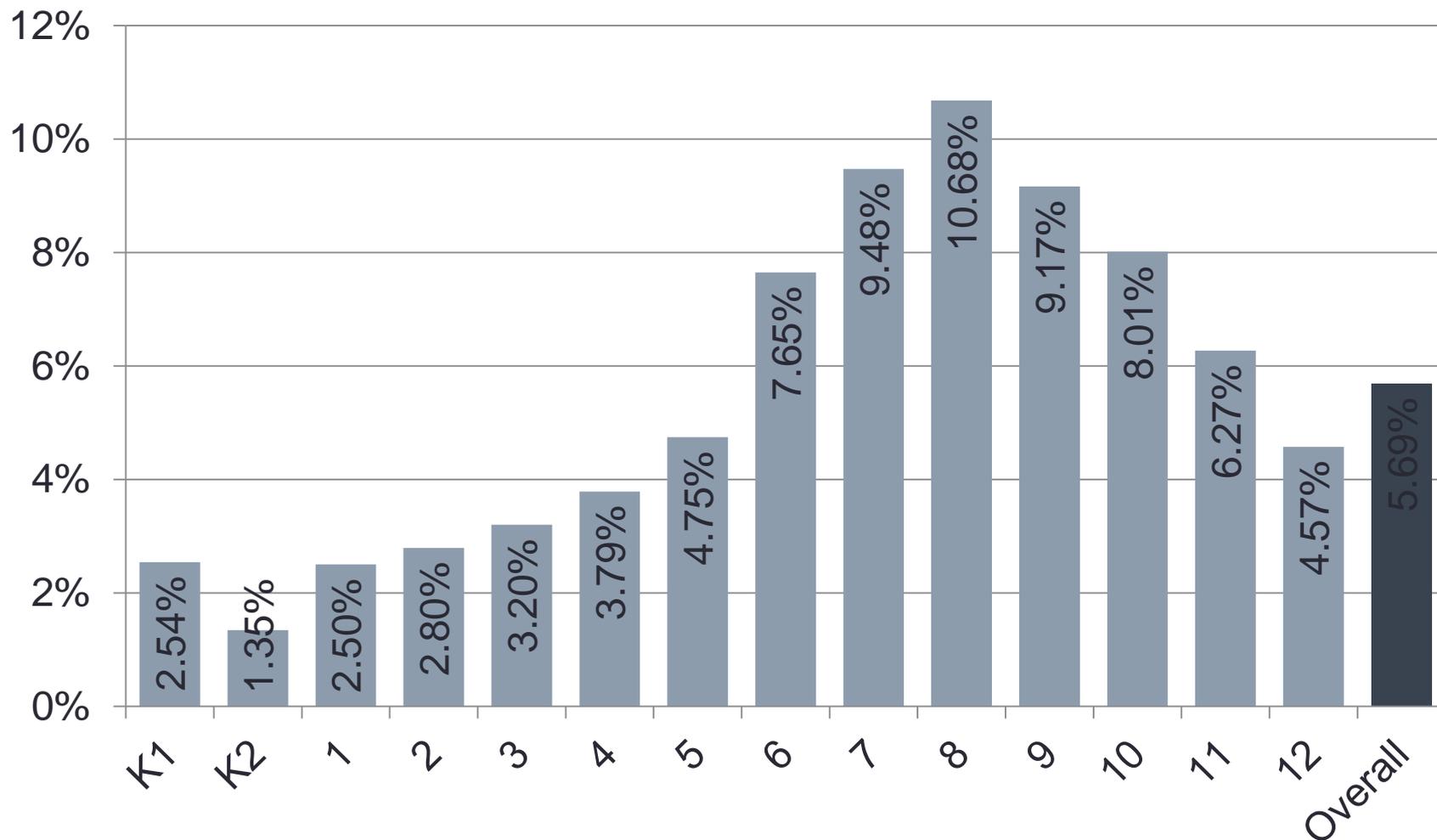


# Percent of students by number of discipline incidents

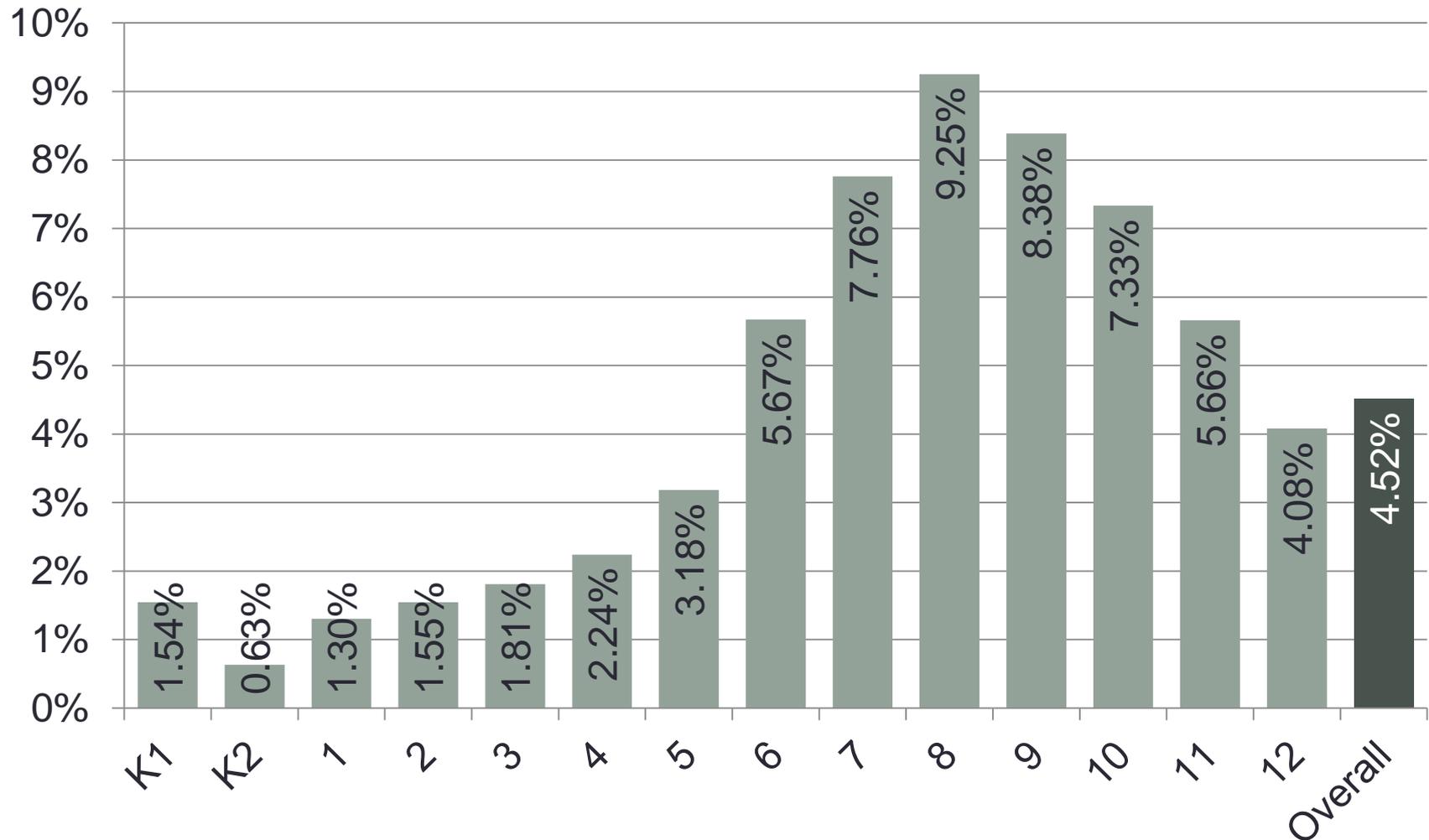


*5.7% of All Students were reported in one or more incidents  
(8.2% of Males and 3% of Females)*

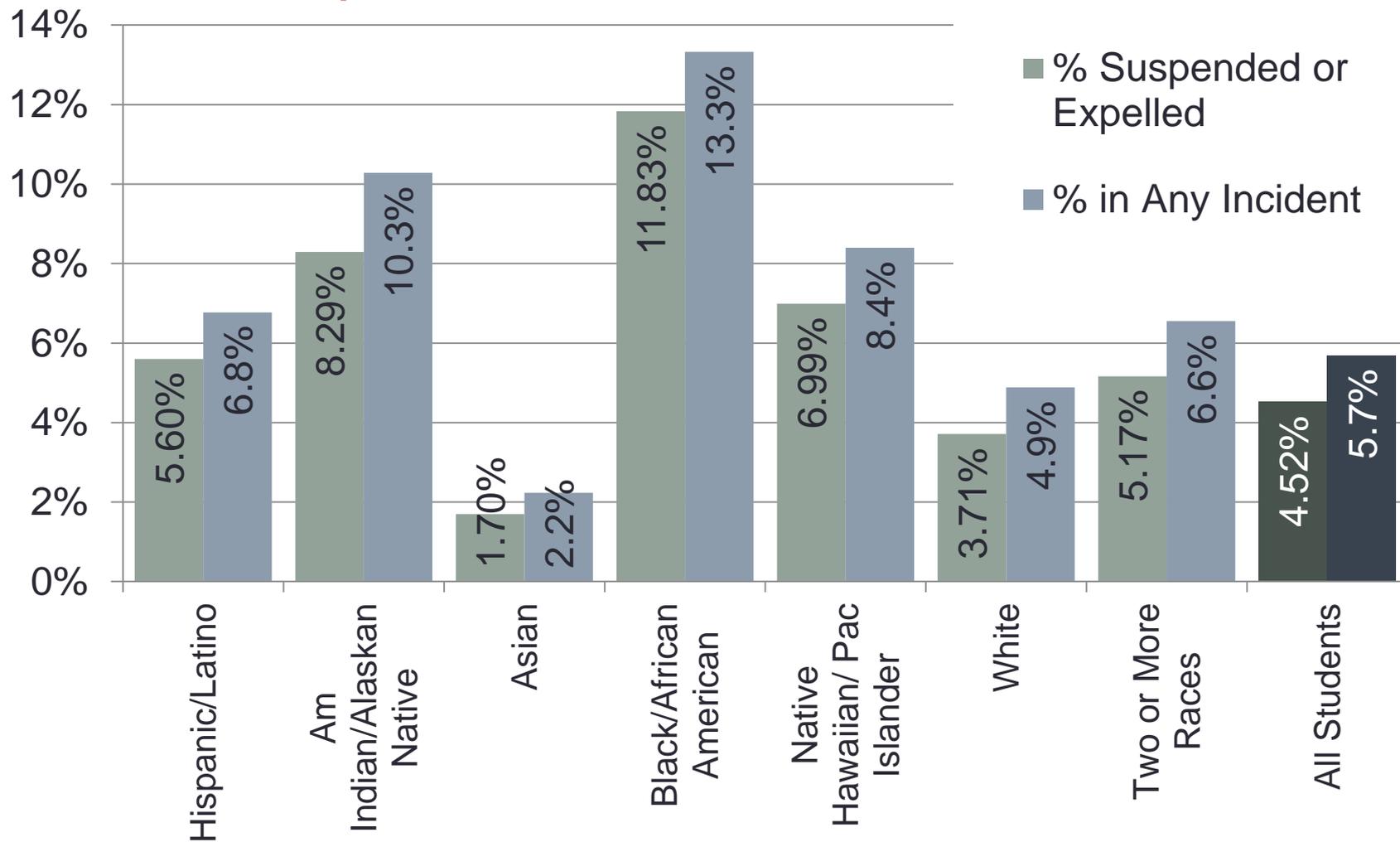
# Percent of students in each grade level who were reported in an incident



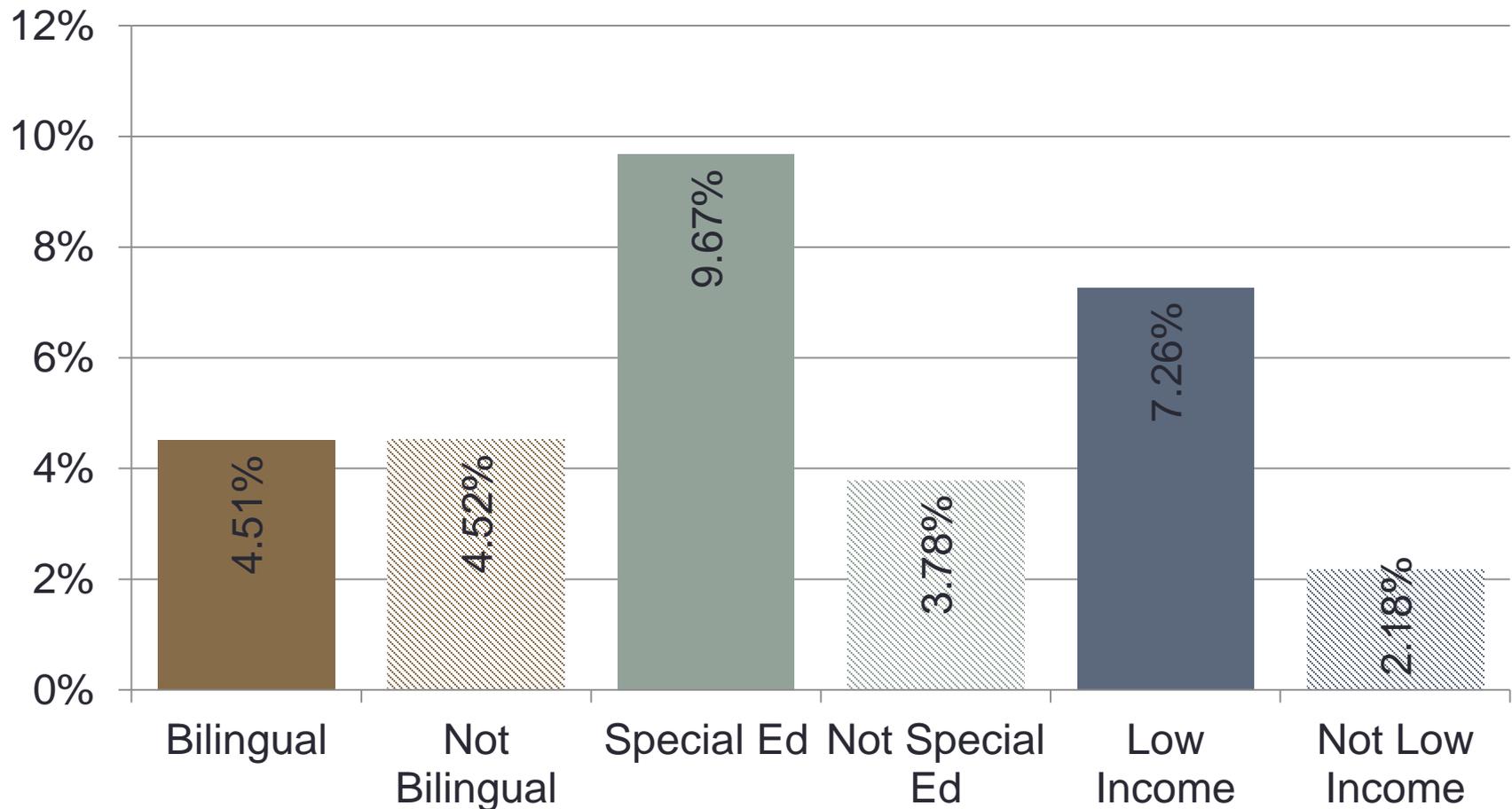
# Percent of students in each grade level who were suspended or expelled



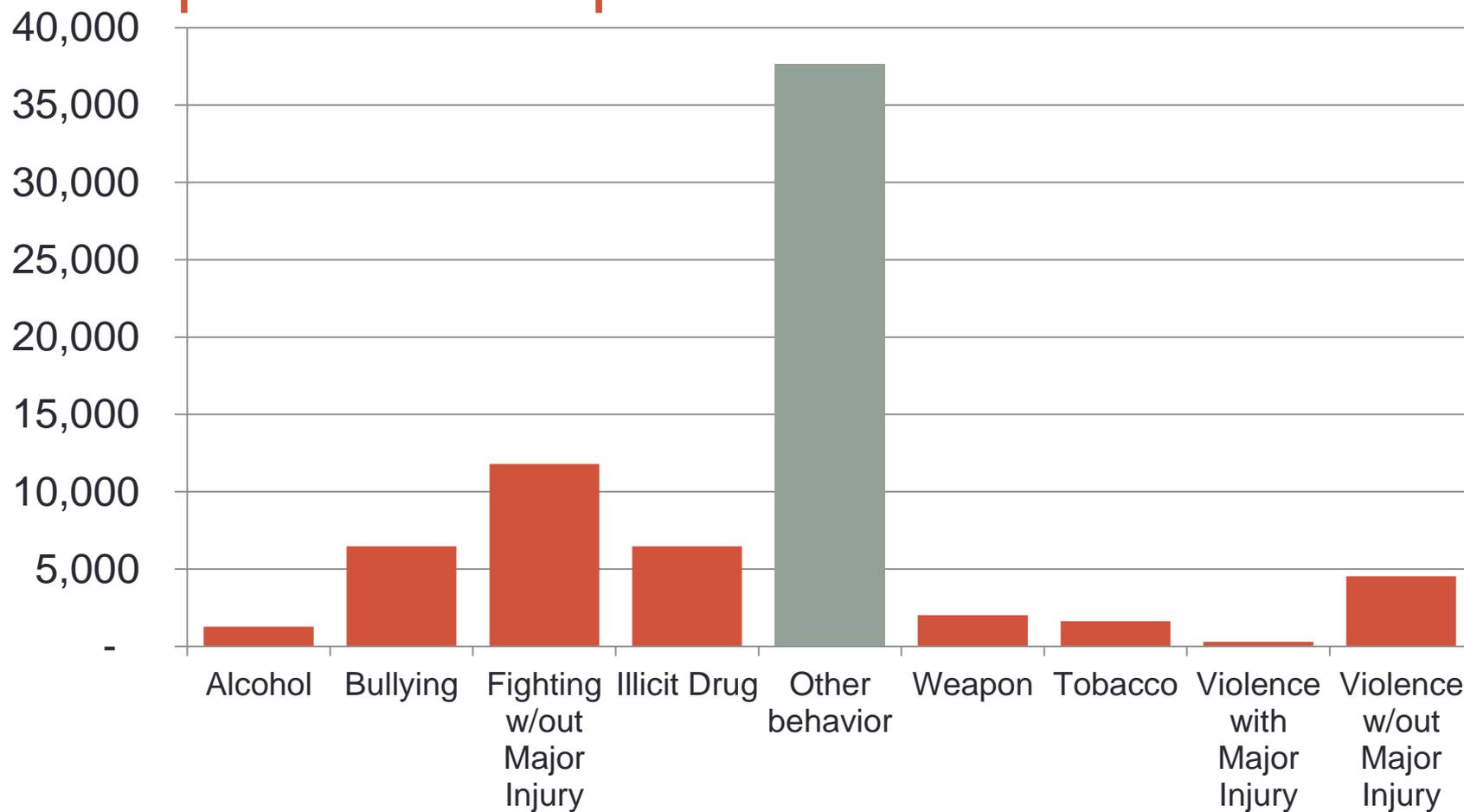
## Percent of students in each race / ethnicity category who were reported in incidents



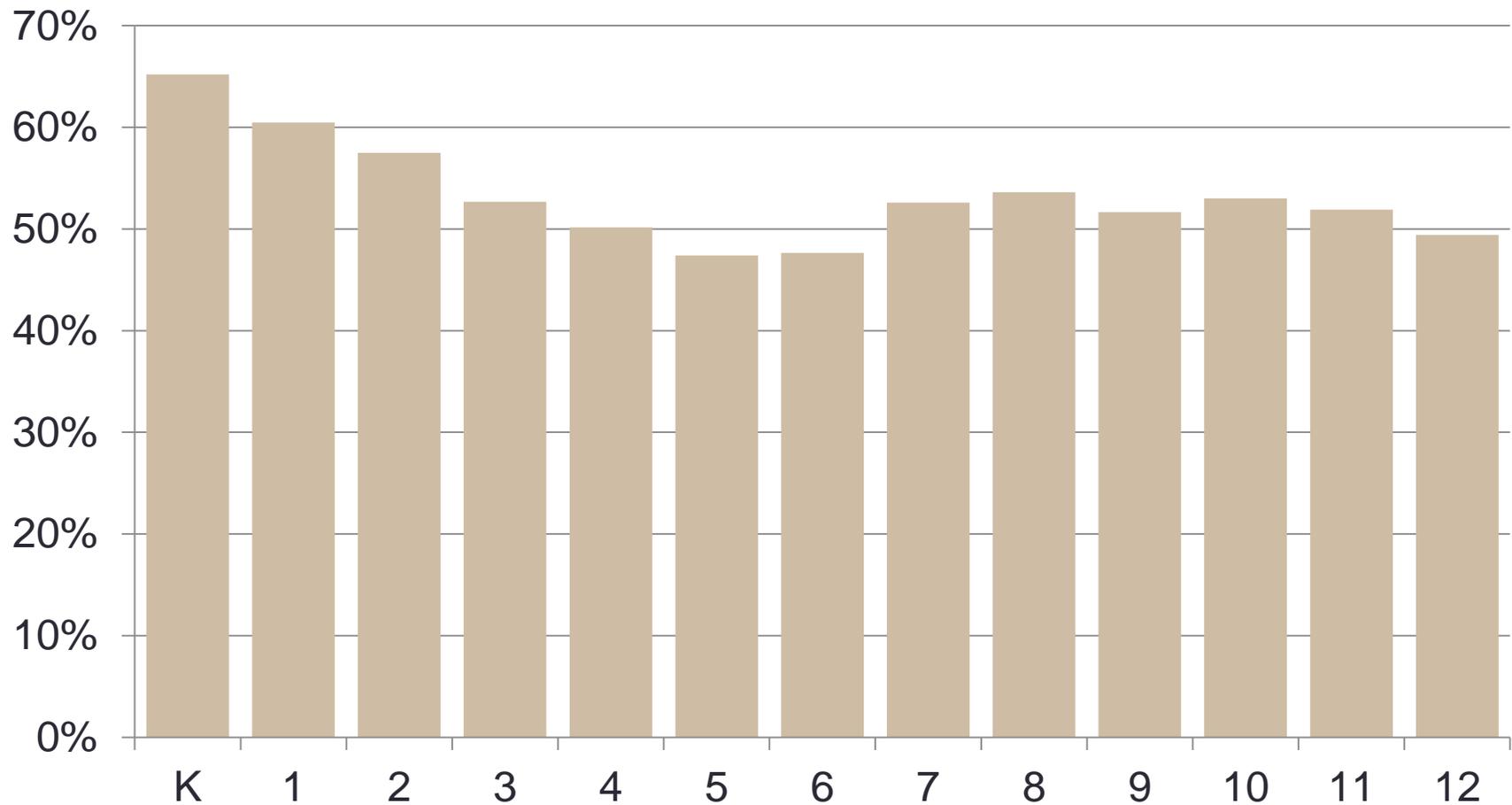
# Percent of students who were suspended or expelled



## Behaviors associated with a suspension or expulsion



# Percent of Suspensions or Expulsions with “Other” Behavior



# Progress to Date

At the December meeting, the members finalized two behavior definitions for the 2014-15 CEDARS Manual:

- Failure to Cooperate (including but not limited to non-compliance, defiance, disrespect): repeatedly failing to comply with or follow reasonable, lawful directions or requests of teachers or staff.
- Disruptive Conduct: conduct that materially and substantially interferes with the educational process.

At the January meeting, the members finalized four additional behavior definitions:

- Destruction of Property/Vandalism: intentional damage of school property or the property of others.
- Vulgar or Lewd conduct: obscene acts or expressions, whether verbal or non-verbal
- Theft, possession of stolen property: taking or knowingly being in possession of district property or property of others without permission.
- Academic dishonesty/plagiarism: knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources.

# Work Plan



- Complete additional definitions
- Data collection standards for:
  - education services provided while a student is subject to a disciplinary action,
  - the status of petitions for readmission to the school district when a student has been excluded from school,
  - credit retrieval during a period of exclusion, and
  - school dropout as a result of disciplinary action.

QUESTIONS?

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## Additional Discipline Data Elements

### 1. Education Services During the Suspension or Expulsion

| Titles  | Definition  | Pick List  |
|---|---|--|
| In School Suspension-<br>instruction/services in a<br>different classroom in the<br>same school | A classroom for students serving in-school suspension (ISS) within the same school building but separate and apart from the classrooms in which they normally attend. | Student received:<br>Academic instruction/services<br>a) Yes<br>b) No<br>Individualized behavior intervention<br>a) Yes<br>b) No   |
| Alternative Building in<br>School District  | A building that is separate and apart from the school that the student attended prior to the suspension or expulsion.   | Student placed in alternative building in school district:<br>a) Yes<br>b) No  |
| Virtual Academy/Online<br>Learning  | District approved online learning opportunities provided to suspended or expelled students to allow them to stay current with grade-level studies.                    | Student received:<br>Online academic instruction/services<br>c) Yes<br>d) No<br>Individualized behavior intervention w/staff<br>a) Yes<br>b) No<br># hours online access per week: _____ |
| Tutoring  | Tutoring services provided by the district to assist students in maintaining continued academic learning while out of the classroom environment.                      | Student received:<br>a) Yes<br>b) No<br>Student received:<br>Academic instruction/services<br>a) Yes<br>b) No<br>Individualized behavior intervention<br>a) Yes<br>b) No                 |
| Non-traditional school<br>hours   | Learning opportunities for students provided outside of standard schools hours (e.g. Friday afternoon, Saturday school, etc.)   | Student received:<br>a) Yes<br>b) No   |
| Make-up work packet   | Classroom assignments completed at home and returned as agreed to by the student/family and district.   | Student received all assignments:<br>a) Yes<br>b) No   |

### Additional Discipline Data Elements

|  |  |   |
|--|--|---|
|  |  | Student received credit or grade<br>a) Yes<br>b) No<br>Student was allowed to makeup all work and receive all credit<br>a) Yes<br>b) No |
|--|--|---|

#### 2. Credit Retrieval Options

| Titles                 | Definition   | Pick List                             |
|------------------------|--|---------------------------------------|
| Eligibility            | Academic credit is a value assigned to completed academic work.  |                                       |
|                        | Partial academic credit is a value assigned to partially complete academic work.   |                                       |
| Requirements           | Academic credit and/or partial academic credit can be earned or awarded during regular attendance, during a period of exclusion, for suspension, or after their return to school.                      |                                       |
| Authorization          | The granting of academic credit either partial or complete can only be done by staff authorized by the school district policies/procedures.  |                                       |
| Continuation           | A program for credit continuation/grade completion is a program that allows students to continue to accrue academic credit and/or partial academic credit without gaps during suspension or expulsion. |                                       |
| Number of lost credits | Number of academic credits student should have received during the time period of their suspension or expulsion minus the number of academic credits the student actually received during that time.   |                                       |
| Retrieval              | Students are informed, allowed, and expected to make up all missed coursework or tests for modified assignments without penalty.   | Students received:<br>a) Yes<br>b) No |

#### 3. Reengagement Plans

| Titles                            | Definition  | Pick List   |
|-----------------------------------|---|---|
| Reengagement Meeting Notification | Notification included information of parent's rights to language access (interpreter/translation) | Parents received:<br>c) Yes<br>d) No<br>School sent notification: |

### Additional Discipline Data Elements

|                      |  |   |
|----------------------|--|---|
|                      |  | <p>e) Yes<br/>f) No</p> <p>Interpreter/translation notice included in parent notification:</p> <p>g) Yes<br/>h) No</p> <p>Date sent: _____</p>  |
| Reengagement meeting |  | <p>Date held: _____</p> <p>Held within 20 days of suspension/expulsion</p> <p>a) Yes<br/>b) No</p> <p>No later than 5 days prior to return to school:</p> <p>a) Yes<br/>b) No</p> <p>Language access provided</p> <p>a) Yes<br/>b) No</p> <p>Translated materials provided in requested language</p> <p>a) Yes<br/>b) No</p> <p>Who participated in meeting:</p> <p><input type="checkbox"/> General Ed. Teacher<br/> <input type="checkbox"/> SPED Teacher<br/> <input type="checkbox"/> School Psychologist<br/> <input type="checkbox"/> District Representative<br/> <input type="checkbox"/> Administrator<br/> <input type="checkbox"/> Counselor/Behavior Support<br/> <input type="checkbox"/> Parent(s)<br/> <input type="checkbox"/> Other: _____</p> <p><b>Dates</b></p> <p>Expulsion occurred: _____</p> <p>Meeting occurred: _____</p> <p>Student returns to school: _____</p> |
| Meeting outcomes     |  | <p>Shortened length of exclusionary discipline</p> <p>a) Yes<br/>b) No</p> <p>Number of days reduced: _____</p>   |

### Additional Discipline Data Elements

|  |  |   |
|--|--|---|
|  |  | Reengagement plan completed:<br>a) Yes<br>b) No<br>School completed enrollment/reenrollment paperwork:<br>a) Yes<br>b) No |
|--|--|---|

#### 4. Interventions

| Titles                           | Definition | Pick List  |
|----------------------------------|------------|--|
| Interventions used with student: |            | Challenges/stressors identified:<br>a) Yes<br>b) No<br>Barriers to attendance identified:<br>a) Yes<br>b) No<br>Was the attendance issue due to :<br>a) physical health<br>b) mental health<br>c) drug/alcohol abuse<br>Referral to 504/SPED if relevant:<br>a) Yes<br>b) No<br>Safety plan (if HIB identified):<br>a) Yes<br>b) No<br>Supportive components identified:<br>a) Yes<br>b) No<br>Behavioral success plan identified:<br>a) Yes<br>b) No<br>Relevant counseling discussed with family:<br>a) Yes<br>b) No<br>Communication plan between school and student/family:<br>a) Yes<br>b) No |

### Additional Discipline Data Elements

|   |   |   |
|---|---|---|
| <p>Discipline Review Committee</p>                                | <p>Committee comprised of student's teachers/principal/counselor reviews student's prior conduct and discipline to determine 1) Whether prior discipline has been effective; and 2) Whether another type of corrective action would be more effective or appropriate under the circumstances.</p> | <p>Committee was used:<br/> a) Yes<br/> b) No<br/> Date held: _____<br/> Held within 20 days of suspension/expulsion<br/> c) Yes<br/> d) No<br/> No later than 5 days prior to return to school:<br/> c) Yes<br/> d) No<br/> Language access provided<br/> c) Yes<br/> d) No<br/> Translated materials provided in requested language<br/> c) Yes<br/> d) No<br/> Who participated in meeting:<br/> <input type="checkbox"/> General Ed. Teacher<br/> <input type="checkbox"/> SPED Teacher<br/> <input type="checkbox"/> School Psychologist<br/> <input type="checkbox"/> District Representative<br/> <input type="checkbox"/> Administrator<br/> <input type="checkbox"/> Counselor/Behavior Support<br/> <input type="checkbox"/> Parent(s)<br/> <input type="checkbox"/> Other: _____<br/> <b>Dates</b><br/> Expulsion occurred: _____<br/> Meeting occurred: _____<br/> Student returns to school: _____</p> |
| <p>Student Performance Improvement Agreement</p>                  | <p>Student-district contract in which student complies with certain conditions in exchange for a shortened term of suspension.</p>  | <p>Student received:<br/> a) Yes<br/> b) No</p>   |
| <p>District Liaison for Suspended/Mandatory Expelled Students</p> | <p>A certified staff member (not a compliance officer) assigned by the district to communicate with the student and the student's family during the period of suspension or expulsion. The assigned staff member's duties include: 1) Monitoring he</p>   | <p>District Liaison was used throughout the time of suspension/expulsion:<br/> a) Yes<br/> b) No</p>  |

### Additional Discipline Data Elements

|   |  |   |
|---|--|---|
|   | student's receipt of assignments and return on course work;<br>2) Serving as a liaison between the student/family and the district to provide updates on improvements in the student's behavior and academic progress; 3) Reviewing the student's progress with the district administrators to determine whether it warrants a shortening of the suspension/expulsion. |   |
| Frequency of same discipline for each type of behavior infraction | Listing the times the same punishment and/or intervention has been used for the same type of inappropriate behaviors for an individual student   | Same punishment use:<br>Number of punishments _____<br>Frequency of same punishment use _____ |

#### 5. Petition for Readmission

|                                    |   |  |
|------------------------------------|---|--|
| Submitted Petition for readmission | Petition for readmission outlining request to be readmitted to school at any time during the exclusion. | Student submitted petition for readmission<br>a) Yes (if yes- Date _____)<br>b) No |
| Status of Petition for Readmission | Readmission determined by Principal and Superintendent  | Student petition for readmission granted<br>a) Yes<br>b) No<br>Date _____          |

#### 6. Grievances/Appeals

|  |  |  |
|--|--|--|
| Short term suspension grievance                    | Student and family submitted a grievance with the school principal of the short term suspension  | Short term suspension grievance submitted<br>a) Yes (if yes-Date _____)<br>b) No |
| Status of Short term suspension grievance          | Decision by principal about the short term suspension grievance  | Change in Short term suspension<br>a) Yes<br>b) No<br>Date _____                 |
| Long term suspension/expulsion Request for hearing | Student and family request a hearing to appeal long term suspension/expulsion within 3 days after written notice of long term suspension/expulsion | Hearing requested:<br>a) Yes (if yes-Date _____)<br>b) No                        |
| School set hearing                                 | School sets hearing date within 3 days of notice from student and family requesting the hearing  | School set hearing date:<br>a) yes (if yes-Date _____)<br>b) No                  |
| Hearing Decision notice                            | School sends hearing decision to the student and family  | School sends hearing decision:<br>a) Yes (if yes-Date _____)<br>b) No            |

### Additional Discipline Data Elements

|                          |   |  |
|--------------------------|---|--|
| Hearing Decision outcome | School determines outcome for appealing long term suspension/expulsion                                      | Hearing Decision Outcome:<br>Long term suspension shortened<br>a) Yes (if yes- how many days shorter)<br>b) No<br>Expulsion shortened<br>a) Yes (if yes- how many days shorter)<br>b) No |
| Appeal to school board   | Student and family appeal hearing decision within 3 days to school board for long term suspension/expulsion | Appeal of hearing decision to school board<br>a) Yes (if yes-Date _____)<br>b) No  |
| Appeal to Superior Court | Student and family appeal school board decision within 30 days to local superior court.                     | Appeal of school board decision to Superior Court<br>a) Yes (if yes-Date _____)<br>b) No   |

DRAFT



## OSPI DISCIPLINE RULES

### ESSB 5946

Passed in 2013, ESSB 5946 provided for a number of changes in student discipline policies. Among them it abolished indefinite suspensions and expulsions, required the conversion of emergency expulsions to another form of intervention within ten days, required districts to hold reentry meetings and create reengagement plans with students and families, and required OSPI to develop a policy and process for districts to appeal expulsion time limits. As a result of this legislation, OSPI is in the process of revising WAC 392-400, the rules addressing student discipline.

### Proposed Rule Changes

The changes to WAC 392-400 deal primarily with the due process a student is entitled to following disciplinary action, as well as reflecting the time limits and requirements of ESSB 5946. Some of the main changes include:

- Removing the word “punishment” from the definition of discipline and instances where the term “corrective action and punishment” were used.
- Limiting emergency expulsion to ten days and requiring it be converted to another corrective action within that time frame.
- Defining the components of and process for a reengagement meeting and plan.
- Limiting expulsions to one calendar year.
- Providing a process for districts to appeal to extend an expulsion past a calendar year.
- Remove “to extent feasible” from sections requiring parent and student notification in primary language other than English

### Public Feedback

OSPI has completed its public comment process, during which it received 1800 written responses and 45 oral statements at a public hearing. Comments were received from parents, districts, advocacy groups, law firms, community members, and other stakeholders.

The feedback included concerns about technical changes and broader suggestions, such as abolishing suspensions for attendance infractions. The State Board of Education provided a letter voicing concern that the rules do not require educational services be provided to a student during a suspension or expulsion, nor do they specify whom would be responsible for such services.

### Next Steps

OSPI is preparing the concise explanatory statement and revising the amended rules based on the public comment received, and will likely file the final rules by the end of July.



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

|   |   |  |
|---|---|--|
| <b>Title:</b>                                 | <b>Student Presentation</b>   |  |
| <b>As Related To:</b>                         | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input type="checkbox"/> Goal Three: Closing achievement gap.                                   | <input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input checked="" type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input checked="" type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input checked="" type="checkbox"/> Advocacy   | <input checked="" type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating   |
| <b>Policy Considerations / Key Questions:</b> | None  |  |
| <b>Possible Board Action:</b>                 | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input type="checkbox"/> Other  |  |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input type="checkbox"/> Third-Party Materials<br><input checked="" type="checkbox"/> PowerPoint  |  |
| <b>Synopsis:</b>                              | Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Board Member Mara Childs will speak on the following topic: "Five Lessons (from school or elsewhere) that have had an impact." |  |



## STUDENT PRESENTATION

### Policy Consideration

None

### Summary

Student Board members have ample opportunity to work with staff in preparation for their presentations.

The presentation schedule and topic assignments are listed below.

### **Presentation Topics** (rotating schedule)

1. My experiences as a student, good, bad, or otherwise (K–High School).
2. One or two good ideas to improve K–12 education.
3. How the Board’s work on \_\_\_\_\_ (you pick) has impacted, or will impact, K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Past, present and future: where I started, where I am, and where I’m going.

| Date       | Presenter | Topic |
|------------|-----------|-------|
| 2014.05.07 | Eli       | 5     |
| 2014.07.10 | Mara      | 4     |
| 2014.09.11 | Mara      | 1     |
| 2014.11.14 | Madaleine | 3     |
| 2015.01.08 | Mara      | 2     |
| 2015.03.12 | Madaleine | 4     |
| 2015.05.14 | Mara      | 5     |

### Background

None

### Action

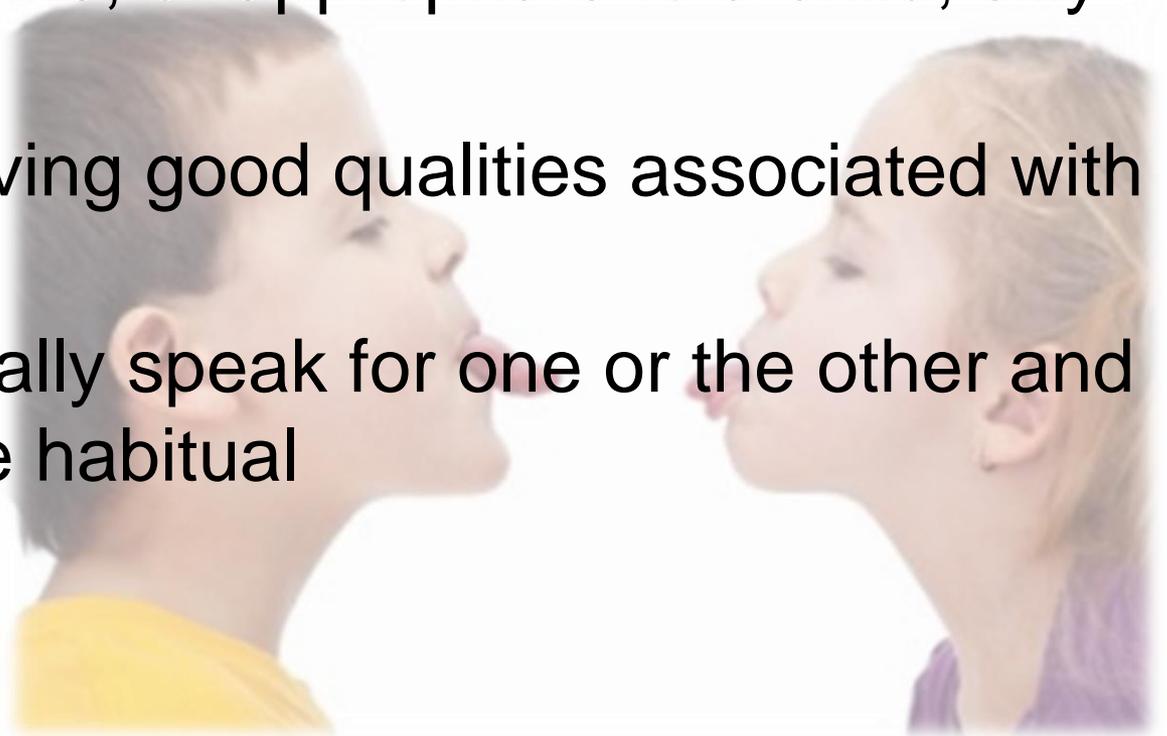
None

# LESSONS IN SCHOOL, LIFE & OTHERWISE

Mara Childs, SBE • 10 July 2014

# Childish vs. Childlike

- The difference between acting childish and childlike is huge.
- *Childish* – of, like, or appropriate to a child; silly and immature
- *Childlike* – having good qualities associated with a child
- Actions generally speak for one or the other and easily become habitual

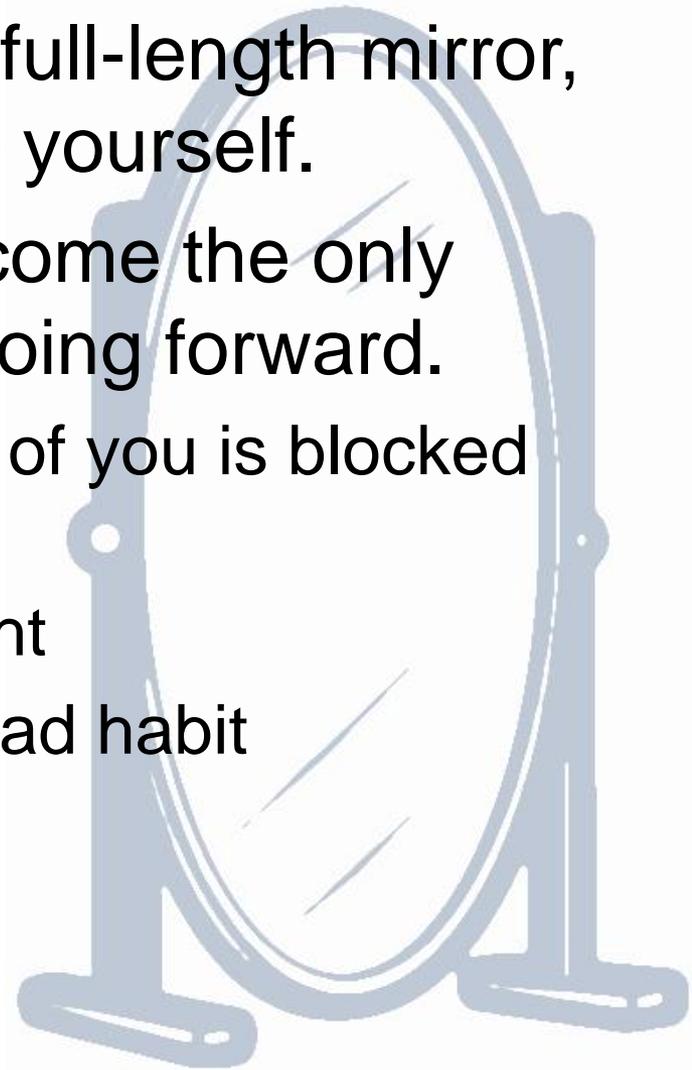


# Faces of “*ish*” and “*like*”

- Childish is also branded as immaturity but is not limited to actions that don't seem age-appropriate.
  - Gossiping, for example, would seem more immature, while being passive aggressive is more childish
- Childlike garners terms like wide-eyed wonder, curiosity, and gentleness
  - The connotation is delicate and can easily work in tandem with maturity

# The Mirror

- If you were to walk towards a full-length mirror, you would eventually run in to yourself.
- Focusing on yourself, you become the only thing stopping yourself from going forward.
  - Ground behind you and ahead of you is blocked by your image
  - Other people are put out of sight
  - Being self-centric becomes a bad habit

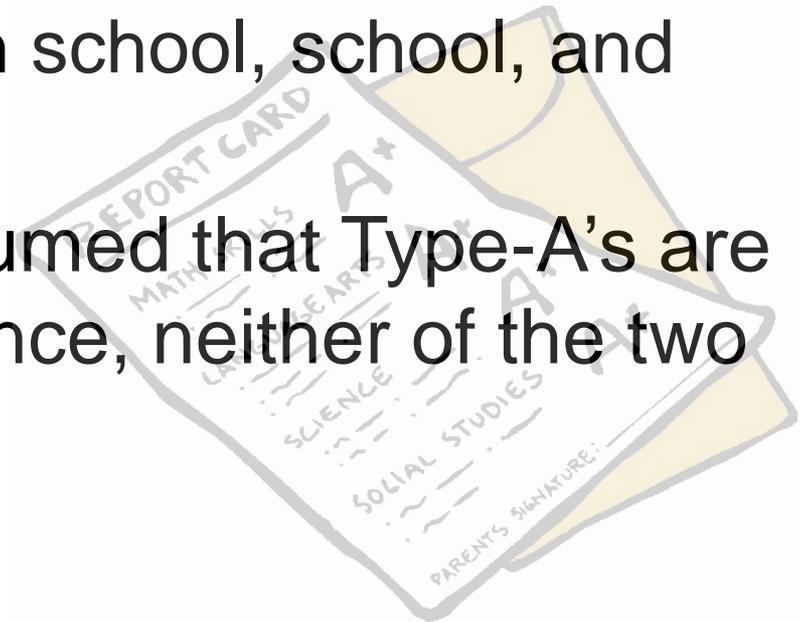


# Breaking the Mirror

- Metaphorically shattering the mirror allows you to:
  - ▣ See the whole picture around you
  - ▣ “Use pieces of the mirror” to help others shine
  - ▣ Make forward progress as your image no longer blocks you
- It’s better to carry a “pocket mirror” that allows you to sneak a glance at yourself to keep yourself in check.

