

STATE BOARD OF EDUCATION

HEARING TYPE: X ACTION

DATE: MARCH 13, 2007

SUBJECT: REQUEST FOR WAIVER OF THE 180-DAY SCHOOL YEAR
REQUIREMENT FOR AUBURN, CUSICK, EDMONDS, MARY
WALKER, MONROE, MUKILTEO, NEWPORT, NORTHPORT, PELL,
RAYMOND, SEATTLE, ST. JOHN-ENDICOTT, SNOHOMISH, and
WISHRAH SCHOOL DISTRICTS

SERVICE UNIT: Edie Harding, Executive Director
State Board of Education

PRESENTER: Pat Eirish, Program Manager
State Board of Education



RECOMMENDATION:

Staff recommends that the State Board of Education (SBE) approve the waiver requests from the minimum 180-day school year for the school districts listed above for school year 2007-2008 with the exception of Seattle School District. This is a lot of paper for you to review. In the future, if you decide to keep the 180-day waiver process, I would recommend that you let staff review the waivers and present only a summary of those approved (similar to what we do for the annual private school approval process). Any waivers we do not recommend that you approve would be brought to you for your consideration. As that would be a change in current practice, for this meeting, we are bringing forward the full packet.

BACKGROUND:

Based on Legislative authority (Chapter 208, Laws of 1995), the SBE adopted Chapter 180-18 WAC Waivers for Restructuring Purposes. Section 180-18-040 of this chapter allows school districts to apply for waivers from the minimum 180-day school year requirement by offering the equivalent in annual minimum instructional hour offerings in such grades as are conducted by the school district as prescribed in RCW 28A.150.220.

Auburn School District

King County – 13,870 students
5 waiver days requested

Auburn School District is requesting five waiver days for the 2007-08 school year. The purpose of the request is to implement local restructuring plans, and to allow schools time to continue to implement school improvement plans that call for deep alignment of

instruction to state standards. Waiver days are needed for the development of mathematics intervention models across grade levels, particularly at the district's secondary level.

Cusick School District

Pend Oreille County – 273 students

4 waiver days requested

Cusick School District is requesting four waiver days. This district is also one of a nine-member consortium of the Panorama Rural Education Partnership (PREP) school districts that share resources in coordination of waiver days. This consortium has been extremely valuable to Cusick staff to be able to receive training in writing, mathematics, AP Springboard mathematics, AP Springboard reading, vertical teaming by subject areas and grade level assessment development. Two of their waiver days will coordinate with these districts for professional development opportunities for staff.

Edmonds School District

Snohomish School District – 20,782 students

5 waiver days requested

Edmonds School District is requesting five waiver days that will continue the elimination of ten half days. The waiver days will be used for professional development activities by staff to work on curriculum and to work in teams to address student learning needs. Staff will meet to refine school improvement plans, receive training, and work collaboratively to implement plans, analyze effectiveness of plans based on student learning data and revise and enhance plans for the following school year.

Mary Walker School District

Stevens County – 590 students

2 waiver days requested

Mary Walker School District is requesting two waiver days to implement the district's improvement plan. This small district has requested this time to provide consistent and focused staff development, training, foster collaboration and dialogue, and make available to staff best practices and current research.

Mukilteo School District

Snohomish County - 15,022 students

2 waiver days requested

Mukilteo School District is requesting a two-day waiver to allow time for staff training related to the Essential Academic Learning Requirements (EALRs), K-12 mathematics, formative and summative student assessments and closing the achievement gap. In

the 2007-08 school year the waiver days will focus on the areas of mathematics for all elementary and secondary mathematics teachers. Teachers in other subject areas will work to address supporting mathematics in their courses and will continue work on classroom-based assessments (health and fitness, the arts, and social studies).

Monroe School District

Snohomish County – 6,625 students
4 waiver days requested

Monroe School District is requesting four waiver days to support collaborative time for staff to prepare for implementation of the schools' learning improvement plans. The district feels, in this era of increasing accountability regarding state graduation requirements and the federal demands of meeting the Adequate Yearly Progress, it is essential that more staff development time be provided.

Newport School District

Pend Oreille County – 1,154 students
7 waiver days requested

Newport School District is requesting seven waiver days so that time can be dedicated to improvement of instruction to increase student academic achievement. The attached pages detail how these days have been used in the past and the effect they have had on student achievement. Administration, board, staff, and the site council are in agreement that staff needs additional days to continue the process of curricular alignment and improvement.

Northport School District

Stevens County – 162 students
4 waiver days requested

Northport School District is requesting four waiver days. Attached is detailed documentation describing agendas for professional development days and supporting information that demonstrates how their Strategic Learning Improvement Plan has been impacted as a result of waiver days. The sample action plan (attached) includes strategies for staff development, school policy and parent involvement. Northport is one of a nine-member B2 school district consortium who share resources and collaborate regarding professional development opportunities. Several of these school districts utilize the same waiver calendar days to be able to take full advantage of these opportunities. The other nine-member Panorama School Districts are: Columbia, Curlew, Cusick, Inchelium, Mary Walker, Republic, Selkirk and Wellpinit. It is two and one half hours (one way) from Northport to ESD 101 in Spokane to take advantage of professional development opportunities.

Pe Ell School District

Lewis County – 327 students
2 waiver days requested

The Pe Ell School District is requesting two waiver days. The challenge to the district is to fully examine their current instructional practices and revisit all of the curriculum alignment to continue to improve and reach the district goals. The district has commenced a professional study of curriculum, instruction and remediation support this year. The waiver days will allow time for staff to undertake the increased preparation, especially in mathematics, so that students can meet standards.

Raymond School District

Pacific County – 523 students
5 waiver days requested

Raymond School District is requesting five waiver days. District staff, parents and community members have determined that staff need additional professional development time to further develop instructional practices which support the goal of all students progressing toward achieving standard in literacy, mathematics, science, social studies, arts, and health and fitness.

Seattle School District

King County – 46,200 students
3 additional waiver days requested for elementary schools

Seattle School District currently has been granted three waiver days through the 2008-09 school year. This request is to provide an additional three waiver days for elementary schools in the district that seek full-day parent/teacher conferences.

SBE staff advised the district that this waiver is not needed due to the fact that:

- RCW 28A.150.205 Definition of Instructional Hours includes:...
teacher/parent-guardian conferences that are planned and scheduled by the district for purposes of discussing students' educational needs or progress...
(SBE staff has always advised schools using this time to include students in the conferences.)

For many years, the interpretation by legal counsel of the RCWs and WACs has been that teacher/parent-guardian conferences do count as instructional time and thus count as a school day. Therefore, a school/school district would not need to seek a waiver to use this time as instructional time for basic education compliance.

Seattle's legal counsel has determined, in this particular scenario, that not all students will be offered instruction on each of those three designated days. Students with last names ending in A-L would be invited to come on day 1, M-S would be invited to come on day 2, and T-Z would be invited to come on day 3. Seattle has requested this waiver petition be included on the March 2007 agenda.

- The purpose and intent of the waivers granted by the SBE is for restructuring and reform purposes. The SBE's position has been that teacher/parent-guardian conferences do not fall in that framework and that parent/teacher conferences do not constitute a restructuring plan.

Staff recommends that this waiver request not be approved.

St. John – Endicott School District

Whitman County

St. John Elementary– 170 students

St. John - Endicott High School – 70 students

Endicott Elementary – 39 students

Endicott-St. John Middle School – 56 students

5 waiver days requested

These two combined school districts are requesting five waiver days to provide staff time to participate in collaborative planning, district-wide, school-wide, grade level and department level professional development, alignment of curriculum and the authentic student assessments for the purpose of informing and improving instruction. This waiver will replace the 14 late start and early release days previously scheduled.

Snohomish School District

Snohomish County – 8,521 students

6 waiver days requested

Snohomish School District is requesting six waiver days to allow time to train staff the pedagogy and skills necessary to effectively deliver instruction with a focus on mathematics and the development of district-wide common assessments. The waiver days will also allow the district to create conditions for collaborative planning, analyze various data sources, and research and implement highly successful practices.

Wishram School District

Klickitat County – 60 students

4 waiver days requested

Wishram is requesting four waiver days to allow time for staff training, curriculum adoption and alignment to state standards including mapping curriculum for mathematics and science. One of the district's goals is to improve student mathematics and science skills to reach state and district improvement goals.

The School Improvement Team, comprised of teachers, assistants, parents, and students has been established to focus on critical issues and determine direction of the district. This district reports 76.2 percent of their students on free or reduced price meals (May 2006).

SUMMARY:

The State Board of Education may grant waivers if the district demonstrates the need for these waivers by meeting the procedural criteria as specified in Chapter 180-18 WAC. While utilizing the waivers, districts have indicated they will continue to meet the program hour requirements as prescribed in RCW 28A.150.220.

These districts have met the procedural criteria, therefore, staff recommends approval.

The request from Seattle School District does not meet the intent of the waiver criteria.

See attachments for further detailed information.

