



# THE WASHINGTON STATE BOARD OF EDUCATION

*A high-quality education system that prepares all students for college, career, and life.*

|   |   |  |  |
|---|---|--|--|
| <b>Title:</b>                                 |   | <b>Option One BEA Waiver Requests</b>  |  |
| <b>As Related To:</b>                         | <input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.  | <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. |  |
|   | <input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.  | <input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.                                 |  |
|   |   | <input type="checkbox"/> Other   |  |
| <b>Relevant To Board Roles:</b>               | <input type="checkbox"/> Policy Leadership  | <input type="checkbox"/> Communication   |  |
|   | <input checked="" type="checkbox"/> System Oversight  | <input type="checkbox"/> Convening and Facilitating  |  |
|   | <input type="checkbox"/> Advocacy   |  |  |
| <b>Policy Considerations / Key Questions:</b> | Should the Option One requests for waiver of the minimum 180-day school year requirement be approved, based on the criteria in WAC 180-18-040? Are there deficiencies in any application that may warrant resubmittal of an application, with corrections, for consideration by the Board at a subsequent meeting?  |  |  |
| <b>Possible Board Action:</b>                 | <input type="checkbox"/> Review   | <input type="checkbox"/> Adopt   |  |
|   | <input checked="" type="checkbox"/> Approve   | <input type="checkbox"/> Other   |  |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo  |  |  |
|   | <input type="checkbox"/> Graphs / Graphics  |  |  |
|   | <input checked="" type="checkbox"/> Third-Party Materials   |  |  |
|   | <input type="checkbox"/> PowerPoint   |  |  |
| <b>Synopsis:</b>                              | <p>The Board is presented with three requests under RCW 28A.305.140 for Option One waivers of the basic education program requirement of a minimum 180-day school year:</p> <ul style="list-style-type: none"> <li>• Auburn School District requests waiver of three days for the 2015-16 school year.</li> <li>• Cusick School District requests waiver of five days for the 2015-16, 2016-17, and 2017-18 school years.</li> <li>• Tacoma Public Schools requests waiver of ten days for the 2015-16, 2016-17, and 2017-18 school years.</li> </ul> <p>In your packet you will find:</p> <ul style="list-style-type: none"> <li>• A memo summarizing the waiver requests</li> <li>• The district waiver applications with required school board resolutions</li> <li>• A copy of WAC 180-18-040.</li> </ul> |  |  |



## OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

### Policy Considerations

Do the requests by Auburn, Cusick and Tacoma school districts for Option One waivers of the minimum 180-day requirement warrant approval by the Board, based on the criteria adopted in WAC 180-18-040? If not, what are the reasons, with reference to the criteria in rule, for denial of the request?

If the request is denied, what deficiencies in the application or documentation are there that the district might correct for consideration at a subsequent board meeting, per WAC 180-18-050(2)?

### Background: Option One Waivers

The SBE uses the term “Option One” to distinguish the 180-day waiver available to any district under RCW 28A.305.140 from the “Option Two” waiver available to a limited number of small districts for purposes of economy and efficiency under a separate statute. RCW 28A.305.140 authorizes the Board to grant waivers from the minimum 180-day school year requirement of RCW 28A.150.220(5) “on the basis that such waivers are necessary to implement 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.”

WACs 180-18-040 and 180-18-050 implement this statute. WAC 180-18-040 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. There is no limit on the number of waiver days that may be requested. Rules adopted in 2012 as WAC 180-18-040(2) and (3) establish criteria to evaluate the need for a new waiver and renewal of an existing one.

WAC 180-18-050 sets procedures for requesting a waiver. In addition to the waiver application, the district must submit an adopted resolution by its school board requesting the waiver, a proposed school calendar for each year to which the waiver would apply, and information about the collective bargaining agreement with the local education association.

As of June 2015, 50 school districts had 180-day waivers under Option One, most for the purpose of professional development of staff. In addition, 37 districts had been granted 180-day waivers for the sole purpose of parent-teacher conferences under the expedited procedure set forth in WAC 180-18-050(3). Some districts may have waivers under each provision.

### Summary of Current Option One Waiver Requests

**Auburn** school district requests waiver of three days for the 2015-16 school year for the purpose of professional development of staff. The Board granted Auburn a waiver of three days for one year for the same purpose in July 2014. Auburn also requested and was granted waivers of three days for one year in July 2013 and July 2012. It had waivers of five days for one year in years prior.

Auburn states that the purpose and goals of the proposed waiver plan is to continue to implement the three-year District Strategic Improvement Plan adopted in January 2013. “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 District Strategic Improvement Plan.” The 2013-2016 Strategic Plan is linked [here](#), and a progress report recording evidence of implementing strategies to reach objectives under each of three goals – Student Achievement, Community Engagement, and Policies and Resource Management -- [here](#)

Auburn explains that all elementary, middle and high schools will fully revise their school improvement plans over the three years of the District Strategic Improvement Plan, with one-third of the schools revising their plans each year, and those not in revision status continuing to align their goals to those of the district plan. The district, schools, departments and individual staff need the requested time within the 180-day school year, Auburn says, to carry out this collaborative work.

The district application refers the Board to its 2013-2016 Strategic Improvement Plan for the specific goals of the waiver for student achievement. “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.” The specific activities to be undertaken on the proposed waiver days are also described in the strategic plan.

As in 2014, Auburn states that it will use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment for students in grades K-5 and the Measurement of Academic Progress (MAP) assessment in reading and mathematics in grades three, five, six, seven, eight and nine to collect evidence of the degree to which the goals of the waiver are attained.

In Part B of the application Auburn sets forth in detail the activities conducted on each of the three waiver days in the 2014-15 school year. The district says that restructuring done under the waiver is targeted to raising performance of students not meeting standard. It specifically cites improvements in DIBELS assessment scores. MSP and HSPE scores for 2014 showed a mixture of increases and decreases. Auburn points to significant improvement in credit completion by at-risk students and an increase in advanced placement enrollments by diverse student populations, among other indicators cited.

There are no proposed changes to the waiver plan, as it’s intended, as before, to support the implementation of its three-year strategic plan and revision of school improvement plans. “Fidelity to the 2013-16 District Strategic Improvement Plan is paramount,” the district says. “All staff district-wide are held accountable for the outcomes defined within the plan.”

**Cusick**, a district in Pend Oreille County with enrollment of about 270, requests waiver of five days for the next three school years for professional development. This is a new application. The waiver plan would reduce five half-days on the district calendar.