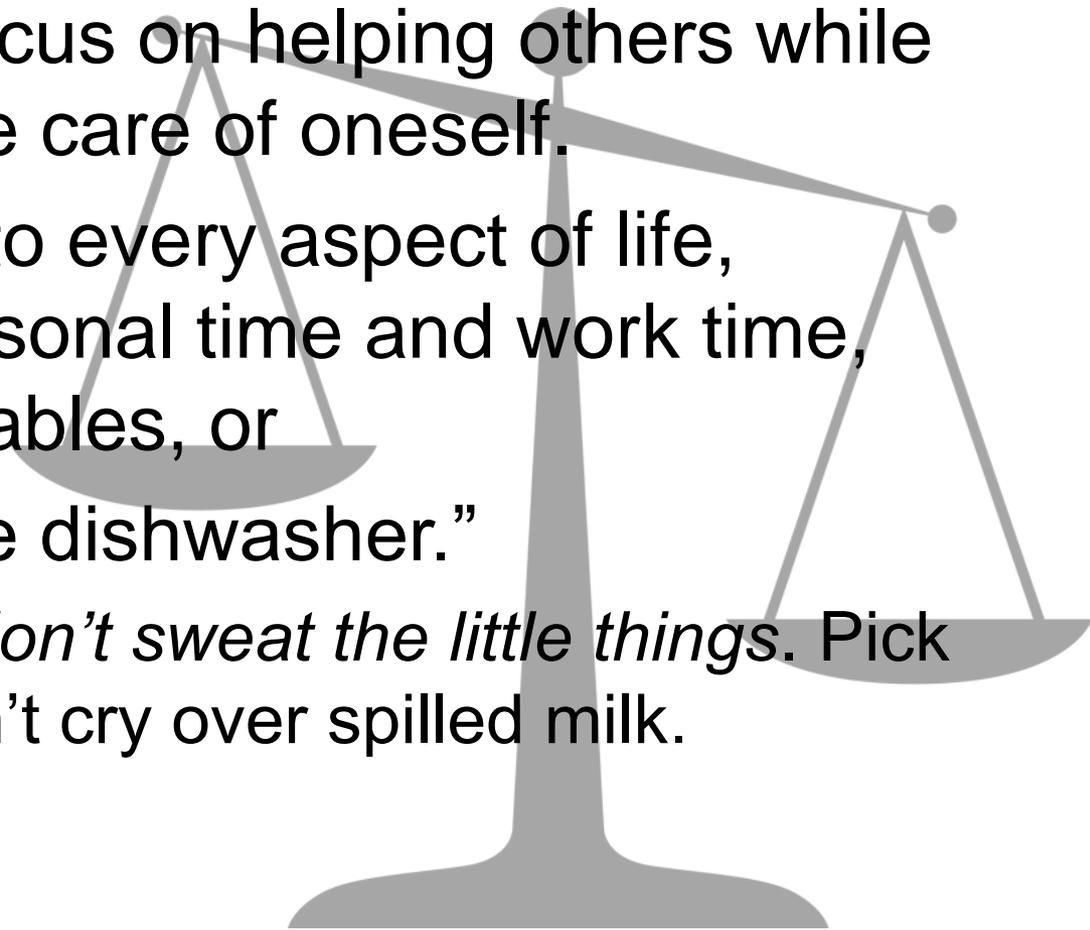
# Yin and Yang

- Type-A and Straight-A students are both stereotypes of high school students.
  - Type-A will do school, sports, social events, with an extracurricular list a mile long
  - Straight-A will focus on school, school, and school
- While it is generally assumed that Type-A's are the ones who have balance, neither of the two do.



# Work Hard, Play Often

- A loss of balance results in stress.
- It's too easy to focus on helping others while neglecting to take care of oneself.
- Balance applies to every aspect of life, whether it be personal time and work time, candy and vegetables, or
- “Don't restack the dishwasher.”
  - In other words, *don't sweat the little things*. Pick your battles. Don't cry over spilled milk.



# Aim for Greatness

- Create realistic goals for yourself, but stick to them and be disciplined.

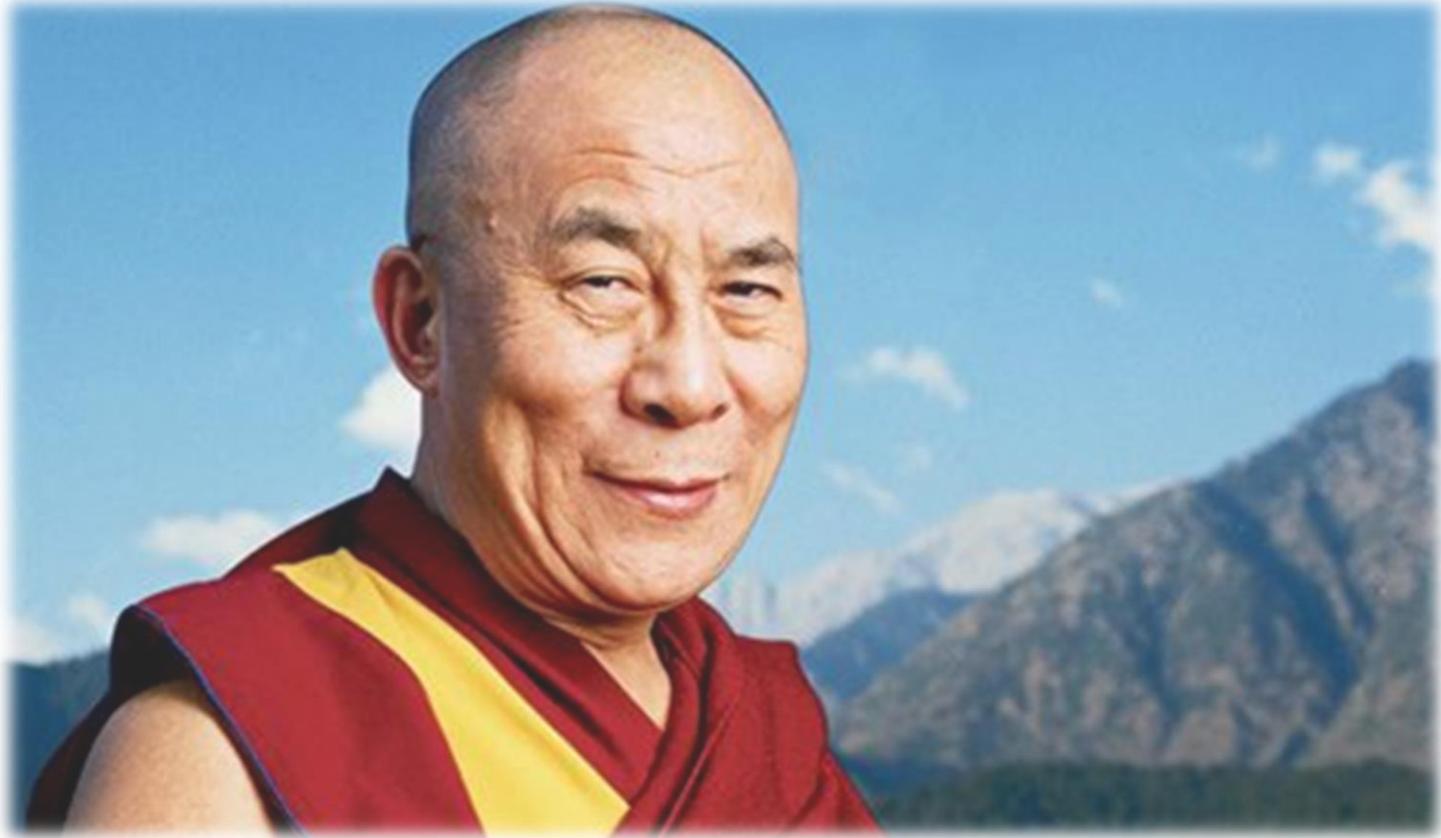
“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

– Aristotle

- Practice good habits so good things become natural.
- My elementary school music teacher said,  
“Practice doesn’t make perfect, practice makes permanent.”

# Consistency is Key

- It's not uncommon to behave differently among different groups of people.
  - ▣ These different personas usually correlate with levels of comfort and professionalism
  - ▣ This is an inconsistency of personality
- Other people trust consistent people
  - ▣ Consistency doesn't mean boring or predictable, it shows genuine character
- Genuine traits are naturally repeated, and thus consistent in people with them.



“Be kind whenever possible. It is  
*always* possible.”

- His Holiness the 14<sup>th</sup> Dalai Lama

# Choose Love

- Relationships with the people in life are the most important successes

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

– Maya Angelou

“The good you do today, people will often forget tomorrow; Do good anyway.”

– Anyway Poem



Thank you!

Questions?



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

|                                      |   |  |
|--------------------------------------|---|--|
| <b>Title:</b>                        | <b><u>Update on Career and Technical Education Course Equivalency Options for Satisfying Math and Science Credit Requirements</u></b>   |  |
| <b>As Related To:</b>                | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input type="checkbox"/> Goal Three: Closing achievement gap.   | <input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>      | <input type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input checked="" type="checkbox"/> Advocacy  | <input type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating  |
| <b>Possible Board Action:</b>        | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input type="checkbox"/> Other  |  |
| <b>Materials Included in Packet:</b> | <input checked="" type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint   |  |
| <b>Synopsis:</b>                     | <p>E2SSB 6552 increased the responsibility of districts to provide students access to CTE course equivalency credit. In addition, the bill directed the State Board of Education (SBE) to review a list of equivalent CTE courses developed by the Office of the Superintendent of Public Instruction (OSPI), provide an opportunity for public comment, and approve the list.</p> <p>At the July 9-10, 2014 meeting, the Board will:</p> <ul style="list-style-type: none"> <li>➤ Receive an update on the development of the CTE course equivalency list.</li> <li>➤ Consider adoption of rules to implement E2SSB 6552, including approval of rules regarding the waiver of districts with fewer than 2,000 students from the responsibility to provide access to at least one math or one science equivalent course from the list developed by OSPI.</li> </ul> |  |



## Update on Career and Technical Education Course Equivalency Options for Satisfying Math and Science Credit Requirements

### Policy Consideration

RCW 28A.230.097 requires that each high school or school district board shall adopt course equivalencies for Career and Technical Education (CTE) classes. These are CTE courses that meet basic education graduation requirements in addition to CTE course requirements. E2SSB 6552 increased the responsibility of districts to provide students access to CTE course equivalency credit. In addition, the bill directed the State Board of Education (SBE) to review a list of equivalent CTE courses developed by the Office of the Superintendent of Public Instruction (OSPI), provide an opportunity for public comment, and approve the list.

The action by the Legislature on CTE equivalency credit during the 2014 session, and funding support for the development of the CTE equivalent course list by OSPI (\$257,000 for 2014-2015), was actively supported by the SBE. CTE course equivalency was a 2014 SBE legislative priority.

At the July 9-10, 2014 meeting, the Board will:

- Receive an update on the development of the CTE course equivalency list.
- Consider adoption of rules to implement E2SSB 6552, including approval of rules regarding the waiver of districts with fewer than 2,000 students from the responsibility to provide access to at least one math or one science equivalent course from the list developed by OSPI.

### Summary

E2SSB 6552 amends RCW to expand the opportunity for course equivalencies for CTE courses that meet Basic Education graduation requirements. Some of the important provisions of the bill regarding course equivalency are:

- The OSPI shall develop a list of CTE courses whose content in science, technology, engineering, and mathematics is considered equivalent in full or in part to science or mathematics courses that meet high school graduation requirements.
- The content of the courses must be aligned with the Common Core State Standards in mathematics or the Next Generation Science Standards.
- The OSPI shall submit the list of equivalent CTE courses and their curriculum frameworks to the SBE for review, an opportunity for public comment, and approval.
- School districts must provide high school students with the opportunity to access at least one CTE course that is considered equivalent to a mathematics or a science course as determined by the OSPI and approved by the SBE.
- School districts with fewer than 2,000 students may apply to the SBE for a waiver from these provisions. The SBE may grant a waiver from these provisions based on an application from the school district.

E2SSB 6552 specifies that the first list of course equivalencies must be developed and approved before the 2015-16 school year, and that a school district must grant academic course equivalency in mathematics or science for a high school CTE course from the list of courses approved by the SBE beginning no later than the 2015-16 school year. To meet these time requirements, the following timeline is proposed.

**Table 1: Proposed timeline for course equivalency.**

| Date               | Description of Activity  |
|--------------------|--|
| Summer- Fall 2014  | OSPI continues the development of the list of CTE course equivalencies and curriculum frameworks through workgroups.   |
| January 7-8, 2015  | The SBE is updated on CTE course equivalencies at the January SBE board meeting and the public is invited to comment.  |
| February 27, 2015  | OSPI submits the list of CTE course equivalencies and curriculum frameworks to the SBE staff for inclusion in the March Board meeting packet.                          |
| March 12, 2015     | At the March SBE meeting there will be a second opportunity for public comment. On March 12, the Board will consider approval of the list of CTE course equivalencies. |
| March 13, 2015     | If approved, school districts can begin to advise high school students about CTE course equivalency options for the 2015-16 school year.                               |
| Spring-Summer 2015 | Outreach and professional development.   |

**Action**

At the July 2014 meeting the SBE will consider adoption of rules to implement E2SSB 6552.



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

|   |   |   |
|---|---|---|
| <b>Title:</b>                                 | <b>Update on Teacher Principal Evaluation Systems (TPEP) Implementation.</b>  |   |
| <b>As Related To:</b>                         | <input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input checked="" type="checkbox"/> Goal Three: Closing achievement gap.  | <input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input checked="" type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input checked="" type="checkbox"/> Advocacy   | <input checked="" type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Convening and Facilitating   |
| <b>Policy Considerations / Key Questions:</b> | How can the professional development needs of Washington educators to implement TPEP and Common Core be addressed by the Legislature in upcoming budgets?   |   |
| <b>Possible Board Action:</b>                 | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input checked="" type="checkbox"/> Other - Discuss   |   |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input checked="" type="checkbox"/> Graphs / Graphics<br><input type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint  |   |
| <b>Synopsis:</b>                              | <p>Board members will discuss the current status of TPEP implementation in the context of the professional development needs of Washington state educators.</p> <p>Dr. Helene Paroff, Assistant Director at WASA for Professional Development, will update the Board on the status of TPEP implementation in ESD 101 region (reflecting her recent role as ESD 101 Assistant Superintendent and TPEP coordinator) and draw policy connections between our state's work in TPEP and the implementation of Common Core State Standards.</p> |   |



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# Washington's 2014 State of the State Educator Survey Report: Summary of Key Findings

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June 2014

## Executive Summary

With the implementation of the new teacher and principal evaluation systems and the Common Core State Standards in 2013–14, educators in the state of Washington are experiencing significant change. These two new initiatives are spearheaded by the Washington Office of Superintendent of Public Instruction (OSPI) and supported by the Washington Teacher/Principal Evaluation Project (WA TPEP) steering committee<sup>1</sup> and the education service districts (ESDs) in the state. OSPI partnered with American Institutes for Research (AIR) to survey the readiness, supports, needs, expectations, and concerns of all educators in the state as they relate to the two initiatives. Survey results are intended to help Washington stakeholders better understand the current state of educator evaluation across Washington’s 295 districts and to strategize how best to support districts’ implementation of these new policies.

Between February and March 2014, teachers, principals, district leaders (i.e., superintendents, assistant superintendents, and central office staff), and school directors<sup>2</sup> were invited to complete a brief survey about their districts’ educator evaluation systems and Common Core State Standards implementation. A total of 7,051 responses were collected from educators on such topics as understanding, communication, supports needed, and results of the evaluation systems as well as the requirements of the new Common Core.

### Key Findings

The following key findings emerged from the survey:

- The majority of responding teachers were very familiar or somewhat familiar with the state of Washington’s revised requirements for evaluating teachers (Senate Bill 5895).
  - Of the teachers surveyed, 21.9 percent still stated that they were vaguely familiar or not at all familiar with the revised requirements of evaluating teachers.
  - Teachers varied in their understanding of the components of the teacher evaluation system. For example, 75.9 percent of responding teachers understood the instructional framework; however, only 55.9 percent of responding teachers understood the revised summative rating process.
- The majority of responding principals and district leaders understood the various components of the teacher evaluation system but had varying levels of understanding of the principal evaluation system.
  - More than 80 percent of district leaders reported understanding the various components of the teacher evaluation. More than 90 percent of principals reported understanding the components of the teacher evaluation system with the exception of the summative rating process (74.3 percent) and student growth goals (70.6 percent).
  - Although the majority of principals (81.5 percent) and district leaders (88.4 percent) reported understanding the leadership framework, participants reported less familiarity with other components of the principal evaluation system, particularly the

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<sup>1</sup> A list of organizations that compose the WA TPEP steering committee can be found in Appendix A.

<sup>2</sup> *School director* is the formal term used in Washington state for school board members.

principals. For example, only 47.6 percent of responding principals reported understanding the summative rating process.

- Many district leaders and school directors overestimate their teachers'/principals' understanding of the teacher/principal evaluation system.
  - District leaders and school directors were asked to rate how well they thought their teachers understood the various components of the evaluation system. Approximately one third of teachers did not agree with their district leaders and school directors about their level of understanding.
  - District leaders and school directors also were asked to rate how well they thought their principals understood the various components of the evaluation system. Of the responding principals, 83.4 percent agreed with their district leaders and school directors about how well they understood the leadership framework; however, only 37.3 percent of principals agreed with how other measures of principal effectiveness will be used.
- Responding principals and district leaders agreed on the most important aspects of their role as evaluators.
  - Three fourths of principals reported that their primary role as a teacher evaluator was to communicate with teachers and develop relationships with them, and three fifths of principals agreed that their primary role was to provide instructional leadership.
  - Although not all district leaders served in the capacity of principal evaluator, those who did agreed with principals about the most important aspects of their role as evaluators. Three fourths of district leaders reported that their primary role as principal evaluators was to communicate with principals and develop relationships with them, and three fifths of district leaders agreed that their primary role was to provide coaching.
- Participants reported on a wide range of perceived outcomes that could result from the implementation of the revised evaluation systems.
  - This survey was conducted half way through the first year of implementation, and approximately half of the teachers and half of the principals reported potential positive effects on their professional learning. For example, 45.5 percent of teachers and 44.5 percent of principals reported that they would receive more detailed feedback.
  - Evaluators (i.e., principals for teacher evaluation and district leaders for principal evaluation) were more optimistic about the potential effects of the revised educator evaluations. For example, the majority of responding principals and district leaders stated that the revised educator evaluation systems would have an impact on improving instructional practice and leadership practice, respectively.
- Across respondent groups, receiving more training on how student growth will be used in educator evaluations was the most commonly cited support needed to implement the evaluation systems.

- The majority of survey respondents were familiar with the Common Core State Standards; however, participants within a district often did not agree with the level of Common Core implementation in their district.
- Across respondent groups, participants agreed that they did minimal outreach to parents and community members as they transitioned to the Common Core State Standards.
- Although a small majority of participants reported that they were not familiar with the integration of educator evaluations and the Common Core State Standards, 60.6 percent of teachers reported that their instruction incorporates the Common Core and expectations that align to evaluations.

## Limitations

Due to low response rates, **results should be interpreted with caution.** Results do not necessarily reflect the conditions and perceptions of respondents across the state, nor do the views of educators within a district necessarily reflect the views of all educators within that district. Results reflect the thoughts and opinions of only those who opted to complete the survey. Nevertheless, they raise some interesting points for consideration.

## Recommendations

Findings from this survey resulted in a series of eight recommendations for OSPI, the ESDs, and the state legislature:

- More training for teachers from OSPI and their district is needed.
- More training for principals on the principal evaluation is needed.
- More training for school directors is needed.
- Assessment of level of understanding of teachers and principals is needed.
- Better communication on teacher and principal evaluations is needed.
- There is a need to support the culture shift in the primary role of evaluators as instructional leaders or coaches.
- Further study on the effect and outcomes of the evaluation system is needed.
- There is a need to develop additional trainings and resources on the Common Core State Standards and on making connections between the Common Core and educator evaluations.

More detailed descriptions of each of these recommendations can be found on page 42.



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

|   |   |  |
|---|---|--|
| <b>Title:</b>                                 | <b>Nominations Process for Executive Committee</b>  |  |
| <b>As Related To:</b>                         | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input type="checkbox"/> Goal Three: Closing achievement gap.   | <input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input checked="" type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input type="checkbox"/> Policy Leadership<br><input type="checkbox"/> System Oversight<br><input type="checkbox"/> Advocacy  | <input type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating  |
| <b>Policy Considerations / Key Questions:</b> | What is the Board's process for securing nominations to the executive committee of the Board?<br>What dates and by-laws requirements apply?   |  |
| <b>Possible Board Action:</b>                 | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input type="checkbox"/> Other  |  |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint   |  |
| <b>Synopsis:</b>                              | <p>This section includes information on the process for nominations to the executive committee. Under Board by-laws, the election of new leadership is set to occur at the September Retreat.</p> <p>The materials in this section include:</p> <ul style="list-style-type: none"> <li>• Overview of elections process</li> <li>• Board membership term summary</li> <li>• Copy of the Board by-laws.</li> </ul> <p>At this meeting, the Board could identify a Nominations Chair.</p> <p>.</p> |  |

# Bylaws

of the

Washington State  
Board of Education

Adopted January 15, 2009

# **Bylaws Index**

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- Section 3. External communication
- Section 4. Board responsibilities

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- Section 3. Officer elections
- Section 4. Duties

## **ARTICLE V Meetings**

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- Section 4. Consent agenda
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**ARTICLE I**  
**Name**

The name of this agency shall be the Washington State Board of Education.

**ARTICLE II**  
**Purpose**

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

**ARTICLE III**  
**Membership and Responsibilities**

**Section 1. Board composition.** The membership of the Washington State Board of Education is established by the Legislature and outlined in the Revised Code of Washington (RCW 28A.305.011).

**Section 2. Meeting attendance and preparation.** Members are expected to consistently attend and prepare for board and committee meetings, of which they are members, in order to be effective and active participants. Members are further expected to stay current in their knowledge and understanding of the board's projects and policymaking.

**Section 3. External communication.** Members of the Board should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board with the media.

**Section 4. Board responsibilities.** The board may meet in order to review any concerns presented to the chair or executive committee about a board member's inability to perform as a member or for neglect of duty.

**ARTICLE IV**  
**Officers**

**Section 1. Designation.** The officers of the board shall be the chair the vice chair, immediate past chair, and two members at-large.

**Section 2. Term of officers.** (1) The chair shall serve a term of two years and may serve for no more than two consecutive two -year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) The immediate past chair shall serve a term of one-year.

**Section 3. Officer elections.** (1) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(2) **One-year position.** (a) The members at-large office positions shall be elected annually by the Board at the planning meeting of the board.

(b) The members of the board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as a member at-large.

(3) **Vacancies.** Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

**Section 4. Duties.** (1) **Chair.** The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee appointments, be the official voice for the board in matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair.** The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place.

(4) **Members At-Large.** The members at-large shall carry out duties as requested by the chair and sit on the executive committee.

## **ARTICLE V Meetings**

**Section 1. Regular meetings.** (1) The board shall hold an annual planning meeting and such other regular and special meetings at a time and place within the state as the board shall determine.

(2) The board shall hold a minimum of four meetings yearly, including the annual planning meeting.

(3) A board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act. Procedures shall be developed and adopted in the BOARD PROCEDURES MANUAL to specify how recognition is to be sought and the floor obtained during such meetings.

**Section 2. Agenda preparation.** (1) The agenda shall be prepared by the executive committee in consultation with the executive director and other staff, as necessary.

(2) Members of the board may submit proposed agenda items to the board chair or the executive director.

(3) In consultation with the executive committee, the board chair or executive director will give final approval of all items and changes that will appear on the agenda at a board meeting.

(4) The full agenda, with supporting materials, shall be delivered to the members of the board at least one week in advance of the board meeting, in order that members may have ample opportunity for study of agenda items listed for action.

(5) Hearings to receive information and opinions, other than those subject to the provisions of Chapter 34.05 RCW relating to adoption of rules and regulations or as otherwise provided by law, shall be scheduled when necessary on the agenda prior to final consideration for action by the board.

**Section 3. Board action.** (1) All matters within the powers and duties of the board as defined by law shall be acted upon by the board in a properly called regular or special meeting.

(2) A quorum of eight (8) voting members must be present to conduct the business of the board.

(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official board action is a majority of the members present. There shall be no proxy voting.

(b) In order to vote at a meeting conducted by telephone or videotelecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.

(4) The manner in which votes will be conducted to take official board action shall be determined by the board chair, unless a roll call is requested and sustained by one quarter of the voting members who are present.

(5) All regular and special meetings of the full board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).

**Section 4. Consent agenda.** (1) Non-controversial matters and waiver requests meeting established guidelines may be presented to the board on a consent agenda.

(2) Items may be removed from the consent agenda upon the request of an individual board member.

(3) Items removed from the consent agenda shall be referred to a standing committee or shall be considered by the full board at the direction of the chair.

**Section 5. Parliamentary Authority.** The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.

## ARTICLE VI EXECUTIVE COMMITTEE

**Section 1. Executive committee.** (1) (a) The executive committee shall consist of the chair, the vice chair, the immediate past chair, and two members at-large.

(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.

(c) The executive committee shall be responsible for oversight of the budget.

(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in the Board Procedures Manual.

(3) The board chair shall serve as the chair of the executive committee.

(4) The executive committee shall meet at least monthly.

(5) The executive committee shall assure that the board annually conducts a board review and evaluation.

## **ARTICLE VII Committees**

**Section 1. Designation.** (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board. Rule changes should be discussed in committee before recommended language is referred to the board for discussion and possible vote.

(2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.

(3) Appointments of non-state board members to a state board committee shall be made by the board chair in consultation with the committee chair(s) and the executive director, taking into consideration nominees submitted by board members, and identified groups or organizations.

(4) Board members of committees of the board shall determine which board member shall chair the committee.

(5) Each committee will be responsible for recommending to the budget process costs associated with responsibilities of the committee.

## **ARTICLE VIII Executive Director**

**Section 1. Appointment.** The board may appoint an executive director.

**Section 2. Duties.** (a) The executive director shall perform such duties as may be determined by the board and shall serve as secretary and non-voting member of the board. The executive director shall house records of the board's proceedings in the board's office and the records shall be available upon request. The executive director is responsible for the performance and operations of the office and for staff support of board member duties.

(b) The board shall establish or modify a job description for the executive director, as needed.

**Section 3. Annual evaluation.** (a) The board shall establish or modify the evaluation procedure of the executive director, as needed,

(b) The annual evaluation of the executive director shall be undertaken by the board no earlier than one year after the job description or evaluation tool is established or modified. Subsequent to the evaluation, the chair, or chair's designee, will communicate the results to the executive director.

**Section 4. Compensation and termination of the executive director.** The rate of compensation or termination of the executive director shall be subject to the prior consent of the full board at the planning meeting.

## **ARTICLE IX Amending Bylaws**

**Section 1. Amending bylaws.**

(1) These bylaws may be amended only by a two-thirds affirmative vote of the board members.

(2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended.

(3) The board shall review the bylaws every two years.

**Section 2. Suspending bylaws.** These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting board members present at the meeting.

# The Washington State Board of Education

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## The SBE Executive Committee Election Process

- ✓ Nominations for Executive Committee should be submitted via email to this year's committee lead, \_\_\_\_\_, by (Day), (Month), (Year). All members of the Board may vote except student board members. There are five positions open for election – they are:
  - Chair
  - Vice Chair (if Deborah Wilds is elected Chair)
  - Immediate Past Chair (if the past chair is unavailable, a third member-at-large is elected to fill the position – see Article IV (4) (3) of the bylaws).
  - Two Members at Large

Terms for the positions are as follows:

- Chair – two year term with option for a second term
- Vice-chair – two year term with option for a second term
- Immediate Past Chair – one year following the Chair term of office if not re-elected
- Two Members at Large – one year term with option of second term

The eligibility status for current executive committee members for re-election to the committee is as follows:

- Kris Mayer (current Chair): Ms. Mayer is leaving the Board in January of 2015 (term limited). **Ms. Mayer will serve as Immediate Past Chair until such time as her time expires.**
  - Deborah Wilds (current Vice Chair): Eligible for all positions.
  - Judy Jennings (Member at Large): **Not eligible for Member at Large position, as she has served two consecutive one year terms.**
  - Kevin Laverty (Member at Large): Eligible for all positions.
  - Isabel Munoz-Colon (Member at Large): Eligible for all positions.
- ✓ The first agenda item on the first day of the September meeting is “Announcement of Nominations for the Executive Committee” and Chair, Kris Mayer, will ask for additional nominations. At this time, each candidate has the option of discussing their interest in participating in the Executive Committee. The Board packet will include ballots reflecting nominations made as of that date and provide for additional names if additional nominations are made at the meeting.
  - ✓ The last agenda item on the first day of the September meeting is “Election of Officers for the Executive Committee” and members will vote in sequence on the open seats (for example, the vice chair position will not be voted on until the chair position has been filled). Per the Public Meeting Act RCW 42.30.060, the ballots are required to be signed. Executive assistant, Tami Jensen, and staff designee will count them and the winners announced by \_\_\_\_\_, Committee Lead.

- ✓ Ballots will be cast, and votes will be counted, in the following order: Chair, Vice-Chair and three Members at Large (two Members at Large if Immediate Past Chair is available). The person elected to the position of Chair will be removed from the ballot for Vice Chair and Members at Large if previously nominated. The successful Vice Chair will also be removed from the Member at Large ballot if they were previously nominated. Elections will be based on majority vote of the ballots and must constitute a majority of a voting quorum.
- ✓ If a tie happens in any category, members will re-vote for that position until a nominee is elected on a majority vote.
- ✓ The outgoing Chair adjourns the meeting and the new Chair facilitates the meeting on the second day.

**RCW 42.30.060**

**Ordinances, rules, resolutions, regulations, etc., adopted at public meetings — Notice — Secret voting prohibited.**

- (1) No governing body of a public agency shall adopt any ordinance, resolution, rule, regulation, order, or directive, except in a meeting open to the public and then only at a meeting, the date of which is fixed by law or rule, or at a meeting of which notice has been given according to the provisions of this chapter. Any action taken at meetings failing to comply with the provisions of this subsection shall be null and void. (2) No governing body of a public agency at any meeting required to be open to the public shall vote by secret ballot. Any vote taken in violation of this subsection shall be null and void, and shall be considered an "action" under this chapter.[1989 c 42 § 1; 1971 ex.s. c 250 § 6.]

### Board Member Term Summary

| Name               | Position Type   | Position #  | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|--------------------|-----------------|-------------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Cindy McMullen     | Elected         | Region #1   |      |      |      |      |      |      | 1st  | 1st  | 1st  | 1st  |      |      |      |
| Daniel Plung       | Elected         | Region #2   |      |      |      |      |      |      |      |      | 1st  | 1st  | 1st  | 1st  |      |
| Kevin Laverty      | Elected         | Region #3   |      |      |      |      |      |      |      |      | 1st  | 1st  | 1st  |      |      |
| Bob Hughes         | Elected         | Region #4   |      |      |      | 1st  | 1st  | 1st  | 1st  | 2nd  |      |      |      |      |      |
| Peter Maier        | Elected         | Region #5   |      |      |      |      |      |      |      | 2nd  | 1st  | 1st  | 1st  | 1st  |      |
| Deborah Wilds      | Appointed       | Position #1 |      |      |      |      |      |      |      |      | 1st  | 1st  | 1st  |      |      |
| Tre' Maxie         | Appointed       | Position #2 |      |      |      |      |      | 2nd  | 1st  | 1st  | 1st  | 1st  | 1st  |      |      |
| Connie Fletcher    | Appointed       | Position #3 |      |      |      | 3rd  | 4th  |      |      |
| Holly Koon         | Appointed       | Position #4 |      |      |      |      |      |      |      |      | 1st  | 1st  | 1st  | 1st  |      |
| Isabel Munoz-Colon | Appointed       | Position #5 |      |      |      |      |      |      |      | 5th  | 5th  | 5th  | 5th  | 5th  |      |
| Kristina Mayer     | Appointed       | Position #6 | 1st  |      |
| Jeff Estes         | Appointed       | Position #7 |      |      |      |      |      |      |      |      | 1st  | 1st  | 1st  | 1st  |      |
| Judy Jennings      | Private Schools |             |      |      |      |      |      |      |      | 6th  | 6th  | 6th  | 6th  |      |      |
| Randy Dorn         | Superintendent  |             |      |      |      | 1st  |      |
| Mara Childs        | Student         |             |      |      |      |      |      |      |      |      | 1st  | 1st  | 1st  |      |      |
| Madaleine Osmun    | Student         |             |      |      |      |      |      |      |      |      |      | 1st  | 1st  |      |      |

Grandfathered term or part of initial staggered term    
  Finished someone else's term    
  1<sup>st</sup> term    
  2<sup>nd</sup> term

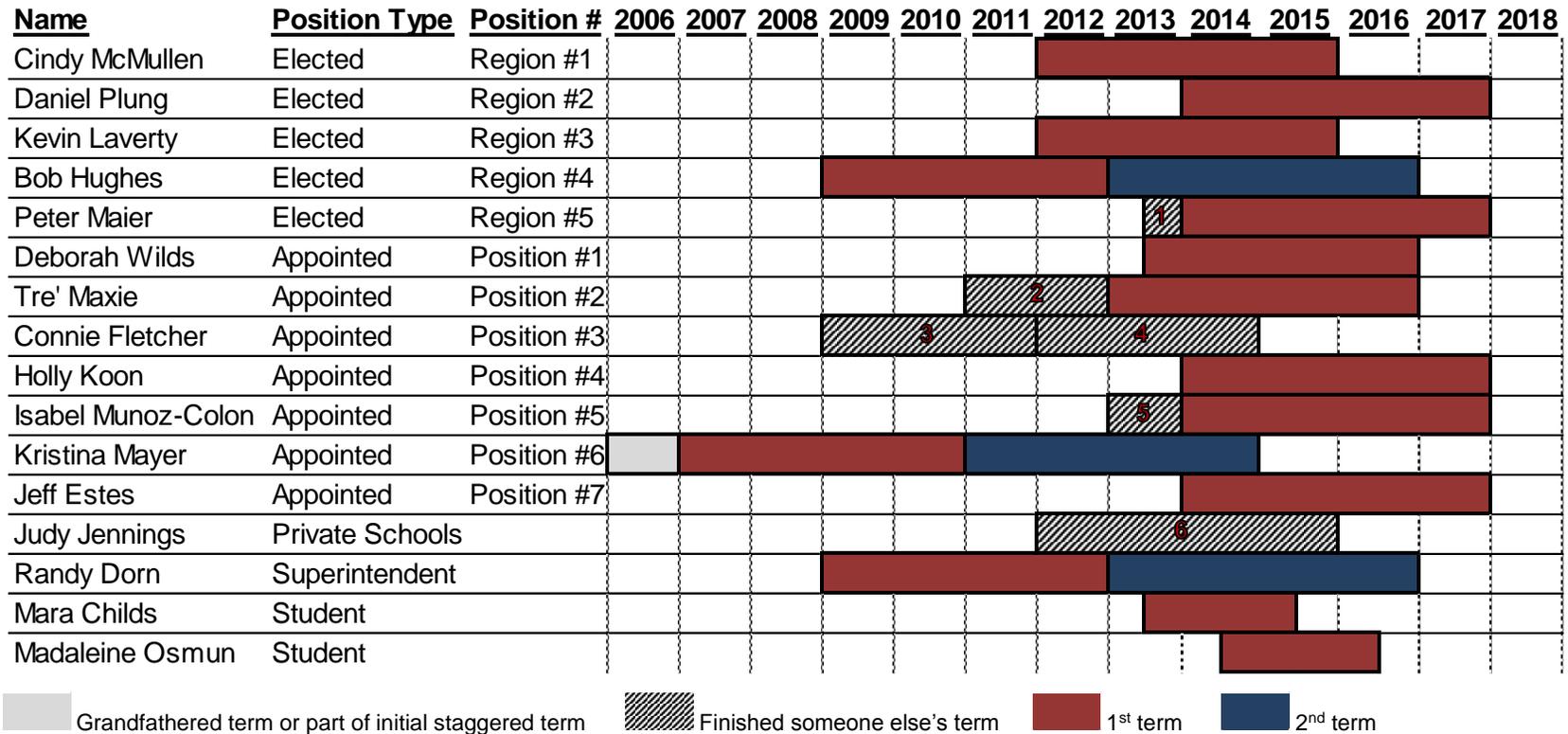
- 1** – Before being elected, Peter Maier finished the term vacated first by Warren Smith and then Tre' Maxie
- 2** – Before being appointed, Tre' Maxie occupied the elected region #5 position vacated by Warren Smith
- 3** – Before being appointed, Connie Fletcher finished the elected region #3 position vacated by Steve Floyd
- 4** – Connie Fletcher is finishing the term vacated by Eric Liu
- 5** – Before being reappointed, Isabel Munoz-Colon finished the term vacated by Sheila Fox
- 6** – Judy Jennings is finishing the term vacated by Jack Schuster



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

## Board Member Term Summary



- 1** – Before being elected, Peter Maier finished the term vacated first by Warren Smith and then Tre' Maxie
- 2** – Before being appointed, Tre' Maxie occupied the elected region #5 position vacated by Warren Smith
- 3** – Before being appointed, Connie Fletcher finished the elected region #3 position vacated by Steve Floyd
- 4** – Connie Fletcher is finishing the term vacated by Eric Liu
- 5** – Before being reappointed, Isabel Munoz-Colon finished the term vacated by Sheila Fox
- 6** – Judy Jennings is finishing the term vacated by Jack Schuster

No board member, other than the Superintendent of Public Instruction, can serve more than two consecutive four-year terms.



# THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

|   |  |  |
|---|--|--|
| <b>Title:</b>                                 | <b>Draft Amendments to Adopted Rules on Charter Schools</b>  |  |
| <b>As Related To:</b>                         | <input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input type="checkbox"/> Goal Three: Closing achievement gap.   | <input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input checked="" type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input type="checkbox"/> Advocacy   | <input type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating  |
| <b>Policy Considerations / Key Questions:</b> | <ol style="list-style-type: none"> <li>1. Do the draft amendments clarify provisions for authorizer applications, for evaluation of authorizer applications, and for certification of approved charters?</li> <li>2. Do the recommended changes in timelines conduce to higher quality in authorizer applications, better deliberation by authorizers on charter applications, and better preparation by approved charter schools?</li> <li>3. Are there changes that should be made to the draft rules for approval for publication and scheduling of a public hearing?</li> </ol>  |  |
| <b>Possible Board Action:</b>                 | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input type="checkbox"/> Other   |  |
| <b>Materials Included in Packet:</b>          | <input type="checkbox"/> Memo<br><input checked="" type="checkbox"/> Graphs / Graphics<br><input checked="" type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint   |  |
| <b>Synopsis:</b>                              | <p>Since voter approval of Initiative Measure No. 1240 in November 2012, the SBE has adopted sixteen sections of rule to eight sections of Washington’s charter school law. The first five sections of rule were required by RCW 28A.710.090 (Charter school authorizers – Approval process) to be adopted within 90 days of enactment of the initiative. Other parts of the law on the SBE has adopted rules concern the authorizer oversight fee; timelines for requests for proposals and charter applications; certification of charter approvals as within the limits on the number of schools; annual reports by authorizers, and SBE oversight of district authorizers.</p> <p>At the direction of the Board, staff have reviewed the adopted rules and prepared amendments for consideration for board approval for public hearing. The draft amendments:</p> <ul style="list-style-type: none"> <li>• Alter dates in rule to provide sufficient time for each party in a charter cycle to carry out its work in a high-quality way.</li> <li>• Bring the SBE’s process for evaluation of authorizer applications into rule as amended WAC 180-19-040.</li> <li>• Clarify the use of a lottery to determine certification of approved charter schools as within the limits on the maximum number of schools that may be established.</li> <li>• Clean up obsolete language and make corrections and technical improvements.</li> </ul> <p>In your packet you will find:</p> <ul style="list-style-type: none"> <li>• A table summarizing the draft amendments to each WAC.</li> <li>• A table comparing dates in current rule to those recommended in the amendments.</li> <li>• A chart showing the timeline for a complete charter cycle under the draft amendments.</li> <li>• Draft rules amending WACs 180-19-010 through 180-19-040 and WACs 180-19-070 through 180-19-090.</li> <li>• A table showing the history of rule adoption by the SBE to the charter school law.</li> </ul> |  |



# THE WASHINGTON STATE BOARD OF EDUCATION

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## DRAFT AMENDMENTS TO CHAPTER 180-19 WAC CHARTER SCHOOLS

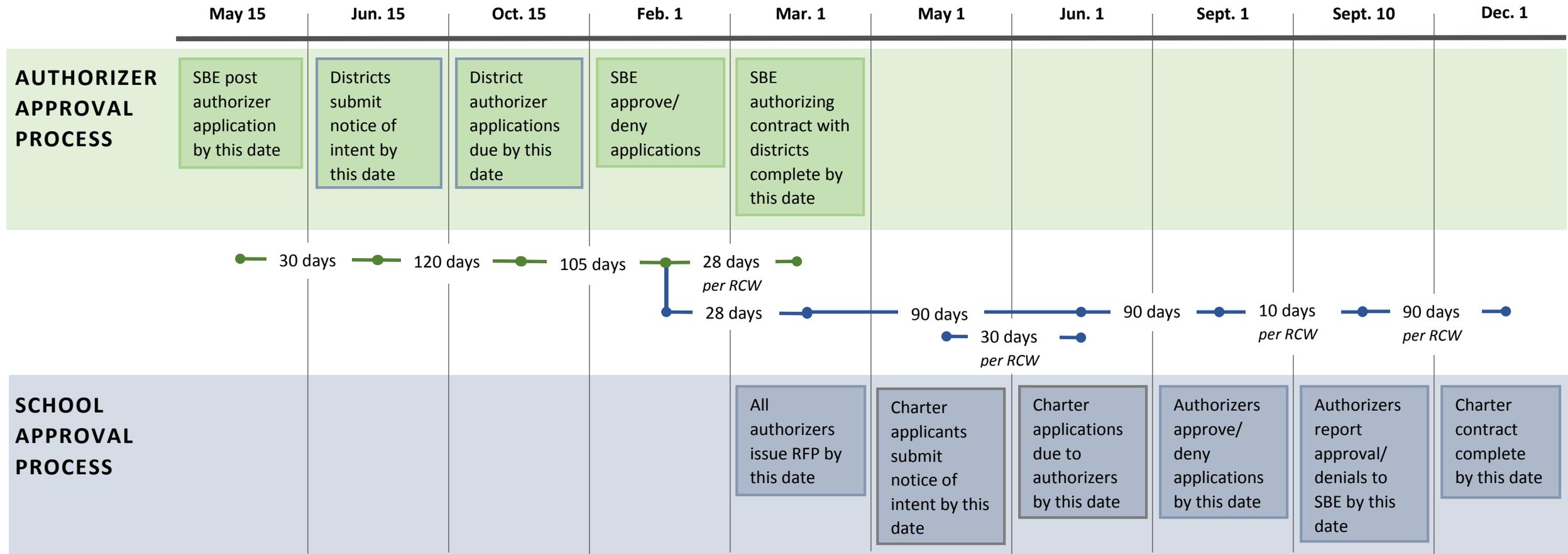
| <b>WAC</b>        | <b>Title</b>   | <b>Amendment</b>   |
|-------------------|--|--|
| <b>180-19-010</b> | Definitions  | Strikes unneeded definitions. Adds definition of "NACSA Principles and Standards."   |
| <b>180-19-020</b> | Notice of intent to submit authorizer application            | Changes due date. Strikes obsolete language related to first application cycle .   |
| <b>180-19-030</b> | Submission of authorizer application                         | Changes due date. Strikes obsolete language related to first application cycle. Eliminates requirement that application be delivered in hard copy. Makes literary and technical improvements.          |
| <b>180-90-040</b> | Evaluation and approval or denial of authorizer applications | Changes due date. Strikes obsolete language related to first application cycle. Incorporates SBE evaluation process in rule. Makes literary and technical improvements. Restructures for clarity.      |
| <b>180-19-070</b> | Charter school – Request for proposals                       | Changes due date. Strikes obsolete language related to first application cycle.  |
| <b>180-19-080</b> | Charter school applications – Submission, approval or denial | Changes due dates. Strikes obsolete language related to first application cycle.   |
| <b>180-19-090</b> | Board certification of charter schools -- lottery            | Clarifies that the lottery applies to charters approved for operation in any single year that are in excess of the maximum number of schools that may be established for operation in any single year. |



**Dates in the Charter Cycle  
Chapter 180-19 WAC**

| <b>Action</b>  | <b>WAC</b> | <b>Current</b> | <b>Proposed</b>    |
|--|------------|----------------|--------------------|
| <b>Last date for posting of authorizer application by SBE</b>                                | 180-19-030 | October 1      | May 15             |
| <b>Last date for school district notice of intent to submit authorizer application</b>       | 180-19-020 | October 1      | June 15            |
| <b>Last date for district to submit authorizer application</b>                               | 180-19-030 | December 31    | October 15         |
| <b>Last date for SBE to approve or deny authorizer application</b>                           | 180-19-040 | April 1        | February 1         |
| <b>Last date for all authorizers to issue RFPs for charter applicants</b>                    | 180-19-070 | April 15       | March 1            |
| <b>Last date for SBE authorizing contract with approved district</b>                         | 180-19-050 | April 30       | March 1            |
| <b>Last date to submit charter applications to authorizers</b>                               | 180-19-080 | July 15        | June 1             |
| <b>Last date for authorizers to approve or deny charter applications</b>                     | 180-19-080 | October 15     | September 1        |
| <b>Last date for authorizers to report approval or denial of charter applications to SBE</b> | 189-19-080 | October 25     | None. <sup>1</sup> |

<sup>1</sup>The date by which authorizers to report approval or denial of charter applications to the SBE is set by RCW 28A.170.150(2) at ten days from the action to approve or deny.