Attachments

AUBURN SCHOOL DISTRICT No. 408
STATE BOARD OF EDUCATION WAIVER APPLICATION
2007-2008 School Year

Introduction and Identification of Requirement to be Waived

The Auburn School District, pursuant to WAC 180.18.040, requests a waiver from the minimum 180-day school year requirement. The purpose of the request is to implement local restructuring plans, provide a more effective educational system and enhance the achievement of all students in concordance with the high standards of Washington State Educational reform. The Auburn School District was granted two (2) student waiver days by the State Board for the 2006-2007 school year. Those days will be conducted on March 16 and May 14. Given the recent direction by the State Board for districts to submit waiver day requests for the 2007-2008 school year by the March 12 State Board meeting, the results for the two previously granted waiver days for the 2006-2007 school year are not available at the time of this request. Instead, the district outlines the proposed School Improvement Plan activities for March 16 and May 14 as part of the follow up for the request of additional waiver days for the 2007-2008 school year.

The Auburn School District requests five (5) waiver days for the 2007-2008 school year, with specific dates to be determined upon condition of approval. This request will not compromise the total instructional hour requirements for WAC 180.16.200. In accordance with WAC 180.18.050, the Auburn School Board previously submitted a resolution for the waiver request and a district plan for restructuring district programming.

Auburn School District Education Reform Background and Progress

The Auburn School District has completed several curricular and instructional alignments to State goals and Grade Level Expectations and has developed a long-range strategic plan for educational reform, Futurescape – The Next Generation. Additionally, district and classroom-based assessments were developed and adopted that ensure each student is progressing to the high standards of educational reform in reading, writing, math and science. Teachers also work to implement Goal 2 curriculum-based assessments, including social studies, arts and health and fitness.

School Improvement Plans are developed and implemented through school-based leadership teams that address the learning demographics of each school. Follow-up and revision of these plans have resulted in steady progress in student achievement despite dramatic increases in populations of ELL and low socioeconomic learners. This progress has been accomplished without compromise to the total instructional hour requirement or the 180-day school year requirement by utilizing district designated, building determined and individualized teacher days.

At this time, school improvement teams have developed detailed plans that increase the professional capacity of teachers and refine the applications of core curriculum to assist individual students in academic performance. This has resulted in well-defined core curricula and strategic planning at the school level. Statistically, only 30% of students in the fifth grade will remain in the Auburn School District when they reach the 12th grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in concert with high standards. The request for five (5) waiver days for the 2007-2008 school year is central to the development of restructured delivery models at grade level, across grade level and in individual classrooms. Restructured delivery models are essential to close the achievement gap that sidelines low-income and minority students.

Statement of Need for Waiver Days to Restructure the Auburn School District Delivery Model

Schools need time to continue to implement School Improvement Plans that call for deep alignment of instruction to State standards. The Auburn School District provides systemic assessment that monitors academic progress and produces diagnostic data for teachers to use in the classroom. Aligning classroom instruction to State standards requires more opportunities for teachers to articulate instruction and to collaborate through professional learning communities.

School Improvement Plans call for the restructuring of school time towards recommended OSPI models of tiered interventions. This should result in increased personalization for student learners, refined curricula and effective instructional strategies, greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. School Improvement Plans stress the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Waiver Days are needed to increase parent involvement for students who come from families of poverty. Over 50 percent of the district's elementary student body qualify for free and reduced lunch.

Waiver Day Targets for Restructure and Plan for Reform

The Auburn School District strategic plan for closing the achievement gap includes a focus on math and science, improvement in literacy, development of instructional models that address student mobility and use of technology for differentiated instruction. Waiver days will be utilized in these targeted areas for restructuring during the 2007-2008 school year.

The implementation of school math and science improvement plans is paramount. Almost 600 students in the class of 2008 are below WASL standards for graduation. The Auburn School District targets the alignment and delivery of mathematics between the seventh and tenth grade as critical for addressing the achievement of students to the high standards of mathematics. Math and science intervention models will be developed that address the challenges of mobility and low-income demographics.

A different system of delivering math instruction is warranted to address not only the class of 2008 but all future classes of students who need a better system that addresses their mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility need to be supported by a system of mathematical learning that aligns more intensely with grade-level expectations and addresses the episodic learning needs of a transitory, low-income demographic. Currently, individual School Improvement Plans need the time to implement goals and strategies into every classroom structure.

The Auburn School District has successfully piloted OSPI literacy intervention models in elementary and mid-level schools. These models focus on literacy, result in significant gains and close the achievement gap. Waiver days are needed for the development of math intervention models across grade levels, particularly at the district's secondary level.

The development of delivery models to address the learning needs of low-income populations is significant in the district's local restructuring plan. Teachers need time to develop classroom systems that utilize effective assessment and provide individual student information to guide diagnostic instruction aligned to individual student performance and standards. Cultural competency and ELL accommodations are central elements for the implementation of differentiated instruction at the classroom level.

The use of technology for the purpose of improving instruction and parent communication is important in the individualization of student learning and involvement of parents. Teachers need time to hone their skills in the utilization of technology in its application for both instruction and assessment of student learning. Additionally, technology has great import for the development of individualized learning plans for student performance and frequent communication with parents on student progress towards achievement standards.

Restructure Process

As mentioned previously, the Auburn School District has invested in a school improvement plan process that incorporates the characteristics of high-performing schools. These school plans provide opportunities for parent, community and teacher involvement in decision-making that drives improvement in student performance. The request for waiver days has strong endorsements from the School Board, School Improvement Plan teams, the Auburn Education Association, the PTA, the District Advisory Inservice Committee, the Classified Inservice Advisory Committee, principals and the district Curriculum Instruction and Assessment Committee. These committee and community components represent stakeholder leadership across the Auburn School District and community. The School Board Resolution for Waiver Days Plan is a culmination of faculty, staff and community support for improvement of student learning via a restructuring effort.

Evaluation of Restructure

The utilization of MAPs assessments, in conjunction with other standardized assessments and WASL, will provide ongoing data on the academic progress of students. The MAPs assessment provides feedback within 24 hours on the progress of students. Given the high student population mobility in the Auburn School District, it is critical that accurate placement and diagnosis of new student learners be expeditious and targeted.

Due to the State Board's expedited schedule for early waiver day submittals, the proposed interventions and data collection for the waiver days granted have not concluded. However, planned trainings will occur on March 16 and May 14, 2007, with the following school improvement plan targets:

- Develop student-led conferences with parents at the comprehensive high schools, with a focus on second language families.
- Write classroom lessons that differentiate learning for low-income demographics that are aligned with state standards and best practice.
- Develop strategies for ELL students to improve performance on the WLPT and WASL.
- Restructure schools to provide tier-one, tier-two, and tier-three intervention models for implementation during the 2007-2008 school year.
- Math is a core focus of all student learning plans with emphasis on content essentials, pedagogy, and student personalization. Math targets are driven by data results accumulated for achievement gap learners including low income, Hispanic and Native American student groups.
- Extended learning programs will be restructured for better alignment with math, reading, writing, and science standards, with additional focus on math.
- Educators will continue to develop assessment skills to provide data to drive individualized instruction to State standards.

Restructuring efforts will require strategic interventions at the classroom level to address Tier 1 and Tier 2 student learners and the development of intensive efforts for Tier 3 learners. The Washington Assessment of Student Learning is the ultimate measurement of restructuring success in reading and math for ELL and low socioeconomic learners. Student performance on the WASL will demonstrate dramatic improvements in the low socioeconomic and highly mobile segments of district populations. Significant progress made in closing the achievement gap will be evidenced.

Teachers will develop their skills through restructuring the OSPI collection of evidence and curriculum-based assessments to align with graduation required culminating portfolios, alternative learning and Goal 2 content achievement. Individual teachers will create instructional plans that are differentiated and targeted for learners below grade level expectations. Student work will reflect vestiges of the changes in classroom

culture that address the core goals of learning and the supplemental and individualized demands for all students to achieve high standards. The Auburn School District will formalize the development of these restructures to promote sustainability for future years.

Parents will be surveyed on an annual basis to assess the success and improvement of restructuring. Parents will articulate high levels of satisfaction with the Auburn School District restructuring efforts as a measure of their involvement and success in student achievement.

Summary

In summary, for the purpose of local restructure, the Auburn School Board requests a waiver of five (5) school days to be implemented in the school year of 2007-2008. School Improvement Plans will be implemented that promote the characteristics of high-performing schools, enhance teachers' use of differentiated instruction that will close the achievement gap, deeply align school instruction and assessments to State standards, develop intervention models across grade levels and promote cultural competency and ELL accommodations in classroom learning.

The time will be used for teachers to implement school-wide improvement plans at the classroom level and change the current culture of classroom instruction to be more targeted and effectively designed to State standards. Schools will collaborate and utilize intervention models to increase achievement in literacy, math and science. Teachers will work individually and collaboratively to develop models that will provide the sustainability of instruction to bring each student to higher standards of educational reform.