The purpose of the waiver is to increase student academic achievement through improved instructional practices, improving alignment across disciplines and grade levels, expanding course offerings, and enhancing efforts to reduce disruptive student behaviors. Some of the specific goals outlined by Cusick include:

- Focus on data analysis of outcomes to drive instructional practices;
- Planning at the elementary school to improve the effectiveness of remediation in reading and math,
- Planning at the junior-senior high school to expand course offerings to increase career and college readiness and improve graduation rates, and
- Creation of multi-year school improvement plans at each school.

Time would be provided for specific data review of Smarter Balanced Assessment results for enhanced Common Core alignment. (Cusick was a field test district for SBAC in 2013-14.)

The district states that the waiver plan supports school improvement plans, which call for collaborative time for staff to analyze data sources to drive instructional practice and coordinate instructional activities across districts.

DIBELS and MAP data will be used to measure student growth at the elementary school, and MAP to measure growth at the junior-senior high school. The district presents in tabular form the goals for student achievement, by grade, in reading and math. In addition to DIBELS and MAP, Cusick will use SBAC and a variety of local diagnostic tools and formative and summative assessments to measure student achievement and determine areas for instructional focus.

During the waiver days, dispersed across the school year, staff would engage in vertical team discussions to promote use of student data to inform instruction, determine needs for interventions and monitor their effectiveness, and identify adjustments needed in curriculum to increase student achievement.

Activities under the waiver plan will be connected across the three years of the waiver through leadership teams at the two schools that will guide the decision-making process for professional development, instructional focus, and curriculum and intervention needs. "We will continue vertical teaming activities for the duration of the waiver. . . We will build on each year's activities and successes to meet the ever-changing needs of our students."

Site Council Teams made up of administrators, teachers, staff, parents and community members participated in the development of the waiver request.

**Tacoma** Public Schools requests waiver of ten days for the next three school years for the purpose of implementing alternative calendars at the Tacoma School of the Arts (SOTA) and the Science and Math Institute (SAMI). The Board granted Tacoma a waiver of 20 days for three years for this purpose in November 2012, and of 12 days for one year in May 2011.

The purpose of the waiver is to continue the modified calendar that has been in use at SAMI and SOTA for several years. The schedule would have longer student days on Monday through Thursday, with waiver days distributed through the calendar for teacher professional development.

The school improvement plan for SAMI and SOTA includes embedded, school-site professional development for staff and extended school days for students, which are reflected in the waiver plan. Goals of the plan for the "Academic Excellence" goal of the district plan are increasing 9<sup>th</sup> grade success rates, increasing achievement on math end-of-course assessments, and increasing on-time graduation rates.

Tacoma sets out the 2018 goals for student achievement in reading, writing, mathematics, and on-time graduations in the school improvement plan, and shows that SOTA and SAMI had neared the goals for each in 2014. Some measures showed significant growth from 2009. For example, 94.5 percent of students at SOTA met standard on math EOC in 2014, compared to 51.7 percent in 2009.

"SOTA and SAMI have operated on a similar alternate calendar for the last 6-plus years," the district says, "each year achieving outstanding results as evidenced by high graduation rates (98%) and well above average HSPE and EOC scores. We are likely to meet our above-stated goals with a continuation of the Professional Learning Community work and increased daily time for students included in the alternate calendar."

The district states that the rigor and focus of teacher professional development will increase with each year of the waiver. SOTA and SAMI are implementing [DuFour-model](#) Professional Learning Communities, where instructional staff advance on a continuum in their professional learning from Basic to Proficient to Distinguished.

The main change in the waiver plan from the previous plan is an increase in instructional hours from 1,000 to 1,080. "Increasing student instructional hours will further increase the efficacy of our work," providing more time in class for project-based, standards-based teaching and learning.

The district says that information about the use of the current waiver was shared with SOTA and SAMI parents at monthly Parent Nights, through an e-newsletter, and through the district web site.

### Summary of Option One Waiver Requests

| District | Number of Waiver Days Requested | Number of Years Requested | Purpose of Waiver Request   | Student Days | Additional Work Days Without Students | New or Renewal |
|----------|---------------------------------|---------------------------|---|--------------|---------------------------------------|----------------|
| Auburn   | 3                               | 1                         | Professional development  | 177          | 2?                                    | R              |
| Cusick   | 5                               | 3                         | Professional development;<br>School improvement plan.                   | 175          | 0                                     | N              |
| Tacoma   | 10                              | 3                         | Alternative calendar for two high schools.<br>Professional development. | 170          | 2                                     | R              |

### Action

The Board will consider whether to approve the requests for Option One waivers presented in the applications by Auburn, Cusick and Tacoma school districts and summarized in this memo.

If you have questions regarding this memo, please contact Jack Archer at [jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us).



## 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.

RESOLUTION NO. 1204

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Board of Directors of the Auburn School District No. 408 passed resolution 1192 on May 27, 2014, requesting a renewal of the waiver from the minimum 180-day for the 2014-2015 school year; and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (RCW 28A.305.140, RCW 28A.655.180(1), WAC 180-18-040 and WAC 180-18-050); and

WHEREAS, the purposes and goals of the previous waiver were met; and

WHEREAS, the Board of Directors of the Auburn School District has 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 under RCW 28A.150.220(2)(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 grades nine through twelve and at least one thousand instructional hours for students in grades one through 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 RCW 28A.150.220(2)(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.

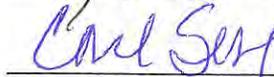
NOW, THEREFORE, BE IT RESOLVED, the Board of Directors of the Auburn School District No. 408 hereby requests a renewal of the three-day waiver from the minimum 180-day school year requirement under RCW 28A.305.140, RCW 28A.655.180(1) and WAC 180-18-040 and 050 for students kindergarten through grade twelve for the 2015-2016 school year.

Adopted at a regular open public meeting of the Board of Directors held on May 26, 2015, the following Directors being present and voting therefore:

AUBURN SCHOOL DISTRICT NO. 408

  
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Secretary, Board of Directors

**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   |
| 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  | Heidi Harris   |
| Title   | Assistant Superintendent Student Learning  |
| Phone   | 253-931-4950   |
| Email   | hharris@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  |
| 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  | Three (3) Days   |
| School Years  | 2015-2016 School Year  |
| <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   | Two half days  |
| 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?

In January of 2013, the Auburn School Board of Directors adopted a new three-year District Strategic Improvement Plan spanning from 2013-2016. 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 District Strategic Improvement Plan.

[Click Here](#) – DSIP – 2013-2016 District Strategic Improvement Plan

[Click Here](#) – Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report (Sept-Nov)

[Click Here](#) - Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report (Dec-Feb)

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.

The District Strategic Improvement Plan contains three over-arching goals.