**WAC 180-19-010 Definitions.** ~~(1) "Authorizer" shall have the same meaning as set forth in RCW 28A.710.010(3).~~

~~(2) "Authorizer application" or "application" means the form developed by the state board of education that must be completed and timely filed as set forth in these rules with the state board of education by a school district seeking approval to be a charter school authorizer.~~

(31) "Board" means the state board of education.

(42) "School district" or "district" means a school district board of directors.

(3) "NACSA Principles and Standards" means the "Principles and Standards for Quality Charter Authorizing" (2012 Edition) developed by the National Association of Charter School Authorizers.

[Statutory Authority: RCW 28A.710.090. WSR 13-07-065, § 180-19-010, filed 3/19/13, effective 4/19/13.]

**WAC 180-19-020 Notice of intent to submit an authorizer application.** (Effective until May 15, 2015). A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by October 1st of ~~the prior~~ that same

~~year; provided, however, that a district seeking approval as an authorizer in 2013 must provide such notice of intent to submit an application by April 1, 2013.~~ A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its public web site a form for use by districts in submitting notice of intent, and shall post ~~on its web site~~ all notices of intent upon receipt.

**WAC 180-19-020 Notice of intent to submit an authorizer application.** (Effective May 15, 2015) A school district intending to file an application during a calendar year to be approved as a charter school authorizer must submit to the state board of education a notice of intent to file such application by ~~October 1st~~ June 15 of ~~the prior that same~~ year; ~~provided, however, that a district seeking approval as an authorizer in 2013 must provide such notice of intent to submit an application by April 1, 2013.~~ A district may not file an authorizer application in a calendar year unless it has filed a timely notice of intent as provided for herein. A notice of intent shall not be construed as an obligation to submit an application under these rules. The board shall post on its

public web site a form for use by districts in submitting notice of intent, and shall post ~~on its web site~~ all notices of intent upon receipt.

[Statutory Authority: RCW 28A.710.090. WSR 13-07-065, § 180-19-020, filed 3/19/13, effective 4/19/13.]

**WAC 180-19-030 Submission of authorizer application.** (Effective until May 15, 2015) (1) The state board of education shall develop and make available on its web site, no later than October 1st of each year, an "authorizer application" that must be used by school districts seeking to be approved as a charter school authorizer; ~~provided, however, that the board shall make available on its web site the authorizer application for those districts seeking approval in 2013 by April 1, 2013.~~ The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by December 31st of the year ~~in which~~ prior to the year the district seeks approval as an authorizer; ~~provided, however, that a district application for approval to be a charter school authorizer in 2013 must be submitted to the board, as provided herein, no later than~~

~~July 1, 2013.~~ The district's completed application must be submitted  
~~sent~~ via electronic mail to sbe@k12.wa.us by the date specified in this  
section. ~~with the original hand delivered or mailed to the board at the~~  
~~following address:~~

~~Washington State Board of Education~~

~~600 Washington St. S.E.~~

~~Olympia, WA 98504~~

~~The original and electronic version of the application must be~~  
~~received by the board no later than the date provided above.~~ The board  
shall post on its web site each application received from a school  
district.

(3) A school district must provide sufficient and detailed infor-  
mation regarding all of the following in the authorizer application  
submitted to the board:

(a) **The district's strategic vision for chartering.** The district  
must state the purposes that it expects to fulfill in being an authorizer  
of charter schools, with specific reference to the statutory purposes  
findings and intents set forth in RCW 28A.710.005, as well as any dis-  
trict-specific purposes that are a particular priority for the district;  
the characteristics of the school or schools it is most interested in  
authorizing, while maintaining a commitment to considering all charter

applicants based on the merits of their proposals and the likelihood of success; ~~how the school or schools it wishes to authorize might differ from the schools the district currently operates with regard to such features as staffing, schedule, curriculum, and community engagement;~~ the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW 28A.710.010(2), or students from low-performing schools; and how it will ~~protect~~ respect the autonomy and ~~promote~~ ensure the accountability of the charter schools it oversees.

(b) **A plan to support the vision presented**, including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient ~~assistance, oversight, and monitoring, and assis-~~ tance to ensure that the charter schools it authorizes will meet all fiscal, academic and operational requirements under chapter 28A.710 RCW and comply with all applicable state and federal laws. A district's evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter 28A.710 RCW, in full-time equivalent employees, at

a level sufficient to fulfill its authorizing responsibilities in accordance with the NACSA "Principles and Standards for Quality Charter Authorizing" 2012 Edition developed by the National Association of Charter School Authorizers and the provisions of chapter 28A.710 RCW;

(ii) Job titles, job descriptions, and brief bios and resumes qualifications of district personnel with anticipated authorizing responsibilities under RCW 28A.710.030, demonstrating the district's access to competent and necessary expertise in all areas essential to charter school oversight including, but not limited to: School leadership; curriculum, instruction and assessment; special education, English language learners, and other diverse learning needs; performance management, and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities ~~interagency collaborations~~; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight fee under RCW 28A.710.110 and any other resources, to carry out its authorizing responsibilities in accordance with ~~National~~ the NACSA Principles and Standards ~~developed by the National Association of Charter School Authorizers~~ and the provisions of chapter 28A.710 RCW.

(c) **A draft or preliminary outline of the request for proposal(s)** that the district would, if approved as an authorizer, issue to solicit charter school ~~applicants~~applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW 28A.710.130 (1)(b) and demonstrate that the ~~district ap-~~plicant intends to~~will~~ implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW chapter~~28A.710.170~~RCW.

(d) **A draft of the performance framework** that the district would, if approved as an authorizer, use to guide the execution~~establishment~~ of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW 28A.710.170(2) including descriptions of each indicator, measure and metric enumerated therein,† and shall provide that student academic proficiency, student academic growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW 28A.657.110.

(e) **A draft of the district's proposed renewal, revocation, and nonrenewal processes**, consistent with RCW 28A.710.190 and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:

(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW 28A.710.100;

(ii) Set reasonable and effective timelines for actions that may be taken under RCW 28A.710.190 and 28A.710.200;

(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW 28A.710.190 and 28A.710.200;

(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of chapter—RCW 28A.710.180—RCW.

(4) A district must sign a statement of assurances submitted with its application, which that shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer

in fulfillment of the expectations, spirit, and intent of chapter 28A.710 RCW, and that if approved as an authorizer it will:

(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;

(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;

(c) Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;

(d) Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as ~~budget~~budgeting, personnel and instructional ~~educational~~programming and design;

(e) Ensure that any contract it may execute with the governing board of an approved charter school under RCW 28A.710.160 provides that the school will provide educational services to students with disabilities, students who are limited English proficient, and any other special populations of students as required by state and federal laws;

(f) Include in any charter contract it may execute with the governing board of an approved charter school, in accordance with RCW 28A.710.160(2), educational services that at a minimum meet the basic education standards set forth in RCW 28A.150.220.

[Statutory Authority: RCW 28A.710.090. WSR 13-07-065, § 180-19-030, filed 3/19/13, effective 4/19/13.]

**WAC 180-19-030 Submission of authorizer application.** (Effective May 15, 2015) (1) The state board of education shall develop and make available on its web site, no later than ~~October 1st~~ May 15 of each year, an "authorizer application" that must be used by school districts seeking to be approved as a charter school authorizer; ~~provided, however, that the board shall make available on its web site the authorizer application for those districts seeking approval in 2013 by April 1, 2013.~~ The application may include such attachments as deemed required by the board to support and complete the application.

(2) A school district seeking approval to be a charter school authorizer must submit an "authorizer application" to the state board of education by ~~December 31st~~ October 15 of the year ~~in which~~ prior to the year the district seeks approval as an authorizer; ~~provided, however,~~

~~that a district application for approval to be a charter school authorizer in 2013 must be submitted to the board, as provided herein, no later than July 1, 2013.~~ The district's completed application must be submitted via electronic mail to [sbe@k12.wa.us](mailto:sbe@k12.wa.us) by the date specified in this section ~~with the original hand delivered or mailed to the board at the following address:~~

~~Washington State Board of Education~~

~~600 Washington St. S.E.~~

~~Olympia, WA 98504~~

~~The original and electronic version of the application must be received by the board no later than the date provided above.~~ The board shall post on its web site each application received from a school district.

(3) A school district must provide sufficient and detailed information regarding all of the following in the authorizer application submitted to the board:

(a) **The district's strategic vision for chartering.** The district must state the purposes that it expects to fulfill in being an authorizer of charter schools, with ~~specific~~ reference to the ~~statutory purposes~~ findings and interests set forth in RCW 28A.710.005, as well as any

district-specific purposes that are a ~~particular~~ priority for the district; the characteristics of the school or schools it is most interested in authorizing, while maintaining a commitment to considering all charter applicants based on the merits of their proposals and the likelihood of success; ~~how the school or schools it wishes to authorize might differ from the schools the district currently operates with regard to such features as staffing, schedule, curriculum, and community engagement;~~ the educational goals it wishes to achieve; how it will give priority to serving at-risk students, as defined in RCW 28A.710.010(2), or students from low-performing schools; and how it will ~~protect~~ respect the autonomy and ~~promote~~ ensure the accountability of the charter schools it oversees.

(b) **A plan to support the vision presented**, including explanations and evidence of the applicant's budget and personnel capacity and commitment to execute the responsibilities of quality charter authorizing. "Budget and personnel capacity" means the district's capability of providing sufficient ~~assistance, oversight, and monitoring,~~ and assistance to ensure that the charter schools it authorizes will meet all fiscal, academic and operational requirements under chapter 28A.710 RCW and comply with all applicable state and federal laws. A district's

evidence of budget and personnel capacity shall consist, at a minimum, of a detailed description of the following:

(i) Staff resources to be devoted to charter authorizing and oversight under chapter 28A.710 RCW, in full-time equivalent employees, at a level sufficient to fulfill its authorizing responsibilities in accordance with the NACSA "Principles and Standards for Quality Charter Authorizing" ~~developed by the National Association of Charter School Authorizers~~ and the provisions of chapter 28A.710 RCW;

(ii) Job titles, job descriptions, and brief bios and resumes ~~qualifications~~ of district personnel with anticipated authorizing responsibilities under RCW 28A.710.030, demonstrating the district's access to ~~competent and necessary~~ expertise in all areas essential to charter school oversight including, but not limited to: School leadership; curriculum, instruction and assessment; special education, English language learners and other diverse learning needs; performance management; and law, finance and facilities, through staff and any contractual relationships or partnerships with other public entities ~~interagency collaborations~~; and

(iii) An estimate, supported by verifiable data, of the financial needs of the authorizer and a projection, to the extent feasible, of sufficient financial resources, supported by the authorizer oversight

fee under RCW 28A.710.110 and any other resources, to carry out its authorizing responsibilities in accordance with the NACSA Principles and Standards ~~for Quality Charter School Authorizing developed by the National Association of Charter School Authorizers~~ and the provisions of chapter 28A.710 RCW.

(c) **A draft or preliminary outline of the request for proposal(s)** that the district would, if approved as an authorizer, issue to solicit charter school ~~applicants~~ applications. The draft or preliminary outline of the request for proposal(s) shall meet all of the requirements set forth in RCW 28A.710.130 (1)(b) and demonstrate that the district ap-  
plicant intends to will implement a comprehensive charter application process that follows fair procedures and rigorous criteria, and an evaluation and oversight process based on a performance framework meeting the requirements of RCW chapter 28A.710.170 ~~RCW~~.

(d) **A draft of the performance framework** that the district would, if approved as an authorizer, use to guide the execution establishment of a charter contract and for ongoing oversight and performance evaluation of charter schools. The draft of the performance framework shall, at a minimum, meet the requirements of RCW 28A.710.170(2) including descriptions of each indicator, measure and metric enumerated therein, + and shall provide that student academic proficiency, student academic

growth, achievement gaps in both proficiency and growth, graduation rates, and postsecondary readiness are measured and reported in conformance with the achievement index developed by the state board of education under RCW 28A.657.110.

(e) **A draft of the district's proposed renewal, revocation, and nonrenewal processes**, consistent with RCW 28A.710.190 and 28A.710.200. The draft provided must, at a minimum, provide for the implementation of transparent and rigorous processes that:

(i) Establish clear standards for renewal, nonrenewal, and revocation of charters it may authorize under RCW 28A.710.100;

(ii) Set reasonable and effective timelines for actions that may be taken under RCW 28A.710.190 and 28A.710.200;

(iii) Describe how academic, financial and operational performance data will be used in making decisions under RCW 28A.710.190 and 28A.710.200;

(iv) Outline a plan to take appropriate corrective actions, or exercise sanctions short of revocation, in response to identified deficiencies in charter school performance or legal compliance, in accordance with the charter contract and the provisions of ~~chapter~~ RCW 28A.710.180-~~RCW~~.

(4) A district must sign a statement of assurances submitted with its application, ~~which~~that shall be included as an attachment to the authorizing contract executed between the approved district and the state board of education, stating that it seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of chapter 28A.710 RCW, and that if approved as an authorizer it will:

(a) Seek opportunities for authorizer professional development, and assure that personnel with significant responsibilities for authorizing and oversight of charter schools will participate in any authorizer training provided or required by the state;

(b) Provide public accountability and transparency in all matters concerning charter authorizing practices, decisions, and expenditures;

(c) Solicit applications for both new charter schools and conversion charter schools, while appropriately distinguishing the two types of charter schools in proposal requirements and evaluation criteria;

(d) Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent authorized by chapter 28A.710 RCW, in such areas as ~~budget~~budgeting, personnel and instructional programming and design;

(e) Ensure that any contract it may execute with the governing board of an approved charter school under RCW 28A.710.160 provides that

the school will provide educational services to students with disabilities, students who are limited English proficient, and any other special populations of students as required by state and federal laws;

(f) Include in any charter contract it may execute with the governing board of an approved charter school, in accordance with RCW 28A.710.160(2), educational services that at a minimum meet the basic education standards set forth in RCW 28A.150.220.

[Statutory Authority: RCW 28A.710.090. WSR 13-07-065, § 180-19-030, filed 3/19/13, effective 4/19/13.]

**WAC 180-19-040 Evaluation and approval or denial of authorizer applications.** (Effective until May 15, 2015) (1) The board shall evaluate an application submitted by a school district seeking to be an authorizer and issue a decision approving or denying the application by April 1st of each year.; ~~provided, however, that the board shall issue a decision approving or denying a district's application timely submitted for approval in 2013 by no later than September 12, 2013. The state board may utilize the services of external reviewers with expertise in educational, organizational and financial matters in evaluating applications. The board may, at its discretion, require personal interviews with district personnel for the purpose of reviewing an application.~~

(2) In evaluating each application, the board will rate each part of the application as set forth in WAC 180-19-030(3)(a)-(e) as well-developed, partially developed, or undeveloped, based on criteria for evaluation included in the authorizer application developed and made publicly available pursuant to WAC 180-19-030(1).

(a) "Well-developed" shall mean that the application response meets the expectations established by the board and the [NACSA](#) Principles and Standards in material respects and warrants approval subject to execution of an authorizing contract with the board.

(b) "Partially developed" shall mean that the application response contains some aspects of a well-developed practice, is limited in its execution, or otherwise falls short of satisfying the expectations established by the board and the [NACSA](#) Principles and Standards.

(c) "Undeveloped" shall mean that the application response is wholly inadequate in that the applicant district has not considered or anticipated the well-developed practice at all, or proposes to carry out its authorizing duties in a way that is not recognizably connected to the expectations established by the board and the [NACSA](#) Principles and Standards.

~~For an application to be approved, the state board must find it to be satisfactory in providing all of the information required to be set forth in the application.~~

(3) In its evaluation the board will ~~also~~ consider whether the district's proposed policies and practices are consistent with the -NACSA ~~p~~Pinciples and ~~s~~Standards ~~for quality charter school authorizing developed by the National Association of Charter School Authorizers,~~ as required by RCW 28A.710.100(3), in at least the following areas:

(a) Organizational capacity: Commit human and financial resources necessary to conduct authorizing duties effectively and efficiently;

(b) Solicitation and evaluation of charter applications: Implement a comprehensive application process that includes clear application questions and rigorous criteria, and grants charters only to applicants who demonstrate strong capacity to establish and operate a charter school;

(c) Performance contracting: Execute contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms;

(d) Ongoing charter school oversight and evaluation: Conduct contract oversight that competently evaluates performance and monitors compliance, ensures schools' legally entitled autonomy, protects student rights, informs intervention, revocation and renewal decisions, and provides annual reports as required by chapter 28A.710 RCW; and

(e) Charter renewal and revocation processes: Design and implement a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.

(34) The board shall develop and post on its public web site rubrics for determination of the extent to which each criterion for evaluation has been met.

(45) The board may utilize the services of external reviewers with expertise in educational, organizational or financial matters in evaluating applications.

(56) Prior to approving any application, the board shall require an in-person interview with district leadership for the purpose of reviewing and evaluating the application. The in-person interview will be used to supplement or clarify information provided by the district in the written application. The information received in the in-person

interview shall be considered in formulating the overall ratings of the application under subsection (2).

(67) For an application to be approved, the ~~state~~ board must find it to be well developed in each part of the application as set forth in WAC 180-19-030(3). A determination that an application does not ~~provide the required information, or does not~~ meet standards of quality authorizing in any part ~~component~~, shall constitute grounds for disapproval. (4) If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria included in the authorizer application.

(783) The ~~state~~ board ~~of education~~ shall post on its public web site the applications of all school districts approved as authorizers. A school district approved as an authorizer shall post its application on a public web site.

~~\_(4) If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria established in these rules.~~

[Statutory Authority: RCW 28A.710.090. WSR 13-07-065, § 180-19-040, filed 3/19/13, effective 4/19/13.]

**WAC 180-19-040 Evaluation and approval or denial of authorizer**

**applications.** (Effective May 15, 2015) (1) The board shall evaluate an application submitted by a school district seeking to be an authorizer and issue a decision approving or denying the application by ~~April 1st~~ February 1 of each year.; ~~provided, however, that the board shall issue a decision approving or denying a district's application timely submitted for approval in 2013 by no later than September 12, 2013. The state board may utilize the services of external reviewers with expertise in educational, organizational and financial matters in evaluating applications. The board may, at its discretion, require personal interviews with district personnel for the purpose of reviewing an application.~~

(2) In evaluating each application, the board will rate each part of the application as set forth in WAC 180-19-030(3)(a)-(e) as well-developed, partially developed, or undeveloped, based on criteria for evaluation included in the authorizer application developed and made publicly available pursuant to WAC 180-19-030(1).

(a) "Well-developed" shall mean that the application response meets the expectations established by the board and the NACSA Principles and Standards in material respects and warrants approval subject to execution of an authorizing contract with the board.

(b) "Partially developed" shall mean that the application response contains some aspects of a well-developed practice, is limited in its execution, or otherwise falls short of satisfying the expectations established by the board and the NACSA Principles and Standards.

(c) "Undeveloped" shall mean that the application response is wholly inadequate in that the applicant district has not considered or anticipated the well-developed practice at all, or proposes to carry out its authorizing duties in a way that is not recognizably connected to the expectations established by the board and the NACSA Principles and Standards.

~~For an application to be approved, the state board must find it to be satisfactory in providing all of the information required to be set forth in the application.~~

(3) In its evaluation the board will ~~also~~ consider whether the district's proposed policies and practices are consistent with the NACSA ~~p~~Principles and ~~s~~Standards ~~for quality charter school authorizing developed by the National Association of Charter School Authorizers,~~ as required by RCW 28A.710.100(3), in at least the following areas:

(a) Organizational capacity: Commit human and financial resources necessary to conduct authorizing duties effectively and efficiently;

(b) Solicitation and evaluation of charter applications: Implement a comprehensive application process that includes clear application questions and rigorous criteria, and grants charters only to applicants who demonstrate strong capacity to establish and operate a charter school;

(c) Performance contracting: Execute contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms;

(d) Ongoing charter school oversight and evaluation: Conduct contract oversight that competently evaluates performance and monitors compliance, ensures schools' legally entitled autonomy, protects student rights, informs intervention, revocation and renewal decisions, and provides annual reports as required by chapter 28A.710 RCW; and

(e) Charter renewal and revocation processes: Design and implement a transparent and rigorous process that uses comprehensive academic, financial and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.

(34) The board shall develop and post on its public web site rubrics for determination of the extent to which each criterion for evaluation has been met.

(45) The board may utilize the services of external reviewers with expertise in educational, organizational or financial matters in evaluating applications.

(56) Prior to approving any application, the board shall require an in-person interview with district leadership for the purpose of reviewing and evaluating the application. The in-person interview will be used to supplement or clarify information provided by the district in the written application. The information received in the in-person interview shall be considered in formulating the overall ratings of the application under subsection (2).

(67) For an application to be approved, the ~~state~~ board must find it to be well developed in each part of the application as set forth in WAC 180-19-030(3). A determination that an application does not ~~provide the required information, or does not~~ meet standards of quality authorizing in any part ~~component~~, shall constitute grounds for disapproval. ~~(4)~~ If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria included in the authorizer application.

~~(783)~~ The ~~state board of education~~ shall post on its public web site the applications of all school districts approved as authorizers. A school district approved as an authorizer shall post its application on a public web site.

~~\_(4) If the state board disapproves an application, it shall state in writing the reasons for the disapproval, with specific reference to the criteria established in these rules.~~

[Statutory Authority: RCW 28A.710.090. WSR 13-07-065, § 180-19-040, filed 3/19/13, effective 4/19/13.]

**WAC 180-19-070 Charter school-Request for proposals.** (Effective until January 16, 2016) No later than April 15, ~~Each~~ authorizer shall annually issue requests for proposals for charter schools meeting the requirements of RCW 28A.710.130. ~~For the year 2013, a request for proposal must be issued by no later than September 22, 2013. Requests for proposals in all subsequent years must be issued no later than April 15th.~~

[Statutory Authority: Chapter 28A.710 RCW. WSR 13-12-055, § 180-19-070, filed 6/1/13, effective 7/2/13.]

**WAC 180-19-070 Charter school-Request for proposals.** (Effective January 16, 2016) No later than March 1, ~~E~~each authorizer shall annually issue requests for proposals for charter schools meeting the requirements of RCW 28A.710.130. ~~For the year 2013, a request for proposal must be issued by no later than September 22, 2013. Requests for proposals in all subsequent years must be issued no later than April 15th.~~

[Statutory Authority: Chapter 28A.710 RCW. WSR 13-12-055, § 180-19-070, filed 6/1/13, effective 7/2/13.]

**WAC 180-19-080 Charter school applications-Submission, approval, or denial.** (Effective until January 16, 2016) (1) An applicant, as defined in RCW 28A.710.010, seeking approval must:

(a) Submit a nonbinding notice of intent to be approved as a proposed charter school to an authorizer not less than thirty days before the last date for submission of an application to an authorizer as provided in this section. An applicant may not ~~file-submit~~ a charter school application in a calendar year unless it has filed timely notice of intent as provided herein; and

(b) Submit an application for a proposed charter school to an authorizer by no later than July 15th of the year in which the applicant seeks approval. ~~Provided, however, that an applicant seeking approval~~

~~to operate a charter school in 2014 must submit an application to an authorizer by no later than November 22, 2013.~~

(2) An authorizer receiving an application for a proposed charter school must either approve or deny the proposal by no later than October 15th of the year in which the application is received; ~~Provided, however, that for applications received in 2013, the authorizer must approve or deny the proposal by no later than February 24, 2014.~~

(3) The authorizer must provide the state board of education with a written report of the approval or denial of an applicant's proposal for a charter school within ten days of such action, ~~but no later than October 25th, whichever is sooner.~~ ~~Provided, however, that for proposals for charter schools received in 2013, the report must be received within ten days of the action, but no later than March 6, 2014, whichever is sooner.~~ The notice must comply with the requirements set forth in RCW 28A.710.150(2). The report shall be sent to the board via electronic mail to sbe@k-12.wa.us.

[Statutory Authority: Chapter 28A.710 RCW. WSR 13-12-055, § 180-19-080, filed 6/1/13, effective 7/2/13.]

**WAC 180-19-080 Charter school applications—Submission, approval,**

**or denial.** (Effective January 16, 2016) (1) An applicant, as defined in RCW 28A.710.010, seeking approval must:

(a) Submit a nonbinding notice of intent to be approved as a proposed charter school ~~not less than thirty days before the last date for submission of an application to an authorizer as provided in this section by May 1 of the year in which approval is sought~~. An applicant may not ~~file~~ submit a charter school application in a calendar year unless it has filed timely notice of intent as provided herein; and

(b) Submit an application for a proposed charter school to an authorizer by no later than ~~July 15th~~ June 1 of the year in which the applicant seeks approval. ~~Provided, however, that an applicant seeking approval to operate a charter school in 2014 must submit an application to an authorizer by no later than November 22, 2013.~~

(2) An authorizer receiving an application for a proposed charter school must either approve or deny the proposal by no later than ~~October 15th~~ September 1 of the year in which the application is received. ~~Provided, however, that for applications received in 2013, the authorizer must approve or deny the proposal by no later than February 24, 2014.~~

(3) The authorizer must provide the state board of education with a written report of the approval or denial of an applicant's proposal for a charter school within ten days of such action, ~~but no later than October 25th, whichever is sooner~~. ~~Provided, however, that for proposals for charter schools received in 2013, the report must be received within ten days of the action, but no later than March 6, 2014, whichever is sooner.~~ The notice must comply with the requirements set forth in RCW 28A.710.150(2). The report shall be sent to the board via electronic mail to sbe@k-12.wa.us.

[Statutory Authority: Chapter 28A.710 RCW. WSR 13-12-055, § 180-19-080, filed 6/1/13, effective 7/2/13.]

**WAC 180-19-090 Board certification of charter schools—Lottery.** (1)

Upon receipt of notice from an authorizer that a charter school has been approved, the chair of the state board of education shall certify whether the approval is in compliance with the limits in RCW 28A.710.150 on the maximum number of charters ~~in RCW 28A.710.150~~ schools that may be established. Certification from the ~~state board of education~~ must be obtained before final authorization of a charter school. The certification of a charter school shall be posted on the board's web site.

(2) If the board receives notification of charter approvals under this section on the same day, and the total number of approvals exceeds the limits in RCW 28A.710.150(1) on the maximum number of charter schools that may be established for operation in any single year, the board will select approved charters for certification through a lottery process as follows:

(a) The board shall notify the authorizer that the approved charter school has not been certified by the board for operation and must be selected for certification through a lottery.

(b) Within thirty days after determining that the limit for charter schools has been exceeded, the board shall conduct a lottery, as required by RCW 28A.710.150(3), at a publicly noticed meeting to select and certify approved charters for implementation. The board shall randomly draw the names of charter schools from the available pool of approved charter schools that have not been certified until the maximum allowable total number of charter schools has been selected.

~~(i) A charter school shall be certified by the board for operation commencing in the following school year so long as the total number of charter schools that may be established in any single year under RCW 28A.710.150 is not exceeded.~~

(~~ci~~) Once the total number of charter schools that may be established in any single year under RCW 28A.710.150 is exceeded, the board shall certify a charter school for operation in a subsequent year in which a charter school may be established within the limits set forth in RCW 28A.710.150(1), based upon the charter's selection in the lottery.

[Statutory Authority: Chapter 28A.710 RCW. WSR 13-12-055, § 180-19-090, filed 6/1/13, effective 7/2/13.]



# THE WASHINGTON STATE BOARD OF EDUCATION

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## Rules to Chapter 28A.710 RCW Charter Schools

| RCW         | Subject                     | Provision   | Action   |
|-------------|-----------------------------|---|--|
| 28A.710.090 | Authorizers -<br>- approval | <p>(1) The state board of education shall establish an annual application and approval process and timelines for school district boards of directors seeking approval to be charter school authorizers. The initial process and timelines must be established no later than ninety days after the effective date of this section.</p> <p>(2) At a minimum, each applicant must submit to the state board . . .</p> <p>(3) The state board of education shall consider the merits of each application and make its decision whether to grant approval within the timelines established by the board.</p> <p>(4) Within thirty days of making a decision to approve an application under this section, the state board of education must execute a renewable authorizing contract with the [school district board of directors] . . .</p> | <p>Public hearing<br/>2/26/13</p> <p>Adoption<br/>2/26/13</p>  |
| 28A.710.100 | Authorizers – Annual report | <p>(4) Each authorizer must submit an annual report to the state board of education, according to a timeline, content, and format specified by the board, which includes</p> <p>(a) The authorizer’s strategic vision for chartering and progress toward achieving that vision;</p> <p>(b) The academic and financial performance of all operating charter schools overseen by the authorizer;</p> <p>(c) The status of the authorizer’s portfolio;</p> <p>(d) The authorizer’s operating costs and expenses;</p> <p>(e) The services purchased by the charter schools under its jurisdiction.</p>  | <p>Public hearing<br/>9/11/13</p> <p>Adoption<br/>11/15/13</p> |

| RCW         | Subject                      | Provision   | Action  |
|-------------|------------------------------|---|---|
| 28A.710.110 | Authorizers -<br>- funding   | <p>(1) The state board of education shall establish a statewide formula for an authorizer oversight fee, which shall be calculated as a percentage of the state operating funding allocated under section 223 of this act to each charter school, but may not exceed four percent of each charter school's annual funding.</p> <p>(2) The state board may establish a sliding scale for the authorizer oversight fee, with the funding percentage decreasing after the authorizer has achieved a certain threshold . . .</p>  | <p>Public hearing<br/>5/8/13</p> <p>Adoption<br/>5/9/13</p> |
| 28A.710.120 | Authorizers -<br>- oversight | <p>(4) If at any time the state board of education finds that an authorizer is not in compliance with a charter contract, its authorizing contract, or the authorizer duties under section 210 of this act, the board must notify the authorizer in writing of the identified problems, and the authorizer shall have reasonable opportunity to respond and remedy the problems.</p> <p>(5) If an authorizer persists after due notice from the state board of education in violating a material provision of a charter contract or its authorizing contract, or fails to remedy other identified authorizing problems, the state board of education shall notify the authorizer, within a reasonable amount of time under the circumstances, that it intends to revoke the authorizer's chartering authority unless the authorizer demonstrates a timely and satisfactory remedy for the violation.</p> <p>(7) The state board of education must establish timelines and a process for taking actions under this section in response to performance deficiencies by an authorizer.</p> | <p>Public hearing<br/>1/9/14</p> <p>Adoption<br/>3/6/14</p> |
| 28A.710.130 | Charter<br>applications      | <p>(1) Each authorizer must annually issue and broadly publicize a request for proposals for charter school applications by the date established by the state board of education under section 214 of this act.</p>   | <p>Public hearing<br/>5/8/13</p> <p>Adoption<br/>5/9/13</p> |

| RCW         | Subject                                   | Provision  | Action   |
|-------------|---|--|--|
| 28A.710.140 | Charter applications                      | (1) The state board of education must establish an annual statewide timeline for charter application submission and approval or denial, which must be followed by all authorizers.   | Public hearing<br>5/8/13<br><br>Adoption<br>5/9/13 |
| 28A.710.150 | Number of charter schools                 | (2) The state board of education shall establish for each year in which charter schools may be authorized as part of the timeline to be established pursuant to section 214 of this Act, the last date by which the authorizer must submit [the report to the applicant and the SBE of the action to approve or deny a charter application.<br><br>(3) If the board receives simultaneous notification of approved charters that exceed the annual allowable limits in subsection (1) of this section, the board must select approved charters for implementation through a lottery process, and must assign implementation dates accordingly. | Public hearing<br>5/8/13<br><br>Adoption<br>5/9/13 |
| 28A.710.210 | Charter school termination or dissolution | (3) A charter contract may not be transferred from one authorizer to another or from one charter school applicant to another before the expiration of the charter contract term except by petition to the state board of education by the charter school or its authorizer. The state board of education must review such petitions on a case-by-case basis and may grant transfer requests in response to special circumstances and evidence that such a transfer would serve the best interests of the charter school's students.  | Discussion document<br>1/9/2014                    |



# THE WASHINGTON STATE BOARD OF EDUCATION

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|   |   |  |
|---|---|--|
| <b>Title:</b>                                 | <b>Essential Elements of a High Quality High School and Beyond Plan</b>   |  |
| <b>As Related To:</b>                         | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input checked="" type="checkbox"/> Goal Three: Closing achievement gap.                  | <input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input checked="" type="checkbox"/> Policy Leadership<br><input type="checkbox"/> System Oversight<br><input checked="" type="checkbox"/> Advocacy  | <input type="checkbox"/> Communication<br><input checked="" type="checkbox"/> Convening and Facilitating   |
| <b>Policy Considerations / Key Questions:</b> | <ul style="list-style-type: none"> <li>• What are the essential components of a high quality high school and beyond plan?</li> <li>• How can the Board help ensure all students have access to high quality high school and beyond plan processes?</li> </ul> |  |
| <b>Possible Board Action:</b>                 | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input type="checkbox"/> Other  |  |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint   |  |
| <b>Synopsis:</b>                              | <p>This section includes a proposed list of the essential elements of a high quality high school and beyond plan, based on conversations with a group of counselors, principals, and agency representatives.</p>  |  |



## ESSENTIAL ELEMENTS FOR A HIGH QUALITY HIGH SCHOOL AND BEYOND PLAN

### Development Process

Board staff met with counselors, principals, state agency representatives, and other stakeholders and practitioners to discuss the common components of high quality high school and beyond plans and planning processes. Future discussions will include how the state might assist more schools in implementing such plans.

### Definitional Components (*in rule*)

- Identification of a career goal
- Identification of an educational goal related to the career goal
- Development of a four-year course plan
- Identification of assessments necessary to achieve goals

### Essential Components of High-Quality Plans

#### *Plan Components*

- Identify a career goal (*in rule*)
  - Determine interests and skills
    - Interest inventory: who am I? What do I want to be?
    - Skills assessment: what skills do I have and where do I want/need to develop?
- Identify educational goals (*in rule*)
  - Research on career goal and what it takes to get there
    - Profession/technical program options, 2-year degree options, 4-year degree options, on the job training, apprenticeships, military, other postsecondary education and training
  - Research on postsecondary program to achieve career goal
    - Identify program requirements: courses, exams, extracurriculars
    - Identify financial aid options
  - Determine right fit of postsecondary program to reach career goal
    - Identify supports and services available in high school and postsecondary

- Determine four-year plan for coursework (*in rule*)
  - Consider graduation requirements—credit and non-credit
  - Consider postsecondary program admission requirements
  - Consider opportunities for dual credit
- Identify list of exams (*in rule*)
  - Exams for high school graduation (SBAC, HSPE, End of Course, exit exams)
  - Exams for postsecondary program admission (SAT, ACT, etc.)
  - Exams for postsecondary program placement (Accuplacer, etc.)
- Develop budget for life after high school
- Participate in work-based learning opportunity (e.g. job shadow, internship) to develop self-advocacy and other “soft skills”
- Participate in postsecondary program experience (e.g. site visit, virtual tour, meeting with representative)
- Complete postsecondary program applications
  - Program admission applications
  - Financial aid applications
- Complete career related documents
  - Resume or activity log
  - Job application
- Participate in volunteer service

#### *Process Components*

- Student presentation of plan to parent or guardian
- Parent engagement tailored to family and community needs (e.g. language, cultural competency, timing)
- Begin plan by at least 8<sup>th</sup> grade
- Frequently revise
- Use a customizable delivery model
- Connect with student information system
- Utilize a mentor and/or advisory structure
- Connect students with resources through partnerships with civic organizations and community groups (e.g. tutoring)
- Assess knowledge (e.g. what know about financial literacy at the beginning and the end of the HSBP process)



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|   |   |  |
|---|---|--|
| <b>Title:</b>                                 | <b>Charter Schools and the State Accountability System</b>  |  |
| <b>As Related To:</b>                         | <input checked="" type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input type="checkbox"/> Goal Three: Closing achievement gap.   | <input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input checked="" type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input type="checkbox"/> Advocacy  | <input type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating  |
| <b>Policy Considerations / Key Questions:</b> | <ul style="list-style-type: none"> <li>• How do charter schools fit into the state accountability systems?</li> <li>• What is meant when the charter law specifies that charter schools are subject to the oversight of OSPI and SBE to “the same extent as other public schools?” How will this be implemented?</li> </ul>   |  |
| <b>Possible Board Action:</b>                 | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input type="checkbox"/> Other  |  |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint   |  |
| <b>Synopsis:</b>                              | <p>This section includes a memo that summarizes the components of the current accountability and oversight systems and surfaces questions for further analysis. Questions include:</p> <ol style="list-style-type: none"> <li>1. What is meant by accountability measures?</li> <li>2. How do the state and authorizer oversight systems work together?             <ol style="list-style-type: none"> <li>a. Does the state system or charter contract take precedence in the event of a conflict?</li> <li>b. Are state accountability rules minimum requirements, upon which charter schools and authorizers may build?</li> </ol> </li> <li>3. How are state and federal performance indicators and targets included in charter performance frameworks and contracts? Should contracts be written to incorporate or ensure harmony with state accountability measures?</li> <li>4. Can or should the state intervene in a low-performing charter school as it would in a district school?             <ol style="list-style-type: none"> <li>a. What would the relationship of state intervention be with authorizer corrective actions?</li> <li>b. Can a charter school request state assistance, like a district school?</li> </ol> </li> <li>5. Does the State Board of Education (SBE) need to write rules to incorporate charter schools into the Achievement Index and state accountability structure? Does it have the authority to do so?</li> </ol> |  |



## QUESTIONS REGARDING CHARTER SCHOOLS AND THE STATE ACCOUNTABILITY SYSTEM

### Policy Considerations

RCW 28A.710.040 (5) states that:

Charter schools are subject to the supervision of the superintendent of public instruction and the state board of education, including accountability measures, to the same extent as other public schools, except as otherwise provided in chapter 2, Laws of 2013.

The charter law also provides for charter schools to be held accountable by their authorizers, according to the performance frameworks and requirements in their charter contracts (RCW 28A.710.100 (1)(e)). This raises a number of policy and legal questions regarding how charter schools fit into the state accountability and oversight structures currently in place, including:

1. What is meant by accountability measures?
2. How do the state and authorizer oversight systems work together?
  - a. Does the state system or charter contract take precedence in the event of a conflict?
  - b. Are state accountability rules minimum requirements, upon which charter schools and authorizers may build?
3. How are state and federal performance indicators and targets included in charter performance frameworks and contracts? Should contracts be written to incorporate or ensure harmony with state accountability measures?
4. Can or should the state intervene in a low-performing charter school as it would in a district school?
  - a. What would the relationship of state intervention be with authorizer corrective actions?
  - b. Can a charter school request state assistance, like a district school?
5. Does the State Board of Education (SBE) need to write rules to incorporate charter schools into the Achievement Index and state accountability structure? Does it have the authority to do so?

The following memo is an outline of the current state accountability system with questions regarding the place of charters within each component. The purpose of this memo is to surface questions for further analysis.

### Achievement Index

The state Achievement Index provides an annual and a composite Index rating for schools based on student proficiency, student growth, and career and college readiness (for high schools only). The composite ratings are calculated using three years of data. Currently, the Index ratings and other criteria are used to designate a school into one of six Index tiers. The

bottom two tiers of the Achievement Index, 'lowest 5%' and 'underperforming,' represent the bottom 20 percent, or quintile, of schools. Index 'cut scores' to delineate the tiers are recalculated annually, though in the future the Board plans to make them static. Other future changes may include the phase-out of other criteria for determining tier classifications for schools, leading to tier classifications based solely on Index ratings.

### *Questions Relating to Charter Law*

RCW 28A.710.200, concerning the nonrenewal or revocation of charter contracts states that,

(2) A charter contract may not be renewed if, at the time of the renewal application, the charter school's performance falls in the bottom quartile of schools on the accountability index developed by the state board of education under RCW [28A.657.110](#), unless the charter school demonstrates exceptional circumstances that the authorizer finds justifiable.

- How would the "bottom quartile" be determined?
  - What Index rating will be used?
    - Annual Index rating – use the most recent year's Index rating and tier classification, which represents one year of data
    - Composite Index rating – use the most recent composite Index rating and tier classification, which incorporates three years of data
  - What tier criteria will be used?
    - Current tier criteria – the current tier criteria include considerations such as designation as a Priority or Focus school and three-year proficiency rates, in addition to Index ratings
    - Index cut score tier criteria – the Index cut score tiers rely solely on the Index ratings to designate schools

The methodology for determining the bottom quartile will also need to contemplate future changes to the Achievement Index and tier system, such as those mentioned above. These may eventually impact whether schools could exist in the bottom 25% of schools according to an Index rating, but not be designated in the bottom tiers. For example, if tier cut scores become static, and all schools begin to score in the 'fair' tier or above, a school could still be in the bottom 25% of schools, but be in the 'fair' or 'good' tier.

- What will be used if the school's student population is too small to provide an Index rating?

### **Priority and Focus Lists**

Schools are identified as Priority or Focus based on criteria determined by the Office of the Superintendent of Public Instruction (OSPI) and federal guidance. These criteria include reading and math proficiency, 5-year graduation rates, and Achievement Index ratings. Focus schools are identified by the graduation and proficiency rates of student subgroups. Once a school has been identified as Priority or Focus it must work with OSPI to develop and implement an improvement plan, in alignment with the federal school turnaround principles and utilizing a state-specified online planning tool. Schools that are designated as Priority receive financial assistance and are assigned a Student and School Success coach.

If a school is identified as Priority or Focus it is automatically placed into one of the bottom two tiers (within the bottom quartile) of the Achievement Index.

### *Questions Relating to Charter Law*

- Can or should a charter school be identified as Priority or Focus?
  - Does the Focus list in particular penalize charter schools for successfully enrolling their target “at-risk” populations?
- Could Priority or Focus status be used as grounds for revoking a charter contract? Corrective action? Nonrenewal?
- RCW 28A.710.180 (4) allows authorizers to require schools to develop a corrective action plan if a school is found to be deficient in academic performance or legal compliance. How would this plan relate to a school improvement plan developed as a result of Priority or Focus designation?
  - Would authorizers require a corrective action plan prior to school designation as a Priority or Focus school?
- Would charters be eligible for grant funds related to Priority status? RCW 28A.710.220 (2) states that charter schools are eligible for all grants district schools may receive.
- Would charters be eligible for the state technical assistance related to Priority status?
  - How would the authorizer and OSPI technical support interact, particularly the use of OSPI’s approved planning tool?
  - How would the OSPI-assisted plan relate to the charter contract?
- Would OSPI be required to provide technical support to charter schools designated as Priority?