AUBURN SCHOOL DISTRICT NO. 408
KING COUNTY, WASHINGTON

RESOLUTION NO. 1078
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS, the Auburn School District School Improvement Plans for each school serving students in pre-kindergarten through grade twelve has the mission of serving students in a safe environment so that all of the students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners; and

WHEREAS, the District's Inservice Advisory Committee; Curriculum, Instruction, and Assessment Committee; and district staff, parents, and community members have determined that staff need the additional professional development time to further develop instructional practices which support the goal of all students progressing towards achieving standard in literacy, mathematics, science, social studies, arts, and health and fitness; and

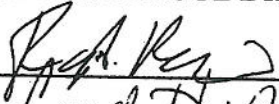

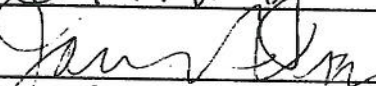
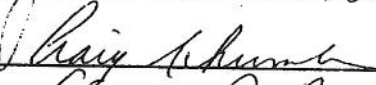
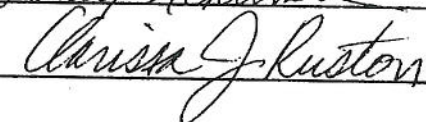
WHEREAS, staff and parents recommend reducing the number of student days while still meeting the program hour requirements as prescribed in RCW 28A.150.220; and

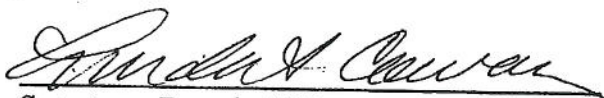
WHEREAS, the school board recognizes that while this reduction of student days results in a waiver request, the assessment results will show enhanced student learning.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Auburn School District No. 408 hereby requests a two-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2006-07 school year resulting in a 178-day school year for students in grades pre-kindergarten through twelve; and a five-day waiver from the minimum 180-day school year for students pre-kindergarten through grade twelve for the 2007-08 school year and the 2008-09 school year.

Adopted at a regular open public meeting of the Board of Directors held on October 23, 2006, the following Directors being present and voting therefore.

AUBURN SCHOOL DISTRICT NO. 408


Secretary, Board of Directors

"STUDENTS ARE THE MOST IMPORTANT PEOPLE IN OUR PROFESSION"

CUSICK SCHOOL DISTRICT NO. 509

305 Monumental Way
Cusick, WA 99119-9761
(509) 445-1125 FAX (509) 445-1598

February 28, 2007

Ms. Pat Erish
Research and Assistance Program
Washington State Board of Education
Old Capital Building
P.O. Box 47206
Olympia, WA 98504-7206

Dear Ms. Erish:

Please find enclosed Cusick School District Board Resolution #2006-2007-2, adopted by the Cusick School District Board of Directors at their February 27th board meeting. The Board of Directors is requesting a waiver of four days for school years 07-08, 08-09 and 09-10.

The Board is requesting the waiver in order to participate in two days of staff development as part of PREP (Panorama Rural Education Partnership) in conjunction with 9 other Panorama districts and an additional two days of staff development at our district focused on improving instruction in writing and math.

The Cusick School District is requesting that the request be submitted for approval at the State Board of Education meeting in March.

Thank you for your consideration.

Sincerely,


Dan Read
Superintendent

Superintendent - Dan Read
Principal - Kathy Christiansen

Cusick School District is an Equal Opportunity/Affirmative Action employer.

Appendix

Value

The Cusick School District #59 is involved in a consortium of nine school districts (PREP – Panorama Rural Education Partnership) to provide consortium-wide professional development. The partnership has been truly valuable and staff has been able to receive training in writing, math, AP Springboard Math, AP Springboard Reading. Vertical teaming by subject area has been accomplished and grade level assessments have been developed. The consortium also provides support for our newly developed AP classes in the district (AP Physics, AP English, and AP Literature). We are very proud of our accomplishments but still need time to fine tune what we are doing.

In addition to the two days that we will spend with the nine other districts, we are requesting an additional two days for on-site staff development. In the past, we have scheduled four ½ days and staff development. Students are released at 12:20 on these days and teachers begin staff development soon after. This has not been ideal. We have found that absenteeism on these days ½ days is high and the students who do show up for school are very restless. Staff members are fatigued at the beginning of trainings. We wish to eliminate these half days and implement full day staff development.

Budget restraints prevent TRI days and current LID days are utilized for curriculum development & alignment, FOSS science training, vertical team building, alignment with EALRs/GLEs, and standardizing assessments.

Specific Standards

- Continue to review and revise curriculum with alignment with EALRS.
- Review assessments and emphasize improving test scores
- Staff development in writing (Jane Schaffer Writing Program)
- Continue to design and implement Advanced Placement Classes
- Provide time for staff to research data and explore instructional practices that will help improve student learning.
- Work on student learning outcomes associated with Gear Up, Navigation 101, and Advanced Placement.
- Continue to improve our Early Childhood Education program.

High Standards

We are very proud of our improvements, but strive to improve and align curriculum with EALRs. Teaching and learning will be adjusted through examination of true data. Assessment results will be thoroughly examined and be used to help improve student performance.

How will we assure Higher Standards

Cusick School District, in conjunction with PREP, will use WASL and building level assessments & data to determine the success of staff development and utilization of waiver training days.

Evidence that staff is committed and working cooperatively to implement the plan

The Cusick Board of Directors approved the 180 day resolution knowing the importance of being a part of the PREP consortium and the benefits of collaboration with other districts to improve student learning. Teachers are very excited for the opportunity to participate in training and simply see what other small districts and staff in their areas are doing successfully. Classified staff are thrilled for the opportunity to focus on training that directly effects them and how they can help kids.

Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan

Cusick is a small rural district with involved parents. Several parent committees exist within our small school district, all of which have the goal of improving student learning. The community is committed to continued improvement in education and focused staff development and training. The Kalispel Tribe and Camas Learning Center are vital partners in our district. Tribal elders, members, and student have been a part of learning improvement team and are committed to improving student learning and enhanced opportunities for students. The Kalispel Tribe has also been vital in pursuing grants that have helped in the development of the PREP consortium.

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

CUSICK SCHOOL DISTRICT #59
Resolution #2006-2007-2

A resolution of the Board of Directors of the Cusick School District No. 59, Pend Oreille County, Cusick, Washington to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-18-050) for the next three school years.

WHEREAS, the Cusick School District is working with the Cusick School Board of Directors to restructure education and to improve learning;

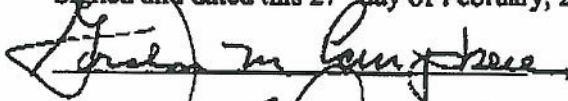
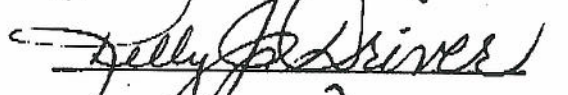

WHEREAS, the Cusick School District No. 59 Board of Directors recognize that:




1. Planning time is needed for staff to implement the identified goals and to align curriculum with state guidelines for instruction and assessment, and in calculating a 176-day school year, grade K will be 341 hours beyond compliance with the waiver, grades 1-12 will have 290 hours beyond compliance;
2. Attendance at Cusick School is lower on partial days and the learning processes are disrupted;
3. Full days designated for planning and in-service training have better facilitated training opportunities for both certificated and classified staff, and;

WHEREAS, the Washington State Board of Education has recognized the importance of, and has established waivers for, restructuring purposes (WAC 180-18);

NOW THEREFORE, BE IT RESOLVED that the Cusick School District Board of Directors requests from the State Board of Education that the minimum 180-day school year be waived for school years 07-08, 08-09, 09-10, subject to approval by the Cusick School Board of Directors each year. This will create four full school days per year to be devoted to instructional planning and conferencing. The dates for such planning will be determined by the Cusick School District and approved by the Cusick School Board of Directors, and students in grades K-12 would not attend school on those days.

Signed and dated this 27th day of February, 2007.