**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.

Under **Goal One – Student Achievement**, the following purposes of the strategic plan will be addressed using Waiver Days:

- **Refine the systematic assessment system** to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their Professional Learning Communities (PLCs). This collaborative process provides teachers the opportunity to determine the instructional entry point, monitor student progress toward standard, refine instruction and personalize learning for students.
  - ✓ Engage in data disaggregation and analysis
  - ✓ Tailor and design Tiered Intervention opportunities
  - ✓ Continue restructuring and implementation of common formative and summative assessment systems by grade level including benchmark assessments (DIBELS, MAP, CBA/CBPAs...) and the College Board Assessment Suite (PSAT-8, PSAT, SAT)
  - ✓ Develop applications of technology use in assessment
  
- **Develop deep alignment of instructional practices** PK-12 across all content areas to our adopted Instructional Framework, Center for Educational Leadership’s Five Dimensions of Teaching (CEL 5D) and the appropriate standards by grade level and course including: Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and Career and Technical Education (CTE) Industry Standards.
  - ✓ Increase instructional rigor
  - ✓ Strengthen our understanding
  - ✓ Plan and implement culturally relevant instruction
  - ✓ Increase the scope of accelerated program offerings
  - ✓ Develop skills to apply the use of technology during instruction and for academic acceleration

- **Strengthen our parent and community engagement** to effectively address the unique needs of our high-needs populations which include socio-economically challenged, ethnically diverse groups, English Language Learners (ELL) and our special populations.
    - ✓ Strengthen parent communication to encourage parent/school partnerships
    - ✓ Provide on-going Parent Academy opportunities to strengthen parents' knowledge of successful navigation with their students through the PK-12 system
    - ✓ Develop applications of technology through 24/7 Blended Learning and parent resources
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 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 "what" while allowing for the individual schools, departments and instructional staff to define the "how" needed to implement the best practices and available resources to address the learning needs of each student.

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 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 Report (Sept-Nov)

[Click Here](#) - Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report (Dec-Feb)

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.

### **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.

### **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.

These processes are dependent upon all stakeholders contributing to improve learning opportunities for all students. Progress on the objectives are reported through a *dashboard* format to the school board three times each year. Cabinet members engage in review and as needed revisions to the scope of work designed for each objective. Support for changes in the

scope of work that impact building level work are communicated to principals; staff is provided appropriate training and resources to ensure goals are achieved.

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.

The Auburn School District Board of Directors established our district focus and emphasis to be the goals and objectives described in the 2013-2016 Auburn School District Strategic Improvement Plan. All priorities, activities, and initiatives engaged in 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, are directly aligned to the district strategic improvement plan and the accomplishments of the stated goals.

### **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

[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 Report (Sept-Nov)

[Click Here](#) - Dashboard – 2013-2016 District Strategic Improvement Plan Progress Report (Dec-Feb)

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 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.

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 three, five, six, seven, eight

and nine 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

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 regularly 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.

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) and 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 an employee's FTE status. Individual Responsibility Contract activities can be documented August 1 through July 31.

The individual responsibilities are outlined below:

- A. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)

- B. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
- C. Student assessments
- D. Classroom, lesson, and job preparation
- E. 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 are 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 and \$4,750 for every staff member at year 30 and beyond on the SAM in columns 1-9.

[Click here](#) CBA – 2013-2015 Collective Bargaining Agreement

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), continuing transition and implementation of Common Core State Standards, Next Generation Science Standards, Twenty-four credit graduation requirements, Highly Capable Program requirements, new state assessments including Smarter Balanced Assessments (SBA),

kindergarten WA-KIDS assessments, and instructional technology trainings to implement high yield strategies, personalize learning and address acceleration. The district-directed activities take 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.

During the 2014-2015 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 10, 2014, March 9, 2015, and May 11, 2015.

The following describe the district strategic plan aligned waiver day activities conducted:

### **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.

- Coordinated school day SAT requirements, including registrations
- Collaborated on Future Freshmen Night
- Collaborated with ELL colleagues to work on placement for next year
- Worked with math department to revise/rewrite/create CCSS aligned formative assessments for Algebra, Geometry and Advanced Algebra
- Met with general education teachers to implement Positive Behaviors Interventions and Supports (PBIS) plans/differentiated instruction
- Researched and constructed IEP goals which align to common core
- Planned curriculum to meet the needs of diverse learners and provide for a variety of learning and instructional strategies
- Developed weekly pre and post tests in ELA, Mathematics, and Science and progress monitoring plan
- Implemented reading skills and comprehension of technical reading in CTE through projects, background and rubrics for student projects placed on Google Drive and Google Classroom
- Explored and practiced technology tools to help increasing effective teaching practices
- Increased educational rigor in lessons through the best practices of Understanding by Design, Cognitive Demand, Differentiating Instruction and Habits of Mind instructional models
- The grade level and content area teams planned and prepared teaching curriculum for district ELA and Math Performance Task. They practiced how to access the SBA website in order to practice on-line testing with classes
- The grade level and content area teams looked at MAP scores and discussed if changes need to take place in our Tiered groups
- The librarians created lessons that align with the library Common Core integration document, in particular claim 4 research practices and research standards
- PE specialists worked on curriculum assessments, prep for CBA test, grading completion and fitness gram
- Updated pacing schedules in ELA and Math

### **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.

- Communicated with parents / guardians regarding upcoming projects
- Identified underachieving students and contacted parents
- Made phone calls to arrange meetings to develop IEPs
- Developed article for Principal Newsletter and letter to parents highlighting upcoming SAT

- Small groups reviewed CEE data, both comparative and longitudinal, from Staff, Parents, and Student. Questions were formed for future consideration.
  - Prepared a presentation to help our ELL parents understand the American school, navigate all three levels of the American educational system and improve parent-teacher communication
  - Prepared materials to improve teacher-parent communication regarding student learning
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.

In accordance with the 2013-2016 district strategic improvement plan, implementation of PLCs, strengthening systems of assessment, standards alignment for improved instruction and customized learning through acceleration and interventions resulted in continuing improvement in academic achievement.

The waver 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, preadvanced 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 16.28% in at-risk readers and 20.9% increase in on-target readers was seen for a combined improvement average of 37.18%. For grades two through five winter DIBELS assessment for reading continued to improve with an average decrease of 1.77% at-risk readers and 1.47% increase in on-target readers for a combined improvement average of 3.24%.

At the middle school, grades 6, 7, and 8, MSP scores for 2014 showed a mixture of increases and decreases. Sixth grade reading scores increased slightly from 72.4% to 75.5% and math scores increased from 46.79% meeting standard to 55.6% meeting standard. In seventh grade, reading scores decreased from 65.2% to 59.7%, writing decreased from 65.7% to 61.79%, math also saw a decrease from 54.0% meeting standard to 47.1% meeting standard. Eighth grade scores increased in reading and in math, reading from 61.89% to 67.29% and math from 39.89% to 41.0%. Science decreased from 56.29% to 54.29%.