### **School Improvement Grants**

Local education agencies (LEAs) that oversee schools that are eligible for Title I funds and are identified as persistently low achieving, may apply to OSPI for a federal School Improvement Grant (SIG). If an LEA is selected to receive SIG funds, it must work with OSPI to implement one of the four federal turnaround models:

- Turnaround: replace the principal and 50 percent of the staff, increase learning time, use student data, change the governance structure, and provide social-emotional supports for students
- Restart: convert the school to a charter school
- School Closure: close the school and send students to other schools within the LEA
- Transformation: replace the principal; implement new staffing policies including mutual consent, evaluation that includes student growth, monetary incentives, job-embedded professional development, identification and rewarding of teachers and leaders that have contributed to student achievement and removal of those who have not; and instructional reforms that use data to differentiate instruction and the implementation of research-based instructional programs.
- Alternative Washington state plan, via OSPI

### *Questions Relating to Charter Law*

- Can charter schools apply for SIG funds? Per RCW 28A.710.020 (5) charter schools are classified as LEAs, and per RCW 28A.710.220 (2) charters may apply for all grants available to district schools.
- Would a charter school be able to commit to a federal turnaround model and remain in compliance with their charter contract?
- Could district schools now choose the restart model and convert to a charter school?
  - How would that fit with the conversion process in RCW 28A.710?

- Would a charter be able to implement a school turnaround model, all of which bear resemblance to many charter principles, such as flexibility in staffing?
  - Do the school turnaround models contemplate a charter school being subject to them?
- Similar to school improvement plans under Priority and Focus status:
  - How would the authorizer and OSPI technical support interact?
  - How would the OSPI-assisted plan relate to the charter contract or corrective action plan?

### **Required Action Districts**

Districts that have at least one school that has been on the persistently low-achieving list and meeting other criteria may be recommended by OSPI to the State Board of Education (SBE) for designation as a required action district (RAD) (WAC 392-501-730). These schools are audited by an external team to identify areas for improvement. The OSPI Office of Student and School Success then works with the districts and schools to develop a plan to address deficiencies identified in the audit. Districts receive financial and technical assistance from OSPI to implement the required action plans.

#### *Questions Relating to Charter Law*

- Since a charter school is designated as an LEA, not a school district, could a charter school be designated as a RAD?

### **Next Steps**

Board staff will work with legal counsel, OSPI, the Washington Charter Schools Commission, Spokane Public Schools, and other charter stakeholders to discuss these and other questions that may be raised as the intersection of charter schools and the state accountability systems is further contemplated.



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|   |   |  |
|---|---|--|
| <b>Title:</b>                                 | <b>Achievement and Accountability Workgroup – June 2014 Meeting Update</b>  |  |
| <b>As Related To:</b>                         | <input type="checkbox"/> Goal One: Effective and accountable P-13 governance.<br><input checked="" type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability.<br><input type="checkbox"/> Goal Three: Closing achievement gap.  | <input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system.<br><input checked="" type="checkbox"/> Goal Five: Career and college readiness for all students.<br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input checked="" type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input type="checkbox"/> Advocacy  | <input checked="" type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating   |
| <b>Policy Considerations / Key Questions:</b> | <p>The Achievement Index was designed with the intent of including a measure of adequate growth and a measure of Dual Credit and Industry Certification attainment to further the policy of ensuring all students are progressing towards college or career readiness.</p> <ul style="list-style-type: none"> <li>• How should adequate growth be measured in the Index and for what should the measure be used?</li> <li>• How should the dual credit indicator be measured in the Index?</li> </ul>   |  |
| <b>Possible Board Action:</b>                 | <input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt<br><input type="checkbox"/> Approve <input type="checkbox"/> Other  |  |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint   |  |
| <b>Synopsis:</b>                              | <p>This section of the packet contains a feedback report that summarizes the recommendations, opinions, and concerns that were discussed during the June 20, 2014 Achievement and Accountability Workgroup (AAW) meeting. The discussion addressed:</p> <ul style="list-style-type: none"> <li>• Inclusion of Adequate Growth Percentiles (AGPs) in the Index;</li> <li>• Inclusion of Dual Credit and Industry Certification in the Index; and</li> <li>• Next steps for analysis of Former-ELL Achievement Index data by Greg Lobdell.</li> </ul> |  |



## Achievement and Accountability Workgroup (AAW) Feedback Report from the June 20, 2014, Meeting

### Background on the Achievement Index

The Washington State Board of Education (SBE) developed the first Achievement Index at the direction of legislation passed in the 2009 session. Chapter 548, Laws of 2009 (ESHB 2261), charged the SBE to develop a user-friendly school assessment tool that would do the following:

- Identify schools for recognition and differentiated supports
- Utilize fair, consistent, and transparent criteria
- Measure student performance on statewide assessments and College and Career Readiness
- Track graduation rates.

With the support of the Achievement and Accountability Workgroup (AAW), the SBE developed the Revised Achievement Index with the intent of including a measure of adequate growth and a measure of dual credit attainment to further the policy of ensuring all students are progressing towards college or career readiness.

### Executive Summary

The AAW provided feedback and comments on two important Index-related topics:

- The AAW supported the idea of phasing in Dual Credit measures in the 2013-14 Index but was undecided as to whether Dual Credit ratings should contribute to the 2013-14 Index rating or should be presented for informational purposes.
  - The majority of the AAW members felt that (during phase-in) the Index should include a Dual Credit indicator based on participation in Dual Credit programs rather than Dual Credit attainment.
  - The majority of AAW members agreed that further investigation of Industry Certification is needed before including it in the Index.
  - SBE staff will provide an analysis of Dual Credit data to guide the phase-in.
- The AAW supported the idea of delaying the inclusion of an Adequate Growth Percentile (AGP) measure in the Index until the transition to SBAC assessments is complete.

The AAW suggested the SBE conduct additional research on the educational attainment of Former-ELL students by:

- Disaggregating by native language and program type;
- Examining dropout information on Current- and Former-ELL students;
- Including students who have a former language other than English but did not qualify for ELL;
- Examining the outcomes for long-term ELL students who have not exited; and
- Comparing to a Never-ELL group.



## The Inclusion of Dual Credit and Industry Certification in the Achievement Index

OSPI staff summarized the following types of Dual Credit programs:

- Advanced Placement
- Cambridge International
- College in the High School
- Gateway to College
- International Baccalaureate
- Running Start
- Tech Prep

OSPI staff stated the following ways to measure Dual Credit and issues with measuring it:

- Percent of students enrolled in Dual Credit
- Percent of students earning credit in a Dual Credit Course
- Number of students reaching a threshold (e.g., score a 3 on an AP exam)
- Individual students counting more than once or an unduplicated count
- Denominator: All students in the school or students in 11<sup>th</sup> and 12<sup>th</sup> grade

### **Majority Agreement: Use participation rate Instead of passing rate or credits earned.**

An AAW member raised this important question: Is the Dual Credit and Industry Certification Credit about acceleration or is it an indicator that students are ready for college and will not need remedial courses?

There was strong agreement among the majority of members that, during the phase-in of the Dual Credit and Industry Certification indicator, the participation rate should be used instead of the passing rate or credits earned. A couple of members noted research that shows participation in rigorous courses prepares students for performing well in college. Although the members agreed that participation rate should be used while the indicator is phased-in, two members stated that the passing rate would be an indicator that students were truly prepared to enter college without the need for remediation. A member raised concern that using the passing rate as an indicator would create an incentive for schools to only enroll students who are likely to pass the rigorous dual credits courses, particularly AP exams. Multiple members noted the financial and logistical barriers for low-income students, including transportation to Running Start and paying for AP exams or transcription fees for earned college credits. OSPI staff noted the federal fee waiver program for AP and IB courses for students eligible for or on Free and Reduced Price Lunch. Members felt that the use of participation rate would reduce the disparity between schools with low-income students and their wealthier counterparts. Furthermore, the participation rate was favored because some students simply do not register for college credit in the Tech Prep program.

Members provided the following written feedback:

- “I am concerned that “credit” has been the coin of the realm on the academic side forever. But some folks even in the academic world are moving to performance-based. If we look at time-



based and time-bound performance-based programs, does that alter the way we look at data/input to the indicator?"

- "Students who enroll in AP/IB/College in HS, etc. courses do better in college even if they don't earn college credit at the time, so enrollment in rigorous courses should be encouraged. Giving schools credit on the Index only for students who achieve college credit would have a chilling effect on rigorous course enrollments. The goal should be more students in more rigorous courses and more students with industry certifications."
- "Publish stories of how these measures are used to improve student outcomes."
- "Is it going to be another proxy for income level?"

### **Mixed Opinions, Disagreement: Whether the denominator for the Dual Credit and Industry Certification measure should be the number of 11<sup>th</sup> and 12<sup>th</sup> graders or the number of 9<sup>th</sup> through 12<sup>th</sup> graders**

One member felt strongly that the denominator should be 9<sup>th</sup> through 12<sup>th</sup> graders because there are Pre-AP and Pre-IB courses available. There should be an incentive to offer Dual Credit and Industry Certification to 9<sup>th</sup> and 10<sup>th</sup> graders. SBE staff noted that including 9<sup>th</sup> and 10<sup>th</sup> graders would cause high schools to address why some Dual Credit programs are not offered in 9<sup>th</sup> and 10<sup>th</sup> grade. However, there were two members who stated that the denominator should be limited to 11<sup>th</sup> and 12<sup>th</sup> graders because the majority of Dual Credit and Industry Certification programs are offered in the 11<sup>th</sup> and 12<sup>th</sup> grades.

Members provided the following written feedback:

- "Is it fair across districts? At what age does participation matter? Would students in the 9<sup>th</sup> and 10<sup>th</sup> grades of high school be impacted?"
- Use the "Number of students enrolled in college credit. Number of students in grades 9-12. Number of students with Industry Certification. Number of students in grades 9-12."
- "Denominators represent different student populations. It will be much easier to enroll a higher percentage of students in a school with higher income – how to account for this disparity? When low income schools show a high percentage, does this account for higher ranking?"

### **Mixed Opinions, Disagreement: Whether Dual Credit and Industry Certification should be measured as one indicator for accountability purposes or as separate indicators and, if they are one accountability measure, whether the data should be reported as one indicator or separate indicators. Also, courses have different levels of rigor, should they be weighted equally?**

There was no consensus on these issues. Some members felt that the indicators should be separated so that the differences between programs are not masked. However, it was not clear if those members supported a separation for the accountability measure or a single indicator with separate reporting of the data in the Achievement Index. A member noted that Industry Certification benefits a smaller group of the population. One member stated that the programs are different concepts and should be separated in both the accountability measure and the reporting. Multiple members stated that it should be one indicator but those members did not object to reporting Dual Credit and Industry Certification separately.

Members provided the following written feedback:

- "Single indicator"
- "Use percentage of students enrolled"



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- Should have a difficulty rating
- “One indicator – factored by balance of programs – folks know what go into theirs, but for Index purposes, keep it simple.”
- “Kids should go into programs that best meet their strengths – that seems a single indicator no matter how it’s reported.”
- “Give credit for both.”
- “Resources may not be available equally across the state. We should not endorse one being better than another.”
- In response to a guiding question about unintended consequences, “Endorsement that one is better than the other.”

### **Majority Agreement, Some Dissension, and Need for More Information: Industry Certification may not be ready to be phased-in**

Due to the lack of clarity around the definition of Industry Certifications and possible data limitations, there was majority agreement that Industry Certification is not necessarily ready to be phased in. Most members felt that it was appropriate to phase in Dual Credit first then Industry Certification, but one member believed that Dual Credit and Industry Certification should be phased in together. There was general agreement that more information and analysis is needed. OSPI staff and members listed a variety of Industry Certification programs but were unable to arrive at a clear definition. There was no definitive understanding of what an Industry Certification course consists of and the range of offerings. One member noted that there is a difference between certificate programs and certification programs, stating that certificate programs are more closely regulated. Two members were concerned that Industry Certification may not include work experiences that are meaningful for students because they can lead to jobs upon graduation. In response to member concerns that there is not a standard for Industry Certification across states, OSPI staff stated that the variety of Industry Certification is mostly unique to the state and Industry Certification is used for federal reporting of CTE courses. Out of concern for the quality, rigor, and type of Industry Certification courses, members discussed a possible list of acceptable Industry Certification programs. A member voiced concern that an Industry Certification list would be too prescriptive and could narrow offerings. However, multiple members were concerned that there are varying levels of rigor depending on the program, some programs may not truly prepare students for the job area, and there may be an unintended incentive for a school to create Industry Certifications to raise their Index rating. One member voiced concern that there is a very long list of Industry Certification programs with a range of duration and difficulty, and that there is a regional difference in offerings. There was concern that this indicator could create an incentive for schools to offer certification programs that are not meaningful courses for students. Members also briefly discussed the differences in rigor of Dual Credit and Industry Certification courses, but did not reach consensus on whether they should be weighted equally.

Members provided the following written feedback in response to a guiding question about Dual Credit being phased-in before Industry Certification:

- “Phase in, first year while getting more info on Industry Certification”
- “No. Do it all at once. High schools will be adjusting – give them the whole picture right up front.””



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- “Are we saying that all schools/districts should have X% International Baccalaureate, X% Running Start, X% Tech Prep, or that X% of kids should be enrolled in a program that best meets their ability/interest?”
- “Should have a difficulty rating”

**No Agreement, Limited Discussion: For the calculation of participation rate, whether the number of enrollments should be used for the participation rate or the percentage of students enrolled in Dual Credit or Industry Certification.**

**Concern: Do not create a disincentive to offer programs that meet student needs by preparing them for career and college. Be wary of a prescriptive list that limits course offerings.** One member raised concern that these may not be the right courses for all kids. One AAW member stated that the AVID program does a great job of making students career- and college-ready, yet it would not be included in this indicator. There was concern that creating a list of acceptable programs for this indicator would have the unintended consequence of limiting participation in programs that are successfully aiding children to become career- and college-ready.

Members provided the following written feedback:

- “Should consider other programs like AVID as an effective way to make students college ready.”
- “Continuous improvement is not well-served by definitions that ‘lock’ delivery.”
- “If there has to be a certification, are we eliminating other programs that are meeting student needs? Then we’re definitely doing harm.”

### **Concern: Regional differences in course offerings**

A member raised concern that there are limited options for Dual Credit and Industry Certification in eastern Washington and the availability is very inconsistent. Two AAW members noted the availability of some Running Start programming in high schools and online courses for college credit.

## **Adequate Growth Percentiles in the Achievement Index**

Growth to proficiency over time is adequate growth. Under the adequate growth concept, making typical growth does not necessarily mean that students who started low are catching up. Based on reaching proficiency over a timeline, Adequate Growth Percentile (AGP) targets provide an understanding of how much growth is expected of students to Catch Up (reach proficiency), Keep Up (maintain proficiency), Move Up (for students already proficient, reach the advanced level), and Stay Up (maintain at the advanced level).

**Majority Agreement, Some Dissent: Members agreed that AGPs should not be used in an accountability measure until 2015-16, but disagreed on whether AGPs should be reported for informational purposes in 2014-15. Concern voiced that SBE should wait until AGPs are mature before inclusion.**

In light of the SBAC field-testing in 2013-14 and the transition to the SBAC for 2014-15, members discussed whether AGPs should be included in the 2014-15 Index or the 2015-16 Index. OSPI staff recommended waiting until the 2015-16 Index. The majority of AAW members voiced concern about



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prematurely including AGP during the transition to the SBAC. Some members were open to including the AGP targets in reporting in 2014-15, but not including them in the accountability measure for the first year so that people learn what AGPs are. Other members thought an informational, non-accountability release would sow confusion in Index users. Those members felt that a release of mature AGPs in 2016-17 was more appropriate. One member suggested that AGPs could be calculated immediately based on one year of SBAC data by simply calculating the growth needed to reach proficiency without using a multi-year baseline of SGPs.

Members provided the following written feedback:

- "In 2016-17 per Deb Came and Krissy Johnson recommendation"
- "Field-testing first before putting it into the Achievement Index. Needs to be mature before explaining it to people."
- "Delay AGP for at least two years until there is data."
- "These questions are premature given that we do not have data from the SBAC. I would recommend that 2014-15 be considered a baseline and after these data are available to understand use 2015-16 to set student growth."

## **Majority Agreement: AGP targets should be calculated on the basis of being proficient in three years**

Three members stated that AGP targets should be calculated with three-year targets, one member stated that the target should be four years, and one member stated that the data should be studied to see the impact of three years versus four years.

## **Suggestions: What should AGP mean for a school in terms of consequences or rewards in the accountability system?**

Members provided the following written feedback:

- "Isn't this moot?"
- "State needs to use the Achievement Index and Adequate Growth models to drive funding to schools in a meaningful way (i.e. large money amounts)"
- "No stakes until we know what the data are, and really mean. Student growth on what?"
- "Know it is going to 'bite' some folks. Address resources as well as rewards."

## **Mixed Opinions, Limited Discussion: How should AGP be calculated for the Index? The percentage of students who met their AGP target? Whether the Median SGP for the school met the AGP school target (AMO-type target)?**

Due to limited discussion time on this topic, there was no consensus. AAW members provided the following written feedback:

- "The percentage of students who met their AGP target."
- "Not sure – would want to see it run both ways and then decide based on the data."
- "Calculate both, use what is more beneficial to a specific school/district improvement."
- "Keep it simple."

## **Concern: Are scaled score proficiency targets more useful for parents than AGPs?**

Members, Mr. Damian Betebenner from the National Center for the Improvement of Educational Assessment, OSPI staff, and SBE staff discussed discontinuing the use of the Growth Model – AGPs and SGPs – in favor of using proficiency targets based on change in scaled-scores over time. Member



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proponents of proficiency targets stated that scaled score targets provide a clear picture of how much improvement is needed to reach proficiency. Mr. Betebenner, OSPI staff, and SBE staff stated that AGPs do rely on meeting a proficiency target, but AGPs also provide an understanding of how much growth is needed compared to the growth of other students. AGPs allow schools and parents to target additional supports and intense interventions for students who need to grow more than what is typical for their academic peers. AGP uses normative data on academic peers to demonstrate how difficult it will be to reach proficiency. Proficiency targets only show how much the student will need to improve test scores in order to reach proficiency. However, staff suggested that it doesn't need to be an "either, or" scenario; both proficiency target and AGP target information will be available to parents and schools. Two members noted that strong growth results can be encouraging to students who have not yet reached proficiency.

## Next Steps for the Former-ELL Research by Greg Lobdell

The following are suggestions from members for further analysis:

- Utilize dropout information on Current- and Former-ELL students
- There is a similarity between the difficulties that ELL students experience on tests written in academic English and the difficulties faced by African American students who are not accustomed to academic English.
- Disaggregate the data by the number of languages
- Compare ELL and Former-ELL students by the type of instructional model
- Multiple members would like to see comparisons to Never-ELL students
- Examine dual-language programs
- Examine students with a former language other than English who did not test into the ELL program. These students may not be strong in either language and may speak street-Spanish and street-English. They do not test into ELL, but they have special needs because they do not have the academic language necessary to succeed. They are Level-3 on the WELPA but English is not spoken at home and they do not have the same supports as ELL students.
- Examine the outcomes of long-term ELL students. This is the group that plateaus at a certain level of language proficiency.
- Multiple members suggested that the middle school grades are important and further analysis should focus on that level.

Concerns raised during the discussion:

- Students who exited ELL in other states are not included in the data
- Older students will not have exit information due to data limitations
- Selection bias could have an impact on the research results
- Some ELL students exit due to spoken skill but they do not necessarily exit with writing skills and other essential language arts skills
- Members voiced concern that some ELL students do not qualify for Special Education because the students have to show that their learning problems are not simply caused by a language barrier.



## APPROVAL OF PRIVATE SCHOOLS FOR 2014–15

### **Policy Consideration**

Approval of Private Schools under RCW 28A.195.040 and Chapter 180-90 WAC.

### **Summary**

Approval of Private Schools for the 2014–15 School Year.

### **Background**

Each private school seeking State Board of Education approval is required to submit an application to the Office of Superintendent of Public Instruction (OSPI). The application materials include a State Standards Certificate of Compliance and documents verifying that the school meets the criteria for approval established by statute and regulations.

Enrollment figures, including extension student enrollment, are estimates provided by the applicants. Actual student enrollment, number of teachers, and the teacher preparation characteristics will be reported to OSPI in October. This report generates the teacher/student ratio for both the school and extension programs. Pre-school enrollment is collected for information purposes only.

Private schools may provide a service to the home school community through an extension program subject to the provisions of Chapter 28A.195 RCW. These students are counted for state purposes as private school students.

### **Action**

The schools herein listed, having met the requirements of RCW 28A.195 and are consistent with the State Board of Education rules and regulations in chapter 180-90 WAC, are recommended by OSPI to be approved as private schools for the 2014-15 school year.

OSPI is recommending one school with a minor deviation (see attached).



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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**Randy I. Dorn** Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

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DATE: June 17, 2014  
TO: Washington State Board of Education  
FROM: Laura Moore, Program Coordinator, Private Education  
RE: Saddle Mountain School

Under the requirements of RCW 28A.195.010 and WAC 180-90-130, the Office of Superintendent of Public Instruction recommends the full approval of Saddle Mountain School as an approved private school in Washington. OSPI found one minor deviation. In the letter included as Attachment 1, we notified the applicant of the minor deviation and instructed Saddle Mountain School to provide us with detailed information before the July 7, 2014, State Board Meeting regarding how the school will remedy the deviation.

Because of information received from several sources, we requested that Saddle Mountain School provide us with information regarding its private school program. In response, the school transmitted to us a Compliance/Improvement Plan, which is included here as Attachment 2. The minor deviation revolves around Saddle Mountain School's Extension Program. As proposed by Saddle Mountain School in Appendix D in Attachment 2, the Extension Program would be offered to adult students and, it appears, would not require parents, guardians, or custodians to participate in the instructional program planning for the reasons we explained in Attachment 1, this deviates from the standards set forth in WAC 180-90-160(1)-(3).

In addition, Appendix D of Attachment 2 raises some serious questions regarding Saddle Mountain School's total instructional hour offering for its site-based program. Appendices D-13 and D-14 indicate that the school will offer "25 hours per week of available instruction per certified teacher". Appendix D-15 states that "Instructional hours are available 8:00 am through 7:00 pm" and that the school will make a total of 2,300 hours available to students. What is not clear, however, is whether students who are enrolled in the site-based program will be required to attend these classes. According to Appendix D-5, each student's class schedule "will be developed according to the credits needed to complete graduation requirements." (Appendix D-5.)

Under RCW 28A.195.010(1), an approved private school's "minimum school year for instructional purposes shall consist of no less than one hundred eighty days or the equivalent in annual minimum instructional hour offerings, with a school-wide annual average total instructional hour offering of one thousand hours for students enrolled in grades one through twelve..." WAC 180-90-112(4) defines "total instructional offering" as "those hours when students are provided the opportunity to engage in educational activity planned by and under the direction of school staff, as directed by the administration and board of directors, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences which are planned and scheduled by the approved private school for the purpose of discussing students' educational needs for progress, and exclusive of time actually spent for meals."

From the information provided to OSPI, it appears that Saddle Mountain School intends to make a 2,300 instructional hour program available to students in the site-based program. We do not know if students will be required to attend the program full-time. However, because chapters 28A.195 RCW and 180-96 WAC do not clearly require approved private schools to adopt

attendance policies or insure that students are actually engaged in educational activity for a minimum of 1,000 hours, we cannot identify a deviation from the standards set forth in WAC 180-90-160(1)-(2), nor are we able to recommend non-approval of the application.

Attachments

Letter regarding deviation

Copy of Attachment D, submitted by Saddle Mountain School



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## SUPERINTENDENT OF PUBLIC INSTRUCTION

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June 6, 2014

Phyllis Magden  
Saddle Mountain School  
2451 West Bench Road  
Othello, Washington 99344-8901

Dear Ms. Magden:

This is to inform you that, under the provisions of Chapter 180-90 WAC, should an application for re-approval be received in EDS from your school, we will recommend full approval of Saddle Mountain School to the State Board of Education. We have, however, found one minor deviation.

**Minor deviation**—The Compliance/Improvement Plan you submitted provides that Saddle Mountain's Extension Program will require "Parents/guardian (if under 18yrs) and students" to "sign the learning contracts stating they are under supervision by a certified teacher from the school." The learning contracts "will be planned by the certified teacher....."

The private school law, RCW 28A.195.010(4)(a) through (c), states, however, that the planning for an approved extension program for parents or guardians must include planning by the certified *and* the parent, legal guardian, or person having custody of the child. In addition, there is no authority under the private school law for private schools to operate approved extension programs for students over the age of 18. Approved extension programs are "for parents, guardians, or persons having legal custody of a child to teach children in their custody." RCW 28A.195.010(4).

Saddle Mountain School will need to provide the OSPI Office of Private Education with detailed information on how the minor deviation will be remedied prior to the July 7, 2014, State Board Meeting.

Sincerely,

Laura Moore, Program Coordinator  
Private Education

**Appendix D**  
**Supporting Documents**

The following documents were included in the school improvement plan to demonstrate compliance with the minimum standards defined in Chapter 28A.195 RCW and Chapter 180-90 WAC. Please note that some of the pages are printed on both sides in efforts to conserve our environment. In addition, the appendix number appears on a separate page before the document.

**Part One Pgs. 1-3**

- Reviewed Minimum Instructional Requirement RCW 28A.150.220  
 \*\*Included responses to demonstrate and assure compliance

**Part Two Pgs. 4-5**

- Extension & Site Based Program Improvement
- Narrative on program procedures

**Part Three Pg. 6**

- 2014-2015 School Improvements

**Appendix D**

|  |      |
|--|------|
| Pre-Enrollment Interview   | D-1  |
| Buros Test Review of TABE Forms 9/10   | D-2  |
| Graduation Requirements  | D-3  |
| US History Learning Contract   | D-4  |
| Effective Immediately  | D-5  |
| Current Extension student's schedule   | D-6  |
| Math Log   | D-7  |
| Reading Literature Log   | D-8  |
| Community Service Log  | D-9  |
| US History Log   | D-10 |
| PE Log   | D-11 |
| 2014-2015 School Calendar  | D-12 |
| Teacher A's Schedule   | D-13 |
| Teacher B's Schedule   | D-14 |
| Daily breakdown of available instructional hours   | D-15 |
| Algebra I Learning Contract  | D-16 |
| Reading Literature Learning Contract   | D-17 |
| Community Service Learning Contract  | D-18 |
| Learning Style Survey  | D-19 |
| PE Learning Contract   | D-20 |
| Weekly contact form to evaluate student's progress (Blank)   | D-21 |
| Copy of Washington State's Laws Regulating Home Based Instruction Part 2 and Approved Standardized Tests | D-22 |
| Current copy of Weekly Contact form  | D-23 |

## Part One

**Staff reviewed minimum instructional requirements to assure instructional hour compliance and demonstrated understanding through responses and documentation.**

**RCW 28A.150.220**

**Basic education — Minimum instructional requirements — Program accessibility — Rules.**

**\*\*\* CHANGE IN 2014 \*\*\* (SEE 6552-S2.SL) \*\*\***

(1) In order for students to have the opportunity to develop the basic education knowledge and skills under RCW 28A.150.210, school districts must provide instruction of sufficient quantity and quality and give students the opportunity to complete graduation requirements that are intended to prepare them for postsecondary education, gainful employment, and citizenship. The program established under this section shall be the minimum instructional program of basic education offered by school districts.

- Students have the option to complete 20-24 credits (See Pre-Enrollment Interview D-1),
- Participate in Standardized Testing (See Buros Test Review of TABE Forms 9/10 D-2) to measure academic level, growth, and achievement.
- Complete and occupational credit (See Graduation Requirements D-3)
- Complete a course in history (See sample of US History Learning Contract D-4) that is aligned with Washington State Grade Level Expectations, specifically 1.1.1 Analyze and evaluates the ways in which the U.S. Constitution and other fundamental documents promote ideals and principles

(2) Each school district shall make available to students the following minimum instructional offering each school year:

(a) For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours, which shall be increased to at least one thousand eighty instructional hours for students enrolled in each of grades seven through twelve and at least one thousand instructional hours for students in each of grades one through six according to an implementation schedule adopted by the legislature, but not before the 2014-15 school year; and

- Students have the option to attend the site-based program or extension program, which provides students the “opportunity to engage in educational activity planned by and under the direction of school district staff as directed by the administration and board of directors of the district, inclusive of intermissions for class changes, recess, and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students’ educational needs or progress, and exclusive of time actually spent for meals” (RCW 28A.150.205).
- Students were contacted about new program guidelines and additional documentation to demonstrate instructional hour compliance (See D-5).
- An example of an extension student’s schedule was included to demonstrate the student’s engagement of educational activity planned by a certified teacher (See D-6).
- An example of the learning logs for each course listed on the schedule was included to demonstrate how the student would document learning hours (See D7-D11).

- To demonstrate compliance for the 2014-2015 school year a calendar was included to show days available for instruction (See D-12).
- In addition, to further demonstrate compliance an example of the new proposed teacher's schedule is included, breaking down site-based classes and meeting hours for students in the extension program (See D-13 & D-14).
- To demonstrate total instructional offerings a complete breakdown of a calendar is available (See D-15)

(b) For students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315.

(3) The instructional program of basic education provided by each school district shall include:

(a) Instruction in the essential academic learning requirements under RCW 28A.655.070;

- Each course will include instruction in the essential academic learning requirements (See D-4,16,17,18, & 20)

(b) Instruction that provides students the opportunity to complete twenty-four credits for high school graduation, subject to a phased-in implementation of the twenty-four credits as established by the legislature. Course distribution requirements may be established by the state board of education under RCW 28A.230.090;

- Students will have the opportunity to complete 24 credits and be informed of the option during their Pre-Enrollment Interview (See D-1).

(c) If the essential academic learning requirements include a requirement of languages other than English, the requirement may be met by students receiving instruction in one or more American Indian languages;

- Students will have the option to take foreign language course and the requirement may be met if student received credit for taking one or more American Indian language course.

(d) Supplemental instruction and services for underachieving students through the learning assistance program under RCW 28A.165.005 through 28A.165.065;

- RCW 28A.165.005 through 28A.165.065 Learning Assistance Program is not applicable to this program.

(e) Supplemental instruction and services for eligible and enrolled students and exited students whose primary language is other than English through the transitional bilingual instruction program under RCW 28A.180.010 through 28A.180.080;

- RCW 28A.180.010 through 28A.180.080 Transitional Bilingual Instruction Program is not applicable to this program

(f) The opportunity for an appropriate education at public expense as defined by RCW 28A.155.020 for all eligible students with disabilities as defined in RCW 28A.155.020; and

- Student can exercise the available option

(g) Programs for highly capable students under RCW 28A.185.010 through 28A.185.030.

- RCW 28A.185.010 through 28A.185.030 Highly Capable Students is not applicable to this program

(4) Nothing contained in this section shall be construed to require individual students to attend school for any particular number of hours per day or to take any particular courses.

- In this section, it has been interpreted (construed) students do not have a required number of hours to be in attendance of school or take required to take a particular course.
- Students will be required to take courses required for graduation and be enrolled in either site-based or extension program in this educational program

(5) Each school district's kindergarten through twelfth grade basic educational program shall be accessible to all students who are five years of age, as provided by RCW 28A.225.160, and less than twenty-one years of age and shall consist of a minimum of one hundred eighty school days per school year in such grades as are conducted by a school district, and one hundred eighty half-days of instruction, or equivalent, in kindergarten, to be increased to a minimum of one hundred eighty school days per school year according to the implementation schedule under RCW 28A.150.315. However, schools administering the Washington kindergarten inventory of developing skills may use up to three school days at the beginning of the school year to meet with parents and families as required in the parent involvement component of the inventory. In addition, effective May 1, 1979, a school district may schedule the last five school days of the one hundred and eighty day school year for noninstructional purposes in the case of students who are graduating from high school, including, but not limited to, the observance of graduation and early release from school upon the request of a student, and all such students may be claimed as a full-time equivalent student to the extent they could otherwise have been so claimed for the purposes of RCW 28A.150.250 and 28A.150.260.

- The program is accessible to students in grades 4-12.

(6) Nothing in this section precludes a school district from enriching the instructional program of basic education, such as offering additional instruction or providing additional services, programs, or activities that the school district determines to be appropriate for the education of the school district's students.

- Students do have the option of being provided additional instruction in course related work.

(7) The state board of education shall adopt rules to implement and ensure compliance with the program requirements imposed by this section, RCW 28A.150.250 and 28A.150.260, and such related supplemental program approval requirements as the state board may establish.

- RCW 28A.150.250 and 28A.150.260 are not applicable to this program

## Part Two

- Extension & Site Based Program
- Program Procedures

### Extension & Site Based Program

**In the process of completing the School Improvement Plan it was determined to make changes to the educational program. Saddle Mountain School offers two programs, the Site-Based and Extension Program. The first change, which went into effective immediately (See D-5). The second change was to demonstrate, assure compliance, and improvement for both programs for the 2014-2015 school year, which is explained in more detail in Part Three.**

Site-Based Program: This program is intended for students who plan on attending a 2yr Community College, 4yr University, or vocational training program, wanting a classroom-based experience. In addition, this program also serves students who need additional assistance, have learning needs, or need a more structured learning environment. Students will have their transcripts reviewed, be assigned an academic advisor, and then a schedule will be developed according to the credits needed to complete graduation requirements.

Extension Program: This program is geared for students who are independent learners and responsible for making weekly 1 hour (minimum) appointments. Each student will be assigned a certified teacher. The student's transcript will be evaluated and then learning contracts will be made by a certified teacher to support students in achieving the credits needed to graduate.

### Program Procedures

**The following is the process staff will follow to determine how to place the student. After much discussion, the staff decided to have a standardized test available, so teachers could test students at the beginning and end of the program to demonstrate measureable growth. We used "The Pink Book," Appendix A-3 to assist us in how to select an approved standardized test. Although Saddle Mt. School only has two program options, we did include another alternative—Home-Based Instruction, in order for parents to be informed of another option and offer annual testing. In addition, if parents do select this option they must file a Declaration of Intent, in their residing district and assume responsibility of their child/children's education. If parents choose the extension program then the responsibility shifts to Saddle Mountain School.**

Process for determining which Program is in the students' best interest.

1. First, an interview is scheduled between the student/parent/guardian (see D-1). The student/parent/guardian will be informed to bring transcripts and immunization records.
2. Second, the student will be asked a series of questions. See pre-enrollment interview
3. Third, the certified teacher will then determine which program to place the student

4. Fourth, if the student/parent/guardian agree, the student/parent/guardian sign enrollment forms and begin the learning program.

\*\*\*After enrollment & before completion, all students will be required to take the TABE 9/10 assessment, which will be used to determine learning levels and measure growth in the 2014-2015 (sooner if possible) school year.

The Saddle Mt. School offers two programs and can recommend an available option to the student/parent/guardian.

**Site-Based Program:** This program is intended for students who plan on attending a 2yr Community College, 4yr University, or vocational training program, wanting the classroom-based experience. In addition, this program also serves students who need additional assistance, have learning needs, or need a more structured learning environment. Students will have their transcripts reviewed, be assigned an academic advisor, and then a schedule will be developed according to the credits needed to complete graduation requirements.

**Extension Program:** This program is geared for students who are independent learners and responsible for making weekly 1 hour (minimum) appointments. Each student will be assigned a certified teacher. The student's transcript will be evaluated and then learning contracts will be made by a certified teacher to support students in achieving the credits needed to graduate.

- A. Parents/guardian (if under 18yrs) and students will sign the learning contracts stating they are under supervision by a certified teacher from the school.
- B. The learning contracts will be planned by the certified teacher stating objectives that are consistent with courses/credits offered by the school, meet essential academic learning requirements, and GLE'S (at minimum grade levels 9-10) and all other requirements consistent with the private school program.
- C. At minimum, students must have one hour of contact time with their assigned certified teacher each week, documented on log sheets.
- D. There is a limit of 25 students per certified teacher.

**Available Option: Home-based Instruction**—this option is available for parents and students who want their children in a homeschool environment and have the responsibility of planning, monitoring, and assessing their child/children. Any student who is homeschooled between the ages 8-18 must have parents/guardians file a Declaration of Intent with their resident school district.

How we offer assistance:

Provide guidance in record keeping and option to transfer into site-based/extension program.

Offer annual testing using either a non-test assessment by a WA certified teacher or Standardized test (TABE 9/10, evaluated by Buros Institute of Mental Measurements) (See D-2).

### Part Three

- 2014-2015 School Improvements

#### 2014-2015 School Improvements

During the School Improvement Plan meetings much discussion centered on improvement and instructional hours. A new calendar was discussed and made for the 2014-2015 school year (see D-12). Additional hours of available instruction were also added (see D-13-15). A website is currently under construction, which will have necessary information to assist students and parents about available programs. Curriculum is also being reviewed and online courseware/curriculum such as Apex is being added as option. TABE 9/10 standardizing testing was added to demonstrate measureable growth.

**D-1**

# BUROS

CENTER FOR TESTING

## TEST REVIEWS

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Tests of Adult Basic Education, Forms 9 & 1C

Pre-Enrollment Interview

|             |  |
|-------------|--|
| <b>Name</b> |  |
| <b>Age</b>  |  |

|                                    |        |
|------------------------------------|--------|
| <b>School Previously Attended</b>  |        |
| <b>Reason for Transfer</b>         |        |
| <b>Transcripts (circle yes/no)</b> | Yes No |
| <b>Immunization Records</b>        | Yes No |

To be completed by teacher

|                              |  |
|------------------------------|--|
| <b>Current Grade Level</b>   |  |
| <b>Amount of Credits</b>     |  |
| <b>Month/Year entered HS</b> |  |
| <b>Graduating Class Year</b> |  |

Computer Access: Yes No

Internet Access: Yes No

Resident of what School District \_\_\_\_\_

Plans after High School:

Career and Vocational Training

2 year Community College

4 year University

Other: \_\_\_\_\_

**Student Placement:**

Site-Based Program

Extension Program

Other \_\_\_\_\_

**Credit Option**

20 Credits

24 Credits

## Pre-Enrollment Interview

Process for determining which Program is in the students' best interest.

1. First, an interview is scheduled between the student/parent/guardian. The student/parent/guardian will be informed to bring transcripts and immunization records.
2. Second, the student will be asked a series of questions. See pre-enrollment interview
3. Third, the certified teacher will then determine which program to place the student
4. Fourth, if the student/parent/guardian agree, the student/parent/guardian sign enrollment forms and begin the learning program.

\*\*\*After enrollment & before completion, all students will be required to take the TABE 9/10 assessment, which will be used to determine learning levels and measure growth in the 2014-2015 school year

The Saddle Mt. School offers two programs and can recommend an available option to the student/parent/guardian.

**Site-Based Program:** This program is intended for students who plan on attending a 2yr Community College, 4yr University, or vocational training program. In addition, this program also serves students who need additional assistance, have learning needs, or need a more structured learning environment. Students will have their transcripts reviewed, be assigned an academic advisor, and then a schedule will be developed according to the credits needed to complete graduation requirements.

**Extension Program:** This program is geared for students who are independent learners and responsible for making weekly 1 hour (minimum) appointments. Each student will be assigned a certified teacher. The student's transcript will be evaluated and then learning contracts will be made by a certified teacher to support students in achieving the credits needed to graduate.

- A. Parents/guardian (if under 18yrs) and students will sign the learning contracts stating they are under supervision by a certified teacher from the school.
- B. The learning contracts will be planned by the certified teacher stating objectives that are consistent with courses/credits offered by the school, meet essential academic learning requirements, and GLE'S (at minimum grade levels 9-10) and all other requirements consistent with the private school program.
- C. At minimum, students must have one hour of contact time with their assigned certified teacher each week, documented on log sheets.
- D. There is a limit of 25 students per certified teacher.

**Available Option: Home-based Instruction**—this option is available for parents and students who want their children in a homeschool environment and have the responsibility of planning, monitoring, and assessing their child/children. Any student who is homeschooled between the ages 8-18 must have parents/guardians file a Declaration of Intent with their resident school district.

How we offer assistance:

Provide guidance in record keeping and option to transfer into site-based/extension program.

Offer annual testing using either a non-test assessment by a WA certified teacher or Standardized test (TABE 9/10, evaluated by Buros Institute of Mental Measurements).

**D-2**

## Tests of Adult Basic Education, Forms 9 & 10

### **Purpose**

"Designed and developed to provide achievement scores that are valid for most types of adult education decision-making."

### **Population**

Adults.

### **Acronym**

TABE.

Subtests, 4-11: Pre-Reading (Level L), Reading, Mathematics Computation, Applied Mathematics, Language, Language Mechanics (optional), Vocabulary (optional), Spelling (optional), Science/Social Studies (Level A), Algebra/Geometry (Level A), Writing (Level A).

### **Administration**

Individual or group.

### **Editions, 2**

Complete Battery, Survey.

### **Forms, 2**

9, 10.

### **Price Data, 2006**

\$36 per 25 hand-scored SCOREZE answer sheets; \$31 per 50 CompuScan answer sheets; \$16 per 25 Individual Diagnostic Profiles; \$32 per review materials; \$19 per test directions book; \$27 per 25 examinee books; \$4 per group record sheet; \$19 per norms book; \$21 per Technical Report CD (116 pages printed); \$24.50 per 25 Getting to Know TABE Workbooks; \$60 per Guide to Administering TABE 9 & 10 book; \$40 per TABE Teacher's Guide for Reading and Language: Linking Assessments to Learning book; \$40 per TABE Teacher's Guide for Mathematics: linking Assessments to Learning book; \$46 per 10 consumable test books; \$46 per 10 reusable test books; \$35 per audio tape; \$19 per large print test directions; \$58 per large print test book; \$57 per 25 large print SCOREZE answer sheets; \$8 per online test administration (bulk discounts available).

### **Special Editions**

Form 9 is available in Large Print, Braille, and Audio.

### **Comments**

Both forms available online.

### **Author**

CTB/McGraw-Hill.

### **Publisher**

CTB/McGraw-Hill.

**a) COMPLETE BATTERY**

**Purpose**

Designed to "assess skill levels and help determine appropriate career or training programs."

**Publication Dates**

1957-2004.

Levels, 4-5: L (Limited Literacy), E (Easy), M (Medium), D (Difficult), A (Advanced).

**Scores, 4**

Total Mathematics (Mathematics Computation, Applied Mathematics), Total Battery (Pre-Reading/Reading, Total Mathematics, Language).

**Price Data**

\$101 per 25 Complete Battery test books; \$42 per Complete Battery scoring stencils; \$236 per Braille Complete Battery Test book; \$48 per Writing test book; \$16 per Writing Assessment and scoring manual; \$72 per Science/Social Studies test book; \$13 per Science/Social Studies test directions; \$32 per 25 Science/Social Studies SCOREZE answer sheets; \$23.50 per 50 Science/Social Studies CompuScan answer sheets; \$21.25 per Science/Social Studies scoring stencils; \$72 per Algebra/Geometry test book; \$13 per Algebra/Geometry test directions; \$32 per 25 Algebra/Geometry SCOREZE answer sheets; \$23.50 per 50 Algebra/Geometry CompuScan answer sheets; \$21.25 per Algebra/Geometry scoring stencils; \$16 per Science/Social Studies and Algebra/Geometry tables book.

**1) Pre-Reading**

**Scores, 4**

Match Letters, Recognize Letters, Recognize Beginning/Ending Sounds, Middle Sounds.

**Levels**

Level L only.

**Time**

13(23) minutes.

**2) Reading**

Scores, 4-5: Interpret Graphic Information, Words in Context, Recall Information, Construct Meaning, Evaluate/Extend Meaning [Levels E-A only].

**Time**

32(42) minutes for Level L; 50(60) minutes for Levels E-A.

**3) Mathematics Computation**

Scores, 2-6: Add Whole Numbers [Levels L-M], Subtract Whole Numbers [Levels L-M], Multiply Whole Numbers [Levels E-D], Divide Whole Numbers [Levels E-D], Decimals [Levels E-A], Fractions [Levels M-A], Integers [Levels D, A], Percents [Levels D, A], Order of Operations [Level A], Algebraic Operations [Level A].

**Time**

15(25) minutes for Level L; 24(34) minutes for Levels E-A.

**4) Applied Mathematics**

Scores, 6-9: Number & Number Operations, Computation in Context, Estimation [Levels E-A], Measurement, Geometry & Spatial Sense, Data Analysis, Statistics & Probability [Levels E-A], Patterns/Functions/Algebra, Problem Solving & Reasoning [Levels E-A].

**Levels**

Level L only.

**Time**

45(55) minutes for Level L; 50(60) minutes for Levels E-A.

**5) Language**

**Scores, 6**

Usage, Sentence Formation, Paragraph Development, Capitalization, Punctuation, Writing Conventions.