CUSICK SCHOOL DISTRICT

2007-2008 School Calendar

Approved:

Cusick School District 445-1125
Bus Garage 445-1231**DRAFT**

Teacher LID Days

SEPTEMBER						
M	T	W	T	F		
					30	31
	4	5	6	7		
10	11	12	13	14		
17	18	19	20	21		
24	25	26	27	28		

OCTOBER						
M	T	W	T	F		
1	2	3	4	5		
8	9	10	11	12		
15	16	17	18	19		
22	23	24	25	26		
29	30	31				

NOVEMBER						
M	T	W	T	F		
					1	2
5	6	7	8	9		
13	14	15	16			
19	20	21	22	23		
26	27	28	29	30		

DECEMBER						
M	T	W	T	F		
3	4	5	6	7		
10	11	12	13	14		
17	18	19	20			

JANUARY						
M	T	W	T	F		
		2	3	4		
7	8	9	10	11		
14	15	16	17	18		
22	23	24	25	26		
28	29	30	31			

September

Staff Orientation

3 Labor Day

4 Student's First Day

October

8 Panorama Staff Training Day

November

12 Veteran's Day Observed NO SCHOOL

21 Thanksgiving Vacation Early Release

22-23 Thanksgiving Vacation NO SCHOOL

December

20 Winter Vacation Early Release

21-31 Winter Vacation

January

1 Last Day Winter Vacation

21 M. L. King, Jr. Day NO SCHOOL

25 Last Day of Semester/Staff Training

February

18 President's Day NO SCHOOL

19-22 Mid-Winter Break

March

14 Panorama Staff Training Day

April

31-4 Spring Break NO SCHOOL

May

12 Staff Training Day

26 Memorial Day NO SCHOOL

June

Graduation

11 Early Release

First & Last Day of School

NO SCHOOL for students; Staff Orientation or Learning Improvement Day

NO SCHOOL for students

EARLY DISMISSAL

NO SCHOOL for students

Staff Training Day=(NO SCHOOL for students)

Emergency, snow and inclement weather days will be made up at the end of school.

NOTE: Seniors are not required to attend June 11-12 unless to make up inclement days.

Days per Month

Sept.	19
Oct.	22
Nov.	19
Dec.	14
Jan.	20
Feb.	16
Mar.	19
Apr.	18
May	20
June	9
TOTAL	176



EDMONDS SCHOOL DISTRICT

20420 68th Ave. W., Lynnwood, WA 98036-7400
425-431-7020 FAX 425-431-7034

Debby L. Carter, SHRP
Interim Assistant Superintendent
Human Resources

Includes Brier, Edmonds, Lynnwood, Mountlake Terrace, and Woodway

STATE BOARD OF EDUCATION

FEB 2 2007

RECEIVED

February 20, 2007

Washington State Board of Education
P.O. Box 47206
600 Washington St. SE
Room 253
Olympia, WA 98504-7206

Dear Ms. Ryan and State Board Members:

Attached is a request from the Edmonds School District for a one-year continuation of a waiver from the minimum 180-day school year.

Thank you for considering our request.

Sincerely,

Debby L. Carter, SHRP
Interim Assistant Superintendent
Human Resources

Enclosures

• OUR MISSION •

To ADVOCATE for all students by PROVIDING a learning environment which EMPOWERS students, staff and the community to MAXIMIZE their personal, creative and academic potential in order to BECOME lifelong learners and responsible world citizens.

EDMONDS SCHOOL DISTRICT No. 15

REQUEST FOR WAIVER FROM THE MINIMUM 180-DAY SCHOOL YEAR Grades 1-12

BACKGROUND DATA

The Edmonds School District No. 15 is requesting a continuation of the waiver of the five (5) school days from the required 180 school days for the 2007-2008 school year for grades one through twelve. Therefore, this waiver request affects grades one through twelve.

The requested five-day waiver will continue the replacement of the ten (10) half days previously scheduled early release time for staff professional development in grades one through twelve in effect prior to the 2003-2004 school year. The consolidation of time into five full days of training for staff at all levels has yielded, and will continue to yield, more benefit to student learning than the previous ten half-day releases. Time lost to instruction, 30 hours, is not changed under this waiver. In addition, our parents continue to indicate that providing professional development delivered in this way reduces the burden of childcare planning when students are not in school.

The purpose of this waiver request is to provide time for staff to implement school improvement goals which have been identified by each school on the "School Improvement Plan" form (attached). We believe we have met the specific requirements of WAC 180-18-050 (Waiver Requirements) as described below.

A. IDENTIFICATION OF THE REQUIREMENTS TO BE WAIVED

As provided by WAC 18-18-040 (Minimum 180-Day Waiver), the district is requesting a waiver of the minimum 180-day school year required by RCW 28A.150.220 and WAC 180-16-215 for grades one through twelve so we may schedule five (5) mandatory staff training days. A copy of the resolution approved by the Edmonds School District Board of Directors stating this waiver request is also attached.

B. SPECIFIC STANDARDS FOR INCREASED STUDENT LEARNING THAT THE DISTRICT EXPECTS TO ACHIEVE

Each school improvement plan must address the following:

- Characteristics of effective schools as identified by the Office of Superintendent of Public Instruction;
- Improvements in student literacy and mathematics performance;
- Safe and supportive learning environments;
- Educational equity factors including gender, race, ethnicity, culture, language and physical and mental abilities;
- Use of technology; and
- Other factors identified by the school community for inclusion in the plan or process.

C. HOW THE DISTRICT/SCHOOL PLANS TO ACHIEVE THE HIGHER STANDARDS, INCLUDING TIMELINES FOR IMPLEMENTATION

The five waiver days will be used for professional development activities by staff to work on curriculum and to work in teams to address student learning needs. Specifically, administrators and teachers will meet to refine school improvement plans, receive training, and work collaboratively to implement plans, analyze effectiveness of plans based on student learning data and revise and enhance plans for the following school year. Dates will be established for the 2007-2008 school year. The five days are crucial and contribute to the yearlong effort to improve student learning and make needed adjustments to the learning plans for students while there is an opportunity to positively impact the outcome of the school year.

C. HOW THE DISTRICT PLANS TO DETERMINE IF THE HIGHER STANDARDS ARE MET

The Edmonds School District philosophy of assessment is attached to this document. The district has an extensive assessment program to analyze results of multiple measures of assessment to determine if improved learning is taking place. Attached are the comparisons for WASL results between 2004-2005 and 2005-2006 school years. Using pre-waiver data as our baseline, we track and analyze subsequent assessment data to determine progress towards attainment of higher standards, as well as information to guide current and future staff development.

E. EVIDENCE THAT BOARD OF DIRECTORS, TEACHERS, ADMINISTRATORS, AND CLASSIFIED EMPLOYEES ARE COMMITTED TO WORKING COOPERATIVELY IN IMPLEMENTING THE PLAN

Attached is the district Improvement Plan which outlines the professional development opportunities that groups have collaboratively planned to help achieve student learning indicators.

Administrators and teachers continue to strongly support the change in the calendar as it provides an improvement in quality of instructional delivery and professional development activities. Further, having the time allocated within the school year allows learning, application, and assessment to be made throughout the year.

Classified staff are also involved in professional development activities in order to better support student learning. As an example, paraeducators use the waiver time in planned trainings at the building or District level to improve their skills and knowledge in working with students. (See attached agendas.)

The Edmonds School District Board of Directors has demonstrated its commitment by approving a resolution requesting the waiver from the minimum 180-day school year requirement.

F. EVIDENCE THAT OPPORTUNITIES WERE PROVIDED FOR FAMILIES, PARENTS AND CITIZENS TO BE INVOLVED IN THE DEVELOPMENT OF THE PLAN

Communication around the original calendar change, prior to the 2003-2004 school year, included communication to parents and community members about the planned change from ten (10) half days of early release for staff development to five full non-student days for staff development. The proposed use of those days was explained. Feedback was overwhelmingly positive as parents felt the reduction of the number of early release days minimized the disruption to family schedules. During the implementation of this calendar parents were supportive and greatly appreciative of the careful placement of the days which both enhanced staff development, as well as taking into account what would have the least impact on families.

Since receiving the waiver, beginning with the 2004-2005 school year, parents and the community members have been kept informed about the use of the waiver days for staff development and planning. The attached samples of individual school newsletters demonstrate how parents are kept informed at the building level. Our District newsletter has provided a global view, as well as specific information at each site. Our Citizen Planning Committee (CPC) receives information on a regular basis regarding the district's staff development plan and progress. The CPC is made up of parent representatives from every school in the district, as well as community members. At the CPC's January 2007 meeting where the calendar was being discussed, parent representatives expressed their support for the waiver days, stating they believe that the nonstudent, teacher contracted days are important and most helpful during the school year. Our superintendent's monthly community Roundtable meetings also provide opportunities for an exchange of information about our instructional program goals, assessment and progress.

Last year, we instituted a customer service survey at each site. This offers a venue for parents to share information about their satisfaction with the services provided, their ability to be involved and informed, and is an opportunity for them to address their concerns. Parent feedback indicates a high level of satisfaction with communication, parent involvement, and the instructional direction the district is headed.

Prepared by:

Debby L. Carter

Interim Assistant Superintendent, Human Resources

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EDMONDS SCHOOL DISTRICT NO. 15
SNOHOMISH COUNTY, WASHINGTON

RESOLUTION 07-08
ADOPTION OF 2007-2008
WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS the Edmonds School District School Improvement Plans for each school serving students in kindergarten through grade twelve have the goal of providing an effective educational system and enhancing the educational programs for all students; and

WHEREAS, the district staff, parent, and community advisory committees have established that staff need the additional professional development time currently scheduled as early release days to further develop curriculum and instructional practices which support the goal of all students progressing towards achieving standard; and

WHEREAS, staff and parents recommend reducing the number of professional development early release days without reducing the total amount of time available for professional development activities; and

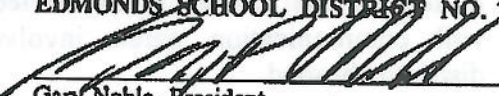
WHEREAS, the school district will offer the equivalent annual minimum program hour offerings as prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and, in fact, more optimally structured on full instructional days rather than half days.