2014 HSPE results showed a decrease in reading from 82.9% to 77.8% and a decrease in writing from 84.9% to 83.8%. State End of Course (EOC) Algebra scores increased from 75.1% to 76.4% and EOC Geometry decreased from 82.9% to 76.8%, meeting standard. Comparisons of 9<sup>th</sup> grade first semester credit completion to 2014 showed significant improvement in at-risk students from 13.35% (2013) to 9.8% (2015) and an increase in on-target population from 67.52% (2013) to 71.17% (2015) for a combined improvement of 7.2%. In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw a 15% increase in diverse population participation from 2009-2010 to 2014-15; high school advanced placement courses had an 18.17% increase in diverse population enrollment from 2009-10 to 2014-15; and high school honors courses had a 15.4% increase in diverse population enrollment from 2009-2010 to 2014-15.

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 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.

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 renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

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 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.

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 calendars 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 of the focus, integration, implementation and impact of this time.

[Click here](#) - **Parent Calendar** for the 2014-2015 School Year. The 2015-2016 Parent Calendar will be made available to parents in August 2015

[Click here](#) - **Proposed District Calendar** for the 2015-2016 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.

**Cusick School District No. 59**  
**305 Monumental Way**  
**Cusick, WA 99119**  
**509-445-1125**

**Cusick School District No. 59**  
**Cusick, Washington**

**RESOLUTION NO #14/15-02**  
**180-DAY WAIVER REQUEST FOR 2015-16, 2016-17, & 2017-18 SCHOOL YEARS**

A RESOLUTION requesting the State Board of Education grant a waiver of the minimum 180-day requirement for three school years, 2012-2015. (WAC 180-18-040)

WHEREAS, the Cusick School District has established goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the Cusick 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 Cusick School District has twenty-one 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 SBAC assessment, End of Course assessments and the High School Proficiency Exam 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 within the Cusick School District; and

WHEREAS, the plan development team included administrators, certificated staff, and building advisory council members representing classified employees, parents, community, and students; and

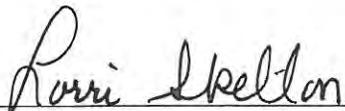
WHEREAS, the district discussed this plan at the Board meeting on May 19, 2015; and

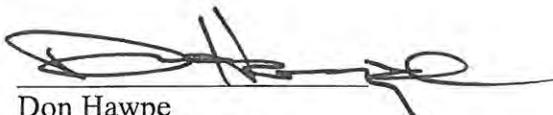
WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

NOW, THEREFORE, BE IT RESOLVED, that the Cusick School District No. 59 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Cusick School District to allow for up to five (5) waiver days in the school years 2015-2018 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 district staff, grade levels, which would require whole staff release.

ADOPTED by the Board of Directors of the Cusick School District No. 59, Cusick, Washington, in its regular meeting of May 19, 2015.

ATTEST: May 19, 2015

  
\_\_\_\_\_  
Lorri Skelton  
President, Cusick Education Association

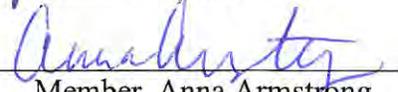
  
\_\_\_\_\_  
Don Hawpe  
Secretary to the Board

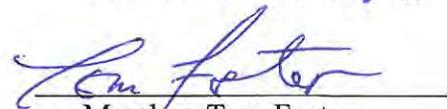
**Cusick Board of Directors**

  
\_\_\_\_\_  
Chairman, Tye Shanholtzer

  
\_\_\_\_\_  
Vice Chairman, Mike Keogh

  
\_\_\_\_\_  
Member, Mark Cutshall

  
\_\_\_\_\_  
Member, Anna Armstrong

  
\_\_\_\_\_  
Member, Tom Foster

**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  | Cusick School District  |
| Superintendent  | Don Hawpe   |
| County  | Pend Oreille  |
| Phone   | 509-445-1125  |
| Mailing Address   | 305 Monumental Way<br>Cusick, WA 99119  |
| <b>Contact Person Information</b>   |   |
| Name  | Don Hawpe/Cynthia Johnston  |
| Title   | Superintendent-Principal/Special Services Coordinator   |
| Phone   | 509-445-1125  |
| Email   | <a href="mailto:dhawpe@cusick.wednet.edu">dhawpe@cusick.wednet.edu</a><br><a href="mailto:cjohnston@cusick.wednet.edu">cjohnston@cusick.wednet.edu</a>                            |
| <b>Application type:</b>  |   |
| New Application or Renewal Application  | New 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  | 5   |
| School Years  | 2015-2016, 2016-2017, 2017-2018   |
| <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   | 5 half-days   |
| Remaining number of half days in calendar   | Total of 10 days. 6 days are parent/teacher conference days. Remaining are day before Thanksgiving Break, day before Winter Break, last day of first semester, last day of school |
| <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 goal and purpose of the waiver is to continue to increase student academic achievement through improved instructional practices, coordination between the disciplines, expanding course offerings available to students and enhancing initiatives to decrease disruptive behaviors by:

1. Focus on increasing student achievement in English Language Arts, Math and Science
2. Focus on data analysis outcomes to drive instructional practices.
3. Provide collaboration time to coordinate instructional activities across disciplines and grade levels.
4. Provide planning time for Cusick Jr/Sr High School with two purposes: Develop a rotation of course offerings to expand students' career and college readiness and improve on-time graduation rate from 85% in June, 2014 to 95% or greater in future years.
5. Provide planning time for Bess Herian Elementary with two purposes: Continue to develop and increase the effectiveness of the reading remediation program and implement a data-based, skill driven math remediation program.
6. Provide additional time needed for Common Core alignment and Teacher Leadership, (Professional Learning Community), initiatives which include enhancing remediation programs and programs to decrease disruptive behaviors in the classroom
7. Provide Cusick Jr/Sr High School and Bess Herian Elementary time to create a multi-year school improvement plan.

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.)

WAC 180-16-200 addresses the total instructional hour requirement. Excluding the waiver days when calculating instructional hours for the next three school years, the districtwide average is 1,063 which exceeds the state requirement of 1,027.

The waiver plan directly supports School Improvement Plans. The plan provides collaboration time for staff to analyze multiple data sources to drive instructional practices as well as collaboration time to coordinate instructional activities across disciplines. Additionally, time will be provided for specific data review of the Smarter Balanced Assessment Consortium results to provide for enhanced Common Core alignment and continued Teacher Leadership, (Professional Learning Community), initiatives.

Below are the links to our current School Improvement Plans:

Bess Herian Elementary:

<http://www.cusick.wednet.edu/site/default.aspx?PageID=1>

Cusick Jr/Sr High School:

<http://www.cusick.wednet.edu/site/default.aspx?PageID=1>

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.