**Levels**

Levels E-A only.

**Time**

55(65) minutes.

**6) Vocabulary**

**Scores, 3**

Word Meaning, Multi-Meaning Words, Words in Context.

**Levels**

Levels E-A only.

**Time**

14(24) minutes.

**Comments**

This subtest is optional.

## 7) Language Mechanics

**Scores, 2**

Sentences/Phrases/Clauses, Writing Conventions.

**Levels**

Levels E-A only.

**Time**

14(24) minutes.

**Comments**

This subtest is optional.

## 8) Spelling

**Scores, 3**

Vowel, Consonant, Structural Unit.

**Levels**

Levels E-A only.

**Time**

10(20) minutes.

**Comments**

This subtest is optional.

## 9) Science/Social Studies

**Scores**

Scores not presented.

**Level**

Level A only.

**Time**

Administration time not reported.

**Comments**

This subtest is optional.

## 10) Algebra/Geometry

**Scores**

Scores not presented.

**Level**

Level A only.

**Time**

Administration time not reported.

**Comments**

This subtest is optional.

**11) Writing**

**Scores**

Scores not presented.

**Level**

Level A only.

**Time**

45(55) minutes.

**Comments**

This subtest is optional.

**b) SURVEY**

**Purpose**

Provides a skill snapshot for placement information.

**Publication Dates**

1987-2004.

**Levels, 4**

Same as Complete Battery except for omission of Level L.

**Scores, 2**

Same as Complete Battery.

**Price Data**

\$101 per Survey test book; \$42 per Survey scoring stencils; \$212 per Braille Survey test book.

**1) Reading**

**Scores, 5**

Same as Complete Battery.

**Time**

25(35) minutes.

**2) Mathematics Computation**

Scores, 5-6: Same as Complete Battery.

**Time**

15(25) minutes.

**3) Applied Mathematics**

**Scores, 9**

Same as Complete Battery.

**Time**

25(35) minutes.

**4) Language**

**Scores, 6**

Same as Complete Battery.

**Time**

25(35) minutes.

**5) Language Mechanics**

**Scores, 3**

Same as Complete Battery.

**Time**

14(24) minutes.

**Comments**

This subtest is optional.

**6) Vocabulary**

**Scores, 3**

Same as Complete Battery.

**Time**

14(24) minutes.

**Comments**

This subtest is optional.

**7) Spelling**

**Scores, 3**

Same as Complete Battery.

**Time**

10(20) minutes.

**Comments**

This subtest is optional.

**c) LOCATOR TEST**

**Purpose**

Designed to "help teachers in assigning the level of the TABE test to administer."

**Subtests, 4**

Reading, Mathematics Computation, Applied Mathematics, Language.

**Scores**

Total score only.

**Price Data**

\$58 per 2 Practice Exercise and Locator Test books; \$21 per Practice and Locator Test scoring stencils; \$130 per Braille Practice Exercise and Locator Test books.

**Time**

37(47) minutes for Complete Battery; 35(45) minutes for Survey.

**d) WORD LIST**

**Scores**

Total score only.

**Price Data**

\$26 per Word List Test book; \$58 per large print word list.

**Time**

15(25) minutes.

**e) PRACTICE EXERCISE**

**Scores**

Not scored.

**Price Data**

Same as c above.

**Time**

20(30) minutes.

### **Cross References**

For reviews by Michael D. Beck and Bruce G. Rogers of an earlier edition, see 13:343; for reviews by Robert W. Lissitz and Steven J. Osterlind of an earlier edition, see 11:446 (2 references); for reviews by Thomas F. Donlon and Norman E. Gronlund of an earlier edition, see 8:33 (1 reference); for a review by A. N. Hieronymus and an excerpted review by S. Alan Cohen of an earlier edition, see 7:32.

***Review of the Tests of Adult Basic Education, Forms 9 & 10 by JUDITH A. MONSAAS, Executive Director for P-16 Assessment and Evaluation, University System of Georgia, Atlanta, GA:***

**DESCRIPTION**

The Tests of Adult Basic Education (TABE) are "designed and developed to provide achievement scores that are valid for most types of adult education decision-making" (TABE technical report, p. 2). TABE has core content measures covering Reading, Mathematics Computation, Applied Mathematics, and Language. Optional supporting measures include Vocabulary, Language Mechanics, and Spelling. Additional Advanced-Level tests include Science, Social Studies, Algebra/Geometry, and Writing. TABE 9 & 10 consists of selected-response items "organized by content categories that reflect current trends in adult education, national standards, and adult curricula" (manual, p. 2). The content of these tests is written to be interesting and relevant to adults. Both paper-and-pencil and computer-based versions of the tests are available as are large print, audio, and Braille editions of TABE Form 9.

There are five levels for TABE 9 & 10: L (Limited Literacy-Pre-Reading), E (Easy), M (Medium), D (Difficult), and A (Advanced). These tests measure Prose Literacy, Document Literacy, and Quantitative Literacy. The TABE also has a Locator Test with the four core test areas consisting of items from TABE Levels E, M, D, and A. The Locator Test is to help assign the level of the TABE test to examinees. In addition to the complete battery just described, there are shorter TABE 9 & 10 Survey Tests that provide less diagnostic information.

According to the TABE Technical Report, the TABE is both criterion-referenced and norm-referenced and can be used to place examinees in adult education classes or other adult instructional programs, to predict GED scores, and for pre- and posttesting to measure growth and evaluate programs. Both norms and curricular objectives mastery information are provided.

**DEVELOPMENT**

The test development of TABE 9 & 10 Core and Optional tests is described as having seven stages: assessment design, item writing, item review, item tryout, item analysis, test selection, and national norming. The content validity section describes the procedures used to design the TABE 9 & 10; this process included reviewing current curricula and standards, knowledge and skills emphasized in

instructional materials, trends in adult education, goals of adult basic education programs, and features in the GED 2002. Anchor items from the TABE 7 were also included for linking with earlier TABE editions. Although the process for developing the test design is clearly described, it would have been helpful if the authors had provided an actual copy of the test blueprint. In developing the item pool, items were written that focused on content of interest and relevance to adults; careful procedures were in place to reduce any inaccurate or stereotypical portrayal of any individual or group. Items were reviewed by diverse groups representing business and industry as well as various gender and racial/ethnic groups.

The TABE 9 & 10 tryout items were administered to more than 27,000 adult examinees from 43 states and 288 institutions including adult basic education institutions, adult and juvenile correction institutions, and vocational/technical colleges. Item analyses were conducted including item difficulty, distracter analysis, discrimination analyses, and omit rates. The tryout items were scaled and calibrated using the three-parameter IRT model. The test characteristic curve method was used to place estimated parameters on a scale from which the anchor items were drawn. Differential item function (DIF) analysis studies were conducted for African Americans, Hispanics, Whites, males, and females. This information along with the other bias reviews and item statistics was used to select those items to construct the final tests. The steps in the test development, item selection, and test form development are clearly described and incorporate test specifications and psychometric procedures that are consistent with current standards of test development. The last step in the test development, norming, is also described in the manual.

The test items and materials are well written with clear manuals for administering and scoring all forms and levels of the tests. The tests can be sent to CTB/McGraw-Hill for computer scoring or there are several local scoring options including scan sheets, hand scoring stencils, and a SCOREZE answer sheet that allows for quick scoring. The Individual Diagnostic Profile provides norm-referenced and criterion-referenced interpretation of the tests. The norm-referenced scores include percentiles and stanines. The "Objectives Mastery Summary" provides a criterion-referenced interpretation that is tied to subtopics on each test. Note that these are not really "objectives" but topics within the general content area (e.g., Interpreting Graphic Information on the Reading Test). These "objectives" are rated N for Nonmastery, P for Partial Mastery, or M for Mastery. The content is clear and detailed enough to have useful diagnostic value for a teacher. The items appear to have face validity in that they reflect the types of problems that adults solve and the types of materials that adults read and interpret. A qualified teacher or administrator could easily administer and score these tests after having carefully read the appropriate administration and scoring manual. The Diagnostic Profiles make interpretation of the test results clear as well.

## TECHNICAL

### *Norms*

The TABE 9 & 10 national norming sample was selected from more than 400 institutions and included more than 34,000 examinees from 46 states. The sample was selected from varied programs such as adult basic education, adult secondary education, ESL programs, alternative high schools, juvenile and adult correction facilities, and vocational/technical programs. Tables show the sample by type of program, gender and racial/ethnic group, age group, disability and type/level of testing accommodation, ESL, and level of the TABE 9 & 10. Two sets of reference group norms are provided: TABE-All and TABE-Juvenile (ages 14-20). The sample is quite large and diverse, and although not random, appears to be representative of the population for which the TABE is intended.

The three parameter logistic IRT model was used to calibrate the standardization data. Both TABE 9 & 10 were equated, and items were scaled together and equated to TABE 7. The TABE 9 & 10 scores were transformed to the TABE 7 score scale.

Several types of scores are available including scale scores, grade equivalents (GEs), percentile ranks and stanines, and normal curve equivalents (NCEs). The latter three score reporting methods are available separately for the TABE-All and the TABE-Juvenile groups. The grade equivalent scores are equated to the TABE 7, and no information is provided on how these were originally determined. According to Rogers (1998), a reviewer of TABE 7 & 8, the GEs were determined by a study equating the TABE with the California Achievement Test using sound equating procedures. The manual provides an additional table comparing the TABE to GED 2002 scores; this table may be useful for certain adult education programs. No normative data are included on the three advanced-level tests in Science/Social Studies, Algebra/Geometry, and Writing—a notable omission.

There is no information provided on how the gradations for the criterion-referenced interpretation of the TABE were determined. Description of how the Non-Mastery, Partial Mastery, and Mastery levels were set would have provided important support for this test score interpretation.

### ***Reliability***

Reliability was determined primarily using internal consistency (KR-20) analyses and the standard error of measurement (SEM). The KR-20s and SEMs were provided for the complete battery and the survey tests at each level. The KR-20s were acceptable and were, predictably, higher for the complete battery than for the survey tests and optional tests, which are somewhat shorter. IRT Standard Error Curves demonstrated that the subtests by level are performing as expected with smaller SEMs in the center of the distribution and larger at the extreme scores. No reliability data were provided for the three advanced-level tests. In addition to the reliability estimates reported above, rater reliability should have been provided for the advanced-level Writing test.

## Validity

The test development process clearly provides the content-related validity evidence to support the use of the TABE 9 & 10 Core and Optional Tests. The procedures for developing the Locator Test cut points are also clearly described and appropriate. Three methods were used for this analysis: using smoothed density functions, canonical discriminant analysis, and Item Characteristic Curves (ICC). According to the technical manual, the cut scores from these three methods were analyzed and "found to be highly comparable" (p. 14).

Patterns of correlations among the TABE 9 & 10 subtests provide construct validity support. Correlations between the GED 2002 and the TABE support the criterion-related validity of the tests though it must be noted that TABE 9 & 10 are linked to the GED 2002 through the TABE 7. Again, no validity information is provided on the three advanced tests.

## COMMENTARY AND SUMMARY

The core and optional tests of the TABE 9 & 10 appear to be well developed with strong psychometric characteristics. The tests appear to be easy to administer, score, and interpret. The norm groups are large and diverse and reflect the type of examinee for whom the test is targeted. There does not appear to be a strong foundation associated with the mastery scores, and these should be used and interpreted with caution. Several types of information are needed (e.g., validity, reliability) before the three Advanced Level supplementary tests can be recommended for use.

## REVIEWER'S REFERENCE

Rogers, B. (1998). [Review of the Tests of Adult Basic Education, Forms 7 & 8.] In B. S. Plake & J. C. Impara (Eds.), *The thirteenth mental measurements yearbook* (pp. 1083-1085). Lincoln, NE: Buros Institute of Mental Measurements.

### Cite this review

Monsaas, J. A. (2007). [Test review of Tests of Adult Basic Education, Forms 9 & 10]. In K. F. Geisinger, R. A. Spies, J. F. Carlson, & B. S. Plake (Eds.), *The seventeenth mental measurements yearbook*. Retrieved from <http://marketplace.unl.edu/buros/>

**D-3**

**State Board of Education's Approved Graduation Requirements**

| Subject                | Requirements for Class of 2013 | Requirements for the Class of 2016 | Career and College Ready Graduation Requirements  |
|------------------------|--------------------------------|------------------------------------|---|
| English                | 3                              | 4                                  | 4   |
| Math                   | 3                              | 3                                  | 3   |
| Science (without lab)  | 1                              | 1                                  | 1   |
| Science (with lab)     | 1                              | 1                                  | 2   |
| Social Studies         | 2.5                            | 3                                  | 3   |
| Occupational Education | 1                              | 1                                  | 1   |
| Health and Fitness     | 2                              | 2                                  | 2   |
| Arts                   | 1                              | 1                                  | 2*  |
| World Language         | 0                              | 0                                  | 2*  |
| Career Concentration   | 0                              | 0                                  | 2*  |
| Electives              | 5.5                            | 4                                  | 2*  |
| <b>Total Credits</b>   | <b>20</b>                      | <b>20</b>                          | <b>24</b><br>(Up to 2 credits can be waived locally for students who have attempted 24 credits) |

\* **Flexible requirements**—1 arts credit, world language credit, career concentration credit, and electives may be substituted according to a student's High School and Beyond Plan.

Shading indicates a change from the previous requirements

This table pertains only to CREDITS required to graduate. See the Washington State Graduation Requirements 2012 to 2016 to see the **non-credit requirements** and **assessments** needed to graduate.

**D-4**

**D-5**

## **Effective Immediately:**

### **Purpose: Instructional Hours Compliance Standards**

**\*\*Students who are currently enrolled will be contacted, informed of new program requirements, and sign in agreement to follow procedures for the corresponding program. If a student cannot be contacted or does not respond within five days, the student will be asked to re-enroll and adhere to new program guidelines.**

**Extension Program: This program is geared for students who are independent learners and responsible for making weekly 1 hour (minimum) appointments. Each student will be assigned a certified teacher. The student's transcript will be evaluated and then learning contracts will be made by a certified teacher to support students in achieving the credits needed to graduate.**

- A. Parents/guardian (if under 18yrs) and students will sign the learning contracts stating they are under supervision by a certified teacher from the school.**
- B. The learning contracts will be planned by the certified teacher stating objectives that are consistent with courses/credits offered by the school, meet essential academic learning requirements, and GLE'S (at minimum grade levels 9-10) and all other requirements consistent with the private school program.**
- C. At minimum, students must have one hour of contact time with their assigned certified teacher each week, documented on log sheets.**
- D. There is a limit of 25 students per certified teacher.**

**Site-Based Program: This program is intended for students who plan on attending a 2yr Community College, 4yr University, or vocational training program, wanting a classroom-based experience. In addition, this program also serves students who need additional assistance, have learning needs, or need a more structured learning environment. Students will have their transcripts reviewed, be assigned an academic advisor, and then a schedule will be developed according to the credits needed to complete graduation requirements.**

- A. Current students will have their transcript reevaluated.**
- B. Current students will have an academic advisor (certified teacher) assigned.**
- C. A schedule will be planned and developed by academic advisor to fit the individual needs of the student in order to fulfill graduation requirements.**
- D. In addition, the students will also agree to follow the new program guidelines in 2014-2015, if the student wants to continue enrollment.**

**D-6**

Current Extension student's schedule

| <b>Subject</b>               | <b>Course</b>      | <b>Required Weekly Hours</b> |
|------------------------------|--------------------|------------------------------|
| Math=.50 credit/75 hrs       | Algebra I          | At minimum—1hr per day       |
| English=.50 credit/75 hrs    | Reading Literature | At minimum—1hr per day       |
| Elective=.50 credit/75 hrs   | Community Service  | At minimum—1hr per day       |
| US History=.50 credit/75 hrs | US History         | At minimum—1hr per day       |
| PE=.50 credit/75 hrs         | PE                 | At minimum—1hr per day       |

Total hrs. Per week 20 hrs minimum

**D-7**

# Math/Activity Log

|                  |   |
|------------------|---|
| <b>Name</b>      |   |
| <b>Algebra I</b> | Algebra 1 Holt McDougal (2011) .50 credit |

| <b>Date</b> | <b>Description of Activity</b>  | <b>Time Started</b> | <b>Time Completed</b> | <b>Total Hrs/Mins</b> |
|-------------|---|---------------------|-----------------------|-----------------------|
|             | <b>Variable and Expressions Chapter 1-1, Problems 1-64 Pgs. 9-11</b>                          |                     |                       |                       |
|             | <b>Adding and Subtracting Real Numbers Chapter 1-2, Problems 1-70 Pgs. 17-19</b>              |                     |                       |                       |
|             | <b>Multiplying and Dividing Real Numbers Chapter 1-3, Problems 1-96 Pgs. 23-25</b>            |                     |                       |                       |
|             | <b>Powers and Exponents 1-4, Problems Chapter 1-86 Pgs. 29-31</b>                             |                     |                       |                       |
|             | <b>Roots and Real Numbers 1-5, Problems Chapter 1-75 Pgs. 35-37</b>                           |                     |                       |                       |
|             | <b>Order of Operations 1-6, Problems Chapter 1-88 Pgs. 43-45</b>                              |                     |                       |                       |
|             | <b>Simplifying Expressions Chapter 1-7, Problems 1-75 Pgs. 49-51</b>                          |                     |                       |                       |
|             | <b>Introduction to Functions Chapter 1-8, Problems 1-72 Pgs. 57-59</b>                        |                     |                       |                       |
|             | <b>Chapter 1 Test</b>   |                     |                       |                       |
|             | <b>Solving Equations by Adding or Subtracting Chapter 2-1, Problems 1-87 Pgs.80-82</b>        |                     |                       |                       |
|             | <b>Solving Equations by Multiplying or Dividing Chapter 2-2, Problems 1-104 Pgs.87-90</b>     |                     |                       |                       |
|             | <b>Solving Two-Step and Multi-Step Equations Chapter 2-3, Problems 1-92 Pgs. 96-98</b>        |                     |                       |                       |
|             | <b>Solving Equations with Variables on Both Sides Chapter 2-4, Problems 1-85 Pgs. 103-106</b> |                     |                       |                       |
|             | <b>Solving for a Variable Chapter 2-5, Problems 1-87 Pgs.109-111</b>                          |                     |                       |                       |

# Math/Activity Log

Total Hours \_\_\_\_\_

|           |  |
|-----------|--|
| Name      |  |
| Algebra I |  |

| Date | Description of Activity  | Time Started | Time Completed | Total Hrs./Mins |
|------|--|--------------|----------------|-----------------|
|      | Solving Absolute-Value Equations Chapter 2-6, Problems 1-63 Pgs.115-117                  |              |                |                 |
|      | Rates, Ratios, and Proportions Chapter 2-7, Problems 1-70 Pgs.123-126                    |              |                |                 |
|      | Applications of Proportions Chapter 2-8, Problems 1-41 Pgs.130-132                       |              |                |                 |
|      | Percents Chapter 2-9, Problems 1-77 Pgs.136-138  |              |                |                 |
|      | Applications of Percents Chapter 2-10, Problems 1-45 Pgs.141-143                         |              |                |                 |
|      | Percent Increase and Decrease Chapter 2-11, Problems 1-77 Pgs.147-149                    |              |                |                 |
|      | Chapter 2 Test   |              |                |                 |
|      | Graphing and Writing Inequalities Chapter 3-1, Problems 1-81 Pgs. 173-175                |              |                |                 |
|      | Solving Inequalities by Adding or Subtracting 3-2, Problems 1-56 Pgs.179-181             |              |                |                 |
|      | Solving Inequalities Multiplying or Dividing Chapter 3-3, Problems 1-87 Pgs.185-187      |              |                |                 |
|      | Solving Two-Step and Multi-Step Inequalities Chapter 3-4, Problems 1-86 Pgs. 193-195     |              |                |                 |
|      | Solving Inequalities with Variables on Both Sides Chapter 3-5, Problems 1-76 Pgs.199-202 |              |                |                 |
|      | Solving Compound Inequalities Chapter 3-6, Problems 1-65 Pgs. 208-210                    |              |                |                 |
|      | Solving Absolute-Value Inequalities Chapter 3-7, Problems 1-72 Pgs. 215-217              |              |                |                 |

# Math/Activity Log

Total Hours \_\_\_\_\_

|           |  |
|-----------|--|
| Name      |  |
| Algebra I |  |

| Date | Description of Activity   | Time Started | Time Completed | Total Hrs/Min |
|------|---|--------------|----------------|---------------|
|      | Chapter 3 Test  |              |                |               |
|      | Graphing Relationships Chapter 4-1, Problems 1-37 Pgs. 237-239        |              |                |               |
|      | Relations and Functions Chapter 4-2, Problems 1-42 Pgs. 243-246       |              |                |               |
|      | Writing Functions Chapter 4-3, Problems 1-44 Pgs. 253-255             |              |                |               |
|      | Graphing Functions Chapter 4-4, Problems 1-71 Pgs. 260-262            |              |                |               |
|      | Scatter Plots and Trend Lines Chapter 4-5, Problems 1-41 Pgs. 270-273 |              |                |               |
|      | Arithmetic Sequences Chapter 4-6, Problems 1-53 Pgs. 276-278          |              |                |               |
|      | Chapter 4   |              |                |               |
|      | Standardized Test Practice  |              |                |               |

Total Hours \_\_\_\_\_

**D-8**

# Reading/Activity Log

|       |  |
|-------|--|
| Name  |  |
| Novel |  |

| Date | Description of Activity   | Time Started | Time Completed | Total Hrs/Minutes |
|------|---|--------------|----------------|-------------------|
|      | Pre-Reading Activity #1—Write answers on notebook paper                         |              |                |                   |
|      | Pre-Reading Activity #2—Write answers on notebook paper                         |              |                |                   |
|      | Pre-Reading Activity #3—Write answers on notebook paper                         |              |                |                   |
|      | Pre-Reading Activity #4—Write answers on notebook paper                         |              |                |                   |
|      | Pre-Reading Activity #5—Write answers on notebook paper                         |              |                |                   |
|      | Pre-Reading Activity #6—Write answers on notebook paper                         |              |                |                   |
|      | Pre-Reading Activity #7—Write answers on notebook paper                         |              |                |                   |
|      | Pre-Reading Activity #8—Write answers on notebook paper                         |              |                |                   |
|      | Pre-Reading Activity #9—Write answers on notebook paper                         |              |                |                   |
|      | Pre-Reading Activity #10—Write answers on notebook paper                        |              |                |                   |
|      | Prologue, Part 1, Vocabulary—Write answers on notebook paper                    |              |                |                   |
|      | Read Prologue, Part 1   |              |                |                   |
|      | Prologue, Part 1, Questions 1-10, Write answers on notebook paper               |              |                |                   |
|      | Prologue, Part 1, Questions for Discussion, 1-4 Write answers on notebook paper |              |                |                   |

Total Hours \_\_\_\_\_

# Reading/Activity Log

|       |  |
|-------|--|
| Name  |  |
| Novel |  |

| Date | Description of Activity   | Time Started | Time Completed | Total Hrs/Mins |
|------|---|--------------|----------------|----------------|
|      | Prologue, Part 1, Literary Devices--Write answers on notebook paper   |              |                |                |
|      | Prologue, Part 1, Literary Elements—Write answers on notebook paper   |              |                |                |
|      | Writing Activity—Write answers on notebook paper                      |              |                |                |
|      | Parts 2 & 3, Vocabulary—Write answers on notebook paper               |              |                |                |
|      | Read Parts 2 & 3  |              |                |                |
|      | Parts 2 & 3, Questions—Write answers on notebook paper                |              |                |                |
|      | Parts 2 & 3, Questions for Discussion—Write answers on notebook paper |              |                |                |
|      | Parts 2 & 3, Literary Devices—Write answers on notebook paper         |              |                |                |
|      | Writing Activity—Write answers on notebook paper                      |              |                |                |
|      | Part 4, Vocabulary—Write answers on notebook paper                    |              |                |                |
|      | Read Part 4   |              |                |                |
|      | Part 4, Questions--Write answers on notebook paper                    |              |                |                |
|      | Part 4, Questions for Discussion--Write answers on notebook paper     |              |                |                |
|      | Part 4, Literary Devices, 1-4 Write answers on notebook paper         |              |                |                |

Total Hours \_\_\_\_\_

# Reading/Activity Log

|       |  |
|-------|--|
| Name  |  |
| Novel |  |

| Date | Description of Activity  | Time Started | Time Completed | Total Hrs/Min |
|------|--|--------------|----------------|---------------|
|      | Read Part 7  |              |                |               |
|      | Part 7, Questions—Write answers on notebook paper                |              |                |               |
|      | Part 7, Questions for Discussion—Write answers on notebook paper |              |                |               |
|      | Part 7, Literary Devices—Write answers on notebook paper         |              |                |               |
|      | Part 7, Questions for Discussion—Write answers on notebook paper |              |                |               |
|      | Writing Activity—Write answers on notebook paper                 |              |                |               |
|      | Part 8, Vocabulary—Write answers on notebook paper               |              |                |               |
|      | Read Part 8  |              |                |               |
|      | Part 8, Questions—Write answers on notebook paper                |              |                |               |
|      | Part 8, Questions for Discussion—Write answers on notebook paper |              |                |               |
|      | Part 8, Literary Devices —Write answers on notebook paper        |              |                |               |
|      | Writing Activity--Write answers on notebook paper                |              |                |               |
|      | Part 9, Vocabulary--Write answers on notebook paper              |              |                |               |
|      | Read Part 9  |              |                |               |

Total Hours \_\_\_\_\_

# Reading/Activity Log

|       |  |
|-------|--|
| Name  |  |
| Novel |  |

| Date | Description of Activity  | Time Started | Time Completed | Total Hrs/Min |
|------|--|--------------|----------------|---------------|
|      | Writing Activity—Write answers on notebook paper                 |              |                |               |
|      | Part 5, Vocabulary—Write answers on notebook paper               |              |                |               |
|      | Read Part 5  |              |                |               |
|      | Part 5, Questions--Write answers on notebook paper               |              |                |               |
|      | Part 5, Questions for Discussion—Write answers on notebook paper |              |                |               |
|      | Part 5, Literary Devices—Write answers on notebook paper         |              |                |               |
|      | Writing Activity—Write answers on notebook paper                 |              |                |               |
|      | Part 6, Vocabulary—Write answers on notebook paper               |              |                |               |
|      | Read Part 6  |              |                |               |
|      | Part 6, Questions—Write answers on notebook paper                |              |                |               |
|      | Part 6, Questions for Discussion—Write answers on notebook paper |              |                |               |
|      | Part 6, Literary Devices--Write answers on notebook paper        |              |                |               |
|      | Writing Activity--Write answers on notebook paper                |              |                |               |
|      | Part 7, Vocabulary--Write answers on notebook paper              |              |                |               |

Total Hours \_\_\_\_\_

# Reading/Activity Log

|              |  |
|--------------|--|
| <b>Name</b>  |  |
| <b>Novel</b> |  |

| Date | Description of Activity   | Time Started | Time Completed | Total Hrs/Min |
|------|---|--------------|----------------|---------------|
|      | Part 9, Questions—Write answers on notebook paper                 |              |                |               |
|      | Part 9, Questions for Discussion—Write answers on notebook paper  |              |                |               |
|      | Part 9, Literary Devices—Write answers on notebook paper          |              |                |               |
|      | Writing Activity—Write answers on notebook paper                  |              |                |               |
|      | Part 10, Vocabulary—Write answers on notebook paper               |              |                |               |
|      | Read Part 10  |              |                |               |
|      | Part 10, Questions—Write answers on notebook paper                |              |                |               |
|      | Part 10, Questions for Discussion—Write answers on notebook paper |              |                |               |
|      | Part 10, Literary Devices—Write answers on notebook paper         |              |                |               |
|      | Writing Activity  |              |                |               |
|      | Self-Reflection essay   |              |                |               |
|      |   |              |                |               |
|      |   |              |                |               |
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|      |   |              |                |               |

**Total Hours** \_\_\_\_\_

**D-9**

**D-10**

# Community Service Log Sheet

Name: \_\_\_\_\_ Organization: \_\_\_\_\_

| Date | Total Hours | Duties | Supervisors Initials | Student Comments |
|------|-------------|--------|----------------------|------------------|
|      |             |        |                      |                  |
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|      |             |        |                      |                  |

Total hours \_\_\_\_\_

# US History//Activity Log

Total Hours \_\_\_\_\_

|                   |  |
|-------------------|--|
| <b>Name</b>       |  |
| <b>US History</b> | American Nation Beginning to 1877 Part I .50=75hrs |

| <b>Date</b> | <b>Description of Activity</b>                         | <b>Time Started</b> | <b>Time Completed</b> | <b>Total Hrs/Min</b> |
|-------------|--|---------------------|-----------------------|----------------------|
|             | Read Chapter 8 Pgs. 240-263                            |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 264 |                     |                       |                      |
|             | Read Chapter 9 Pgs. 266-291                            |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 292 |                     |                       |                      |
|             | Read Chapter 10 Pgs. 294-319                           |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 320 |                     |                       |                      |
|             | Read Chapter 11 Pgs. 324-345                           |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 346 |                     |                       |                      |
|             | Read Chapter 12 Pgs. 348-373                           |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 374 |                     |                       |                      |
|             | Read Chapter 13 Pgs. 376-397                           |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 398 |                     |                       |                      |
|             | Read Chapter 14 Pgs. 400-419                           |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 420 |                     |                       |                      |

# US History//Activity Log

|                   |  |
|-------------------|--|
| <b>Name</b>       |  |
| <b>US History</b> | American Nation Beginning to 1877 Part I .50=75hrs |

| <b>Date</b> | <b>Description of Activity</b>                         | <b>Time Started</b> | <b>Time Completed</b> | <b>Total Hrs/Min</b> |
|-------------|--|---------------------|-----------------------|----------------------|
|             | Read Chapter 1 Pgs. 2-27                               |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 28  |                     |                       |                      |
|             | Read Chapter 2 Pgs. 30-57                              |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 58  |                     |                       |                      |
|             | Read Chapter 3 Pgs. 60-89                              |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 90  |                     |                       |                      |
|             | Read Chapter 4 Pgs. 92-123                             |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 124 |                     |                       |                      |
|             | Read Chapter 5 Pgs. 128-155                            |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 156 |                     |                       |                      |
|             | Read Chapter 6 Pgs. 158-183                            |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 184 |                     |                       |                      |
|             | Read Chapter 7 Pgs. 186-209                            |                     |                       |                      |
|             | Answer questions in "Reviewing the Main Ideas" Pg. 210 |                     |                       |                      |

# US History/Activity Log

Total Hours \_\_\_\_\_

|           |  |
|-----------|--|
| Name      |  |
| Algebra I |  |

| Date | Description of Activity                                | Time Started | Time Completed | Total Hrs/Minutes |
|------|--|--------------|----------------|-------------------|
|      | Read Chapter 15 Pgs. 426-447                           |              |                |                   |
|      | Answer questions in "Reviewing the Main Ideas" Pg. 448 |              |                |                   |
|      | Read Chapter 16 Pgs. 450-476                           |              |                |                   |
|      | Answer questions in "Reviewing the Main Ideas" Pg. 478 |              |                |                   |
|      | Read Chapter 17 Pgs. 480-501                           |              |                |                   |
|      | Answer questions in "Reviewing the Main Ideas" Pg. 502 |              |                |                   |
|      |  |              |                |                   |
|      |  |              |                |                   |
|      |  |              |                |                   |

Total Hours \_\_\_\_\_

**D-11**

**D-12**

## Saddle Mountain School 2014-2015

| September 2014 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | M  | Tu | W  | Th | F  | S  |
|                | 1  | 2  | 3  | 4  | 5  | 6  |
| 7              | 8  | 9  | 10 | 11 | 12 | 13 |
| 14             | 15 | 16 | 17 | 18 | 19 | 20 |
| 21             | 22 | 23 | 24 | 25 | 26 | 27 |
| 28             | 29 | 30 |    |    |    |    |

| October 2014 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | S  |
|              |    |    | 1  | 2  | 3  | 4  |
| 5            | 6  | 7  | 8  | 9  | 10 | 11 |
| 12           | 13 | 14 | 15 | 16 | 17 | 18 |
| 19           | 20 | 21 | 22 | 23 | 24 | 25 |
| 26           | 27 | 28 | 29 | 30 | 31 |    |

| November 2014 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | S  |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | 24 | 25 | 26 | 27 | 28 | 29 |
| 30            |    |    |    |    |    |    |

| December 2014 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | S  |
|               | 1  | 2  | 3  | 4  | 5  | 6  |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            | 29 | 30 | 31 |    |    |    |

| January 2015 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | S  |
|              |    |    |    | 1  | 2  | 3  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 | 30 | 31 |

| February 2015 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | S  |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
|               |    |    |    |    |    |    |

| March 2015 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | S  |
| 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 29         | 30 | 31 |    |    |    |    |

| April 2015 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | S  |
|            |    |    | 1  | 2  | 3  | 4  |
| 5          | 6  | 7  | 8  | 9  | 10 | 11 |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | 27 | 28 | 29 | 30 |    |    |

| May 2015 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | M  | Tu | W  | Th | F  | S  |
|          |    |    |    |    | 1  | 2  |
| 3        | 4  | 5  | 6  | 7  | 8  | 9  |
| 10       | 11 | 12 | 13 | 14 | 15 | 16 |
| 17       | 18 | 19 | 20 | 21 | 22 | 23 |
| 24       | 25 | 26 | 27 | 28 | 29 | 30 |
| 31       |    |    |    |    |    |    |

| June 2015 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | S  |
|           | 1  | 2  | 3  | 4  | 5  | 6  |
| 7         | 8  | 9  | 10 | 11 | 12 | 13 |
| 14        | 15 | 16 | 17 | 18 | 19 | 20 |
| 21        | 22 | 23 | 24 | 25 | 26 | 27 |
| 28        | 29 | 30 |    |    |    |    |

| July 2015 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | S  |
|           |    |    | 1  | 2  | 3  | 4  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 | 31 |    |

| August 2015 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | M  | Tu | W  | Th | F  | S  |
|             |    |    |    |    |    | 1  |
| 2           | 3  | 4  | 5  | 6  | 7  | 8  |
| 9           | 10 | 11 | 12 | 13 | 14 | 15 |
| 16          | 17 | 18 | 19 | 20 | 21 | 22 |
| 23          | 24 | 25 | 26 | 27 | 28 | 29 |
| 30          | 31 |    |    |    |    |    |

09-1-2014=Labor Day  
 10-13-2014=Columbus Day  
 11-11-2014=Veteran's Day  
 11-27-2014=Thanksgiving Day  
 12-22/1-3=Christmas Break  
 01-19-2015=Martin Luther King Jr. Day  
 02-16-2015=President's Day  
 05-25-2015=Memorial Day  
 06-29/07-11=Summer Break

**D-13**

2014-2015 Teacher A schedule

| Daily       | Monday             | Tuesday            | Wednesday          | Thursday           | Friday             | Sat             |
|-------------|--------------------|--------------------|--------------------|--------------------|--------------------|-----------------|
| 8:00-9:00   | Reading Literature |                 |
| 9:00-10:00  | Math Lab I         |                 |
| 10:00-11:00 | US History         |                 |
| 11:00-12:00 | Break              | Break              | Break              | Break              | Break              |                 |
| 12:00-1:00  | General Science    |                 |
| 1:00-2:00   | CWP                | CWP                | CWP                | CWP                | CWP                | Meeting Hour/LL |
| 2:00-3:00   | Meeting Hour/LL    | Meeting Hour/LL |
| 3:00-4:00   | Meeting Hour/LL    | Meeting Hour/LL |
| 4:00-5:00   | Meeting Hour/LL    | Meeting Hour/LL |
| 5:00-6:00   | Meeting Hour/LL    |                 |
| 6:00-7:00   | Meeting Hour/LL    |                 |

Class Based Instruction=5hrs per day=25 hours per week of available instruction per certified teacher

Weekly Appointments (Meeting Hr.) =5hrs per day=25 hours per week for appointments in the extension program

Learning Lab (LL) =is available for students working on Apex with teacher on-site.

Sat. appoints are available if needed & learning lab is open

Class size is limited to 6 students

School Hours: 8:00am-11:00am, 12:00-7:00 Monday-Friday

1:00-5:00 Saturday

**D-14**

2014-2015 Teacher B's Schedule

| Daily       | Monday               | Tuesday              | Wednesday            | Thursday             | Friday               | Saturday        |
|-------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------|
| 8:00-9:00   | Meeting Hour/LL      |                 |
| 9:00-10:00  | Meeting Hour/LL      |                 |
| 10:00-11:00 | Meeting Hour/LL      |                 |
| 11:00-12:00 | Break                | Break                | Break                | Break                | Break                |                 |
| 12:00-1:00  | Meeting Hour/LL      |                 |
| 1:00-2:00   | Meeting Hour/LL      | Meeting Hour/LL |
| 2:00-3:00   | ESL/Reading          | ESL/Reading          | ESL/Reading          | ESL/Reading          | ESL/Reading          | Meeting Hour/LL |
| 3:00-4:00   | ESL/Writing          | ESL/Writing          | ESL/Writing          | ESL/Writing          | ESL/Writing          | Meeting Hour/LL |
| 4:00-5:00   | Health               | Health               | Health               | Health               | Health               | Meeting Hour/LL |
| 5:00-6:00   | Career Concentration |                 |
| 6:00-7:00   | Int. Science         |                 |

Class Based Instruction=5hrs per day=25 hours per week of available instruction per certified teacher

Weekly Appointments (Meeting Hr.) =5hrs per day=25 hours per week for appointments in the extension program

Learning Lab (LL) =is available for students working on Apex with teacher on-site.

Sat. appoints are available if needed & learning lab is open

Class size is limited to 6 students

School Hours: 8:00am-11:00am, 12:00-7:00 Monday-Friday

1:00-5:00 Saturday

**D-15**

Instructional Hours Breakdown

| September | October | November | December | January | February | March | April | May | June | July | August            |
|-----------|---------|----------|----------|---------|----------|-------|-------|-----|------|------|-------------------|
| Week 1=40 | 30      | 50       | 50       | 0       | 50       | 50    | 30    | 10  | 50   | 0    | 50                |
| Week 2=50 | 50      | 40       | 50       | 50      | 50       | 50    | 50    | 50  | 50   | 0    | 50                |
| Week 3=50 | 40      | 50       | 50       | 50      | 40       | 50    | 50    | 50  | 50   | 50   | 50                |
| Week 4=50 | 50      | 40       | 0        | 40      | 50       | 50    | 50    | 50  | 50   | 50   | 50                |
| Week 5=10 | 50      | 0        | 0        | 50      | 0        | 10    | 20    | 40  | 0    | 50   | 10                |
| Total=200 | 220     | 180      | 150      | 190     | 190      | 210   | 200   | 200 | 200  | 150  | 210               |
|           |         |          |          |         |          |       |       |     |      |      | <b>Overall</b>    |
|           |         |          |          |         |          |       |       |     |      |      | <b>Total Hrs.</b> |
|           |         |          |          |         |          |       |       |     |      |      | 2300              |

How to read this chart:

Months=12

Weeks=Represent the weeks in the month

Total=Represent total hours per month

Overall Total Hrs.= Number of hours for the year

School Hours: 8:00 am-11:00 am, 12:00 pm-7:00 pm

Instructional hours are available 8:00 am through 7:00 pm. Break time is at 11:00-12:00.

Teachers alternate teaching classes—the first half of the day 1 teacher serves students in classroom based environment, while the other teacher meets with students in extension program. Then the teachers switch places in the 2<sup>nd</sup> half of the day.

10 hours of available instruction Monday through Friday, unless there is a holiday or break

Saturdays are an option, but not used in this chart to demonstrate available instructional hours.

**D-16**

## Student Learning Contract

**Subject:** Math

**Start Date:** \_\_\_\_\_

**Complete Date:** \_\_\_\_\_ **Final Grade** \_\_\_\_\_

**Course:** Algebra I (Extension Program)

**Course Description:** Algebra I—Independent study with course, planned by certified teacher. This course cover the study of the foundations of algebra including: Variables and Expressions, Tools of Algebra, Equations and Formulas, Proportions and Percent, Inequalities (Multi-step and Compound), and Function Concepts and Applying Functions.

**Grade Level:** Grade 9, Grade 10, Grade 11, Grade 12

**Time Requirement:** Three to four weeks, depending how many hours per day the student works (1hr being minimum).

**75 hours=.50 credit** (Time includes: Hours actively engaged in doing math work, time spent discussing & reviewing material with teacher). Hours will be recorded on log sheets (Students must have documented at least 1hr. per week with teacher).

**Standards: WA- Washington State Grade Level Expectations**

***A1.1. Core Content: Solving Problems (Algebra)***

Students learn to solve many new types of problems in Algebra 1, and this first core content area highlights the types of problems students will be able to solve after they master the concepts and skills in this course. Students are introduced to several types of functions, including exponential and functions defined piecewise, and they spend considerable time with linear and quadratic functions. Each type of function included in Algebra I provides students a tool to solve yet another class of problems. They learn that specific functions model situations described in word problems, and so functions are used to solve various types of problems. The ability to determine functions and write equations that represent problems is an important mathematical skill in itself. Many problems that initially appear to be very different from each other can actually be represented by identical equations. Students encounter this important and unifying principle of algebra—that the same algebraic techniques can be applied to a wide variety of different situations.

***A1.2. Core Content: Numbers, expressions, and operations (Numbers, Operations, Algebra)***

Students see the number system extended to the real numbers represented by the number line. They work with integer exponents, scientific notation, and radicals, and use variables and expressions to solve problems from purely mathematical as well as applied contexts. They build on their understanding of computation using arithmetic operations and properties and expand this understanding to include the symbolic language of algebra. Students demonstrate this ability to write and manipulate a wide variety of algebraic expressions throughout high school mathematics as they apply algebraic procedures to solve problems.

***A1.3. Core Content: Characteristics and behaviors of functions (Algebra)***

Students formalize and deepen their understanding of functions, the defining characteristics and uses of functions, and the mathematical language used to describe functions. They learn that functions are often specified by an equation of the form  $y = f(x)$ , where any allowable  $x$ -value yields a unique  $y$ -value. While Algebra 1 has a particular focus on linear and quadratic equations and systems of equations, students also learn about exponential functions and those that can be defined piecewise, particularly step functions and functions that contain the absolute value of an expression. Students learn about the representations and basic transformations of these functions and the practical and mathematical limitations that must be considered when working with functions and when using functions to model situations

**Performance Task:** Student will complete the Chapters 1-4 of textbook

**Assessment Evidence:** Assessment will be evaluated at the weekly meeting by reviewing work and discussing problem-solving techniques. Students will also be evaluated by their chapter tests. Daily work and Chapter test must be 70% or better

**Resources:** Algebra I, Holt McDougal (2011)

I (parent, guardian, or custodian) will be under the supervision of a certificated employee of the approved private school.

**Student Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Teacher Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**D-17**

## Student Learning Contract

**Subject:** Language Arts (English)

**Start Date:** \_\_\_\_\_

**Complete Date:** \_\_\_\_\_ **Final Grade** \_\_\_\_\_

**Course:** Reading Literature (Extension Program)

**Course Description:** Reading Literature—Independent study with course, planned by certified teacher. This extension course allows students to explore a topic of interest, related to literature. Students will expand their knowledge of a topic in greater detail. Each the student will be required to weekly meet individually with the certified teacher who will have planned pre-reading activities and discussion questions directly related to the selected piece of literature.

**Grade Level:** Grade 9, Grade 10, Grade 11, Grade 12

**Time Requirement:** Two to four weeks, depending on students' reading level per novel.

75 hours=.50 credit (Time includes: Hours actively engaged in reading & time spent discussing & reviewing material with teacher).

Hours will be recorded on log sheets (Students must have documented at least 1 per week with teacher)

**Standards:** WA- Washington State Grade Level Expectations

**Subject:** Reading

**EALR:** EALR 1: The student understands and uses different skills and strategies to read.

**Component:** Component 1.2: Use vocabulary (word meaning) strategies to comprehend text.

**Grade:** 9/10

**GLE:** 1.2.2 Apply strategies to comprehend words and ideas.

**Evidence:** Use word origins to determine the meaning of unknown words.

**Evidence:** Use vocabulary strategies to understand new words and concepts in literary/narrative text and informational/ expository text.

**Evidence:** Use graphic features to clarify and extend meaning.

**Component:** Component 1.3: Build vocabulary through wide reading.

**Grade:** 9/10

**GLE:** 1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures, and communities. W

**Evidence:** Integrate new vocabulary from informational/ expository text and literary/narrative text, including text from a variety of cultures and communities (e.g., salon as a historical reference to political gatherings as opposed to a beauty salon), into written and oral communication.

**Evidence:** Explain the meaning of content-specific vocabulary words (e.g., regeneration, isolationism, emancipation, polarized).