NOW THEREFORE, BE IT RESOLVED by the Board of Directors of the Edmonds School District No. 15 hereby requests a five-day waiver from the minimum 180 day school year requirement under RCW 28A.150.220 and WAC 180-16-215 for the 2007-2008 school year resulting in a 175-day school year for students in grades kindergarten through twelve.

Adopted at a regular open public meeting of the Board of Directors held on February 27, 2007, the following Directors being present and voting therefore.

EDMONDS SCHOOL DISTRICT NO. 15


Gary Noble, President


Ann McMurray, Vice President


Bruce Williams


Pat Shields


Susan Paine


Nick Brosnott, Superintendent
Secretary, Board of Directors

EDMONDS SCHOOL DISTRICT FOUNDATIONAL BELIEFS FOR DISTRICT AND SCHOOL IMPROVEMENT

All students have the essential right to an instructional program that meets their individual needs, is of the highest quality and is based on best professional practices.

The Edmonds School District establishes goals for student achievement and growth based on assessment data and research along with school and community expectations. A shared decision making process is employed to support the district and individual schools working together and to respect the unique characteristics of each school.

Together we have both an individual and a collective responsibility to improve student achievement.

Students are more successful when jointly supported by parents, school, and community.

The Edmonds School District community of practitioners can create powerful change.

- Systemic instructional change for all students happens when principals are powerful instructional leaders with adequate time and resources available to them.
- The building of a strong adult learning community will raise the knowledge and skill of practitioners to a high level, resulting in high quality teaching and learning.
- High quality teaching in a supportive learning environment is essential to quality student learning.
- Adequate and efficient programs of support must be provided as a foundation to classroom learning.



Teaching and Learning Core Focus Areas

Core Focus Areas

For a number of years, the Edmonds School District has focused on four core areas for supporting the district mission and instructional goal. The four core areas include the development of a standards-referenced system, a focus on teaching for understanding, the development of a collaborative culture, and efforts to strengthen the learning environment. They represent what we believe to be essential practices to support student learning. These core focus areas encompass characteristics from the Nine Essential Characteristics of High Performing Schools and the Standards for the Teaching Profession.

Core Area	Characteristics
<p>Implementing a Standards-Referenced System</p> <p>The purpose of a standards-referenced system is to ensure optimal learning for all students. Using standards as a guide and assessments for gathering evidence, educators can monitor student progress and provide appropriate learning opportunities.</p>	<ul style="list-style-type: none"> • All aspects of the teaching and learning process focus on the goal of students demonstrating their learning • The system places an emphasis on the learners, the products they produce, and the processes they use • Students are provided a coherent curriculum: there is vertical and horizontal articulation of the standards, assessments, and instructional materials K-12 • Students are accountable for meeting standards and demonstrate achievement of standards in a variety of ways • Students are provided with ongoing feedback of progress and supports to meet standards • Teachers and administrators provide time and opportunity necessary for student success. • System support ensures staff members have: <ul style="list-style-type: none"> ○ A wide variety of instructional strategies for meeting the diverse learner needs ○ A deep understanding of the critical elements of a rich learning environment ○ A deep knowledge of the subject matter and research foundation in the areas they are responsible for • Teachers and administrators use data driven results to inform continuous school improvement
<p>Teaching for Understanding</p> <p>The ultimate goal of teaching for understanding is to ensure students really understand what they learn. Teaching for understanding is a complex process that requires a depth of content knowledge and pedagogy. High quality teaching is essential to quality student learning.</p>	<ul style="list-style-type: none"> • Teachers communicate and support high expectations for learning • Teachers design, create, and invent high quality, intellectually demanding work for students - work that calls upon students to think, to reason, and to use their minds well (rigor and relevance) • Teachers employ instructional best practices to actively engage students in learning • Teachers utilize a wide variety of instructional strategies to meet diverse learner needs • Teachers have a lifelong interest in refining their craft • A strong adult learning community raises the knowledge and skill of practitioners to a high level, resulting in high quality teaching and learning
<p>Developing a Collaborative Culture</p> <p>Building collaborative learning communities enhances the development of high quality teaching and is essential to improved student learning. Creating collaborative learning communities requires commitment and capacity for adults to think and problem solve together about how to improve instructional practice and student learning. Job embedded professional development focuses on building teacher leadership capacity in schools and gives teachers the opportunity to share the responsibility for teaching and learning.</p>	<ul style="list-style-type: none"> • Practitioners engaged in authentic work focused on the improvement of student achievement at the classroom and building level • There is a collective responsibility for supporting all students • Adults are committed to thinking and problem solving together about how to improve instructional practice and student learning • Teachers are involved with many opportunities to learn and grow, especially through professional sharing of practice • Leadership capacity within schools is enhanced through: <ul style="list-style-type: none"> ○ Strengthening deeper understanding for curriculum/instructional planning and best practices ○ Examining instructional practice and student work using protocols and facilitation skills ○ Developed quality instructional models, mentorship programs, and content area leads

Strengthen the Learning Environment
The school is a place where students learn. A safe, civil, healthy, and intellectually stimulating atmosphere positively impacts student learning.

- Every student is valued, appreciated, and included in a diverse collaborative community
- Every student feels respected and connected and their learning is personalized
- Programs and facilities are organized and in ways that encourage the development of healthy student-adult relationships (the school is small or feels small)
- Both students and teachers exercise choice and make decisions in important elements of school life
- The school supports student learning by providing nurturing, inclusive environment that recognizes individual student needs, strengths, and future goals
- The school day and calendar provide flexible and variable blocks of learning time, with extended time when appropriate for the learner
- The classroom teacher fits learning to the definable, developmental level of students
- Classroom interactions are created that scaffold learning

District Goal One: Create engaging learning experiences that provide all students the opportunity to acquire the knowledge and skills necessary to experience post-secondary success, meet personal goals, and become productive community members.

The District will build a supportive foundation on which:

Literacy Goals	Mathematics Goals	Learner Centered Environment	Parent and Community Involvement
All students will demonstrate progress toward proficiency in reading and writing at or above grade level standard.	All students will demonstrate progress toward proficiency in mathematics at or above grade level standard.	All students will experience a safe, caring and encouraging environment.	All parents will experience a welcoming school environment and effective communication from school.
<ul style="list-style-type: none"> ➤ All students will read accurately and fluently. ➤ All students will understand what they read across all subject areas and for a variety of purposes. ➤ All students will write clearly and effectively for a variety of purposes. 	<ul style="list-style-type: none"> ➤ All students will demonstrate basic math concepts and procedures. ➤ All students will solve problems that arise in various contexts and communicate their thinking. 	<ul style="list-style-type: none"> All students will be actively engaged in learning. All students will develop a positive attitude and confidence about learning. 	<ul style="list-style-type: none"> The Edmonds School District will strengthen community partnerships to support academic achievement.
Literacy Indicators	Mathematics Indicators	Learner Centered Environment	Parent & Community Involvement
<ul style="list-style-type: none"> ➤ Grade 2 State Reading Assessment. ➤ Grade 3 District Reading Assessment. ➤ Grade 6 District Reading Assessment. ➤ Grade 8 District Reading Assessment. ➤ Grade 8 District Writing Assessment. ➤ WASL 4, 7, 10. 	<ul style="list-style-type: none"> ➤ Grade 2 District Math Assessment. ➤ Grade 5 District Math Assessment. ➤ Grade 8 District Math Assessment. ➤ WASL 4, 7, 10. <p>All students will complete at least the equivalent to Integrated Math II prior to graduation.</p>	<ul style="list-style-type: none"> ➤ The District graduation rate will meet the required State goal when that is defined. ➤ The District will continue to maintain the level of unexcused absences at kindergarten through eighth grade under one percent as required. ➤ Increase positive responses on sixth grade reading and fifth grade math attitude surveys by 5%. ➤ Decrease students perception of being bullied as reported on Healthy Youth Survey at sixth, eighth and tenth grades by 4% every two years. 	<ul style="list-style-type: none"> ➤ 95% of parents who respond to surveys will indicate that schools communicate effectively. ➤ Increase programs such as tutoring, mentoring, extended learning and academic enrichment. ➤ Increase in outreach programs for parents of English Language Learners (ELL) students. ➤ Increase information to parents about high stakes assessment.

Indicators

The District and each school will meet the State Adequate Yearly Progress Washington Assessment of Student Learning (WASL) goals each year at each grade tested in reading and math for each of the following groups of students: all students, males, females, Asian, Hispanic, Native American, black, white, bilingual, disabled, disadvantaged.