Bess Herian Elementary will use DIBELS Next and MAP data to measure student growth in Reading. The elementary staff uses MAP data and will select an additional tool to measure student growth in Math.

Below is our current DIBELS Next data with specific, measurable and attainable goals for student achievement:

| Grade | At Risk | Emerging | Established | Goal for Established |
|-------|---------|----------|-------------|----------------------|
| K     | 31%     | 13%      | 56%         | 80%                  |
| 1     | 20%     | 8%       | 72%         | 80%                  |
| 2     | 40%     | 10%      | 50%         | 80%                  |
| 3     | 31%     | 15%      | 54%         | 80%                  |
| 4     | 38%     | 24%      | 38%         | 80%                  |
| 5     | 12%     | 32%      | 56%         | 80%                  |

Below is our current MAP data with specific measurable and attainable goals for student achievement:

| Grade | MATH           |                      | READING        |                      |
|-------|----------------|----------------------|----------------|----------------------|
|       | Mean RIT Score | Goal Mean RIT Score* | Mean RIT Score | Goal Mean RIT Score* |
| K     | 152.6          | 154.0                | 153.6          | 155.0                |
| 1     | 162.4          | 172.4                | 167.6          | 170.7                |
| 2     | 170.1          | 181                  | 167.3          | 180                  |
| 3     | 190.7          | 195                  | 187.2          | 194                  |
| 4     | 201.8          | 208                  | 193.7          | 203                  |
| 5     | 204.1          | 219                  | 199.0          | 209                  |

\*Goal score was determined by using the NWEA.org projected cut-score that will correlate with meeting standard on the Smarter Balanced Assessment Consortium assessments.

During the fall of the 2015-2016 school year the staff will begin using an additional Math tool to measure student growth.

Cusick Jr/Sr High School uses MAP data to measure reading and math. Below is our current MAP data with specific, measurable and attainable goals for student achievement:

| Grade | MATH           |                      | READING        |                      |
|-------|----------------|----------------------|----------------|----------------------|
|       | Mean RIT Score | Goal Mean RIT Score* | Mean RIT Score | Goal Mean RIT Score* |
| 6     | 215.1          | 226                  | 204.4          | 215                  |
| 7     | 219.1          | 233                  | 203.4          | 220                  |
| 8     | 225.2          | 238                  | 207.7          | 222                  |
| 9     | 235.1          | 241                  | 215.3          | 225                  |
| 10    | 235.5          | 242                  | 217.0          | 226                  |

\*Goal score was determined by using the NWEA.org projected cut-score that will correlate with meeting standard on the Smarter Balanced Assessment Consortium assessments.

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.

To improve student success, ensure effective instruction and remediation Cusick School District is committed to providing time and opportunity for vertical team discussions to promote continuous use of student data to inform instruction, determine intervention needs and adjustments needed in curriculum to increase student achievement.

Waiver time will be used to :

- Allow staff time to collaborate on the use of consistent data analysis techniques.
- Perform in depth analysis of current data and review 5-year data trends to identify students at-risk of not meeting state or district standards
- Modify or enhance intervention strategies used in the classroom and pull-out settings
- Refine or enhance differentiated instructional strategies to meet the needs of a variety of learners
- Continue curriculum alignment with the CCSS
- Continue vertical alignment of the curriculum from one grade to the next
- Monitor student progress to determine effectiveness of intervention strategies
- Evaluate and reflect on teaching practices based on assessment data

This waiver is intended to allow for professional development of instructional staff in order to give them the strategies needed to continue to positively impact student learning. Specifically, we intend to investigate research-based best practices related to increased student achievement in core academics.

Attached, you will find our proposed calendars for 2015-2016, 2016-2017, 2017-2018 school years with our proposed waiver days indicated.

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?

We will use multiple assessments and metrics to collect evidence that demonstrate the degree to which the goals have been attained. We will use SBAC data, MAP data, District Writing Day data, DIBELS Next data, the additional math screening data when that assessment has been selected, (Fall 2015), discipline data, disaggregated data, as well as a variety of diagnostic tools used by teachers, formative and summative assessments to measure student achievement and determine areas of instructional focus. Our student achievement goals are aligned to NWEA.org MAP data which is projected to be aligned to SBAC achievement criteria.

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?

Bess Herian Elementary has an established Leadership Team and Cusick Jr/Sr High School is establishing a Leadership Team. After data analysis takes place, these teams will guide the decision-making process for professional development needs, instructional focus, curriculum needs and intervention needs. The district has 21 certificated staff and 10 instructional paraprofessionals which facilitates coordinated efforts over time.

Through the use of consistent and effective professional development time, we will work collaboratively to more effectively analyze test data, implement data-based instructional

practices, and determine data-based interventions needed for student's achievement as an on-going process. This deeper understanding of data analysis allows teachers to engage students consistently at higher levels which will result in quality instructional time. We will continue vertical teaming activities for the duration of the waiver. Leadership Teams will continue to evolve and be implemented over the next three years. We will build on each year's activities and successes to meet the ever changing needs of our students.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

Administrators, teachers, support staff, parents and community members were involved in the development of the waiver request. Each building has a Site Council Team that is made up of administrators, teachers, staff, parents and community members. These teams participated in the School Improvement Planning process. Additionally, the waiver was placed on the agenda for the Cusick School District Board of Directors meeting which includes time for input from community members, parents and staff.

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.

Below is the link to the CBA:

<http://www.cusick.wednet.edu/cms/lib2/WA01001629/Centricity/Domain/45/Cusick%20CEA%20CBA.pdf>

There is no verbage in the CBA for Per Diem (TRI) Days. Page 33 discusses staff development and training but does not have days or times attached to the language. Teaching Hours language is discussed on page 22 and states that early dismissal days shall be identified on the school calendar.

9. Please provide the number of days per year for the following categories:

|  |     |
|--|-----|
| Student instructional days (as requested in application) | 175 |
| Waiver days (as requested in application)                | 5   |
| Additional teacher work days without students            | 0   |
| Total  | 180 |

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                      |   |                              |                            |                             |
| 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.

*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.