**Evidence:** Select, from multiple choices, the meaning of a word identified in the text.

**EALR:** EALR 2: The student understands the meaning of what is read.

**Component:** Component 2.1: Demonstrate evidence of reading comprehension.

**Grade:** 9/10

**GLE:** 2.1.3 Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text. W

**Evidence:** State both literal and/or inferred main ideas and provide supporting text-based details.

**Evidence:** State the theme/message and supporting details in culturally relevant literary/ narrative text.

**Component:** Component 2.2: Understand and apply knowledge of text components to comprehend text.

**Grade:** 9/10

**GLE:** 2.2.3 Analyze story elements.

**Evidence:** Interpret the interdependence and interaction of characters, theme, setting, conflict, and resolution (e.g., in a short story, novel, epic poem).

**Component:** Component 2.2: Understand and apply knowledge of text components to comprehend text.

**Grade:** 9/10

**GLE:** 2.2.3 Analyze story elements.

**Evidence:** Interpret the interdependence and interaction of characters, theme, setting, conflict, and resolution (e.g., in a short story, novel, epic poem).

**Component:** Component 2.3: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

**Grade:** 9/10

**GLE:** 2.3.3 Evaluate the author's use of literary devices to enhance comprehension.

**Evidence:** Judge the effectiveness of the author's use of literary devices and explain how they are used to convey meaning

## Student Learning Contract

**Component:** Component 2.4: Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

**Grade:** 9/10

**GLE:** 2.4.1 Analyze informational/expository text and literary/narrative text to draw conclusions and develop insights.

**Evidence:** Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection).

**EALR:** EALR 3: The student reads different materials for a variety of purposes.

**Component:** Component 3.4: Read for literary/narrative experience in a variety of genres.

**Grade:** 9/10

**GLE:** 3.4.3 Analyze recurring themes in literature.

**Evidence:** Characterize the presentation of a similar theme or topic across genres and explain how the selection of genre shapes the theme or topic.

**EALR:** EALR 4: The student sets goals and evaluates progress to improve reading.

**Component:** Component 4.1: Assess reading strengths and need for improvement.

**Grade:** 9/10

**GLE:** 4.1.2 Evaluate reading progress and apply goal setting strategies and monitor progress toward meeting reading goals.

**Evidence:** Set goals for reading and develop a reading improvement plan.

**Evidence:** Track reading progress through the use of such tools as portfolios, reflection journals, self-scoring rubrics.

**Component:** Component 4.2: Develop interests and share reading experiences.

**Grade:** 9/10

**GLE:** 4.2.1 Evaluate books and authors to share reading experiences with others.

**Evidence:** Discuss responses to literary experiences and/or ideas gleaned from informational/ expository text with others.

**Subject:** Writing

**EALR:** EALR 2: The student writes in a variety of forms for different audiences and purposes.

**Component:** Component 2.1: Adapts writing for a variety of audiences. W

**Grade:** 9/10

**GLE:** 2.1.1 Applies understanding of multiple and varied audiences to write effectively.

**Evidence:** Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).

**Evidence:** Describes how a particular audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience).

**Performance Task:** Student will complete the study guide for the novel.

**Performance Prompt:** At the end of the novel, the student will write a self-reflection paper using one of the following themes:

- Overcoming stereotypes
- The power of words
- The human need for self-expression

**Assessment Evidence:** Assessment will be evaluated by completing study guide (70% or better), discussion (participate in weekly discussion Pass/Fail), and writing activities (measured by individual growth).

**Resources:** Materials and resources:

"The Book Thief," by Markus Zusak

Novel Ties: A Study Guide, written by Carol Alexander--Learning Links INC.

Notebook for writing activities

I (parent, guardian, or custodian) will be under the supervision of a certificated employee of the approved private school.

**Student Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**D-18**

## Student Learning Contract

**Subject:** Elective

**Start Date:** \_\_\_\_\_

**Complete Date:** \_\_\_\_\_ **Final Grade** \_\_\_\_\_

**Course:** Community Service (Extension Program)

**Course Description:** Community Service course provides students with the opportunity to volunteer their time, energy, and talents to serve a community project or organization. Students will learn about problem-solving skills, making decisions, and how to communicate effectively.

**Grade Level:** Grade 9, Grade 10, Grade 11, Grade 12

**Time Requirement:** Six to eight weeks, depending how many hours per day the student works (1hr being minimum).

**75 hours=.50 credit** (Time includes: Hours actively engaged in doing math work, time spent discussing & reviewing material with teacher).

Hours will be recorded on log sheets (Students must have documented at least 1hr. per week with teacher).

**Standards: WA- Washington State Grade Level Expectations**

|  |
|--|
| 1.1.1. Applies a variety of listening strategies to accommodate the listening situation.                                 |
| 1.2.1. Evaluates effectiveness of and creates a personal response to visual and auditory information.                    |
| 2.1.1. Analyzes the needs of the audience, situation, and setting to adjust language and other communication strategies. |
| 2.2.1. Uses communication skills that demonstrate respect.   |
| 2.2.2. Applies skills and strategies to contribute responsibly in a group setting.                                       |
| 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation.                         |

**Performance Task:** Student will complete and log 75 hrs. of volunteer activities.

**Assessment Evidence:** Assessment will be evaluated at the weekly meeting by reviewing log sheets. Students will also be evaluated completing a self-reflection assessment about their volunteer/community service experience.

**Resources:** Log Sheets

I (parent, guardian, or custodian) will be under the supervision of a certificated employee of the approved private school.

**Student Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**D-19**

NAME : \_\_\_\_\_

|  | Yes | Just a little | No |
|--|-----|---------------|----|
| I like using my hands when learning something new.                                       |     |               |    |
| I like seeing how something is done before I try it.                                     |     |               |    |
| I would rather learn something new by listening to the teacher than by reading about it. |     |               |    |
| Listening to music is one of my favorite past times.                                     |     |               |    |
| Learning has more meaning for me if I get to try what I am learning.                     |     |               |    |
| When learning, I like to sit back, listen, and absorb what is being said.                |     |               |    |
| I would rather watch an athletic event than participate in it.                           |     |               |    |
| I like to explore objects by feeling their texture, shape, and so forth.                 |     |               |    |
| I would rather listen to music than read.  |     |               |    |
| I prefer classes where I am actively doing something.                                    |     |               |    |
| I like books that are illustrated better than books with no pictures or graphs.          |     |               |    |
| I enjoy when my teacher uses visual aids.  |     |               |    |
| I listen to the tone of the speaker's voice for the meaning.                             |     |               |    |
| I remember things best when I have participated in them.                                 |     |               |    |

Learning Styles Questionnaire

\_\_\_\_\_ Red      \_\_\_\_\_ Green      \_\_\_\_\_ Purple

**D-20**

# Student Learning Contract

**Subject:** PE

**Start Date:** \_\_\_\_\_

**Complete Date:** \_\_\_\_\_ **Final Grade** \_\_\_\_\_

**Course:** PE (Extension Program)

**Course Description:**

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

**Grade Level:** Grade 9, Grade 10, Grade 11, Grade 12

**Time Requirement:** Six to eight weeks, depending how many hours per day the student works (1hr being minimum).

**75 hours=.50 credit** (Time includes: Hours actively engaged in doing work, time spent discussing & reviewing material with teacher).

Hours will be recorded on log sheets (Students must have documented at least 1hr. per week with teacher).

**Standards: WA- Washington State Grade Level Expectations**

|   |
|---|
| 1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life. |
| 1.1.5 Applies understanding of movement concepts.   |
| 1.2.1 Applies how to perform activities and tasks safely and appropriately.                                 |
| 1.2.2 Applies skills and strategies necessary for effective participation in physical activities.           |
| 1.3.2 Analyzes the progress of a personal fitness plan.   |
| 1.4.1 Applies the components of skill-related fitness to physical activity                                  |
| 1.4.2 Analyzes components of skill-related fitness as related to careers/occupations/recreation.            |

**Performance Task:** Student will complete fitness activities and log 75 hrs.

**Assessment Evidence:** Assessment will be evaluated at the weekly meeting by reviewing log sheets. Students will also be evaluated completing a self-reflection assessment about the progress of their personal fitness plan (CBA).

**Resources: Log Sheets**

I (parent, guardian, or custodian) will be under the supervision of a certificated employee of the approved private school.

**Student Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**D-21**

# Weekly Contact

|                 |  |
|-----------------|--|
| Student Name:   |  |
| Date:           |  |
| Time Started:   |  |
| Time Completed: |  |

**Student Effort and Academic Progress**

**Student's Reflection on Weekly Progress**

**Student Goals and Plans for Implementation**

**Additional Topics of Discussion**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

**D-22**

# Washington State's Laws Regulating Home-Based Instruction



**Dr. Terry Bergeson**  
State Superintendent of  
Public Instruction

## **PART TWO**

### **RCW 28A.195.010 Approved Private Schools—Extension Programs for Parents to Teach Children in Their Custody—Scope of State Control**

#### **1. What is an approved private school?**

An approved private school is one that is approved by the State Board of Education pursuant to RCW 28A.305.130 and maintains minimum approval requirements pursuant to RCW 28A.195.010 and chapter 180-90 WAC.

#### **These minimum requirements include:**

Filing an annual certificate of compliance with state standards.

Providing a minimum school year of 180 days or the equivalent in total annual minimum program hour offerings as prescribed in RCW 28A.150.220.

Providing classroom teachers who hold appropriate Washington certification except as provided for in law.

Safeguarding permanent records.

Maintaining physical facilities that meet health and fire safety requirements.

Providing curriculum in the basic skills of occupational education, science, math, language, social studies, history, health, reading, writing, spelling, and development of appreciation of art and music, all in sufficient units for meeting State Board of Education graduation requirements (chapter 180-51 WAC).

Maintaining an up-to-date policy statement.

The school does not engage in a policy of racial segregation or discrimination.

#### **2. What requirements must an approved private school meet in order to operate an extension program?**

RCW 28A.195.010(4) states that an approved private school operating an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody shall require at a minimum that:

- a. The parent, guardian, or custodian be under the supervision of a certificated employee of the approved private school.

- b. The planning by the certificated person and the parent, guardian, or person having legal custody include objectives consistent with other approved private school program requirements.
- c. The certificated person spends a minimum average each month of one contact hour per week with each student under his/her supervision who is enrolled in the approved private school extension program.
- d. Each student's progress be evaluated by the certificated person.
- e. The certificated employee shall not supervise more than 30 students.

(A residential dwelling used in an extension program is deemed to be an adequate physical facility for the purpose of meeting the health and fire safety requirements for approved private schools.)

The administrator of an approved private school must sign a statement of assurance that these requirements will be met. The statement is incorporated as a part of the private school's annual certificate of compliance with state standards.

**3. If a parent enrolls a student in an approved private school's extension program, must he/she file a declaration of intent or meet the other requirements specified in chapter 28A.225 RCW?**

No. The student enrolled in an extension program meeting the requirements found in RCW 28A.195.010(4) is considered an enrollee in the approved private school and is not a student receiving home-based instruction pursuant to chapter 28A.225 RCW. Therefore, the parents are not subject to the requirements for home-based instruction specified in chapter 28A.200 RCW.

**4. Must public schools include eligible students in extension programs in approved private schools in federal programs?**

Yes. The students enrolled in extension programs are considered enrollees in the approved private school. As such they are included in federal programs for which they are eligible on the same basis as other eligible students in the private school.

**5. Must students in the extension program of an approved private school be tested with a standardized achievement test annually?**

No. They are not required to take a standardized achievement test. Each student's progress must be evaluated by a certificated person.

## State Board of Education

### **Examples of Approved Standardized Achievement Tests for Home-Based Instruction Use**

Parents providing home-based instruction for their children may use any standardized achievement test that has been evaluated by Buros Institute of Mental Measurements ([www.unl.edu/buros](http://www.unl.edu/buros)), the test evaluation organization recognized by the State Board of Education under WAC 180-52-070.

Testing is one of two options for meeting the statutory annual assessment requirement: [See RCW 28A.200.010(3)].

The tests listed below are examples of the kinds of tests parents may use.

#### REVISED OCTOBER 2002

| <b>Formal Test Name</b>                                 | <b>Test Publisher</b>            |
|---|----------------------------------|
| Brigance  | Curriculum Associates, Inc.      |
| California Achievement Tests, Fifth Edition (CAT/5)     | CTB/McGraw-Hill                  |
| California Diagnostic Tests (CDT)                       | CTB/McGraw-Hill                  |
| Comprehensive Tests of Basic Skills (CTBS)              | CTB/McGraw-Hill                  |
| Iowa Tests of Basic Skills (ITBS)                       | Riverside Publishing Company     |
| Iowa Tests of Educational Development (ITED)            | Riverside Publishing Company     |
| Metropolitan Achievement Tests, Seventh Edition (MAT/7) | Harcourt Educational Measurement |
| Peabody Individual Achievement Test (PIAT)              | American Guidance Service, Inc.  |
| Stanford Achievement Tests (SAT)                        | Harcourt Educational Measurement |
| Stanford Early Achievement Test (SEAT)                  | Psychological Corporation        |
| Tests of Achievement and Proficiency (TAP)              | Riverside Publishing Company     |
| TerraNova   | CTB/McGraw-Hill                  |
| American College Testing (ACT)                          | American College Testing, Inc.   |
| PLAN (pre-ACT)  | American College Testing, Inc.   |
| Scholastic Aptitude Test I: Reasoning (SAT)             | The College Board                |
| Preliminary Scholastic Achievement Test (PSAT)          | The College Board                |

(Revised 10/2002)

**D-23**

## Weekly Contact

|                 |                 |
|-----------------|-----------------|
| Student Name:   | Brenda Martinez |
| Date:           | 5-2-2014        |
| Time Started:   | 6:45            |
| Time Completed: | 7:45            |

### Student Effort and Academic Progress

Making good academic progress  
Took math assessment placement test  
-- Needs to review basic math skills  
-- She is @ Pre-Alg (Beginning).

### Student's Reflection on Weekly Progress

\* Setting goals to work on  
coursework every night.

### Student Goals and Plans for Implementation

\* Finish book &  
Start "The Book Thief"

### Additional Topics of Discussion

Discussed Holocaust

### Needs to Review

- Operations w/ Integers
- Operations w/ fractions
- Exponents
- Ratios & Proportions
- Percentages
- Averages

Student Signature Brenda Martinez Date 5-2-14

Parent/Guardian Signature Wanda Collier Date 5-2-14

Teacher Signature A. Maglen Date 5-2-2014

Private Schools for Approval

2014–15

| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Academic Institute<br>Sherrill O'Shaughnessy<br>2495 140 <sup>th</sup> Ave NE Suite D-210<br>Bellevue WA 98005-2023<br>425.401.6844                              | 6-12        | 0                               | 34                   | 0                              | King      |
| Academy for Precision Learning<br>Jennifer Annable<br>5031 University Way NE<br>(Mail: PO Box 51241 Seattle 98115-1241)<br>Seattle WA 98105-4341<br>206.427.0115 | K-11        | 0                               | 98                   | 0                              | King      |
| Academy NW/Family Academy<br>Diana McAlister<br>23420 Jordan Rd<br>(Mail: PO Box 66839 Seattle 98166)<br>Arlington WA 98223-9584<br>360.435.9423                 | K-5         | 0                               | 5                    | 200                            | Snohomish |
| Alcuin School<br>Christine Williams<br>216 W Boston<br>Seattle WA 98119-2641<br>206.286.0771   | P-1         | 10                              | 2                    | 0                              | King      |
| Alger Learning Center Inc.<br>John Lackey<br>121 Alder Dr<br>Sedro-Woolley WA 98284-8862<br>360.5954.2630  | P-12        | 1                               | 4                    | 12                             | Whatcom   |
| All Saints Catholic School<br>Kathy Hicks<br>3510 E 18 <sup>th</sup> Ave<br>Spokane WA 99223-3813<br>509.534.1098  | P-8         | 50                              | 350                  | 0                              | Spokane   |
| All Saints School<br>Terence Maguire<br>504 2 <sup>nd</sup> St SW<br>Puyallup WA 98371-5801<br>253.845.5025  | 3-8         | 0                               | 206                  | 0                              | Pierce    |
| All Saints School<br>Terence Maguire<br>2323 54 <sup>th</sup> Ave E<br>Fife WA 98424-1918<br>253.922.5360  | P-2         | 40                              | 110                  | 0                              | King      |

Private Schools for Approval

2014–15

| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Alta Vista School<br>Charles Shores<br>245 4 <sup>th</sup> St Suite 303<br>Bremerton WA 98337-1801<br>360.479.7438   | 7-12        | 0                               | 14                   | 0                              | Kitsap    |
| Amazing Grace Christian School<br>Dr. David-Paul Zimmerman<br>10056 Renton Ave S<br>Seattle WA 98178-2255<br>206.723.5526  | K-10        | 0                               | 250                  | 0                              | King      |
| Amazing Grace Christian School–Initial<br>2 <sup>nd</sup> Location<br>Dr. David-Paul Zimmerman<br>200 Mill Ave South Suite 100<br>(Mail: 10056 Renton Ave S, Seattle 98178-2255)<br>Renton WA 98057-2175<br>206.723.5526 | 5-12        | 0                               | 100                  | 0                              | King      |
| America’s Child Montessori School<br>Linda Kebely<br>14340 NE 21 <sup>st</sup><br>Bellevue WA 98007-3721<br>425.641.5437   | P-2         | 70                              | 17                   | 0                              | King      |
| Annie Wright Schools<br>Christian Sullivan<br>827 Tacoma Ave N<br>Tacoma WA 98403-2899<br>253.282.2216   | P-12        | 42                              | 450                  | 0                              | Pierce    |
| Applied Scholastics Academy of<br>Seattle/Laurel Academy<br>Sharon West<br>12700 35 <sup>th</sup> Ave NE<br>Seattle WA 98125-4508<br>206.522.5992  | P-8         | 40                              | 40                   | 0                              | King      |
| Arbor Schools<br>Sean O’Brien<br>1107 228 <sup>th</sup> Ave SE<br>Sammamish WA 98075-9509<br>425.392.3866  | P-9         | 80                              | 70                   | 0                              | King      |
| Archbishop Thomas J. Murphy High School<br>Steve Schmutz<br>12911 39 <sup>th</sup> Ave SE<br>Everett WA 98208-6159<br>425.379.6363   | 9-12        | 0                               | 500                  | 0                              | Snohomish |

Private Schools for Approval

2014–15

| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County      |
|---|-------------|---------------------------------|----------------------|--------------------------------|-------------|
| Arlington Christian School<br>Hugh Galbraith<br>2425 200 <sup>th</sup> NE<br>(Mail: PO Box 3337 Arlington 98223-3337)<br>Arlington WA 98223-9757<br>360.652.2988            | P-12        | 3                               | 15                   | 0                              | Snohomish   |
| Asia Pacific Language School<br>Sharon Gao<br>2015 Richards Rd<br>(Mail: 14040 NE 8 <sup>th</sup> St Ste 301 Bellevue 98007-4122)<br>Bellevue WA 98005-3943<br>425.641.1703 | P-1         | 46                              | 12                   | 0                              | King        |
| Assumption Catholic School<br>Monica Des Jarlais<br>2116 Cornwall Ave<br>Bellingham WA 98225-3699<br>360.733.6133   | P-8         | 20                              | 200                  | 0                              | Whatcom     |
| Assumption Grade School<br>John Lesko<br>2066 E Alder St<br>Walla Walla WA 99362-2699<br>509.525.9283   | P-8         | 32                              | 135                  | 0                              | Walla Walla |
| Assumption School<br>Carmen Himenes<br>3618 W Indian Trail Rd<br>Spokane WA 99208-4734<br>509.328.1115  | P-8         | 32                              | 135                  | 0                              | Spokane     |
| Assumption St. Bridget<br>Christina Vierra McGill<br>6220 32 <sup>nd</sup> Ave NE<br>Seattle WA 98115-7233<br>206.524.7452  | K-8         | 0                               | 505                  | 0                              | King        |
| Auburn Adventist Academy<br>Tom Decker<br>5000 Auburn Way S<br>Auburn WA 98002-7204<br>253.939.5000   | 9-12        | 0                               | 220                  | 0                              | King        |
| Baker View Christian School<br>Keith Lindsey<br>5353 Waschke Rd<br>Bellingham WA 98226-9612<br>360.384.8155   | P-8         | 10                              | 35                   | 0                              | Whatcom     |

Private Schools for Approval

2014–15

| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County |
|---|-------------|---------------------------------|----------------------|--------------------------------|--------|
| Bellevue Children's Academy<br>Yuka Shimizu<br>14600 NE 24 <sup>th</sup> St<br>Bellevue WA 98007-3723<br>425.556.0791   | K-1         | 0                               | 250                  | 60                             | King   |
| Bellevue Children's Academy–2 <sup>nd</sup> Location<br>Yuka Shimizu<br>14640 NE 24 <sup>th</sup> St<br>Bellevue WA 98007-3723<br>425.556.0791  | 2-4         | 0                               | 250                  | 70                             | King   |
| Bellevue Christian Mack Elementary<br>Tim Krell<br>18250 168 <sup>th</sup> PI NE<br>(Mail: 1601 98 <sup>th</sup> Ave NE Clyde Hill 98004-3400)<br>Woodinville WA 98072-9616<br>425.485.1824 | P-6         | 87                              | 209                  | 0                              | King   |
| Bellevue Christian School<br>Tim Krell<br>1601 98 <sup>th</sup> Ave NE<br>Clyde Hill WA 98004-3400<br>425.454.4402  | 7-12        | 0                               | 452                  | 0                              | King   |
| Bellevue Montessori School<br>Christine Hoffman<br>2411 112 <sup>th</sup> Ave NE<br>Bellevue WA 98004-2048<br>425.454.7439  | P-5         | 150                             | 54                   | 0                              | King   |
| BK Play Academy for Gifted Children<br>Ben Kwak<br>14224 Bel Red Rd<br>(Mail: 6226 122 <sup>nd</sup> Ave SE Bellevue 98006-4445)<br>Bellevue WA 98007-3911<br>425.747.4775                  | P-5         | 8                               | 8                    | 4                              | King   |
| Bel-Red Bilingual Academy<br>Sue Tang<br>15061 Bel-Red Rd<br>Bellevue WA 98007-4211<br>425.283.0717   | P-3         | 40                              | 45                   | 0                              | King   |
| Bellarmine Preparatory School<br>Christopher Gavin<br>2300 S Washington St<br>Tacoma WA 98405-1399<br>253.752.7701  | 9-12        | 0                               | 1005                 | 0                              | Pierce |

Private Schools for Approval

2014–15

| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|---|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Bertschi School<br>Brigitte Bertschi<br>2227 10 <sup>th</sup> Ave E<br>Seattle WA 98102-4177<br>206.324.5476  | P-5         | 16                              | 228                  | 0                              | King      |
| Bethany Lutheran Elementary<br>Timothy Thies<br>151 Tremont St W<br>Port Orchard WA 98366-3737<br>360.876.1300  | P-8         | 26                              | 68                   | 0                              | Kitsap    |
| Bethlehem Christian School<br>Kelly Stadum<br>7215 51 <sup>st</sup> Ave NE<br>Maryville WA 98270<br>360.653.2882  | P-2         | 132                             | 25                   | 0                              | Snohomish |
| Bethlehem Lutheran School<br>Eric Haan<br>2505 W 27 <sup>th</sup> Ave<br>Kennewick WA 99337-2911<br>509.582.5624  | P-8         | 64                              | 191                  | 0                              | Benton    |
| Billings Middle School<br>Ted Kalmus<br>7217 Woodlawn Ave NE<br>Seattle WA 98115-5335<br>206.547.4614   | 6-8         | 0                               | 90                   | 0                              | King      |
| Bishop Blanchet High School<br>Sheila Kries<br>8200 Wallingford Ave N<br>Seattle WA 98103-4599<br>206.527.7711  | 9-12        | 0                               | 914                  | 0                              | King      |
| Blossoming Hill Montessori<br>Teresa Marie Falavigna<br>23855 SE 216 <sup>th</sup> St<br>(Mail: 1815 Ilwaco Ave NE Renton 98059-4240)<br>Maple Valley WA 98038-8402<br>425.276.5649 | P-6         | 20                              | 20                   | 0                              | King      |

Private Schools for Approval

2014–15

| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Bridgeway Christian Academy<br>Roxann Rose<br>858 W Smith Rd<br>Bellingham WA 98226-9613<br>360.384.6500   | K-5         | 0                               | 28                   | 0                              | Whatcom   |
| Brightmont Academy–Bellevue Campus<br>Kirt Nilsson<br>12360 NE 8 <sup>th</sup> St. Suite 210<br>Bellevue WA 98005-4801<br>425.373.0800   | 6-12        | 0                               | 13                   | 0                              | King      |
| Brightmont Academy–Sammamish Campus<br>Kirt Nilsson<br>4570 Klahanie Dr SE Suite 401<br>(Mail: 1215 4 <sup>th</sup> Ave Suite 1500 Seattle 98161-1001)<br>Issaquah WA 98029-5812<br>425.836.1600 | 6-12        | 0                               | 6                    | 0                              | King      |
| Brightmont Academy–Seattle Campus<br>Kirt Nilsson<br>9750 Third Ave NE Suite 102<br>(Mail: 1215 4 <sup>th</sup> Ave Suite 1500 Seattle 98161-1001)<br>Seattle WA 98115-2022<br>206.284.2300      | 6-12        | 0                               | 18                   | 0                              | King      |
| Brighton School<br>David Locke<br>6717 212 <sup>th</sup> St SW<br>Lynnwood WA 98036-7325<br>425.672.4430   | P-8         | 75                              | 225                  | 0                              | Snohomish |
| Brock's Academy<br>Dr. Melodee Loshbaugh<br>17636 140 <sup>th</sup> Ave<br>Woodinville WA 98072-6977<br>425.483.1353   | K-12        | 0                               | 8                    | 2                              | King      |
| Brooklake Christian School<br>Keri Ingraham<br>629 S 356 <sup>th</sup> St<br>Federal Way WA 98003-8651<br>253.517.8198   | P-5         | 80                              | 100                  | 0                              | King      |
| Brownstone Academy<br>Charles Lubbat<br>7834 SE 32 <sup>nd</sup> St Suite 203<br>Mercer Island WA 98040-2972<br>206.535.1574   | 6-12        | 0                               | 250                  | 30                             | King      |

Private Schools for Approval

2014–15

| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|---|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Buena Vista SDA School<br>Ronald Trautwein<br>3320 Academy Dr SE<br>Auburn WA 98092-7341<br>253.833.0718  | K-8         | 0                               | 195                  | 0                              | King     |
| Burley Christian School<br>Dennis Myers<br>14687 Olympic Dr SE<br>(Mail: PO Box 729 Burley 98322-0729)<br>Port Orchard WA 98367-8918<br>253.851.8619              | P-12        | 10                              | 100                  | 0                              | Kitsap   |
| Calvary Chapel Christian School<br>Marcia Wagner<br>16509 E Broadway Ave<br>Spokane WA 99037-9542<br>509.921.9460   | P-8         | 15                              | 24                   | 0                              | Spokane  |
| Camas Christian Academy<br>Cindie Boyles<br>717 SE Everett Rd<br>Camas WA 98607-7164<br>360.385.0558  | P-7         | 75                              | 75                   | 0                              | Clark    |
| Can Learn Christian Academy<br>Carli Robinson<br>1412 W Central Ave<br>(Mail: PO Box 9233 Spokane 99208-9233)<br>Spokane WA 99205-6720<br>509.362.3418            | K-12        | 0                               | 10                   | 0                              | Spokane  |
| Capital Montessori School<br>Merissa White<br>730 Lilly Rd SE<br>Olympia WA 98501-2115<br>360.438.3639  | P-6         | 40                              | 20                   | 0                              | Thurston |
| Carden Country School<br>Christopher Harvey<br>6974 Island Center Rd NE<br>(Mail: PO Box 10160 Bainbridge 98110-1618)<br>Bainbridge WA 98110-1618<br>206.842.2721 | K-8         | 0                               | 40                   | 0                              | Kitsap   |

Private Schools for Approval

2014–15

| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|--|-------------|---------------------------------|----------------------|--------------------------------|---------|
| Carpe Diem Primary School, Inc.<br>Janice Campbell<br>10014 SW Bank Rd<br>(Mail: PO Box 675 Vashon Island 98070-0675)<br>Vashon WA 98070-4646<br>206.35.8898 | K-3         | 0                               | 25                   | 0                              | King    |
| Cascade Christian Academy<br>Stephanie Gates<br>600 N Western Ave<br>Wenatchee WA 98801-1204<br>509.662.27823  | K-12        | 0                               | 140                  | 0                              | Chelan  |
| Cascade Christian Junior High & High School<br>Dr. Glenna Frederick<br>811 21 <sup>st</sup> St SE<br>Puyallup WA 98372-4760<br>253.445.9706                  | 7-12        | 0                               | 430                  | 0                              | Pierce  |
| Cascade Christian School–Puyallup Elem<br>Terry Broberg<br>601 9 <sup>th</sup> Ave SE Suite B<br>Puyallup WA 98372-3832<br>253.841.1776                      | K-6         | 0                               | 353                  | 0                              | Pierce  |
| Cascade Christian Schools–Fredrickson Elementary<br>Tina deVries<br>3425 176 <sup>th</sup> St E<br>Tacoma WA 98446-1209<br>253.537.9339                      | P-6         | 41                              | 124                  | 0                              | Pierce  |
| Cascade Christian Schools–Tacoma Elem<br>Tina deVries<br>1819 E 72 <sup>nd</sup> St<br>Tacoma WA 98404-5406<br>253.841.1776                                  | P-6         | 8                               | 60                   | 0                              | Pierce  |
| Cascade Independent High School<br>Joel Black<br>1849 Marshall Ave<br>Enumclaw WA 98022-3106<br>360.825.0865   | 6-12        | 0                               | 2                    | 1                              | King    |
| Cascades Montessori Middle School—Initial<br>Michael McCune<br>2710 McKenzie Ave<br>Bellingham WA 98225-6940<br>360.306.8723                                 | 7-8         | 0                               | 30                   | 0                              | Whatcom |

Private Schools for Approval

2014–15

| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Cascadia Montessori School<br>Marilyn Franklin<br>4239 162 <sup>nd</sup> Ave NE<br>Redmond WA 98052-5469<br>425.881.2885   | K-4         | 0                               | 73                   | 0                              | King      |
| Cascadia School<br>Danielle Bengé<br>10606 NE 14 <sup>th</sup> St<br>Vancouver WA 98664-4304<br>360.944.8096   | 1-8         | 0                               | 62                   | 0                              | Clark     |
| Cataldo School<br>Stephanie Johnson<br>455 W 18 <sup>th</sup> Ave<br>Spokane WA 99203-2099<br>509.624.8759   | P-8         | 60                              | 300                  | 0                              | Spokane   |
| Cedar Crest Academy<br>Jodi Hillbrandt-Johnson<br>2125 112 <sup>th</sup> Ave NE<br>Bellevue WA 98004-2948<br>425.454.1234  | P-4         | 40                              | 111                  | 0                              | King      |
| Cedar Park Christian Schools—Bellevue Campus<br>Dr. Clint Behrends/Susan Zirschky<br>625 140 <sup>th</sup> Ave NE<br>Bellevue WA 98005-3498<br>425.746.3258  | P-5         | 20                              | 55                   | 0                              | King      |
| Cedar Park Christian Schools—Lynnwood Campus<br>Clint Behrends/Jan Isakson<br>17931 64 <sup>th</sup> Ave W<br>Lynnwood WA 98037-7106<br>425.742.9518   | P-6         | 35                              | 160                  | 0                              | Snohomish |
| Cedar Park Christian Schools—Mill Creek Campus<br>Dr. Clint Behrends/Kristen Krueitner<br>13000 21 <sup>st</sup> Dr SE<br>(Mail PMB 641 13300 Bothell-Everett Hwy Mill Creek<br>98012-5312)<br>Everett WA 98208-7103<br>425.337.6992 | P-8         | 32                              | 150                  | 0                              | Snohomish |

Private Schools for Approval

2014–15

| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|---|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Cedar Park Christian Schools–Mountlake Terrace Campus<br>Patrick Russell<br>23607 54 <sup>th</sup> Ave W<br>Mountlake Terrace WA 98043-5238<br>425.774.7773           | 7-12        | 0                               | 110                  | 5                              | Snohomish |
| Cedar Park Christian Schools<br>Dr. Clinton Behrends<br>16300 112 <sup>th</sup> Ave NE<br>Bothell WA 98011-1535<br>425.488.9778                                       | P-12        | 60                              | 1000                 | 0                              | King      |
| Cedar River Montessori School<br>Charis Sharp<br>15828 SE Jones Rd<br>Renton WA 98058-8141<br>425.271.9614  | P-9         | 41                              | 77                   | 0                              | King      |
| Cedar Tree Montessori<br>Kim Feerer<br>2114 Broadway Ave<br>Bellingham WA 98225-3308<br>360.714.1762  | P-6         | 18                              | 51                   | 0                              | Whatcom   |
| Cedarbrook Adventist Christian School<br>Gregory Reseck<br>461 Kennedy Rd<br>(Mail: PO Box 150 Port Hadlock 98339-0150)<br>Port Hadlock WA 98339-9719<br>360.385.4610 | 1-8         | 0                               | 16                   | 0                              | Jefferson |
| Centralia Christian School<br>Mike Wilkerson<br>1315 S Tower Ave<br>(Mail: PO Box 1209 Centralia 98531-0726)<br>Centralia WA 98531-2340<br>360.736.7657               | P-8         | 28                              | 170                  | 0                              | Lewis     |
| Charles Wright Academy<br>Robert Camner<br>77223 Chambers Creek Rd W<br>University Place WA 98467-2099<br>253.620.8311  | P-12        | 14                              | 650                  | 0                              | Pierce    |