For the District and for each school, student achievement on the identified indicators, will increase as reflected by at least 10 percent fewer students not meeting target each year compared to the performance of students at these grade levels in the previous school year on the appropriate assessments.

This will result in all Edmonds graduates being able to:

- Use information resourcefully;
- Manage socially and personally;
- Communicate effectively;
- Think strategically, and
- Meet graduation competencies.

DISTRICT STRATEGIES

The Edmonds School District Implementation Plan includes strategies to support higher achievement for all students through professional development of staff, the dedication of resources and extended learning opportunities. To ensure the success of these strategies, student performance will be closely monitored and strategies enhanced or revised as necessary. As results of the plan are measured and as the requirements of No Child Left Behind are further implemented, the District Improvement Plan will change and evolve.

TEACHING AND LEARNING

CORE AREA	SPECIFIC FOCUS (The overall focus of our district is on closing the achievement gap and building high achievement for ALL students.)	PROFESSIONAL DEVELOPMENT/TRAINING OPPORTUNITIES (Opportunities will also be available at the building, quad, and program level.)
Implementing a Standards-Referenced System	<ul style="list-style-type: none"> • Design secondary system • Refine elementary standards and reporting system (e.g. critical elements, assessments) • Vertical articulation (pre-K through 12 and beyond) • Administer State & District required assessments • Examine evidence, grading practice, making consistent judgments, electronic reporting • Use data for continuous improvement & accountability • Adaptations for special needs • Instructional materials support (classroom adoptions, school libraries, District media resources) 	<ul style="list-style-type: none"> • Pilot anchor tasks and graduation performance tasks • Understanding the system/using the system • Curriculum mapping and quad articulation work • Examining student work and scoring training/conferences • Assessment knowledge and understanding; using multiple measures and data management systems • Student Services and Highly Capable professional development • Curriculum adoption training
Teaching for Understanding	<ul style="list-style-type: none"> • Deepen content knowledge • Increase knowledge for instructional best practice incorporating current research on learning and the brain • Increase high expectations and student engagement (rigor and relevance) • Differentiated and adaptive instruction • Integrate technology for instruction 	<ul style="list-style-type: none"> • Understanding by Design/Backward Design Planning • Literacy/Math best practices • Teaching research, problem solving, investigating - contextual learning • Library Media Specialist (LMS) training & communication to provide access to 'real time' & authentic resources • Early Intervention/3 Tiered Literacy Intervention/Kindergarten • Student Services and Highly Capable professional development • Teacher Leadership Project (TLP) / Technology and Coaching Initiative (T2CI) coaching, tech training
Developing a Collaborative Culture	<ul style="list-style-type: none"> • Increase discourse about effective practice • Shared leadership to support continuous improvement • Horizontal articulation (grade level or content area) • New teacher mentoring/coaching 	<ul style="list-style-type: none"> • Critical Friends, Lesson Study, book study groups • Leadership team, literacy and math lead work • Instructional coaching • Classroom visitations, model lessons • Job-alikes, District-sponsored grade level meetings • New certificated orientation & training
Strengthening the Learning Environment	<ul style="list-style-type: none"> • Address barriers to learning • Develop continuum of interventions for opportunities to learn for all students • Develop 'lifelong learning skills' • Create safe environments 	<ul style="list-style-type: none"> • Classroom management • Intervention strategies • Multicultural/ English Language Learners (ELL) • Developmental Assets • Character education • De-escalation, emergency and crisis training

LEADERSHIP INSTITUTE

SPECIFIC FOCUS <i>(The overall focus of our District is on closing the achievement gap and building high achievement for ALL students.)</i>	PROFESSIONAL DEVELOPMENT/TRAINING OPPORTUNITIES <i>(Opportunities will also be available at the building, quad, and program level.)</i>
• K-12 support of instructional improvement.	• Focus on supervision and support of literacy programs.
• Support collaborative leadership culture.	• Mentor program for new administrators.
	• Joint effort to implement District Improvement Plan.
	• Promote instructional improvement using School Walk Through protocol.

EXTENDED LEARNING OPPORTUNITIES

SPECIFIC FOCUS <i>(The overall focus of our District is on closing the achievement gap and building high achievement for ALL students.)</i>	PROGRAM
• Provide intervention programs at critical stages of learning and based on benchmark results.	• Implement Read 180 in high school.
	• Continue interventions at end of 1st, 2nd and 3rd grades.
	• Early literacy intervention.
	• Identify target group for intervention post 4 th grade Washington Assessment of Student Learning (WASL), develop and implement program.
• Review English Language Learner (ELL) program.	• Based on review, implement changes and monitor.
• Continue on-going assessment of summer school effectiveness and offerings.	• Develop and implement recommended changes.

PARENT COMMUNITY INVOLVEMENT

SPECIFIC FOCUS <i>(The overall focus of our District is on closing the achievement gap and building high achievement for ALL students.)</i>	PROGRAM
• Parents of English Language Learner (ELL) students.	• Develop and implement an outreach program to parents of English Language Learner (ELL) students.

BUDGET AND MANAGEMENT

SPECIFIC FOCUS <i>(The overall focus of our District is on closing the achievement gap and building high achievement for ALL students.)</i>	ACTION
• Support alignment of budget with District and school improvement plans.	• Budget advisory committee work on establishing priorities to support District work.

Option A: The District Model



EDMONDS SCHOOL DISTRICT
SCHOOL IMPROVEMENT PLAN

School Name:		
Principal:		Date:
Leadership Team Members/Others involved in preparation of this plan:		

Reading Accountability

Required	Characteristic 2 (Required) : High expectations for all students -- Includes educational equity component, accountability, and AYP goals		
District Improvement Goal	<i>All students will demonstrate progress towards proficiency in reading and writing at or above grade level standard. All students will read accurately and fluently; all students will understand what they read across all subject areas and for a variety of purposes; all students will write clearly and effectively for a variety of purposes.</i>		
Building Goal Statement:		Continuing Goal from Last Year <input type="checkbox"/>	
Data source(s) for goal baseline (quantitative, qualitative)	Current results (Baseline/results from previous year)	Results at conclusion of SIP year ↔	
Additional evaluation criteria			



Reading Accountability Action Plan (Part 1)

Specific strategies involving staff and students to impact achievement – may include focus from characteristics 4, 5, 6, 7, or other. Include collaboration strategies/activities.	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. What are the adults doing?	Evidence of Impact (may include results at conclusion of SIP year, or other evidence) What are the students doing? How do we know the strategy was or wasn't effective?



Reading Accountability Action Plan (Part 2)

District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.

Specific Strategies	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. <i>What are the adults doing?</i>	Evidence of Impact (may include results at conclusion of SIP year, or other evidence) <i>What are the students doing? How do we know the strategy was or wasn't effective?</i>
Specific strategies involving parents and community to impact achievement.				
Specific strategies integrating technology into instruction.				

Math Accountability

Required	Characteristic 2: High expectations for all students – Includes educational equity component, accountability, and AYP goals		
District Improvement Goal	All students will demonstrate progress toward proficiency in mathematics at or above grade level standard. <i>All students will demonstrate basic math concepts and procedures; all students will solve problems that arise in various contexts and communicate their thinking.</i>		
Building Goal Statement:		Continuing Goal from Last Year <input type="checkbox"/>	
Data source(s) for goal baseline (quantitative, qualitative)	Current results (Baseline/results from previous year)	Results at conclusion of SIP year \longleftrightarrow	
Additional evaluation criteria			

Evidence of Impact (may include results at conclusion of SIP year, or other evidence)
What are the students doing? How do we know the strategy was or wasn't effective?



Math Accountability Action Plan (Part 2)

District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.

Specific Strategies	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. <i>What are the adults doing?</i>	Evidence of Impact (may include results at conclusion of SIP year, or other evidence) <i>What are the students doing?</i> <i>How do we know the strategy was or wasn't effective?</i>
Specific strategies involving parents and community to impact achievement.				
Specific strategies integrating technology into instruction.				



Supportive Learning Environment Accountability

Required	<u>Characteristic 8:</u> includes educational equity component	
District Improvement Goal	All students will experience a safe, caring, and encouraging environment. All students will be actively engaged in learning. All students will develop a positive attitude and confidence about learning	
Building Goal Statement:		Continuing Goal from Last Year <input type="checkbox"/>
Data source(s) for goal baseline (quantitative, qualitative)	Current results (Baseline/results from previous year)	Results at conclusion of SIP year ↔
Additional evaluation criteria		



Supportive Learning Environment Action Plan (Part 1)

Specific strategies involving staff & students to impact achievement – may include focus from characteristics 4, 5, 6, 7, or other. Include collaboration strategies/activities.	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. <i>What are the adults doing?</i>	Evidence of Impact (may include results at conclusion of SIP year, or other evidence) <i>What are the students doing?</i> <i>How do we know the strategy was or wasn't effective?</i>

Supportive Learning Environment Action Plan (Part 2)

District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.