**TACOMA SCHOOL DISTRICT NO. 10**

**Resolution No. 1991**

**WHEREAS**, the state legislature requires that the school year shall consist of a minimum of 180 school days, Tacoma School District No. 10 on behalf of The School of the Arts (SOTA) and The Science and Math Institute (SAMI) is requesting a waiver for grades 9-12 of the minimum 180-day school year (WAC 180-16-215) for school years 2015-2016, 2016-2017, 2017-2018; and

**WHEREAS**, the State Board of Education is authorized to approve a waiver of this requirement, conditional upon the district's providing adequate evidence that it is restructuring its educational programs; and

**WHEREAS**, the State of Washington requires districts to focus on the nine characteristics of high performing schools, which include "focused professional development, clear and shared vision and process and high levels of collaboration and communications;" and

**WHEREAS**, Washington State has designated SOTA and SAMI as innovative schools; and

**WHEREAS**, late arrival days will allow time for training on best instructional practices, instructional assessment strategies, analysis for test data, and will provide staff time to work on school improvement plans; and

**WHEREAS**, SOTA and SAMI will meet the minimum instructional hour offering required by RCW 28A.150.220 (2) of 1080 hours.

**WHEREAS**, the students' school year for SOTA and SAMI, Tacoma School District No. 10, shall consist of one hundred seventy (170) days; and

**WHEREAS**, the staff day shall begin fifteen (15) minutes before the opening and shall end fifteen (15) minutes after the close of school; and

**WHEREAS**, the Board of Directors endorses the accompanying documentation of the benefits to students provided by SOTA and SAMI, Tacoma School District No. 10;

**THEREFORE**, be it resolved that the Board of Directors of Tacoma School District No. 10 request a three-year waiver (school years 2015-2016, 2016-2017, 2017-2018) of ten school days each year from the State Board of Education for WAC 180-16-215 (the minimum 180-day school year) for Tacoma School District No. 10;

**ADOPTED** by the Board of Directors of Tacoma School District No. 10 at its regular meeting on May 14, 2015.

DATED this 14<sup>th</sup> day of May, 2015.

BOARD OF DIRECTORS

\_\_\_\_\_  
President

*James A. Valle*

\_\_\_\_\_  
*K. H. O.*

\_\_\_\_\_  
*Dennis W. W. -*

\_\_\_\_\_

ATTEST:

*Carla Santorno*  
\_\_\_\_\_  
Carla Santorno, Board Secretary

**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  | Tacoma School District #10   |
| Superintendent  | Carla Santorno   |
| County  | Pierce   |
| Phone   | (253) 571-1011   |
| Mailing Address   | P.O. Box 1357<br>Tacoma, WA 98401-1357   |
| <b>Contact Person Information</b>   |  |
| Name  | Jon Ketter   |
| Title   | Principal / Director of Tacoma School of the Arts (SOTA) and Science and Math Institute (SAMI) |
| Phone   | 253-377-4010   |
| Email   | jketler@tacoma.k12.wa.us   |
| <b>Application type:</b>  |  |
| New Application or Renewal Application  | Renewal  |
| <b>Is the request for all schools in the district?</b>  |  |
| Yes or No   | No   |
| If no, then which schools or grades is the request for?   | Tacoma School of the Arts: Grades 9, 10, 11, 12<br>Science and Math Institute: 9, 10, 11, 12   |
| <b>How many days are requested to be waived, and for which school years?</b>  |  |
| Number of Days  | 10   |
| School Years  | 3 school years: 2015-2016, 2016-2017, 2017-2018  |
| <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   | There will be only 2 half-days in the calendar.  |
| Remaining number of half days in calendar   | There will be a total of 2 half-days in the 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, the total instructional hours for both schools will be 1080.                              |

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 the proposed waiver renewal is to continue our successful model of an alternative calendar that allows for increased daily instructional time and weekly job-embedded professional development for faculty. Our schools have operated successfully in this model for the last several years. We propose a waiver renewal that allows SOTA and SAMI continuity with its professional development and instructional program.

TSOTA and SAMI request a modified calendar with extended daily hours Monday through Thursday and a late-start Friday. Following this alternate schedule results in more opportunities for students daily and time for weekly job-embedded staff professional development. The proposed alternate schedule equals the requirement of 1,080 hours of instructional time. By increasing student's daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.

**Waiver Plan:**

1. Implement an alternate daily schedule in order to lengthen the student day to 6.5 hours (Monday – Thursday) and initiating a late-arrival day on Fridays, 5 hours.
2. Implementing an alternate teacher workday schedule in order to lengthening the day from 7.5 hours to 8.0 hours.
3. Implement an alternate school-year calendar for teachers and students from Tacoma Public Schools (TPS). The modified calendar includes 172 teacher work days and equals 1080 hours of student instructional time in 170 student days.
4. Utilize late-start Fridays for teacher professional development utilizing the DuFour Professional Learning Community model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
5. Implement an alternative schedule for the first three days of school in order to start the school year with an intensive student and teacher experience which focuses on our school community goals, (8 hours per day)

**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.)**

Our School Improvement Plan aligns directly to the four benchmarks identified in the Tacoma School District's Strategic Plan: Academic Excellence, Early Learning, Safety and Community Partnerships. The strategies identified in the SOTA & SAMI SIP plan include imbedded school-site professional development for staff, and extended school days for students, which aligns to the Waiver Plan presented above. Our SIP goals for Academic Excellence include increasing 9<sup>th</sup> grade success rates in academic classes, increasing success on mathematics EOC exams, and increasing on-time graduation. Our success in these areas depend on collaborative weekly professional development for staff and extended time in class for students.

**Attachments:**

Link to TPS District Strategic Plan.

<http://www.tacoma.k12.wa.us/information/StrategicPlan/Pages/default.aspx>

Link to SAMI SIP online.

<http://www.tacoma.k12.wa.us/sami/Documents/SAMISIP2014-2015.pdf>

Link to SOTA SIP online.

<http://www.tacoma.k12.wa.us/sota/Documents/SOTASIP2014-2015.pdf>

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.

*Goal 1: Reading*

- By 2018, 100% of the Tacoma School of the Arts' students will meet standard in reading as measured by the reading portion of the HSPE.
  - In 2014, 95.9% of SOTA students met standard on the reading HSPE. 2015 data is not yet available.
- By 2018, 100% of the SAMI students will meet standard in reading as measured by the reading portion of the HSPE.
  - In 2014, 94% of SAMI students met standard on the reading HSPE. 2015 data is not yet available.