Private Schools for Approval

2014–15

| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|---|-------------|---------------------------------|----------------------|--------------------------------|---------|
| Chestnut Hill Academy South Campus<br>Holly Senaga<br>13633 SE 26 <sup>th</sup> St<br>Bellevue WA 98005-4209<br>425.372.2800  | K-5         | 0                               | 230                  | 120                            | King    |
| Child School–New Heights School at<br>Children’s Institute for Learning Differences<br>Dominic Jimenez<br>4030 86 <sup>th</sup> Ave SE<br>Mercer Island WA 98040-4198<br>206.232.8680 | K-12        | 0                               | 46                   | 0                              | King    |
| Childrens Garden Montessori School<br>Jennie Fulton<br>2440 Garlick Blvd<br>Richland WA 99354-1786<br>509.375.1638  | 1-2         | 0                               | 24                   | 0                              | Benton  |
| Christ the King Lutheran School<br>Bruce Babler<br>8065 Chico Way NW<br>Bremerton WA 98312-1049<br>360.692.8799   | P-8         | 20                              | 40                   | 0                              | Kitsap  |
| Christ the King School<br>Nicole Anderson<br>1122 Long Ave<br>Richland WA 99354-3315<br>509.946.6158  | P-8         | 36                              | 436                  | 0                              | Benton  |
| Christ the King School<br>Joanne Cecchini<br>415 N 117 <sup>th</sup> St<br>Seattle WA 98133-8309<br>206.364.6890  | P-8         | 23                              | 184                  | 0                              | King    |
| Christian Faith School<br>Tom Puddy<br>33645 20 <sup>th</sup> Ave S<br>Federal Way WA 98003-7743<br>253.943.2500  | P-12        | 30                              | 230                  | 20                             | King    |
| Christian Heritage School<br>Martin Klein<br>48009 Ida Ave E<br>Edwall WA 99008-8502<br>509.236.2224  | K-12        | 0                               | 55                   | 0                              | Lincoln |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|---|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Christian Worship Center Elementary<br>Judy Wangemann<br>204 Cheyne Rd<br>(Mail: PO Box 747 Zillah 98953-0747)<br>Zillah WA 98953-9764<br>509.829.6965                            | P-12        | 20                              | 45                   | 0                              | Yakima   |
| Chrysalis School<br>Karen Fogle<br>15900 Woodinville-Redmond Rd<br>(Mail 14241 NE Woodinville-Duvall Rd Woodinville WA 98072-8564)<br>Woodinville WA 98072-4541<br>425.481.2228   | 9-12        | 0                               | 130                  | 10                             | King     |
| Chrysalis School<br>Karen Fogle<br>17005 140 <sup>th</sup> Ave NE<br>(Mail 14241 NE Woodinville-Duvall Rd Woodinville WA 98072-8564)<br>Woodinville WA 98072-6902<br>425.481.2228 | K-8         | 0                               | 50                   | 10                             |          |
| Columbia Adventist Academy<br>Jeff Jackson<br>11100 NE 189 <sup>th</sup> St<br>Battle Ground WA 98604-9496<br>360.687.3161  | 9-12        | 0                               | 102                  | 0                              | Clark    |
| Community Christian Academy<br>Richard Graham<br>4706 Park Center Ave NE<br>Lacey WA 98516-5338<br>360.493.2223   | P-8         | 55                              | 190                  | 0                              | Thurston |
| Community Montessori School<br>CathyRaye Hyland<br>1407 South I St<br>Tacoma WA 98405-5026<br>253.627.7554  | P-8         | 6                               | 19                   | 0                              | Pierce   |
| Concordia Lutheran School<br>Lisa Meyer<br>7040 36 <sup>th</sup> Ave NE<br>Seattle WA 98115-5966<br>206.525.7407  | P-8         | 70                              | 48                   | 0                              | King     |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|---|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Concordia Lutheran School<br>M. Allen Hagen<br>202 E 56 <sup>th</sup> St<br>Tacoma WA 98404-1298<br>253.475.9513                  | P-8         | 15                              | 185                  | 0                              | Pierce   |
| Cornerstone Christian Academy<br>David Kistler<br>4224 E 4 <sup>th</sup> Ave<br>Spokane WA 99202-5026<br>509.835.1235             | K-8         | 0                               | 35                   | 0                              | Spokane  |
| Cornerstone Christian School<br>Darryn Kleyn<br>8872 Northwood Rd<br>Lynden WA 98264-9363<br>360.318.0663                         | 1-12        | 0                               | 124                  | 0                              | Whatcom  |
| Cornerstone Christian School<br>Tricia Davis<br>6701 Fairview Rd SW<br>Olympia WA 98512-7054<br>360.923.0071                      | P-8         | 12                              | 88                   | 0                              | Thurston |
| Cornerston Christian School<br>Steve Butler<br>7708 NE 78 <sup>th</sup> St<br>Vancouver WA 98662-3632<br>360.256.9715             | K-8         | 0                               | 280                  | 0                              | Clark    |
| Cougar Mountain Academy<br>Donna Ballard<br>5410 194 <sup>th</sup> Ave SE<br>Issaquah WA 98027-8626<br>425.641.2800               | P-5         | 25                              | 50                   | 0                              | King     |
| Countryside Montessori School<br>Teresa Smith<br>13630 100 <sup>th</sup> Ave NE Bldg. 2<br>Kirkland WA 98034-5200<br>425.823.2211 | P-3         | 38                              | 20                   | 0                              | King     |
| Countryside SDA Elementary School<br>Phyllis Radu<br>12107 W Seven Mile Rd<br>Spokane WA 99224-9315<br>509.466.8982               | 1-8         | 0                               | 7                    | 0                              | Spokane  |
|   | K-8         | 0                               | 30                   | 0                              | Whatcom  |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Covenant Christian School<br>Fred Hanko<br>9088 Northwood Rd<br>Lynden WA 98264-9389<br>360.354.5436   |             |                                 |                      |                                |           |
| Covenant High School<br>Richard Hannula<br>620 S Shirley St<br>Tacoma WA 98465-2531<br>253.759.9570  | 9-12        | 0                               | 90                   | 0                              | Pierce    |
| Cowlitz School at the Confluence—Initial<br>Cindie Furman<br>408 A Craig Rd<br>(Mail: PO Box 509 Packwood 98361-0509)<br>Packwood WA 98361<br>360.791.1245                                   | K-12        | 0                               | 3                    | 0                              | Lewis     |
| Crosspoint Christian School<br>Nicholas Sweeney<br>4012 Chico Way NW<br>Bremerton WA 98312-1334<br>360.377.7700  | K-12        | 0                               | 330                  | 0                              | Kitsap    |
| Cypress Adventist School<br>Lowell Dunston<br>21500 Cypress Way Suite A<br>Lynnwood WA 98036-7999<br>425.775.3578  | P-8         | 5                               | 50                   | 0                              | Snohomish |
| Dartmoor School—Bellevue<br>Andrew Wahl<br>13401 Bel-Red Road<br>(Mail 2340 130 <sup>th</sup> Ave NE Suite 110 Bellevue 98005-1763)<br>Bellevue WA 98005-2322<br>425.885.1123                | 1-12        | 0                               | 25                   | 0                              | King      |
| Dartmoor School—Issaquah<br>Andrew Wahl<br>22500 SE 64 <sup>th</sup> PI #130<br>(Mail 2340 130 <sup>th</sup> Ave NE Suite 110 Bellevue 98005-1763)<br>Issaquah WA 98027-8111<br>425.885.1123 | 1-12        | 0                               | 20                   | 0                              | King      |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County      |
|---|-------------|---------------------------------|----------------------|--------------------------------|-------------|
| Dartmoor School—Seattle<br>Andrew Wahl<br>9618 Roosevelt Way NE<br>(Mail 2340 130 <sup>th</sup> Ave NE Suite 110 Bellevue 98005-1763)<br>Seattle WA 98115-2236<br>425.885.1123                  | 1-12        | 0                               | 25                   | 0                              | King        |
| Dartmoor School—Woodinville<br>Andrew Wahl<br>17305 139 <sup>th</sup> Ave NE<br>(Mail 2340 130 <sup>th</sup> Ave NE Suite 110 Bellevue 98005-1763)<br>Woodinville WA 98072-8571<br>425.885.1123 | 1-12        | 0                               | 20                   | 0                              | King        |
| Deep Creek Hutterian School<br>Jason Everman<br>36120 North Wood Rd<br>Reardan WA 99029-9619<br>509.299.5400  | K-12        | 0                               | 31                   | 0                              | Lincoln     |
| Der Kinderhuis Montessori School<br>Kari Sanders<br>900 SE Dock St<br>Oak Harbor WA 98277-4063<br>360.675.4165  | P-5         | 65                              | 28                   | 0                              | Island      |
| DeSales Catholic School<br>Lynne Kuntz<br>919 E Sumach<br>Walla Walla WA 99362-1349<br>509.525.3030   | 9-12        | 0                               | 105                  | 0                              | Walla Walla |
| DigiPen Academy<br>Raymond Yan<br>9931 Willows Rd NE<br>Redmond WA 98052-2591<br>425.753.7532   | 6-10        | 0                               | 5                    | 5                              | King        |
| Discovery Depot Montessori<br>Constance Falconer<br>7333 Tracyton Blvd<br>Bremerton WA 98311-9036<br>360.337.1400   | P-3         | 31                              | 27                   | 0                              | Kitsap      |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Discovery Depot Montessori Schoolhouse<br>Constance Falconer<br>5550 Tracyton Blvd<br>(Mail: 7333 Tracyton Blvd Bremerton 98311-9036)<br>Bremerton WA 98311-2386<br>360.337.1400 | P-1         | 20                              | 10                   | 0                              | Kitsap   |
| Discovery Montessori School<br>Starla Franks<br>1026 Sidney Ave #160<br>Port Orchard WA 98366-9036<br>360.337.5745   | P-8         | 45                              | 45                   | 0                              | Kitsap   |
| Dolan Academy & Learning Center<br>Janet Dolan<br>18500 156 <sup>th</sup> Ave NE Suite 204<br>Woodinville WA 98072-4459<br>425.488.3587  | P-12        | 1                               | 3                    | 0                              | King     |
| Eagle View Christian School<br>Barbara Ballou<br>13036 Morris Rd SE<br>Yelm WA 98597-9211<br>360.458.3090  | P-12        | 22                              | 100                  | 0                              | Thurston |
| Eastside Academy<br>Toni Esparza<br>1717 Bellevue Way NE<br>Bellevue WA 98004-2853<br>425.452.9920   | 9-12        | 0                               | 50                   | 0                              | King     |
| Eastside Academy-Redmond-Initial<br>Michael Yu<br>9900 Willows Rd NE<br>Redmond WA 98052-2531<br>425.895.2415  | 9-12        | 0                               | 30                   | 0                              | King     |
| Eastside Catholic School<br>Polly Skinner<br>232 228 <sup>th</sup> Ave SE<br>Sammamish WA 98074-7207<br>425.295.3000   | 6-12        | 0                               | 920                  | 0                              | King     |
| Eastside Christian School<br>Mark Migliore<br>14615 SE 22 <sup>nd</sup> St<br>Bellevue WA 98007-6242<br>425.641.5570   | P-8         | 78                              | 222                  | 0                              | King     |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|---|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Eastside Preparatory School<br>Terry Macaluso, PhD<br>10613 NE 38 <sup>th</sup> Pl<br>Kirkland WA 98033-7927<br>425.822.5668  | 5-12        | 0                               | 325                  | 0                              | King     |
| Ebenezer Christian School<br>Jim Buss<br>9390 Guide Meridian Rd<br>Lynden WA 98264-9798<br>360.354.2632   | P-8         | 9                               | 135                  | 0                              | Whatcom  |
| Ellensburg Christian School<br>Anna Peyton<br>407 S Anderson St<br>(Mail: PO Box 426 Ellensburg 98926-0426)<br>Ellensburg WA 98926-3805<br>509.925.2411                   | K-8         | 0                               | 90                   | 0                              | Kittitas |
| Emerald Heights Academy<br>Kim Bentler<br>3850 156 <sup>th</sup> Ave SE<br>(Mail: 1420 NW Gilman Blvd PMB #2144 Issaquah 98027)<br>Bellevue WA 98006-1760<br>425.643.1671 | K-8         | 0                               | 27                   | 3                              | King     |
| Emerald City School–Initial<br>Jeremy Turner<br>520 Denny Way<br>Seattle WA 98109-5003<br>860-501-1114  | 1-6         | 0                               | 16                   | 0                              | King     |
| Epiphany School<br>Matthew Neely<br>3611 E Denny Way<br>Seattle WA 98122-3423<br>206.323.9011   | P-5         | 28                              | 212                  | 0                              | King     |
| Eton School<br>Dr. Russell Smith<br>2701 Bel-Red Rd<br>Bellevue WA 98008-2253<br>425.881.4230   | P-8         | 74                              | 180                  | 0                              | King     |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Everett Christian School<br>Matthew Kamps<br>2221 Cedar St<br>Everett WA 98201-2599<br>425.259.3213  | P-8         | 10                              | 73                   | 0                              | Snohomish |
| Evergreen Academy<br>Therese Chase<br>16017 118 <sup>th</sup> PI NE<br>Bothell WA 98011-4151<br>425.488.8000                               | K-6         | 0                               | 171                  | 0                              | King      |
| Evergreen Academy of Arts & Sciences<br>Mary Ann White, Board President<br>506 S Washington Ave<br>Centralia WA 98531-2622<br>360.330.1833 | P-6         | 10                              | 15                   | 0                              | Lewis     |
| Evergreen Christian School<br>Leonard Hackett<br>1010 Black Lake Blvd SW<br>Olympia WA 98502-5723<br>360.357.5590                          | P-8         | 120                             | 330                  | 0                              | Thurston  |
| Evergreen Lutheran High School<br>Nathan Seltz<br>7306 Waller Rd E<br>Tacoma WA 98443-1105<br>253.946.4488                                 | 9-12        | 0                               | 125                  | 0                              | Pierce    |
| Evergreen School<br>Veronica Codington-Cazeau<br>15201 Meridian Ave N<br>Shoreline WA 98133-6331<br>206.957.1525                           | P-8         | 42                              | 407                  | 0                              | King      |
| Explorer West Middle School<br>Evan Hundley<br>10015 28 <sup>th</sup> Ave SW<br>Seattle WA 98146-3708<br>206.935.0495                      | 6-8         | 0                               | 89                   | 0                              | King      |
| Fairview Christian School<br>Sharilee West<br>844 NE 78 <sup>th</sup> St<br>Seattle WA 98115-4202<br>206.526.0762                          | P-8         | 45                              | 60                   | 0                              | King      |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Faith Lutheran School<br>Paul Keifer<br>113 96 <sup>th</sup> St<br>Tacoma WA 98444-6502<br>253.537.2696  | P-8         | 10                              | 50                   | 0                              | Pierce   |
| Faith Lutheran School<br>Laura White<br>7075 Pacific Ave SE<br>Lacey WA 98503-1473<br>360.491.1733   | P-8         | 85                              | 90                   | 0                              | Thurston |
| Faith Lutheran School of Redmond<br>Barbara Deming<br>9041 166 <sup>th</sup> Ave NE<br>Redmond WA 98052-3709<br>425.885.1810                                     | P-5         | 66                              | 36                   | 0                              | King     |
| Family Academy/Academy NW<br>Candice Childs<br>14629 20 <sup>th</sup> Ave SW<br>(Mail: PO Box 66839 Seattle 98166-0839)<br>Seattle WA 98166-3709<br>206.246.9227 | K-12        | 0                               | 5                    | 200                            | King     |
| Family House Academy<br>Lisa Mustion<br>1220 Carroll Rd<br>Kelso WA 98626-9467<br>360.425.7481   | K-8         | 0                               | 42                   | 0                              | Cowlitz  |
| Firm Foundation Christian School<br>Roger Miller<br>1919 SW 25 <sup>th</sup> Ave<br>Battle Ground WA 98604-3137<br>360.687.8382                                  | P-12        | 42                              | 388                  | 0                              | Clark    |
| First Presbyterian Christian School<br>Tracy Blue<br>318 S Cedar<br>Spokane WA 99201-7030<br>509.747.9192  | P-5         | 127                             | 90                   | 0                              | Spokane  |
| First Presbyterian Church School<br>Matthew Shuts<br>20 Tacoma Ave S<br>Tacoma WA 98402-2697<br>253.272.7145   | P-5         | 160                             | 84                   | 0                              | Pierce   |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|---|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Five Acre School<br>Autumn Piontek-Walsh<br>515 Lotzgesell Rd<br>Sequim WA 98382-8072<br>360.681.7255   | P-8         | 24                              | 55                   | 0                              | Clallam   |
| Foothills Christian School<br>Mark Collins<br>2710 E Fir St<br>(Mail: PO Box 2537 Mt Vernon 98273-2537)<br>Mt. Vernon WA 98273-2712<br>360.420.9749 | P-8         | 6                               | 50                   | 0                              | Skagit    |
| Forest Park Adventist School<br>Cynthia Miller<br>4120 Federal Ave<br>Everett WA 98203-2117<br>425.258.6911   | K-8         | 0                               | 18                   | 0                              | Snohomish |
| Forest Ridge School of Sacred Heart<br>Mark Pierotti<br>4800 139 <sup>th</sup> Ave SE<br>Bellevue WA 98006-3015<br>425.641.0700                     | 5-12        | 0                               | 395                  | 0                              | King      |
| Freedom Academy<br>Leonard Edlund<br>12527 200 <sup>th</sup> St E<br>Graham WA 98338<br>253.365.3397  | 1-12        | 0                               | 2                    | 0                              | Pierce    |
| French Immersion School of Washington<br>Veronique Dessaud<br>4211 W Lake Sammamish Pkwy SE<br>Bellevue WA 98008-5936<br>425.653.3970               | P-5         | 65                              | 130                  | 0                              | King      |
| French-American School of Puget Sound<br>Eric Thuau<br>3795 E Mercer Way<br>Mercer Island WA 98040-3849<br>206.275.3533                             | P-8         | 70                              | 350                  | 0                              | King      |
| Gateway Christian Schools<br>Nick Sweeney<br>705 NE Lincoln Rd<br>(Mail: PO Box 2460 Poulsbo 98370-0921)<br>Poulsbo WA 98370-7512<br>360.779.9189   | K-5         | 0                               | 110                  | 0                              | Kitsap    |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|---|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Giddens School<br>Robert Kogane<br>620 20 <sup>th</sup> Ave S<br>Seattle WA 98144-2209<br>206.324.4847  | P-5         | 57                              | 110                  | 0                              | King      |
| Gig Harbor Academy<br>JoAnn Johnson<br>6820 32 <sup>nd</sup> St NW<br>Gig Harbor WA 98335-6417<br>253.265.2150                                    | P-5         | 50                              | 65                   | 0                              | Pierce    |
| Glendale Lutheran School<br>Lisa Monto<br>13455 2 <sup>nd</sup> Ave SW<br>Burien WA 98146-3320<br>206.244.6085                                    | P-8         | 35                              | 50                   | 0                              | King      |
| Goldendale Christian School<br>Bob Kindler<br>1180 S Roosevelt<br>(Mail: PO Box 603 Goldendale 98620-0603)<br>Goldendale WA 98620<br>509.773.0232 | P-12        | 6                               | 11                   | 0                              | Klickitat |
| Gonzaga Preparatory School<br>Cindy Reopelle<br>1224 E Euclid Ave<br>Spokane WA 99207-2899<br>509.483.8511  | 9-12        | 0                               | 873                  | 0                              | Spokane   |
| Gospel Outreach<br>David Hill<br>1925 South Bay Rd<br>Olympia WA 98506<br>360.786.0070  | 1-12        | 0                               | 43                   | 43                             | Thurston  |
| Grace Academy<br>Timothy Lugg<br>8521 67 <sup>th</sup> Ave NE<br>Marysville WA 98270-7855<br>360.659.8517   | P-12        | 18                              | 310                  | 0                              | Snohomish |
| Grace Christian Academy<br>Sarah Van Slyke<br>35 N Clark Ave<br>(Mail: PO Box 88 Republic 99166-0088)<br>Republic WA 99166<br>509.994.1458        | P-12        | 4                               | 15                   | 3                              | Ferry     |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County       |
|---|-------------|---------------------------------|----------------------|--------------------------------|--------------|
| Grace Lutheran School<br>Shu-Ting Lai<br>1207 S 7 <sup>th</sup> Ave<br>Yakima WA 98902-5567<br>509.426.1471   | P-8         | 10                              | 28                   | 0                              | Yakima       |
| Grandview Adventist Junior Academy<br>Richard Peterson<br>106 N Elm St<br>Grandview WA 98930-1009<br>509.882.3817   | P-8         | 14                              | 14                   | 0                              | Yakima       |
| Grays Harbor Adventist Christian School<br>Adria Hay<br>1216 State Route 12<br>Montesano WA 98563<br>360.249.1115   | K-8         | 0                               | 14                   | 0                              | Grays Harbor |
| Greater Trinity Christian Learning Academy<br>Paul A. Stoot, Sr.<br>11229 4 <sup>th</sup> Ave W<br>Everett WA 98204-4928<br>425.267.8689                          | P-1         | 30                              | 20                   | 0                              | Snohomish    |
| Green River Montessori School<br>Diana Holz<br>922 12 <sup>th</sup> St NE<br>Auburn WA 98002-4246<br>253.833.7010   | P-12        | 60                              | 25                   | 0                              | King         |
| Guardian Angel St Boniface School<br>Lori Becker<br>306 Steptoe St<br>(Mail: PO Box 48 Colton 99113-0048<br>Colton WA 99113<br>509.229.3579                       | K-8         | 0                               | 28                   | 0                              | Whitman      |
| Hamlin Robinson School<br>Joan Beauregard<br>1700 E Union St<br>Seattle WA 98122-4140<br>206.763.1167   | 1-8         | 0                               | 196                  | 0                              | King         |
| Harbor Christian Schools<br>Bonnie Mudge<br>6509 38 <sup>th</sup> Ave NW<br>(Mail: PO Box 2135 Gig Harbor 98335-4135)<br>Gig Harbor WA 98335-8301<br>253.857.6242 | P-12        | 5                               | 30                   | 0                              | Pierce       |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Harbor School<br>James Cardo<br>15920 Vashon Hwy SW<br>(Mail: PO Box 1912 Vashon 98070-1912)<br>Vashon WA 98070<br>206.567.5955                | 4-8         | 0                               | 69                   | 0                              | King      |
| Harrah Community Christian School<br>Marie Wegmuller<br>50 Dane Ave<br>(Mail: PO Box 100 Harrah 98933-0068)<br>Harrah WA 98333<br>509.848.2418 | P-8         | 10                              | 35                   | 0                              | Yakima    |
| Heritage Christian Academy<br>Brenda Chadwick<br>19527 104 <sup>th</sup> Ave NE<br>Bothell WA 98011-2401<br>425.485.2585                       | P-9         | 160                             | 150                  | 0                              | King      |
| Heritage Christian School<br>Tung Le<br>5412 67 <sup>th</sup> Ave W<br>University Place WA 98467-2246<br>253.564.6276                          | P-12        | 16                              | 150                  | 0                              | King      |
| Highland Christian Schools<br>Larry Otto<br>201 N Stillaguamish Ave<br>Arlington WA 98223-1420<br>360.403.8351                                 | K-12        | 0                               | 90                   | 0                              | Snohomish |
| Hillcrest Academy<br>Martha Smith<br>9306 8 <sup>th</sup> St SE<br>Lake Stevens WA 98258-6631<br>425.334.9686                                  | 1-12        | 0                               | 2                    | 0                              | Snohomish |
| Hillside Academy<br>Kimberly Gilreath<br>26473 NE Allen St<br>(Mail: PO Box 1344 Duvall 98019-1344)<br>Duvall WA 98019<br>425.844.8608         | P-8         | 60                              | 70                   | 0                              | King      |
| Hillside Student Community School<br>Kael Sherrard<br>5027 159 <sup>th</sup> Pl SE<br>Bellevue WA 98006-3636<br>425.747.6448                   | 5-12        | 0                               | 40                   | 0                              | King      |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Holy Family School<br>Mary Richardson<br>1002 Chestnut St<br>Clarkston WA 99403-2595<br>509.758.6621                                     | P-6         | 30                              | 100                  | 0                              | Asotin    |
| Holy Family School<br>Dr. Bertha Ciaramello<br>505 17 <sup>th</sup> St SE<br>Auburn WA 98002-6895<br>253.833.8688                        | P-8         | 15                              | 160                  | 0                              | King      |
| Holy Family School<br>David Stone<br>2606 Carpenter Rd SE<br>(Mail: PO Box 3700 Lacey 98509-3700)<br>Lacey WA 98503-3999<br>360.491.7060 | P-8         | 25                              | 85                   | 0                              | Thurston  |
| Holy Innocents School of NW<br>Dennis Cantwell<br>2530 S 298 <sup>th</sup> St<br>Federal Way WA 98003-4219<br>253.839.0788               | K-12        | 0                               | 25                   | 0                              | King      |
| Holy Names Academy<br>Elizabeth Swift<br>728 21 <sup>st</sup> Ave E<br>Seattle WA 98112-4058<br>206.323.4272                             | 9-12        | 0                               | 682                  | 0                              | King      |
| Holy Rosary Elementary School<br>George Hoffbauer<br>4142 42 <sup>nd</sup> Ave SW<br>Seattle WA 98116-4202<br>206.937.7255               | P-8         | 32                              | 451                  | 0                              | King      |
| Holy Rosary–Edmonds<br>Sue Venable<br>770 Aloha St<br>(Mail: PO Box 206 Edmonds 98020-0206)<br>Edmonds WA 98020-3019<br>425.778.3197     | P-8         | 16                              | 242                  | 0                              | Snohomish |
| Holy Trinity Lutheran School<br>Stephan Rodmyre<br>2021 S 260 <sup>th</sup> St<br>Des Moines WA 98198-9025<br>253.839.6516               | P-8         | 15                              | 115                  | 0                              | King      |

Private Schools for Approval

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|---|-------------|---------------------------------|----------------------|--------------------------------|---------|
| Home Port Learning Center<br>Ralph Smallwood<br>707 Astor St<br>Bellingham WA 98225-4048<br>360.715.8860                    | 7-12        | 0                               | 24                   | 0                              | Whatcom |
| Hope Academy–Initial<br>Abdulkadir Jama<br>9421 18 <sup>th</sup> Ave SW<br>Seattle WA 98106-2717<br>206.438.1778            | K-8         | 0                               | 70                   | 0                              | King    |
| Hope Lutheran School<br>Kristen Okabayashi<br>4456 42 <sup>nd</sup> Ave SW<br>Seattle WA 98116-4223<br>206.935.8500         | P-8         | 55                              | 170                  | 0                              | King    |
| Hosanna Christian School<br>Sue Bishoprick<br>4120 NE St Johns Rd<br>Vancouver WA 98661-3226<br>360.906.0941                | P-9         | 25                              | 120                  | 0                              | Clark   |
| HRRS–Juan Diego Academy<br>Timothy Uhl<br>504 S 30 <sup>th</sup> St<br>Tacoma WA 98402-1104<br>253.272.7012                 | P-8         | 20                              | 155                  | 0                              | Pierce  |
| Hyla Middle School<br>Vicki Jenkins<br>7861 Bucklin Hill Rd NE<br>Bainbridge Island WA 98110-2603<br>206.842.5988           | 6-8         | 0                               | 84                   | 0                              | Kitsap  |
| Imagination School of Education<br>Fralisa McFall<br>14824 C St S<br>Tacoma WA 98444-4500<br>253.535.2522                   | P-10        | 8                               | 16                   | 0                              | Pierce  |
| Immaculate Conception Regional School<br>Gwen Rodrigues<br>1321 E Division St<br>Mount Vernon WA 98274-4132<br>360.428.3912 | P-8         | 20                              | 201                  | 0                              | Skagit  |

Private Schools for Approval

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County      |
|---|-------------|---------------------------------|----------------------|--------------------------------|-------------|
| Immaculate Conception/Our Lady of Perpetual Help<br>Kimberlie Kilroy<br>2508 Hoyt Ave<br>Everett WA 98201-2906<br>425.349.7777                | P-8         | 30                              | 200                  | 0                              | Snohomish   |
| Island Christian Academy<br>Brenton Chittim<br>5372 S Maxwelton Rd<br>Langley WA 98260-9521<br>360.221.0919                                   | P-12        | 10                              | 80                   | 0                              | Island      |
| Jefferson Community School<br>Rita Hemsley<br>280 Quincy St<br>Port Townsend WA 98368-5782<br>360.385.0622                                    | 7-12        | 0                               | 35                   | 0                              | Jefferson   |
| John F Kennedy Catholic High School<br>Michael Prato<br>140 S 140 <sup>th</sup> St<br>Burien WA 98168-3427<br>206.246.0500                    | 9-12        | 0                               | 820                  | 0                              | King        |
| Johnson Christian School<br>Roxana Wood<br>760 E Columbia<br>(Mail: PO Box 583 Colville 99114-0583)<br>Colville WA 99114-9766<br>509.684.8631 | P-12        | 10                              | 45                   | 3                              | Stevens     |
| Journey Christian School–Initial<br>Joel Bennett<br>96 Garden St<br>Kelso WA 98626-1969<br>360.423.9250                                       | K-8         | 0                               | 35                   | 0                              | Cowlitz     |
| Jubilee Leadership Academy–Initial<br>Shane Longmire<br>29 Jubilee Circle<br>Prescott WA 99348-8607<br>509.749.2103                           | 8-12        | 0                               | 75                   | 0                              | Walla Walla |
| Kapka Cooperative School<br>Susan Sasnett<br>510 N 49 <sup>th</sup> St<br>Seattle WA 98103-6420<br>206.522.0350                               | K-5         | 0                               | 43                   | 0                              | King        |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Kids Unlimited dba Tree Hill Learning Ctr–<br>Initial<br>Dana Schnell<br>3500 SE 196 <sup>th</sup> Ave<br>Camas WA 98607-8816<br>360.833.1230                                | P-1         | 20                              | 12                   | 0                              | Clark    |
| King's Way Christian School<br>Jeff Waldbauer<br>3300 NE 78 <sup>th</sup> St<br>Vancouver WA 98665-0656<br>360.574.1613  | K-12        | 0                               | 725                  | 0                              | Clark    |
| Kings Schools<br>Eric Rasmussen<br>19303 Fremont Ave N<br>Seattle WA 98133-3800<br>206.546.7211  | P-12        | 100                             | 1122                 | 0                              | King     |
| Kingspoint Christian School<br>DeAnn Henning<br>7900 W Court St<br>Pasco WA 99301-1771<br>509.547.6498   | P-12        | 12                              | 150                  | 0                              | Franklin |
| Kirkland SDA School<br>Linda Taber<br>5320 108 <sup>th</sup> Ave NE<br>Kirkland WA 98033-7517<br>425.822.7554  | K-8         | 0                               | 120                  | 0                              | King     |
| Kitsap Adventist Christian School<br>Becky Rae<br>5088 NW Taylor Rd<br>Bremerton WA 98312-8803<br>360.377.4542   | K-8         | 0                               | 21                   | 0                              | Kitsap   |
| Koinonia Learning Academy<br>Dr. Emma Jones<br>3019 S Angeline St<br>(Mail: PO Box 28964 Seattle 98118-8964)<br>Seattle WA 98118<br>206.721.2446                             | K-12        | 0                               | 2                    | 0                              | King     |
| L & E Academy<br>Dr. Maureen O'Shaughnessy<br>308 4 <sup>th</sup> Ave S<br>(Mail: 5116 150 <sup>th</sup> PI SW Edmonds 98026-4431)<br>Kirkland WA 98033-6612<br>425.786.3006 | 7-12        | 0                               | 20                   | 0                              | King     |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County      |
|---|-------------|---------------------------------|----------------------|--------------------------------|-------------|
| La Salle High School<br>Ted Kanelopoulos<br>3000 Lightning Way<br>Union Gap WA 98903-2213<br>509.225.2900   | 9-12        | 0                               | 185                  | 0                              | Yakima      |
| Lake Forest Park Montessori School<br>Eve Buckle<br>19935 19 <sup>th</sup> Ave NE<br>Seattle WA 98155-1243<br>206.367.4404                                | P-6         | 80                              | 25                   | 0                              | King        |
| Lake Washington Girls Middle School<br>Patricia Hearn<br>810 18 <sup>th</sup> Ave<br>Seattle WA 98122-4747<br>206.709.3800                                | 6-8         | 0                               | 107                  | 0                              | King        |
| Lakeside School<br>Bernie Noe<br>14050 1 <sup>st</sup> Ave NE<br>Seattle WA 98125-3099<br>206.368.3600  | 5-12        | 0                               | 828                  | 0                              | King        |
| Lakewood Lutheran School<br>Christina Murray<br>10202 112 <sup>th</sup> St SW<br>Lakewood WA 98498-1699<br>253.584.6024                                   | P-3         | 24                              | 20                   | 0                              | Pierce      |
| Lewis County Adventist School<br>Karen Carlton<br>2102 Scheuber Rd S<br>(Mail: PO Box 1203 Chehalis 98532-1203)<br>Chehalis WA 98532-9635<br>360.748.3213 | P-10        | 10                              | 65                   | 0                              | Lewis       |
| Liberty Christian School<br>Robin Keala Hoe<br>3172 Peppers Bridge Rd<br>Walla Walla WA 99362-7005<br>509.525.5082  | P-8         | 10                              | 50                   | 0                              | Walla Walla |
| Liberty Christian School<br>Karen Bjur<br>2200 Williams Blvd<br>Richland WA 99352-3077<br>509.946.0602  | P-12        | 18                              | 410                  | 0                              | Benton      |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|---|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Life Christian Academy<br>Ross Hjelseth<br>1717 S Union Ave<br>Tacoma WA 98405-1997<br>253.756.2462   | P-12        | 100                             | 500                  | 0                              | Pierce   |
| Light of Faith Christian Academy<br>Claudia Zimmerer<br>18008 Bothell-Everett Hwy #H<br>Bothell WA 98012-6842<br>425.412.4192   | P-12        | 2                               | 24                   | 0                              | King     |
| Lighthouse Christian School<br>Stephen Roddy<br>3008 36 <sup>th</sup> St NW<br>Gig Harbor WA 98335-8256<br>253.858.5962   | K-8         | 0                               | 365                  | 0                              | Pierce   |
| Little Oak Montessori School<br>Naomi Bull<br>1054 SE Oak St<br>(Mail: PO Box 530 White Salmon 98672-0530)<br>White Salmon WA 98672<br>509.281.1721                             | P-1         | 15                              | 5                    | 0                              | Kittitas |
| Little Oak Montessori School–2 <sup>nd</sup> Location<br>Naomi Bull<br>871 NE Estes<br>(Mail: PO Box 530 White Salmon 98672-0530)<br>White Salmon WA 98672-0428<br>509.281.1721 | 1-6         | 0                               | 24                   | 0                              | Kittitas |
| Living Montessori Academy<br>Afrose Amlani<br>2445 140 <sup>th</sup> Ave NE<br>Bellevue WA 98005-1879<br>425.373.5437   | P-6         | 75                              | 45                   | 0                              | King     |
| Living Wisdom School of Seattle<br>Susan McGinnie<br>2000 NE Perkins Way #2<br>(Mail: 20715 Larch Way #2 Lynnwood 98036-6854)<br>Shoreline WA 98155-4033<br>425.772.9862        | P-6         | 27                              | 20                   | 0                              | King     |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|--|-------------|---------------------------------|----------------------|--------------------------------|---------|
| Lynden Christian Schools<br>Henry Kok<br>417 Lyncs Dr<br>Lynden WA 98264-1649<br>360.318.9525  |             |                                 |                      |                                | Whatcom |
| Lynden Christian Schools—Evergreen Campus<br>Glen Hendricks/Don Kok<br>567 E Kellogg Rd<br>Bellingham WA 98226-8181<br>360.738.8248                              | P-8         | 35                              | 93                   | 0                              | Whatcom |
| Madrona School<br>Marguerite Goss<br>219 Madison Ave N<br>(Mail: PO Box 11371 Bainbridge 98110)<br>Bainbridge Island WA 98110-2503<br>206.855.8041               | P-8         | 13                              | 106                  | 0                              | Kitsap  |
| Makkah Islamic School<br>Shareef Abduhr-Rahmaan<br>3610 S Juneau St<br>Seattle WA 98118-2600<br>206.402.3964   | P-8         | 20                              | 150                  | 0                              | King    |
| Marlin Hutterite School<br>Jilleen Hotchkiss<br>1700 S Beaumont<br>(Mail: 21344 Rd 18 NE Marlin 98832)<br>Moses Lake WA 98837<br>509.345.2390                    | K-11        | 0                               | 2                    | 0                              | Grant   |
| Martha & Mary Children’s Learning Center<br>Tamara Palodichuck<br>19282 Front St NE<br>(Mail: PO Box 127 Poulsbo 98370-0127)<br>Poulsbo WA 98370<br>360.394.4058 | K-1         | 0                               | 14                   | 0                              | Kitsap  |
| Mason County Christian School<br>Rick Manning<br>470 E Eagle Ridge Dr<br>Shelton WA 98584-7897<br>360.426.7616   | P-8         | 20                              | 80                   | 0                              | Mason   |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Matheia School<br>Allison Soules<br>2205 NW 67 <sup>th</sup> St<br>Seattle WA 98117-5737<br>206.283.1828   | K-5         | 0                               | 47                   | 0                              | King     |
| Mayflower Christian School<br>Debbie Cernick<br>541 E 3 <sup>rd</sup> St<br>(Mail: PO Box 741 Cle Elum 98922-0741)<br>Cle Elum WA 98922-1216<br>509.674.5022 | P-1         | 8                               | 8                    | 0                              | Kittitas |
| Meadowglade SDA School<br>Brian Allison<br>18717 NE 109 <sup>th</sup> Ave<br>Battle Ground WA 98604-6115<br>360.687.5121                                     | K-8         | 0                               | 245                  | 0                              | Clark    |
| Medina Academy<br>Robert Mond<br>16242 Northrup Way<br>Bellevue WA 98008<br>425.497.8848   | P-6         | 72                              | 177                  | 0                              | King     |
| Meridian School<br>Jack Shea<br>4629 Sunnyside Ave N Suite 242<br>Seattle WA 98103-6955<br>206.632.7154  | K-5         | 0                               | 187                  | 0                              | King     |
| Methow Valley Community School<br>Sarah Longino-DeKalb<br>31 W Chewuch Rd<br>Winthrop WA 98862-9755<br>509.996.4447  | 1-6         | 0                               | 20                   | 0                              | Okanogan |
| Mid-Columbia Christian School<br>Dave Anderson<br>1212 Pine St<br>(Mail: PO Box 713 Othello 99344-0713)<br>Othello WA 99344<br>509.488.2554                  | P-4         | 5                               | 15                   | 0                              | Adams    |
| MMSC Day School<br>Devorah Kornfeld<br>8511 15 <sup>th</sup> Ave NE<br>Seattle WA 98115<br>206.523.9766  | P-6         | 32                              | 47                   | 0                              | King     |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Monarch Academy<br>Dale Mayberry<br>1465 Poplar St<br>(Mail: 1102 Chestnut St Clarkston 99403-2527)<br>Clarkston WA 99403-2347<br>509.552.1315 | K-6         | 0                               | 15                   | 0                              | Asotin    |
| Monroe Christian School<br>Elaine Obbink<br>1009 W Main St<br>Monroe WA 98272-2017<br>360.794.8200   | P-8         | 20                              | 120                  | 0                              | Snohomish |
| Montessori at Samish Woods<br>Jessica Tupper<br>1027 Samish Way<br>Bellingham WA 98299-3103<br>360.650.9465                                    | P-6         | 30                              | 76                   | 0                              | Whatcom   |
| Montessori Children's House<br>Jennifer Wheelhouse<br>5003 218 <sup>th</sup> Ave NE<br>Redmond WA 98053-2429<br>425.868.7805                   | P-6         | 90                              | 26                   | 0                              | King      |
| Montessori Country School<br>Meghan Kane Skotheim<br>10994 Arrow Point Dr<br>Bainbridge Island WA 98110-1410<br>206.842.4966                   | P-6         | 65                              | 54                   | 0                              | Kitsap    |
| Montessori School of Yakima<br>Laura Lai<br>511 N 44 <sup>th</sup> Ave<br>Yakima WA 98908-2608<br>509.966.0680                                 | P-5         | 51                              | 50                   | 0                              | Yakima    |
| Montessori Schools of Snohomish County<br>Kathleen Gunnell<br>1804 Puget Dr<br>Everett WA 98203-6600<br>425.355.1311                           | P-12        | 70                              | 65                   | 0                              | Snohomish |
| Morningside Academy<br>Kent Johnson<br>901 Lenora St<br>Seattle WA 98121-2714<br>206.709.9500  | 2-10        | 0                               | 88                   | 0                              | King      |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|--|-------------|---------------------------------|----------------------|--------------------------------|---------|
| Moses Lake Christian Academy<br>Brian Meiners<br>1475 Nelson Rd NE<br>Moses Lake WA 98837-1400<br>509.765.9704     | P-12        | 28                              | 184                  | 0                              | Grant   |
| Mount Vernon Christian School<br>Jeff Droog<br>820 W Blackburn Rd<br>Mount Vernon WA 98273-9596<br>360.424.9157    | P-12        | 18                              | 275                  | 0                              | Skagit  |
| Mountain View Christian School<br>Doug Allison<br>255 Medsker Rd<br>Sequim WA 98382-8516<br>360.683.6170           | K-8         | 0                               | 24                   | 0                              | Clallam |
| Mt. Olive Lutheran School<br>Margarete Dohring<br>206 E Wyandotte<br>Shelton WA 98584-3610<br>360.427.3165         | K-1         | 0                               | 12                   | 0                              | Mason   |
| New Horizon School<br>Maria Veliz<br>1111 S Carr Rd<br>Renton WA 98055-5839<br>425.226.3717                        | 4-12        | 0                               | 45                   | 0                              | King    |
| New Life Christian School<br>Paul Salger<br>911 E Division<br>Ephrata WA 98823-1965<br>509.754.5558                | P-8         | 40                              | 80                   | 0                              | Grant   |
| Newport Children's School<br>Cynthia Chaney<br>12930 SE Newport Way<br>Bellevue WA 98006-2078<br>425.641.0824      | P-1         | 130                             | 40                   | 0                              | King    |
| Nile Christian School/Hope Academy<br>Bruce Gillespie<br>370 Flying H Loop<br>Naches WA 98937-9440<br>509.658.2990 | 7-12        | 0                               | 16                   | 0                              | Yakima  |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|--|-------------|---------------------------------|----------------------|--------------------------------|---------|
| North Bend Montessori Inc<br>Susan Weigel<br>248 Ballarat Ave N<br>(Mail: 665 Isola Vista Ct Richland 99352)<br>North Bend WA 98045<br>425.831.5766  | P-14        | 80                              | 15                   | 0                              | King    |
| North Seattle French School<br>Virginie Volpe<br>6615 Dayton Ave N<br>(Mail: 2852 NW 74 <sup>th</sup> St Seattle 98117-4628)<br>Seattle WA 98103-5215<br>206.218.2175  | K-1         | 0                               | 26                   | 0                              | King    |
| North Wall Elementary<br>Jan Swanson<br>9408 N Wall St<br>Spokane WA 99218-2245<br>509.466.2695  | P-6         | 45                              | 37                   | 0                              | Spokane |
| North Whidbey Christian High School<br>Douglas Fakkema<br>675 E Whidbey Ave<br>(Mail: PO Box 2471 Oak Harbor 98277-6471)<br>Oak Harbor WA 98277-5901<br>360.675.5352   | 9-12        | 0                               | 12                   | 0                              | Island  |
| North Whidbey Kids' Academy<br>Tina Smith<br>297 NE Harvest Dr<br>Oak Harbor WA 98277-5909<br>360.675.4911   | P-1         | 12                              | 11                   | 0                              | Island  |
| Northern Lights Montessori School<br>Florence Plantilla<br>8460 160 <sup>th</sup> Ave NE<br>Redmond WA 98052-3855<br>425.647.3031  | P-1         | 50                              | 30                   | 0                              | King    |
| Northern Lights Montessori School (2 <sup>nd</sup> Location)–Initial<br>Florence Plantilla<br>14615 NE 91 <sup>st</sup> St<br>(Mail: 8460 160 <sup>th</sup> Ave NE Redmond 98052-3855)<br>Redmond WA 98052<br>425.647.3031 | P-3         | 80                              | 25                   | 0                              | King    |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Northshore Christian Academy<br>Holly Leach<br>5700 23 <sup>rd</sup> Dr W<br>Everett WA 98203-1570<br>425.407.1119   | P-8         | 35                              | 880                  | 0                              | Snohomish |
| Northwest Christian High School<br>Dr. Terry Ketchum<br>4710 Park Center Ave NE<br>Lacey WA 98516-5587<br>360.491.2966   | 9-12        | 0                               | 120                  | 0                              | Thurston  |
| Northwest Christian School<br>Craig Mattson<br>904 Shaw Rd<br>Puyallup WA 98372-5211<br>253.845.5722   | P-8         | 20                              | 115                  | 0                              | Pierce    |
| Northwest Christian School<br>Dr. Jack Hancock<br>5028 E Bernhill Rd<br>Colbert WA 99005-9557<br>509.292.6700  | P-8         | 19                              | 153                  | 0                              | Spokane   |
| Northwest Christian School<br>Dr. Jack Hancock<br>5104 E Bernhill Rd<br>Colbert WA 99005-9557<br>509.238-4005  | 9-12        | 0                               | 235                  | 0                              | Spokane   |
| Northwest Free School<br>Lara Randolph<br>1427 Queen Ave NE<br>Renton WA 98056-3340<br>425.2528/.0345  | K-8         | 0                               | 4                    | 0                              | King      |
| Northwest Liberty School<br>Robert Hagin<br>13120 NE 177 <sup>th</sup> Pl A-104<br>Woodinville WA 98072-5725<br>425.420.1236   | 7-12        | 0                               | 80                   | 0                              | King      |
| Northwest Montessori School<br>Jan Thorslund<br>4910 Phinney Ave N<br>(Mail: 7400 24 <sup>th</sup> Ave NE Seattle 98115-5814)<br>Seattle WA 98103-6347<br>206.524.4244 | P-6         | 108                             | 52                   | 0                              | King      |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Northwest School<br>Michael McGill<br>1415 Summit Ave<br>Seattle WA 98122-3619<br>206.682.7309   | 6-12        | 0                               | 504                  | 0                              | King     |
| Northwest School for Hearing Impaired Children<br>Dr. Peggy Mayer<br>15303 Westminster Way N<br>(Mail: PO Box 31325 Seattle 98103-1325)<br>Shoreline WA 98133-6128<br>206.364.4605 | P-8         | 6                               | 33                   | 0                              | King     |
| Oak Harbor Christian School<br>Dave Zylstra<br>675 E Whidbey Ave<br>Oak Harbor WA 98277-2596<br>360.675.2831   | P-8         | 70                              | 75                   | 0                              | Island   |
| Oakridge Ranch–Montessori Farm School<br>Judy Lefors<br>11002 Orchard Ave<br>(Mail: 6403 Summitview Ave Yakima 98908-1362)<br>Yakima WA 98908-9102<br>509.966.1080                 | 1-9         | 0                               | 35                   | 0                              | Yakima   |
| O’Dea High School<br>James Walker<br>802 Terry Ave<br>Seattle WA 98104-1294<br>206.622.6596  | 9-12        | 0                               | 470                  | 0                              | King     |
| Olympia Christian School<br>Judy Castrejon<br>1215 Ethel St NW<br>Olympia WA 98502<br>360.352.1831   | P-10        | 50                              | 66                   | 0                              | Thurston |
| Olympia Community School<br>Abigail Kelso<br>1601 North St SE<br>(Mail: PO Box 12436 Olympia 98508-2436)<br>Olympia WA 98501-3666<br>360.866.8047                                  | K-5         | 0                               | 28                   | 0                              | Thurston |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Olympia Waldorf School<br>Marjorie Rehbach<br>8126 Normandy St SE<br>(Mail: PO Box 130 East Olympia 98504-0638)<br>Olympia WA 98501-9623<br>360.493.0906   | P-8         | 11                              | 130                  | 0                              | Thurston |
| Olympic Christian School<br>Dr. Gary Rude<br>43 O'Brien Rd<br>Port Angeles WA 98362-9225<br>360.457.4640   | P-8         | 60                              | 100                  | 0                              | Clallam  |
| Omak Adventist Christian School<br>Jennifer Hoffpauir<br>425 W 2 <sup>nd</sup> Ave<br>(Mail: PO Box 3294 Omak 98841-3294)<br>Omak WA 98841<br>509.826.5341 | 1-8         | 0                               | 16                   | 0                              | Okanogan |
| Open Window School<br>Jeff Stroebel<br>6128 168 <sup>th</sup> Place SE<br>Bellevue WA 98006-5679<br>425.747.2911   | K-8         | 0                               | 303                  | 0                              | King     |
| Orcas Christian School<br>Thomas Roosma<br>107 Enchanted Forest Rd<br>(Mail: PO Box 669 Eastsound 98245-0669)<br>Eastsound WA 98245-8905<br>360.376.6683   | K-12        | 0                               | 85                   | 0                              | San Juan |
| Our Lady of Fatima School<br>Susan Burdett<br>3301 W Dravus St<br>Seattle WA 98199-2624<br>206.283.7031  | P-8         | 21                              | 232                  | 0                              | King     |
| Our Lady of Guadalupe School<br>Donna Ramos<br>3401 SW Myrtle St<br>Seattle WA 98126-3399<br>206.935.0651  | P-8         | 35                              | 234                  | 0                              | King     |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County |
|---|-------------|---------------------------------|----------------------|--------------------------------|--------|
| Our Lady of Lourdes School<br>Dr. Diane Cronin<br>4701 NW Franklin St<br>Vancouver WA 98663-1798<br>360.696.2301                      | P-8         | 40                              | 245                  | 0                              | Clark  |
| Our Lady of the Lake School<br>Vince McGovern<br>3520 NE 89 <sup>th</sup> St<br>Seattle WA 98115-3648<br>206.525.8980                 | P-8         | 60                              | 235                  | 0                              | King   |
| Our Lady Star of the Sea School<br>Jeannette Wolfe<br>1516 5 <sup>th</sup> St<br>Bremerton WA 98337-1216<br>360.373.5162              | P-8         | 36                              | 180                  | 0                              | Kitsap |
| Overcomer Academy<br>Medgar Wells<br>33415 Military Rd S<br>Auburn WA 98001-9603<br>253.886.5710                                      | P-6         | 30                              | 95                   | 0                              | King   |
| Overlake School<br>Matthew Horvat<br>20301 NE 108 <sup>th</sup> St<br>Redmond WA 98053-7499<br>425.868.1000                           | 5-12        | 0                               | 530                  | 0                              | King   |
| Pacific Crest Academy<br>Tamar Parker<br>324 NE Oak St<br>(Mail: PO Box 1031 Camas 98607-0031)<br>Camas WA 98607-1439<br>360.834.9913 | P-8         | 25                              | 80                   | 0                              | Clark  |
| Pacific Crest Schools<br>Rhonda Holbrook Hoffman<br>600 NW Bright St<br>Seattle WA 98107-4451<br>206.789.7889                         | P-8         | 75                              | 165                  | 0                              | King   |
| Pacific Learning Academy<br>Kirsten O'Malley<br>22525 SE 64 <sup>th</sup> Pl Ste 272<br>Issaquah WA 98027-8114<br>425.562.3545        | 6-12        | 0                               | 42                   | 3                              | King   |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|---|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Pacific Learning Center NW<br>Daniel Hanson<br>14550 Westminster Way<br>Shoreline WA 98133-6431<br>425.672.6805   | K-12        | 0                               | 38                   | 0                              | King      |
| Palisades Christian Academy<br>Dan Wister<br>1115 N Governmental Way<br>Spokane WA 99224-5247<br>509.325.1985   | P-10        | 45                              | 150                  | 0                              | Spokane   |
| Paramount Christian Academy<br>Amy Goodwin<br>3816 College St SE<br>Lacey WA 98503-3534<br>360.878.8915   | P-2         | 50                              | 20                   | 0                              | Thurston  |
| Parkland Lutheran School<br>Brent Sorn<br>120 123 <sup>rd</sup> St S<br>Tacoma WA 98444-5060<br>253.537.1901  | P-8         | 6                               | 85                   | 0                              | Pierce    |
| Peace Lutheran School<br>Doug Eisele<br>1234 NE Riddell Rd<br>Bremerton WA 98310-3668<br>360.373.2116   | P-8         | 72                              | 130                  | 0                              | Kitsap    |
| Peaceful Glen Christian School<br>Elizabeth Hill<br>2727 Lake Ave<br>(Mail: PO Box 710 Snohomish 98291-0170)<br>Snohomish WA 98290-1022<br>360.563.0131 | P-8         | 22                              | 40                   | 0                              | Snohomish |
| Perkins School<br>Barry Wright<br>9005 Roosevelt Way NE<br>Seattle WA 98115-3030<br>206.526.8217  | K-5         | 0                               | 82                   | 0                              | King      |
| Pioneer Meadows Montessori School<br>Kimberly Connor<br>2377 Douglas Rd<br>Ferndale WA 98248-9049<br>360.778.3681                                       | P-6         | 32                              | 88                   | 12                             | Whatcom   |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|---|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Pioneer School<br>Betty Burley-Wolf<br>618 N Sullivan Rd<br>Veradale WA 99037-8528<br>509.922.7818  | K-5         | 0                               | 60                   | 0                              | Spokane   |
| Pope John Paul II High School<br>Ronald Edwards<br>5608 Pacific Ave SE<br>Lacey WA 98503-1258<br>360.438.7600   | 9-12        | 0                               | 80                   | 0                              | Thurston  |
| Poulsbo SDA School<br>Susan Schilt<br>1700 Lincoln Rd NE Suite 1<br>Poulsbo WA 98370-8549<br>360.779.6290   | 1-8         | 0                               | 15                   | 0                              | Kitsap    |
| Privett Academy<br>Carol Meyer<br>9311 SDE 36 <sup>th</sup> St<br>(Mail: PO Box 42 Mercer Island 98040-0042)<br>Mercer Island WA 98040-3740<br>206.323.0059   | 6-12        | 0                               | 12                   | 0                              | King      |
| Providence Christian School<br>Gerard Ball<br>12420 Evergreen Dr<br>(Mail: PO Box 383 Mountlake Terrace 98043-0383)<br>Mukilteo WA 98275-5708<br>360.303.3038 | P-12        | 15                              | 80                   | 8                              | Snohomish |
| Providence Christian School Northwest<br>Kathy Vander Pol<br>5942 Portal Way<br>(Mail: PO Box 180 Ferndale 98248-0180)<br>Ferndale WA 98248<br>360.318.1347   | K-12        | 0                               | 50                   | 6                              | Whatcom   |
| Providence Classical Christian School<br>Ryan Evans<br>11725 NE 118 <sup>th</sup> St<br>Kirkland WA 98034-7114<br>425.774.6622                                | P-12        | 12                              | 193                  | 0                              | King      |