Specific Strategies	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. What are the adults doing?	Evidence of Impact (may include results at conclusion of SIP year, or other evidence) What are the students doing? How do we know the strategy was or wasn't effective?
Specific strategies involving parents and community to impact achievement.				
Specific strategies integrating technology into instruction.				

Optional

Characteristic:		
Building Goal Statement:		
Continuing Goal from Last Year <input type="checkbox"/>		
Data source(s) for goal baseline (quantitative, qualitative)	Current results (Baseline/results from previous year)	Results at conclusion of SIP year \longleftrightarrow
Additional evaluation criteria		

Action Plan (Part 1)

Specific strategies involving staff & students to impact achievement – may include focus from characteristics 4, 5, 6, 7, or other. Include collaboration strategies/activities.	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. What are the adults doing?	Evidence of Impact (may include results at conclusion of SIP year, or other evidence) What are the students doing? How do we know the strategy was or wasn't effective?



Action Plan (Part 2)

District Improvement Plan Parent and Community Involvement Goals: All parents will experience a welcoming school environment and effective communication from school. The Edmonds School District will strengthen community partnerships to support academic achievement.

Specific Strategies	Timeline	Persons Responsible	Evidence of Implementation at conclusion of SIP Year. <i>What are the adults doing?</i>	Evidence of Impact (may include results at conclusion of SIP year, or other evidence) <i>What are the students doing? How do we know the strategy was or wasn't effective?</i>
Specific strategies involving parents and community to impact achievement.				
Specific strategies integrating technology into instruction.				

Philosophy of Assessment

Edmonds School District's Philosophy of Assessment

⇒ Overall Purpose of Assessment

Student assessment in the Edmonds School District provides **clear, meaningful, and balanced** information about the extent to which students are meeting district and state standards and will be used to **improve student learning**.

Edmonds School District staff believe the purpose of assessment is to serve the needs of students, teachers, parents, administrators, and the community by:

- providing essential information about student progress towards meeting standards.
- guiding educational improvement efforts.
- clarifying what students are expected to know and be able to do.

⇒ Guiding Principles

The assessment process consists of three stages:

1. Design/Selection
2. Implementation
3. Reporting and Using Results

The following principles guide Edmonds School District staff at each stage.

1. Design/Selection

- Each assessment is designed and/or selected to be **fair and equitable** to all students and responsive to individual student needs.
- Assessments measure student achievement of district and state standards.
- Assessments are of the **highest quality**, measuring what they are designed to measure.
- Assessments are designed and/or selected for their **usability**, specifically to yield results that link assessment and instruction.
- To the extent possible, assessments are **student centered**, that is, engaging and intrinsically motivating to students.
- Assessments are **developmentally appropriate** for students.

2. Implementation

- The assessment process is open to all stakeholders, including students, parents, and the community, providing a shared understanding of the expectations and criteria for success related to each assessment.
- The overall assessment plan is **sustainable and manageable** at the classroom, building, and district levels.
- Assessment is **ongoing** so as to provide useful information throughout the school year.
- Assessments given at benchmark years (e.g., 4th, 7th, and 10th grades) are considered **cumulative assessments** for all grades that precede the benchmark years.
- Assessments are administered in a **proper and ethical** manner.

3. Reporting, Interpreting, and Using Results

- All major decisions about a student or groups of students are based on **multiple sources of evidence**, with adequate sampling from a variety of appropriate assessments.
- Assessment results are used for **instructional improvement**, in ways that benefit student learning.
- Feedback about student performance and learning is provided in a **timely** manner.
- Assessment data are **disaggregated** as appropriate to monitor achievement of subgroups of students.
- Results are used to determine which students need **additional time and instruction** to meet standards and which programs or strategies are most effective.

Specific Assessments in the Edmonds School District

⇒ Overview of Assessments

Edmonds School District staff members administer the following types of assessments. Not all students will take all these types of assessments.

- ✓ state-mandated assessments
- ✓ district-wide assessments
- ✓ classroom assessments (including anchor tasks)
- ✓ school-wide assessments
- ✓ assessments for special programs
- ✓ assessments chosen to be taken by individual students

State-mandated assessments are required by the state of Washington to provide information about student progress toward meeting state-level goals. Staff in the Washington Office of the Superintendent of Public Instruction coordinate development of the assessments and dictate the administration procedures and policies.

State-mandated assessments (see Table 1) include:

- ✓ Second-Grade Oral Reading Assessment
- ✓ Iowa Tests
- ✓ Washington Assessment of Student Learning (WASL)

District-wide assessments are determined by a representative cross-section of Edmonds staff to provide information about student progress toward meeting district-and state-level goals. Purposes of district-wide assessments are to:

- collect consistent data at class, school, and district levels about how students are doing in meeting key indicators of success
- broaden the picture of student progress toward standards beyond WASL information
- provide school-level information to help staff develop and evaluate building goals and action plans
- provide grade-level information to help teachers plan instruction
- provide sample student work in response to the same prompt allowing teachers to discuss levels of performance and get a picture of what it means to "meet standard"
- provide anchor task information to teachers regarding evidence of individual student progress as well as informing classroom instruction
- Help school staff make consistent decisions regarding student placement in special programs.

District-wide assessments (see Table 2) include:

- ✓ K-8 Common Assessments
- ✓ Level Achievement Tests
- ✓ Secondary Anchor Tasks and Graduation Performance Tasks (under construction)

State and district assessments are "Common Assessments" because they are given in a standardized (common) way to all students at a grade level and/or in a course. Figure 1 depicts how the results of Common Assessments can be used.