*Goal 2: Writing*

- By 2018, 100% of the Tacoma School of the Arts' students will meet standard in in writing as measured by the writing portion of the HSPE.
  - In 2014, 95.4% of SOTA students met standard on the writing HSPE. 2015 data is not yet available. This represents growth of % since 2009. (2009, 95.4%)
- By 2018, 100% of the SAMI students will meet standard in in writing as measured by the reading portion of the HSPE.
  - In 2014, 93.4% of SAMI students met standard on the writing HSPE. 2015 data is not yet available. This represents growth of 3.3% since 2009. (2009, 90.1%)

*Goal 3: Mathematics*

- By 2018, 90% of the Tacoma School of the Arts' students will meet standard in writing as measured by the math End-of-Course Exam.
  - In 2014, 94.5% of SOTA students met standard on the math geometry EOC. 2015 data is not yet available. This represents growth of 42.8% since 2009. (2009, 51.7%)
- By 2018, 90% of the SAMI students will meet standard in in writing as measured by the reading portion of the HSPE.
  - In 2014, 94.5% of SAMI students met standard on the math geometry EOC. 2015 data is not yet available. This represents growth of 15.6% since 2009. (2009, 78.9%)

*Goal 4: On-Time Graduation*

- By 2018, the on-time graduation rate will increase to 100% at SOTA.
  - In 2014, the on-time graduation rate at SOTA was 99.3%. 2015 data is not yet available.
- By 2018, the on-time graduation rate will increase to 100% at SAMI.
  - In 2014, the on-time graduation rate at SAMI was 98%. 2015 data is not yet available.

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.

Our waiver proposal is an alternate school-year calendar for students that includes 1080 hours of student instructional time in 170 student days.

The alternate calendar:

- lengthens each student day to 6.5 hours (Monday – Thursday), which increases class-time each day. Providing students with class periods equalling 90 minutes allows more in-depth study of learning objectives and provides more time for hands-on project-based learning, including STEM- and arts-integration.
- includes a late-arrival day for students on Fridays, 5 hours, which provides weekly imbedded professional development time for teachers. We will utilize the DuFour Professional Learning Community model with a strong focus on data-driven interventions for students, and implementation of standards-based instruction which includes best practices for the implementation of Common Core and Next Generation Science standards.
- implements an alternative schedule for the first three days of school in order to start the school year with an intensive student and teacher experience which focuses on our school community goals, (8 hours per day).
- lengthens the teacher work day to 8.0 hours, which provides teachers more time to work with students before- and after- school in tutoring.

SOTA and SAMI have operated under a similar alternate calendar for the last 6+ years, each year achieving outstanding results as evidenced by high graduation rates (98%) and well above average HSPE and EOC scores. We are likely to meet our above-stated goals with a continuation of the Professional Learning Community work, and increased daily class time for students included in the alternate calendar.

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?

- End-of-Course Exams in Mathematics
- HSPE / Smarter Balance Exams
- On-time Graduation Rate

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?

Year 1 of the waiver will connect directly to Years 2 and 3 in that the alternate calendar will be identical in order to provide students, teachers and families consistency year-to-year.

Teacher Professional Development will increase in rigor and focus with each year of the waiver. SOTA and SAMI began Professional Learning Community (PLC) work in the 2009-2010 school year. Since then, we have tightened our focus of the PLC work to implementing DuFour-model PLCs with fidelity. DuFour PLC work, by it's definition, is cyclic – re-starting each year but moving more quickly along the continuum of Basic to Proficient to Distinguished.

Professional Development in Year 1 will focus on defining PLCs, developing norms of operation, defining power standards aligned to national standards (Common Core / Net Generation Science), and developing common formative assessments. PLC work in Year 2 will focus on revising common formative assessments, investigating best teaching practices related to power standards, and addressing interventions for students who are not understanding the learning standards. Year 3 will focus on extended revision of lessons related to the power standards, increased use of common formative assessments, refining intervention activities, and developing extension activities for students who do understand.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.

This waiver and alternate calendar were written collaboratively by teachers and administrators Kristin Tinder, Jon Ketler, Paul Kelly, Renee Froembling, and Doris Conrath. The committee presented documents to the whole staff for review. The work is based on what has been successful for our schools as well as conversations with staff, students, parents, and the community.

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 Collective Bargaining Agreement (CBA) between the Tacoma Education Association (TEA) and Tacoma Public Schools (TPS) provides for up to seven optional days which may be used for professional development. These are defined as XX building-based days, XX district-based days and 2 personal days. Futher, the CBA addresses:

- Early Dismissal; The last day of school for students, and the last day before the December holiday break
- Conference Days; high school conferences may be flexibly scheduled

Link to the CBA

9. Please provide the number of days per year for the following categories:

|  |     |
|--|-----|
| Student instructional days (as requested in application) | 170 |
| Waiver days (as requested in application)                | 0   |
| Additional teacher work days without students            | 2   |
| Total  | 172 |

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<br>(PRS)             | 100   |                              |                            | X                           |
| 2<br>(PRS)             | 100   |                              |                            | X                           |
| 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.

*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.

We utilized the alternate calendar with the longer staff/student day as planned. We provided increased daily instructional time with 80 minute periods allowing for more in-depth hands-on study. Late-start Fridays were used for teacher professional development, during which we established high-functioning PLCs.

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 purpose and goal of the previous waiver (2012) were met as a result of our alternate calendar and teacher professional development.

Goals set in 2012 and subsequent results:

### Goal 1: Reading

- By 2015, 100% of the Tacoma School of the Arts' students will meet standard in reading as measured by the reading portion of the HSPE.
  - In 2014, 95.9% of SOTA students met standard on the reading HSPE. 2015 data is not yet available. This represents growth of 3.3% since 2009. (2009, 92.6%)
- By 2015, 100% of the SAMI students will meet standard in reading as measured by the reading portion of the HSPE.
  - In 2014, 94% of SAMI students met standard on the reading HSPE. 2015 data is not yet available. This represents growth of 1.3% since 2009. (2009, 92.7%)

### Goal 2: Writing

- By 2015, 100% of the Tacoma School of the Arts' students will meet standard in writing as measured by the writing portion of the HSPE.
  - In 2014, 95.4% of SOTA students met standard on the writing HSPE. 2015 data is not yet available. This represents growth of % since 2009. (2009, 95.4%)
- By 2015, 100% of the SAMI students will meet standard in writing as measured by the reading portion of the HSPE.
  - In 2014, 93.4% of SAMI students met standard on the writing HSPE. 2015 data is not yet available. This represents growth of 3.3% since 2009. (2009, 90.1%)

### Goal 3: Mathematics

- By 2015, 90% of the Tacoma School of the Arts' students will meet standard in writing as measured by the math End-of-Course Exam.
  - In 2014, 94.5% of SOTA students met standard on the math geometry EOC. 2015 data is not yet available. This represents growth of 42.8% since 2009. (2009, 51.7%)
- By 2015, 90% of the SAMI students will meet standard in writing as measured by the reading portion of the HSPE.

- In 2014, 94.5% of SAMI students met standard on the math geometry EOC. 2015 data is not yet available. This represents growth of 15.6% since 2009. (2009, 78.9%)

**Goal 4: On-Time Graduation**

- In 2014, the on-time graduation rate was 99.3% at SOTA. 2015 data is not yet available. This represents growth of 10.2% since 2009. (2009, 89%)
- At SAMI in 2014, the on-time graduation rate was 98%. 2015 data is not yet available. Because of the alternate schedule and late-start Fridays, SAMI's graduation rates have been at/near 98% each year since it's first graduating class (2013).