Private Schools for Approval

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|--|-------------|---------------------------------|----------------------|--------------------------------|---------|
| Puget Sound Adventist Academy<br>Linda Taber<br>5320 108 <sup>th</sup> Ave NE<br>Kirkland WA 98033-7517<br>425.822.7554  | 9-12        | 0                               | 90                   | 0                              | King    |
| Puget Sound Christian School<br>Kevin Galbreath<br>1740 S 84 <sup>th</sup> St<br>Tacoma WA 98444-3114<br>253.537.6870  | P-5         | 20                              | 40                   | 0                              | Pierce  |
| Puget Sound Community School<br>Andrew Smallman<br>660 S Dearborn St<br>Seattle WA 98134-1328<br>206.324.4350  | 6-12        | 0                               | 50                   | 0                              | King    |
| Queen of Angels School<br>Ann Austin<br>1007 S Oak St<br>Port Angeles WA 98362-7742<br>360.457.6903  | P-8         | 15                              | 135                  | 0                              | Clallam |
| Quincy Valley School<br>Sara Tuttle<br>1804 13 <sup>th</sup> Ave SW<br>Quincy WA 98848-1930<br>509.787.5928  | P-8         | 6                               | 60                   | 0                              | Grant   |
| Rainier Christian High School<br>Justin Evans<br>19830 SE 328 <sup>th</sup> Pl<br>Auburn WA 98092-2212<br>253.735.1413   | 9-12        | 0                               | 90                   | 0                              | King    |
| Rainier Christian Middle School<br>Glenn Olson<br>26201 180 <sup>th</sup> Ave SE<br>Covington WA 98042-4917<br>253.639.7715  | 7-8         | 0                               | 80                   | 0                              | King    |
| Rainier Christian Schools–Highlands<br>Elementary<br>Paula Statterberg<br>850 Union Ave<br>(Mail: PO Box 2578 Renton 98056-0578)<br>Renton WA 98059-4503<br>425.228.9897 | P-6         | 50                              | 50                   | 0                              | King    |

Private Schools for Approval

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County      |
|--|-------------|---------------------------------|----------------------|--------------------------------|-------------|
| Rainier Christian Schools–Maple Valley Elementary<br>Weldo Melvin<br>16700 174 <sup>th</sup> Ave SE<br>(Mail: PO Box 58129 Renton WA 98058-1129)<br>Renton WA 98058-9546<br>425.226.4640 | P-6         | 65                              | 100                  | 0                              | King        |
| Renton Christian School<br>Dr. Erik Konsmo<br>15717 152 <sup>nd</sup> Ave SE<br>Renton WA 98058-6330<br>425.226.0820   | P-8         | 32                              | 405                  | 0                              | King        |
| Riverday School<br>Colleen Curran<br>1627 E Trent<br>Spokane WA 99202-2940<br>509.326.6595   | K-6         | 0                               | 32                   | 0                              | Spokane     |
| Riverside Christian School<br>Richard Van Beek<br>721 Keys Rd<br>Yakima WA 98901-9560<br>509.965.2602  | P-12        | 15                              | 361                  | 0                              | Yakima      |
| Riverside SDA Christian School<br>Heidi Kruger<br>462 N Shepherd Rd<br>(Mail: PO Box 367 Washougal 98671-0367)<br>Washougal WA 98671-838<br>360.835.5600                                 | K-8         | 0                               | 28                   | 0                              | Clark       |
| Riverwood Community School–Initial<br>Janelle Sunshine<br>146 B Buena Vista Dr<br>Colville WA 99114-9603<br>509.675.4108   | 1-6         | 0                               | 24                   | 0                              | Stevens     |
| Rock Creek Hutterite School<br>Phillip Walter<br>2194 N Schoonover Rd<br>Odessa WA 99159-9729<br>509.982.2257  | K-12        | 0                               | 1                    | 0                              | Lincoln     |
| Rogers Adventist School<br>Clare Thompson<br>200 SW Academy Way<br>College Place WA 99324-1275<br>509.529.1850   | K-8         | 0                               | 291                  | 0                              | Walla Walla |

Private Schools for Approval

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|---|-------------|---------------------------------|----------------------|--------------------------------|---------|
| Sacred Heart School<br>David Burroughs<br>9450 NE 14 <sup>th</sup> St<br>Clyde Hill WA 98004-3497<br>425.451.1773   | P-8         | 16                              | 400                  | 0                              | King    |
| Saddle Mountain School<br>Phyllis Magden<br>2451 W Bench Rd<br>Othello WA 99344-8901<br>509.488.5474  | 4-12        | 0                               | 50                   | 50                             | Adams   |
| Sagebrush Elementary School<br>Stephanie Dahl<br>507 Wright Ave<br>Richland WA 99352-3619<br>509.946.7322   | 1-3         | 0                               | 25                   | 0                              | Benton  |
| Saint George's School<br>Joe Kennedy<br>2929 W Waikiki Rd<br>Spokane WA 99208-9209<br>509.466.1636  | K-12        | 0                               | 384                  | 0                              | Spokane |
| Salish School of Spokane—Initial<br>LaRae Wiley<br>4117 N Maple St<br>(Mail: PO Box 10271 Spokane 99209-1271)<br>Spokane WA 99205<br>509.325.2018                           | K-3         | 0                               | 12                   | 0                              | Spokane |
| Salvation Christian Academy<br>Vadim Hetman<br>10622 8 <sup>th</sup> St E<br>(Mail: 8913 N Nettleton Ln Spokane 99208-8001)<br>Edgewood WA 98372-1133<br>888.924.4618 x 222 | K-12        | 0                               | 150                  | 0                              | P:ierce |
| Seabury School<br>Sandra Wollum<br>1801 NE 53 <sup>rd</sup> St<br>Tacoma WA 98422-1916<br>253.852.3111  | P-5         | 15                              | 85                   | 0                              | Pierce  |
| Seabury School—Middle School Campus<br>Sandra Wollum<br>925 Court C<br>(Mail: 1801 43 <sup>rd</sup> St NE Tacoma 98422-1916)<br>Tacoma WA 98402<br>253.604.0042             | 6-8         | 0                               | 45                   | 0                              | Pierce  |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County |
|--|-------------|---------------------------------|----------------------|--------------------------------|--------|
| Seattle Academy of Arts/Sciences<br>Joseph Puggelli<br>1201 E Union St<br>Seattle WA 98122-3925<br>206.323.6600                  | 6-12        | 0                               | 730                  | 0                              | King   |
| Seattle Amistad School<br>Farin Houk<br>1625 19 <sup>th</sup> Ave<br>Seattle WA 98122-2848<br>206.330.6373                       | P-1         | 19                              | 21                   | 0                              | King   |
| Seattle Area German American School<br>Jennifer Kenney<br>10010 Greenwood Ave N<br>Seattle WA 98133-8739<br>206.442.2023         | P-4         | 60                              | 32                   | 0                              | King   |
| Seattle Christian School<br>Gloria Hunter<br>18301 Military Rd S<br>Seattle WA 98188-4684<br>2206.246.8241                       | K-12        | 0                               | 530                  | 0                              | King   |
| Seattle Classical Christian School–Initial<br>Katie Hartman<br>1013 8 <sup>th</sup> Ave<br>Seattle WA 98104-1222<br>206.588.6403 | P-4         | 10                              | 47                   | 0                              | King   |
| Seattle Country Day School<br>Michael Murphy<br>2619 4 <sup>th</sup> Ave N<br>Seattle WA 98109-1903<br>206.284.6220              | K-8         | 0                               | 358                  | 0                              | King   |
| Seattle Girls School<br>Rafael del Castillo<br>2706 S Jackson St<br>Seattle WA 98144-2442<br>206.709.2228                        | 5-8         | 0                               | 104                  | 0                              | King   |
| Seattle Hebrew Academy<br>Rivy Poupko Klentenik<br>12617 Interlaken Dr E<br>Seattle WA 98112-1499<br>206.323.5750                | P-8         | 50                              | 180                  | 0                              | King   |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Seattle Jewish Community School<br>Shoshi Bilavsky<br>12351 8 <sup>th</sup> Ave NE<br>Seattle WA 98125-4805<br>206.522.5212                              | K-5         | 0                               | 90                   | 0                              | King     |
| Seattle Lutheran High School<br>Dave Meyer<br>4100 SW Genesee St<br>Seattle WA 98116-4216<br>206.937.7722  | 9-12        | 0                               | 120                  | 0                              | King     |
| Seattle Nativity School<br>Reneé Willette<br>2800 S Massachusetts St<br>(Mail: PO Box 20730 Seattle 98102-1730)<br>Seattle WA 98144-3870<br>425.270.7230 | 6-7         | 0                               | 32                   | 0                              | King     |
| Seattle Preparatory School<br>Maureen Reid<br>2400 11 <sup>th</sup> Ave E<br>Seattle WA 98102-4016<br>206.577.2105                                       | 9-12        | 0                               | 720                  | 0                              | King     |
| Seattle Urban Academy<br>Sharon Okamoto<br>3800 S Othello St<br>Seattle WA 98118-3562<br>206.723.0333  | 9-12        | 0                               | 35                   | 0                              | King     |
| Seattle Waldorf School<br>Tracy Bennett<br>2728 NE 100 <sup>th</sup> St<br>Seattle WA 98125-7712<br>206.524.5320   | P-12        | 30                              | 330                  | 0                              | King     |
| Selah Covenant Christian School<br>Linda Leigh<br>560 McGonagle Dr<br>Selah WA 98942-8828<br>509.697.6116  | P-6         | 45                              | 12                   | 0                              | Yakima   |
| Serendipity Academy at the Lodge<br>Emily Walsh<br>4315 Tumwater Valley Dr SE<br>Tumwater WA 98501-4405<br>360.515.5457                                  | K-6         | 0                               | 60                   | 0                              | Thurston |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| <p>Seton Catholic College Preparatory High School<br/>Ed Little<br/>811 NE 112<sup>th</sup> Ave #200<br/>Vancouver WA 98684-5115<br/>360.258.1932</p>  | 9-12        | 0                               | 155                  | 0                              | Clark     |
| <p>Shelton Valley Christian School<br/>Opal Singer<br/>201 W Shelton Valley Rd<br/>(Mail: PO Box 773 Shelton 98584-0773)<br/>Shelton WA 98584-8722<br/>360.426.4198</p>                            | K-8         | 0                               | 30                   | 0                              | Mason     |
| <p>Shiloh School of Language Development<br/>Kayce Aspen<br/>8713 220<sup>th</sup> St SW<br/>(Mail: 23702 101<sup>st</sup> Pl W Edmonds 98020-5770)<br/>Edmonds WA 98026-8133<br/>206.455.5997</p> | P-1         | 15                              | 6                    | 0                              | Snohomish |
| <p>Shoreline Christian School<br/>Timothy Visser<br/>2400 NE 147<sup>th</sup> St<br/>Seattle WA 98155-7395<br/>206.364.7777</p>  | P-12        | 33                              | 161                  | 0                              | King      |
| <p>Shorewood Christian School<br/>Tim Lorenz<br/>10300 28<sup>th</sup> Ave SW<br/>Seattle WA 98146-1211<br/>206.933.1056</p>   | P-12        | 18                              | 210                  | 0                              | King      |
| <p>Silverwood School<br/>Bill Beaudoin<br/>14000 Central Valley Rd NW<br/>Poulsbo WA 98370-8146<br/>360.697.7526</p>   | K-6         | 0                               | 55                   | 0                              | Kitsap    |
| <p>Skagit Adventist Academy<br/>Doug White<br/>530 N Section St<br/>Burlington WA 98223-1568<br/>360.755.9261</p>  | P-12        | 5                               | 100                  | 0                              | Skagit    |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Skinner Elementary Montessori School<br>Peggy Skinner<br>5001 NE 66 <sup>th</sup> Ave<br>Vancouver WA 98661-2465<br>360.696.4862   | P-6         | 35                              | 20                   | 0                              | Clark     |
| Slavic Christian Academy—Vancouver<br>Andrey Dolbinin<br>16807 NE 4 <sup>th</sup> Plain Blvd<br>(Mail: 15407 NE 84 <sup>th</sup> St Vancouver 98682-9482)<br>Vancouver WA 98682-5142<br>360.896.2602 | P-8         | 18                              | 50                   | 0                              | Clark     |
| Slavic Gospel Church Academy<br>Angelina Nalivayko<br>3405 S 336 <sup>th</sup> St<br>Federal Way WA 98001-9630<br>253.880.1021   | K-7         | 0                               | 75                   | 0                              | King      |
| Sno-King Academy<br>Dr. Alice Westcott<br>19741 53 <sup>rd</sup> Ave NE<br>(Mail: 23104 80 <sup>th</sup> Pl W Edmonds 98026-8715)<br>Lake Forest Park WA 98155-3031<br>425.697.4021                  | 3-12        | 0                               | 1                    | 8                              | Snohomish |
| Snoqualmie Springs School<br>Joe Drovetto<br>25237 SE Issaquah-Fall City Rd<br>Issaquah WA 98029-7706<br>425.392.1196  | P-3         | 16                              | 66                   | 0                              | King      |
| Solid Rock Christian Academy<br>Oksana Kipko<br>5602 112 <sup>TH</sup> St SW<br>(Mail: 8913 N Nettleton Ln Spokane 99208)<br>Lakewood WA 98449<br>888.924.4618 x 224                                 | K-6         | 0                               | 25                   | 25                             | Pierce    |
| Solomon Christian School<br>Richard Lee<br>8021 230 <sup>th</sup> St SW<br>Edmonds WA 98026-8730<br>425.640.9000   | 7-12        | 0                               | 100                  | 0                              | Snohomish |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Sonshine Christian Elementary<br>Rosemary Warner<br>11208 NE Hazel Dell Ave<br>Vancouver WA 98685-3957<br>360.574.5307   | P-2         | 85                              | 34                   | 0                              | Clark     |
| Sound View Education dba Sterling West<br>Seattle Campus<br>Meghan Jadwin<br>9205 3 <sup>rd</sup> Ave SW<br>(Mail: 1414 S Director St Seattle 98108-4834)<br>Seattle WA 98106-3106<br>206.214.1011 | 3-12        | 0                               | 14                   | 0                              | King      |
| Soundview School<br>Chris Watson<br>6515 196 <sup>th</sup> St SW<br>Lynnwood WA 98036-5921<br>425.778.8572   | P-8         | 20                              | 110                  | 0                              | Snohomish |
| South Sound Christian Schools–New Hope<br>Campus<br>Jo Cooskley<br>25713 70 <sup>th</sup> Ave E<br>Graham WA 98338-9324<br>253.847.2643  | P-6         | 34                              | 92                   | 0                              | Pierce    |
| South Sound Christian Schools–Tacoma<br>Baptist Campus<br>Debbie Schindler<br>2052 S 64 <sup>th</sup> St<br>Tacoma WA 98409-6899<br>253.475.7226   | P-12        | 5                               | 232                  | 0                              | Pierce    |
| Southside Christian School<br>Heidi Bauer<br>401 E 30 <sup>th</sup> Ave<br>Spokane WA 99203-2590<br>509.838.8139   | P-8         | 110                             | 130                  | 0                              | Spokane   |
| Spanish with Sarah<br>Sarah Segall<br>2204 NE Birch St<br>Camas WA 98607-1407<br>360.990.1585  | P-4         | 24                              | 40                   | 0                              | Clark     |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Spectrum Academy<br>Uzma Butte<br>2576 152 <sup>nd</sup> Ave NE<br>Redmond WA 98052-0702<br>425.885.2345   | P-1         | 40                              | 20                   | 0                              | King     |
| Spokane Valley Adventist School<br>Steven Champion<br>1603 S Sullivan Rd<br>Spokane Valley WA 99037-9012<br>509.926.0955                                   | K-8         | 0                               | 42                   | 0                              | Spokane  |
| Spokane Windsong School<br>Michelle Kyncl<br>4225 W Fremont Rd<br>Spokane WA 99224<br>509.326.6638   | K-3         | 0                               | 30                   | 0                              | Spokane  |
| Spring Academy<br>Thomas O’Keeffe<br>11304 8 <sup>th</sup> Ave NE Suite A<br>(Mail: PO Box 615 Bellevue WA 98009)<br>Seattle WA 98125-6111<br>206.890.4227 | 6-12        | 0                               | 20                   | 0                              | King     |
| Spring Street International School<br>Louis Prussack<br>505 Spring St<br>Friday Harbor WA 982550-8057<br>360.378.6393                                      | 5-12        | 0                               | 95                   | 0                              | San Juan |
| Spring Valley Montessori<br>Gulsevin Kayihan<br>36605 Pacific Hwy S<br>Federal Way WA 98003-7499<br>253.874.0563   | P-8         | 22                              | 45                   | 0                              | King     |
| Spruce Street School<br>Briel Schmitz<br>914 Virginia St<br>Seattle WA 98101-1426<br>206.621.9211  | K-5         | 0                               | 106                  | 0                              | King     |
| St. Aloysius Catholic School<br>Kerrie Rowland<br>611 E Mission Ave<br>Spokane WA 99202-1917<br>509.489.7825   | P-8         | 100                             | 320                  | 0                              | Spokane  |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County      |
|---|-------------|---------------------------------|----------------------|--------------------------------|-------------|
| St. Anne School<br>Mary Sherman<br>101 W lee St<br>Seattle WA 98119-3321<br>206.282.3538                                | P-8         | 20                              | 242                  | 0                              | King        |
| St. Anthony School<br>Michael Cantu<br>336 Shattuck Ave S<br>Renton WA 98057-2499<br>425.255.0059                       | K-8         | 0                               | 470                  | 0                              | King        |
| St. Basil Academy of Classical Studies<br>Matthew Barnett<br>2346 S Wilbur<br>Walla Walla WA 99362-9746<br>509.525.9380 | K-8         | 0                               | 45                   | 0                              | Walla Walla |
| St. Benedict School<br>Brian Anderson<br>4811 Wallingford Ave N<br>Seattle WA 98103-6899<br>206.633.3375                | P-8         | 44                              | 166                  | 0                              | King        |
| St. Bernadette School<br>Carol Mendoza<br>1028 SW 128 <sup>th</sup> St<br>Seattle WA 98146-3198<br>206.244.4934         | P-8         | 26                              | 210                  | 0                              | King        |
| St. Brendan School<br>Ms. Chris Lunn<br>10049 NE 195 <sup>th</sup> St<br>Bothell WA 98011-2931<br>425.483.8300          | P-8         | 25                              | 228                  | 0                              | King        |
| St. Catherine School<br>Mary Helen Bever<br>8524 8 <sup>th</sup> Ave NE<br>Seattle WA 98115-3099<br>206.525.0582        | P-8         | 30                              | 200                  | 0                              | King        |
| St. Cecilia Catholic School<br>Elizabeth Chamberlin<br>1310 Madison Ave<br>Bainbridge WA 98110-1898<br>206.842.2017     | P-8         | 20                              | 100                  | 0                              | Kitsap      |

Private Schools for Approval

2014–15

| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|--|-------------|---------------------------------|----------------------|--------------------------------|---------|
| St. Charles Borromeo School<br>Dan Hill<br>7112 S 12 <sup>th</sup> St<br>Tacoma WA 98465-1797<br>253.564.5185  | P-8         | 20                              | 515                  | 0                              | King    |
| St. Charles School<br>Skip Bonuccelli<br>4515 N Alberta St<br>Spokane WA 99205-1598<br>509.327.9575  | P-8         | 60                              | 240                  | 0                              | Spokane |
| St. Christopher Academy<br>Darlene Jevne<br>4100 SE Genesee St<br>Seattle WA 98116-4282<br>206.246.9751  | 9-12        | 0                               | 10                   | 0                              | King    |
| St. Edwards School<br>Mary Lundeen<br>4200 S Mead St<br>Seattle WA 98118-2795<br>206.725.1774  | P-8         | 19                              | 140                  | 30                             | King    |
| St. Frances Cabrini School<br>Ian Home<br>5671 108 <sup>th</sup> St SW<br>Lakewood WA 98499-2205<br>253.584.3850   | P-8         | 20                              | 22                   | 0                              | Pierce  |
| St. Francis of Assisi School<br>Rosemary Leifer<br>15216 21 <sup>st</sup> Ave SW<br>(Mail: PO Box 870 Seahurst 98062-0870)<br>Burien WA 98166-2008<br>206.243.5690 | K-8         | 0                               | 470                  | 0                              | King    |
| St. George School<br>Monica Wingard<br>5117 13 <sup>th</sup> Ave S<br>Seattle WA 98108-2309<br>206.762.0656  | P-8         | 24                              | 224                  | 0                              | King    |
| St. John of Kronstadt Orthodox Christian School<br>Rachel Hagler<br>706 Stewart St<br>Yakima WA 98902-4473<br>509.452.0177   | K-6         | 0                               | 20                   | 0                              | Yakima  |

Private Schools for Approval

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|--|-------------|---------------------------------|----------------------|--------------------------------|---------|
| St. John School<br>Bernadette O'Leary<br>120 N 79 <sup>th</sup> St<br>Seattle WA 98103-4688<br>206.783.0337                | P-8         | 54                              | 491                  | 0                              | King    |
| St. John Vianney<br>Sonia Flores-Davis<br>501 N Walnut Rd<br>Spokane WA 99206-3899<br>509.926.7987                         | P-8         | 25                              | 141                  | 0                              | Spokane |
| St. Joseph Catholic School of Issaquah<br>Peg Johnston<br>220 Mountain Park Blvd<br>Issaquah WA 98027-3647<br>425.313.9129 | P-8         | 40                              | 284                  | 0                              | King    |
| St. Joseph Marquette Middle School<br>Gregg Pleger<br>202 N 4 <sup>th</sup> St<br>Yakima WA 98901-2426<br>509.575.5557     | P-8         | 32                              | 335                  | 0                              | Yakima  |
| St. Joseph School<br>Lesley Harrison<br>6500 Highland Dr<br>Vancouver WA 98661-7637<br>360.696.2586                        | P-8         | 50                              | 345                  | 0                              | Clark   |
| St. Joseph School<br>Patrick Fennessey<br>700 18 <sup>th</sup> Ave E<br>Seattle WA 98112-3900<br>206.329.3260              | K-8         | 0                               | 620                  | 0                              | King    |
| St. Joseph School<br>Dr. Gary Udd<br>123 SW 6 <sup>th</sup> St<br>Chehalis WA 98532-3203<br>360.748.0961                   | P-8         | 14                              | 109                  | 0                              | Lewis   |
| St. Joseph's School<br>Robert Seidel<br>901 W 4 <sup>th</sup> Ave<br>Kennewick WA 99336-5535<br>509.586.0481               | P-8         | 90                              | 250                  | 0                              | Benton  |

Private Schools for Approval

2014–15

| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County       |
|---|-------------|---------------------------------|----------------------|--------------------------------|--------------|
| St. Joseph's School<br>Sr. Olga Cano<br>600 Saint Joseph Pl<br>Wenatchee WA 98801-6299<br>509.663.2644                  | P-5         | 50                              | 156                  | 0                              | Chelan       |
| St. Louise School<br>Dan Fitzpatrick<br>133 156 <sup>th</sup> Ave SE<br>Bellevue WA 98007-5399<br>425.746.4220          | P-8         | 18                              | 479                  | 0                              | King         |
| St. Luke School<br>Christopher Sharp<br>17533 Saint Luke Pl N<br>Shoreline WA 98133-4799<br>206.542.1133                | P-8         | 20                              | 290                  | 0                              | King         |
| St. Madeleine Sophie School<br>Daniel Sherman<br>4400 130 <sup>th</sup> Pl SE<br>Bellevue WA 98006-2014<br>425.747.6770 | P-8         | 20                              | 180                  | 0                              | King         |
| St. Mark School<br>Kathryn Palmquist-Keck<br>18033 15 <sup>th</sup> Pl NE<br>Shoreline WA 98155-3894<br>206.364.1633    | P-8         | 20                              | 160                  | 30                             | King         |
| St. Mary Magdalen School<br>Bruce Stewart<br>8615 7 <sup>th</sup> Ave SE<br>Everett WA 98208-2043<br>425.3537559        | P-8         | 50                              | 365                  | 75                             | Snohomish    |
| St. Mary School<br>Kathleen Beyer<br>518 North H St<br>Aberdeen WA 98520-4012<br>360.532.1230                           | P-8         | 30                              | 125                  | 0                              | Grays Harbor |
| St. Mary's Catholic School<br>Lauri Nauditt<br>14601 E 4 <sup>th</sup> Ave<br>Spokane WA 99216-2194<br>509.924.4300     | P-8         | 40                              | 225                  | 0                              | Spokane      |

Private Schools for Approval

2014–15

| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|---|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| St. Mary's Episcopal School<br>Phyllis Gamas<br>10630 Gravelly Lake Dr SW<br>Lakewood WA 98499-1328<br>253.588.6621     | P-4         | 30                              | 40                   | 0                              | Pierce    |
| St. Matthew Lutheran School<br>Patrick Cortright<br>6917 N Country Homes Blvd<br>Spokane WA 99208-4216<br>509.327-5601  | P-8         | 30                              | 45                   | 0                              | Spokane   |
| St. Matthew School<br>Karen Herlihy<br>1230 NE 127 <sup>th</sup> St<br>Seattle WA 98290-1826<br>3206.362.2785           | P-8         | 14                              | 182                  | 0                              | King      |
| St. Michael Catholic School<br>Dr. Karen Matthews<br>1514 Pine Ave<br>Snohomish WA 98290-1826<br>360.568.0821           | P-8         | 31                              | 77                   | 0                              | Snohomish |
| St. Michael School<br>Connor Geraghty<br>1204 11 <sup>th</sup> Ave SE<br>Olympia WA 98501-1267<br>360.754.5131          | K-8         | 0                               | 250                  | 0                              | Thurston  |
| St. Michael's Academy<br>Sr. Marie Vianney<br>8500 N St Michael's Rd<br>Spokane WA 99217-9333<br>509.467.0986           | K-12        | 0                               | 150                  | 0                              | Spokane   |
| St. Monica Parish School<br>Anaca Wilson<br>4320 87 <sup>th</sup> Ave SE<br>Mercer Island WA 98040-4128<br>206.323.5432 | P-8         | 32                              | 185                  | 0                              | King      |
| St. Nicholas School<br>Michele Corey<br>3555 Edwards Dr<br>Gig Harbor WA 98336-1163<br>253.858.7632                     | P-8         | 36                              | 150                  | 0                              | Pierce    |

Private Schools for Approval

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| St. Patrick School<br>Robert Ludwikoski<br>1016 N 14 <sup>th</sup> Ave<br>Pasco WA 99301-4191<br>509.547.7261                                    | P-8         | 50                              | 210                  | 0                              | Franklin |
| St. Patrick School<br>Chris Gavin<br>11112 North G St<br>Tacoma WA 98403-2518<br>253.272.2297  | P-8         | 40                              | 310                  | 0                              | Pierce   |
| St. Paul Cathedral School<br>Terry Faletto<br>1214 W Chestnut Ave<br>Yakima WA 98902-3170<br>509.757.5604  | P-8         | 25                              | 195                  | 0                              | Yakima   |
| St. Paul School<br>Betsy Kromer<br>10001 57 <sup>th</sup> Ave S<br>Seattle WA 98178-2299<br>206.725.0780   | P-8         | 20                              | 135                  | 0                              | King     |
| St. Paul's Academy<br>Jamie Estill<br>3000 Northwest Ave<br>Bellingham WA 98225-1607<br>360.733.1750   | P-5         | 76                              | 224                  | 0                              | Whatcom  |
| St. Paul's Academy–2 <sup>nd</sup> Location<br>Jamie Estill<br>1509 E Victor St<br>Bellingham WA 98225-1639<br>360.733.1750                      | 6-12        | 0                               | 90                   | 0                              | Whatcom  |
| St. Paul's Lutheran School<br>John Rolf<br>312 Palouse St<br>(Mail: PO Box 2219 Wenatchee 98807-2219)<br>Wenatchee WA 98801-2641<br>509.662.3659 | P-5         | 57                              | 60                   | 0                              | Chelan   |
| St. Philomena School<br>Stephen Morissette<br>1815 S 220 <sup>th</sup> St<br>Des Moines WA 98198-7998<br>206.824.4051                            | P-8         | 20                              | 240                  | 0                              | King     |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|---|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| St. Pius X School<br>Ruth Foisy<br>22105 58 <sup>th</sup> Ave W<br>Mountlake Terrace WA 98043-3898<br>425.778.9861      | P-8         | 7                               | 110                  | 0                              | Snohomish |
| St. Rose of Lima School<br>Amy Krautscheid<br>520 Nat Washington Way<br>Ephrata WA 98823-2287<br>509.754.4901           | P-6         | 25                              | 89                   | 0                              | Grant     |
| St. Rose School<br>Chester Novitt<br>720 26 <sup>th</sup> Ave<br>Longview WA 98632-1856<br>360.577.6760                 | P-8         | 23                              | 112                  | 0                              | Cowlitz   |
| St. Therese Catholic Academy<br>Anton Kramer<br>900 35 <sup>th</sup> Ave<br>Seattle WA 98122-5299<br>206.324.0460       | P-8         | 12                              | 140                  | 0                              | King      |
| St. Thomas More School<br>Douglas Banks<br>515 W St Thomas More Way<br>Spokane WA 99208-6026<br>509.466.3811            | P-8         | 35                              | 255                  | 0                              | Spokane   |
| St. Thomas More School<br>Teresa Fewel<br>6511 176 <sup>th</sup> St SW<br>Lynnwood WA 98037-2929<br>425.743.4242        | P-8         | 31                              | 235                  | 0                              | Snohomish |
| St. Thomas School<br>Dr. Kirk Wheeler<br>8300 NE 12 <sup>th</sup> St<br>Medina WA 98039-3100<br>425.454.5880            | P-8         | 70                              | 220                  | 0                              | King      |
| St. Vincent De Paul School<br>Wanda Stewart<br>30527 8 <sup>th</sup> Ave S<br>Federal Way WA 98003-4100<br>253.839.3532 | P-8         | 20                              | 220                  | 0                              | King      |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|---|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| <p>Stahlville School<br/>                     Ana Lobe<br/>                     33 E Snowden Rd<br/>                     (Mail: 1485 BN Hoffman Rd Ritzville 99169-8723)<br/>                     Odessa WA 99159-9745<br/>                     509.659.0108</p>              | K-12        | 0                               | 1                    | 0                              | Lincoln   |
| <p>Stella Maris Academy<br/>                     Mrs. Willeke Pratt<br/>                     410 4<sup>th</sup> Ave N<br/>                     (Mail: PO Box 842 Edmonds 98024-0842)<br/>                     Edmonds WA 98020-3119<br/>                     206.940.0623</p> | 1-8         | 0                               | 12                   | 0                              | Snohomish |
| <p>Stillpoint School<br/>                     Margaret Hodgkin<br/>                     775 Park St<br/>                     (Mail: PO Box 576 Friday Harbor 98250-0576)<br/>                     Friday Harbor WA 98250-9609<br/>                     360.378.2331</p>       | K-6         | 0                               | 15                   | 0                              | San Juan  |
| <p>Summit Christian Academy<br/>                     Wes Evans<br/>                     8913 N Nettleton Ln<br/>                     Spokane WA 99206-8001<br/>                     888.924.4618 x 202</p>  | K-12        | 0                               | 120                  | 6                              | Spokane   |
| <p>Summit Classical Christian School<br/>                     Dr. Timothy Orton<br/>                     32725 SE 42<sup>nd</sup> St<br/>                     Fall City WA 98024-8728<br/>                     425.222.0564</p>   | K-6         | 0                               | 77                   | 0                              | King      |
| <p>Sunfield Waldorf School<br/>                     Dominica Lord-Wood<br/>                     111 Sunfield Ln<br/>                     (Mail: PO Box 85 Port Hadlock 98339-0085)<br/>                     Port Hadlock WA 98339<br/>                     360.385.3658</p>   | P-8         | 10                              | 100                  | 0                              | Jefferson |
| <p>Sunnyside Christian School<br/>                     Del Dykstra<br/>                     811 North Ave<br/>                     Sunnyside WA 98944-1194<br/>                     509.837.3044</p>  | P-8         | 25                              | 212                  | 0                              | Yakima    |

Private Schools for Approval

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|---|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Sunnyside Christian School (2 <sup>nd</sup> Location)<br>Del Dykstra<br>1820 Sheller Rd<br>Sunnyside WA 98944-9283<br>509.837.8995  | 9-12        | 0                               | 77                   | 0                              | Yakima    |
| Sunrise Beach School<br>Roxanne Reis Cox<br>1601 North St<br>(Mail: PO Box 13409 Olympia 98501-3666)<br>Olympia WA 98501-3666<br>360.866.1343                               | P-12        | 2                               | 54                   | 4                              | Thurston  |
| Swan School<br>Russell Yates<br>2345 Kuhn St<br>Port Townsend WA 98368-6227<br>360.385.7340   | P-6         | 24                              | 46                   | 0                              | Jefferson |
| Tacoma Christian Academy<br>Alex Slobodyankin<br>2014 S 15 <sup>th</sup> St<br>(Mail: 8913 N Nettleton Ln Spokane 99206-8001)<br>Tacoma WA 98415-2905<br>888.924.4618 x 221 | K-12        | 0                               | 170                  | 30                             | Pierce    |
| Tacoma Waldorf School<br>Melissa Turner<br>2710 N Madison<br>Tacoma WA 98407-5230<br>253.383.8711   | P-5         | 15                              | 32                   | 0                              | Pierce    |
| Taproot School<br>Michelle Taylor<br>9131 California Ave SW<br>Seattle WA 98136-2551<br>206.849.7146  | K-5         | 0                               | 20                   | 0                              | King      |
| The Bear Creek School<br>Patrick Carruth<br>8905 208 <sup>th</sup> Ave NE<br>Redmond WA 98053-4506<br>425.898.1720  | P-12        | 78                              | 664                  | 0                              | King      |
| The Bush School<br>Percy Abram<br>3400 E Harrison<br>Seattle WA 981112-4268<br>206.322.7978   | K-12        | 0                               | 595                  | 0                              | King      |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| The Children's Inn Academy<br>Cindie Furman<br>1939 Karen Frazier Rd SE<br>Olympia WA 98501-3244<br>360.709.9769   | P-6         | 20                              | 15                   | 0                              | Thurston |
| The Clearwater School<br>Dr. Stephanie Sarantos<br>1510196 <sup>th</sup> St SE<br>Bothell WA 98102-7107<br>425.489.2050                                  | P-12        | 3                               | 65                   | 0                              | King     |
| The Eastside Montessori School<br>Christine First<br>1934 108 <sup>th</sup> Ave NE<br>Bellevue WA 98004-2828<br>425.213.5627                             | 1-6         | 0                               | 7                    | 0                              | King     |
| The Gardner School of Arts & Sciences<br>Mark McGough<br>16413 NE 50 <sup>th</sup> Ave<br>Vancouver WA 98686-1843<br>360.574.5752                        | P-8         | 35                              | 85                   | 0                              | Clark    |
| The Island School<br>Trish King<br>8553 NE Day Rd<br>Bainbridge Island W A98110-1395<br>206.842.0400   | K-5         | 0                               | 86                   | 0                              | Kitsap   |
| The Lake and Park School<br>Thomas McQueen<br>3201 Hunter Blvd S<br>Seattle WA 98144-7029<br>206.821.3480  | K-5         | 0                               | 66                   | 0                              | King     |
| The Little School<br>Peter Berner-Hays<br>2812 116 <sup>th</sup> Ave NE<br>Bellevue WA 98004-1421<br>425.827.8078  | P-5         | 50                              | 105                  | 0                              | King     |
| The Phoenix Rising School<br>Jessica Caldwell<br>13411 Cedar Grove Ln<br>(Mail: PO Box 1010 Rainier 98576-1010)<br>Rainier WA 98576-9558<br>360.446.1500 | P-6         | 11                              | 44                   | 0                              | Thurston |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|--|-------------|---------------------------------|----------------------|--------------------------------|---------|
| The River Academy—Initial<br>Eric DeVries<br>650 Crawford Ave<br>(Mail: PO Box 4485 Wenatchee 98807-4485)<br>Wenatchee WA 98501-3651<br>509.665.2415                             | P-12        | 50                              | 210                  | 0                              | Chelan  |
| The Sammamish Montessori School<br>Janet Villella<br>7655 178 <sup>th</sup> PI NE<br>Redmond WA 98052-4953<br>425.883.3271   | P-4         | 243                             | 94                   | 0                              | King    |
| Three Cedars Waldorf School<br>Geraldine Kline<br>556 124 <sup>th</sup> Ave NE<br>Bellevue WA 98005-3100<br>425.401.9874   | P-8         | 13                              | 126                  | 0                              | King    |
| Three Points Elementary School<br>Tim Krell<br>7800 NE 28 <sup>th</sup> St<br>(Mail: 1601 98 <sup>th</sup> Ave NE Clyde Hill 98004-3400)<br>Medina WA 98039-1536<br>425.454.3977 | P-6         | 48                              | 207                  | 0                              | King    |
| Three Rivers Christian School—Kelso Jr/Sr<br>High Campus<br>Randy Lamiere<br>1209 Minor Rd<br>(Mail: PO Box 33 Kelso 98626-0002)<br>Kelso WA 98626-5647<br>360.636.1600          | 8-12        | 0                               | 100                  | 0                              | Cowlitz |
| Three Rivers Christian School—Longview<br>Elementary<br>Jean Zoet<br>2610 Ocean Beach Hwy<br>Longview WA 98632-3598<br>360.425.4510  | P-7         | 30                              | 225                  | 0                              | Cowlitz |
| Three Tree Montessori<br>Paula Walters<br>220 SW 160 <sup>th</sup> St<br>Burien WA 98166-3026<br>206.242.5100  | P-6         | 110                             | 74                   | 0                              | King    |

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| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County   |
|--|-------------|---------------------------------|----------------------|--------------------------------|----------|
| Tilden School<br>Monica Riva<br>4105 California Ave SW<br>Seattle WA 98116-4101<br>206.938.4628                        | K-5         | 0                               | 99                   | 0                              | King     |
| TLC Montessori School<br>Kyungah Kim<br>21512 NE 16 <sup>th</sup> St<br>Sammamish WA 98074-6728<br>425.868.1943        | P-3         | 90                              | 15                   | 0                              | King     |
| Torah Day School of Seattle<br>Rena Berger<br>1625 S Columbia Way<br>Seattle WA 98108<br>206.722.1200                  | P-8         | 20                              | 90                   | 0                              | King     |
| Tri-Cities Preparatory School<br>Arlene Jones<br>9612 St Thomas Dr<br>Pasco WA 99301-4744<br>509.546.2465              | 9-12        | 0                               | 197                  | 0                              | Franklin |
| Tri-City Junior Academy<br>Anthony Oucharek<br>4115 W Henry St<br>Pasco WA 99301-2999<br>509.547.8092                  | P-10        | 38                              | 110                  | 0                              | Franklin |
| Trinity Catholic School<br>Sandra Nokes<br>1306 W Montgomery Ave<br>Spokane WA 99205-4300<br>509.327.9369              | P-8         | 50                              | 160                  | 0                              | Spokane  |
| Trinity Reformed Christian School<br>Maaike Van Wingerden<br>1505 Grant Ave<br>Sunnyside WA 98944-1662<br>509.837-2880 | K-8         | 0                               | 2                    | 0                              | Yakima   |
| UCIC School<br>Christi Lee<br>3727 240 <sup>th</sup> St SE<br>Bothell WA 98021-8975<br>206.973.9939                    | P-6         | 90                              | 92                   | 0                              | King     |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County  |
|---|-------------|---------------------------------|----------------------|--------------------------------|---------|
| University Child Development School<br>Paula Smith<br>5062 9 <sup>th</sup> Ave NE<br>Seattle WA 98105-3605<br>206.547.8237        | P-5         | 57                              | 270                  | 0                              | King    |
| University Cooperative School<br>Martin Powers<br>5601 University Ave NE<br>Seattle WA 98105-2619<br>206.524.0653                 | K-5         | 0                               | 85                   | 0                              | King    |
| University Preparatory School<br>Matt Levinson<br>8000 25 <sup>th</sup> Ave NE<br>Seattle WA 98115-4600<br>206.525.2714           | 6-12        | 0                               | 545                  | 0                              | King    |
| Upper Columbia Academy<br>John Winslow<br>3025 E Spangle Waverly Rd<br>Spangle WA 99031-9703<br>509.245.3612                      | 9-12        | 0                               | 245                  | 0                              | Spokane |
| Upper Columbia Academy Elem School<br>Chris Duckett<br>3025 E Spangle Waverly Rd<br>Spangle WA 99031<br>509.245.3629              | 1-8         | 0                               | 35                   | 0                              | Spokane |
| Upper Valley Christian School–Initial<br>Dwight Pflugrath<br>111 Ski Hill Dr<br>Leavenworth WA 98826-5027<br>509.548.5292         | K-12        | 0                               | 40                   | 0                              | Chelan  |
| Valley Christian School<br>Gloria Butz<br>1312 2 <sup>nd</sup> St SE<br>Auburn WA 98002-5755<br>253.833.3541                      | P-8         | 35                              | 120                  | 0                              | King    |
| Valley Christian School–Central Valley<br>Nathan Williams<br>10212 E 9 <sup>th</sup> Ave<br>Spokane WA 99206-6944<br>509.924.9131 | P-12        | 18                              | 240                  | 40                             | Spokane |

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| School Information  | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County      |
|---|-------------|---------------------------------|----------------------|--------------------------------|-------------|
| Valley School<br>Robert Schultz<br>309 31 <sup>st</sup> Ave E<br>Seattle WA 98112-4819<br>206.328.4475                                    | P-5         | 14                              | 93                   | 0                              | King        |
| Villa Academy<br>John Milroy<br>5001 NE 50 <sup>th</sup> St<br>Seattle WA 98105-2899<br>206.524.8885                                      | P-8         | 58                              | 349                  | 0                              | King        |
| Visitation Catholic STEM Academy<br>Thomas Jay<br>3306 S 58 <sup>th</sup> St<br>Tacoma WA 98409-5306<br>253.474.6424                      | P-8         | 19                              | 121                  | 30                             | Pierce      |
| Walla Walla Valley Academy<br>Brian Harris<br>300 SW Academy Way<br>College Place WA 99324-1283<br>509.525.1050                           | 9-12        | 0                               | 185                  | 0                              | Walla Walla |
| Warden Hutterian School<br>Albert Wollman<br>1054 W Harder Rd<br>Warden WA 98857-9650<br>509.349.8045                                     | P-12        | 1                               | 25                   | 0                              | Adams       |
| West Sound Academy<br>Barrie Hillman<br>16571 Creative Dr NE<br>(Mail: PO Box 807 Poulsbo 98370-0807)<br>Poulsbo WA 98370<br>360.598.5954 | 6-12        | 0                               | 115                  | 0                              | Kitsap      |
| Westgate Christian School<br>Kathryn Parker<br>7111 N Nine Mile Rd<br>Spokane WA 99208-3881<br>509.325.2252                               | P-6         | 40                              | 60                   | 0                              | Spokane     |
| Westpark Christian Academy<br>Colleen Sheahan<br>3902 Summitview Ave<br>Yakima WA 98902-2717<br>509.966.1632                              | P-12        | 14                              | 66                   | 0                              | Yakima      |

Private Schools for Approval

2014–15

| School Information   | Grade Range | Projected Pre-school Enrollment | Projected Enrollment | Projected Extension Enrollment | County    |
|--|-------------|---------------------------------|----------------------|--------------------------------|-----------|
| Westside School<br>Kate Mulligan<br>7740 34 <sup>th</sup> Ave SW<br>Seattle WA 98126<br>206.932.2511   | P-8         | 30                              | 310                  | 0                              | King      |
| Whatcom Hills Waldorf<br>Kathleen Fraser<br>941 Austin St<br>Bellingham WA 98229-2705<br>360.733.3164  | P-8         | 13                              | 155                  | 0                              | Whatcom   |
| Whole Earth Montessori School<br>Joseph Galante<br>2930 228 <sup>th</sup> St SE<br>Bothell WA 98021-8927<br>425.486.3037   | P-6         | 80                              | 25                   | 0                              | King      |
| Willows Preparatory School–Initial<br>Yuka Shimizu<br>12300 Woodinville-Redmond Rd NE<br>(Mail: 14600 NE 24 <sup>th</sup> St Bellevue 98007-3723)<br>Redmond WA 98052-2010<br>425.649.0791 | 5-8         | 0                               | 100                  | 0                              | King      |
| Woodinville Montessori School<br>Mary Schneider<br>19102 North Creek Parkway<br>Bothell WA 98011-8055<br>425.482.3184  | P-10        | 127                             | 231                  | 0                              | King      |
| Yakima Adventist Christian School<br>Rena Young<br>1200 City Reservoir Rd<br>Yakima WA 98908-2144<br>509.966.1933  | P-10        | 18                              | 85                   | 0                              | Yakima    |
| Yellow Wood Academy<br>Ruth Hayes-Short<br>9655 36 <sup>th</sup> St Suite 101<br>Mercer Island WA 98040-3798<br>206.236.1095   | K-12        | 0                               | 75                   | 0                              | King      |
| Zion Lutheran School<br>Lynne Hereth<br>3923 103 <sup>rd</sup> Ave SE<br>Lake Stevens WA 98258-5763<br>425.334.5064  | P-8         | 40                              | 140                  | 0                              | Snohomish |