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.

We are proposing an increase in student instructional hours from 1000 to 1080 with the new waiver. Increasing student instructional hours will further increase the efficacy of our work.

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 request for the renewal of the waiver will result in advancement of the goals stated because of our commitment to teacher professional development through PLCs and increased student instructional time. Teacher Professional Development focuses on increasing student achievement through a close examination of teacher practice; teachers focus weekly on power standards alignment to the Common Core, best practices in pedagogy, common formative assessment and strategic intervention. A strict focus on the DuFour model PLC as our professional development initiative will provide advancement of our goals.

Students benefit from the teacher professional development and focused extended class time daily. Increasing student contact hours to 1080 provides even more time in class for project-based, standards-based teaching and learning.

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.

The use and impact of our current waiver was shared with SOTA and SAMI parents at monthly meetings, through the e-newsletter, and through our school district website. Parents, students, and the community were included in the process through meetings and conversation. We inform incoming students and their parents at our Information Nights and all 9<sup>th</sup> grade transition activities. Additionally, parents are invited monthly to the school for Parent Nights to see the learning activities and hear about the achievement of their students.

**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.

**SOTA/SAMI**  
**2015-16 School Year Calendar**  
**170 Days, 1080 Instructional Hours**

8/25<sup>th</sup> Teacher Workday (PRS)  
 26, 27, 28 All-School Retreat

| AUGUST / SEPT 15 |    |    |    |    |    |    |
|------------------|----|----|----|----|----|----|
| S                | M  | T  | W  | Th | F  | S  |
| 23               | 24 | P  | R  | R  | R  | 29 |
| 30               | N  | S1 | SS | 3  | 4  | 5  |
| 6                | H  | 8  | 9  | 10 | 11 | 12 |
| 13               | 14 | 15 | 16 | 17 | 18 | 19 |
| 20               | 21 | 22 | 23 | 24 | S2 | 26 |
| 27               | 28 | 29 | 30 |    |    |    |

1<sup>st</sup> Teacher Workshop (S1)  
 2<sup>nd</sup> First Semester Classes Begin  
 7<sup>th</sup> Labor Day Holiday  
 25<sup>th</sup> Teacher Workshop (S2)  
 22 days

| OCTOBER 15 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | 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 | S3 | 24 |
| 25         | 26 | 27 | 28 | 29 | 30 | 31 |

23<sup>rd</sup> Teacher Workshop (S3)  
 26<sup>th</sup> – 30<sup>th</sup> Conferences  
 21 days

11<sup>th</sup> Veterans' Day Holiday

| NOVEMBER 15 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
| 1           | 2  | 3  | 4  | 5  | 6  | 7  |
| 8           | 9  | 10 | H  | 12 | 13 | 14 |
| 15          | 16 | 17 | 18 | 19 | 20 | 21 |
| 22          | H  | H  | H  | H  | H  | 28 |
| 29          | 30 |    |    |    |    |    |

23<sup>rd</sup> - 27<sup>th</sup> Thanksgiving Break  
 15 days

| DECEMBER 15 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             |    | 1  | 2  | 3  | 4  | 5  |
| 6           | 7  | 8  | 9  | 10 | 11 | 12 |
| 13          | 14 | 15 | 16 | 17 | 18 | 19 |
| 20          | N  | N  | N  | H  | H  | 26 |
| 27          | N  | N  | N  | N  |    |    |

4<sup>th</sup> Teacher Workshop (S4)  
 Dec 21 – Jan 1 Winter Break/  
 No school  
 14 days

1<sup>st</sup> New Year's Day

| JANUARY 16 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | Th | F  | S  |
|            |    |    |    |    | H  | 2  |
| 3          | 4  | 5  | 6  | 7  | 8  | 9  |
| 10         | 11 | 12 | 13 | 14 | 15 | 16 |
| 17         | H  | 19 | 20 | 21 | 22 | 23 |
| 24         | 25 | 26 | 27 | P  | N  | 30 |
| 31         |    |    |    |    |    |    |

4<sup>th</sup> School resumes  
 18<sup>th</sup> Martin Luther King Jr. Day  
 28<sup>th</sup> Secondary Semester Break  
 \*No school (Teacher Workday, PRS)  
 29<sup>th</sup> No School  
 17 days

| FEBRUARY 16 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | Th | F  | S  |
|             | 1  | 2  | 3  | 4  | 5  | 6  |
| 7           | 8  | 9  | 10 | 11 | 12 | 13 |
| 14          | H  | S4 | 17 | 18 | 19 | 20 |
| 21          | 22 | 23 | 24 | 25 | 26 | 27 |
| 28          | 29 |    |    |    |    |    |

1<sup>st</sup> First Day of Second Semester  
 15<sup>th</sup> Presidents' Day Holiday  
 16<sup>th</sup> Teacher Workshop (S5)  
 19 days

21 - 25 Conferences

| MARCH 16 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | 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       | N  | N  | N  | N  |    |    |

Mar 28 – Apr 8 Spring Break  
 19 days

| APRIL 16 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | Th | F  | S  |
|          |    |    |    |    | N  | 2  |
| 3        | N  | N  | N  | N  | N  | 9  |
| 10       | 11 | 12 | 13 | 14 | 15 | 16 |
| 17       | 18 | 19 | 20 | 21 | S5 | 23 |
| 24       | 25 | 26 | 27 | 28 | 29 | 30 |

Mar 28 – Apr 8 Spring Break  
 22<sup>nd</sup> Teacher Workshop (S6)  
 15 days

30<sup>th</sup> Memorial Day Holiday

| MAY 16 |    |    |    |    |    |    |
|--------|----|----|----|----|----|----|
| S      | M  | T  | 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     | H  | 31 |    |    |    |    |

20 days

| JUNE 16 |    |    |    |    |    |    |
|---------|----|----|----|----|----|----|
| S       | M  | T  | W  | Th | F  | S  |
|         |    |    | 1  | 2  | 3  | 4  |
| 5       | 6  | 7  | 8  | 9  | L  | 11 |
| 12      | X  | X  | X  | 16 | 17 | 18 |
| 19      | 20 | 21 | 22 | 23 | 24 | 25 |
| 26      | 27 | 28 | 29 | 30 |    |    |

10<sup>th</sup> Last Day of School  
 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> snow make-up days, if needed  
 8 days

N = Non-School Day    H = Holiday (no school)    R = All School Retreat    SS = School Starts    P = PRS Day    S1 – S6 = Teacher Workshop  
 L = Last Day of School    X = Snow Make-Up Days if more are needed.

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.]