Figure 1
How Common Assessment Results are Used

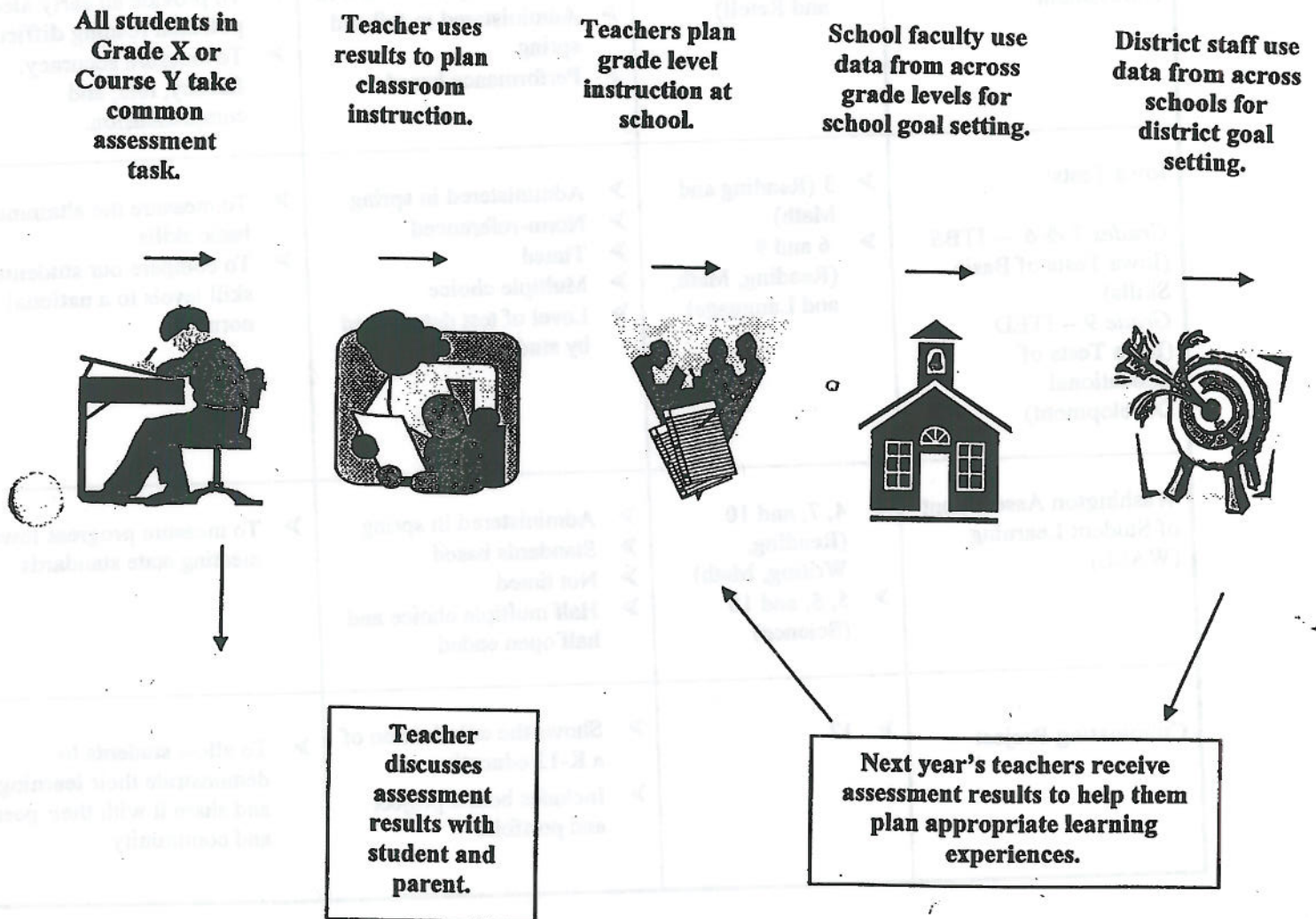


Table 1: State-Mandated Assessments

<i>Assessment</i>	<i>Grade Levels/ Subject Areas</i>	<i>Features</i>	<i>Major Purpose</i>
Oral Reading Assessment	<ul style="list-style-type: none"> ➤ 2 (Oral Reading and Retell) 	<ul style="list-style-type: none"> ➤ Individually administered ➤ Administered in fall and spring ➤ Performance based 	<ul style="list-style-type: none"> ➤ To provide an early alert to potential reading difficulties. ➤ To measure accuracy, fluency, rate, and comprehension.
Iowa Tests: <i>Grades 3 & 6 — ITBS</i> <i>(Iowa Tests of Basic Skills)</i> <i>Grade 9 — ITED</i> <i>(Iowa Tests of Educational Development)</i>	<ul style="list-style-type: none"> ➤ 3 (Reading and Math) ➤ 6 and 9 (Reading, Math, and Language) 	<ul style="list-style-type: none"> ➤ Administered in spring ➤ Norm-referenced ➤ Timed ➤ Multiple choice ➤ Level of test determined by student's grade level 	<ul style="list-style-type: none"> ➤ To measure the attainment of basic skills. ➤ To compare our students' skill levels to a national norm.
Washington Assessment of Student Learning (WASL)	<ul style="list-style-type: none"> ➤ 4, 7, and 10 (Reading, Writing, Math) ➤ 5, 8, and 10 (Science) 	<ul style="list-style-type: none"> ➤ Administered in spring ➤ Standards based ➤ Not timed ➤ Half multiple choice and half open ended 	<ul style="list-style-type: none"> ➤ To measure progress toward meeting state standards.
Culminating Project	<ul style="list-style-type: none"> ➤ 12 	<ul style="list-style-type: none"> ➤ Shows the culmination of a K-12 education ➤ Includes both a project and portfolio 	<ul style="list-style-type: none"> ➤ To allow students to demonstrate their learning and share it with their peers and community.

Hazelwood Highlights

VOLUME 16, ISSUE 2

NOVEMBER 2005

Evergreen Bank

Evergreen Bank has a joint venture program with Hazelwood where students can set up their own Savings Account. Bank Day is every Thursday morning between 9:00 and 9:30AM in the Hazelwood Gallery. Your student can pick up an application anytime in the office or at the "bank" on Thursday mornings. There is no minimum balance or deposit required and there is no monthly service charge until age 18. Any withdrawal must be made in person at an Evergreen Bank location.

Greetings Hazelwood Community!

Teaching is a performing art! Teachers have a great deal in common with actors and actresses. When students arrive in their classrooms, it is like a theater curtain going up on a dramatic production. It is very exciting and challenging. Teachers are "on stage" from the minute students arrive to their departure. The daily production of teaching lasts longer than the usual 2-3 hour theater production. Teachers are on stage almost 7 hours every day with a short intermission (lunch!). While teachers are not in the business of entertainment, they work very hard to grab and maintain the attention of their audience, their students. They are committed and obsessed with helping children to learn and grow in a nurturing and invigorating environment. Like actors and actresses, teachers must do a great deal of work behind the scenes to ensure a quality production.

Sometimes it's easy to think of school as only what happens when the students are present and when the teacher is "on stage." All of us would be disappointed if we attended a play and found that the production was not ready. We would be stunned if the actors and actresses were still memorizing their lines, working on their choreography, fixing the lighting and sound, and just plain rehearsing. These elements are foundational to a quality theater production. So too, is the time and preparations that teachers do while they're "off stage." If we want a quality education for our children, it is important for our professional educators to be prepared each and every day. They need time to arrange all the unseen things, the backstage and rehearsal actions.

On behalf of our teachers and para-educators, I want to express heartfelt gratitude to our parents and our community for supporting them with time to prepare. The days when we do not have students ("non-student days") are critical in helping our staff provide a quality education to our students. Each school day has short preparation periods for staff that are essential to doing great lessons. On non-student days, staff members might attend workshops and/or seminars to upgrade their knowledge, craft, and skill. They might meet with one another to improve their instructional abilities. They carefully evaluate and assess student work. They create engaging lessons for students so that they can better learn and move towards achieving state and district academic standards. These non-student days are vitally important to our staff and we're grateful that our community understands and provides time for staff to prepare quality productions. Thank you for your tremendous support. Next time you see a Hazelwood staff member, feel free to offer applause for their tremendous "on" and "off" stage work.

Sincerely,
Tim Parnell

CEDAR VALLEY

SNOW LEOPARD NEWS



Volume 4, Issue 5

Anthony Byrd, Principal

March 2006

Principal's Message

It is hard to believe that we are just weeks away from finishing a very active school year. With that in mind, I am going to dedicate my message to various topics that matter at this time of year.

We have actively been pursuing exciting ideas at Cedar Valley this year and I want to make sure you know what those are. So, here is a list of "did you knows:"

- * Our staff is actively involved in powerful professional development in literacy. This work focuses on strategies to help your children comprehend text and anchoring itself in our classrooms.

Our staff has been working arduously to make certain that we are aligning our math curriculum within and across grade levels. This will help close the instructional gaps that come from any lack of coherence.

- * We have a Family Involvement Team (FIT) that is creating neat ways to connect with our community and to help our school represent the many cultures that make-up our student body.
- * We created a middle school service learning group this year and they are busy finding ways to bring student voice to our school (e.g. they lead our new Friday morning announcement program).
- * We are noticing a nice DROP in the number of referrals for disciplinary reasons!
- * Our list of tardy students has dropped significantly! Thank you to our families and to our staff for supporting this important effort.
- * We have hosted two principal interns this year- Kate Baehr and Jason Kerber. Thanks are in order to both Kate and Jason for their tireless hard work.
- * We hosted our first school clean-up on April 22nd. Thanks to our PSO and community for supporting that event.

Finally, our staff continues to work very hard in support of all students at Cedar Valley. Thank you.

Our Wonderful PSO

Our PSO continues to do a fabulous job. Specifically, they organize fund-raisers, support staff during appreciation weeks, volunteer, help strategize about school direction, support community-building functions....and much, much more. It is great to see these dedicated folks take the time out of their very busy schedules to find a way to support all Cedar Valley students.

A Word of Thanks to our Volunteers!

As we head into the final weeks of the school year, I would like to extend a very warm thank you to the many exceptional people who volunteer their time at our school. Your support of our students is priceless.

Upcoming Professional Development Days

Thank you for supporting our staff's professional development days, May 12 and 26. We know that this can be a challenge to your schedule, so we using this time very wisely and productively. Here is a snapshot of how we will be using the two professional development times we have in May:

May 12th:

- * We will be studying key terms in Spanish and ways to work with English Language Learners. Our training will come from a local university professor.
- * We will continue our training in literacy best practices- primarily focused on teaching students effective comprehension strategies.
- * We will continue our work with cross grade level articulation in number sense.

May 26th:

- * We will continue our literacy training (see May 12th).
- * We will continue our cross grade level articulation in math (see May 12th).

Have a great month.

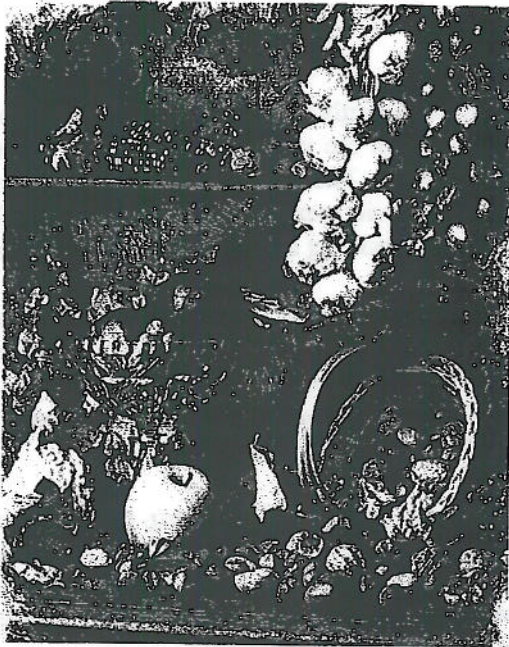
Tony Byrd
Principal

Issue 4
November
2006

THE BEAR FACTS



Happy Thanksgiving Madrona!



From the Principal

Thank you to **Gretchen Bunker** for organizing our wonderful Bear Scare event this year! Thanks also to the many helpers who decorated and worked the event. It has become a beloved family event at Madrona.

Thank you to our **Librarian Ann DeVight** AND the many parent volunteers who yet again created a fun and profitable book fair! This is a really huge project that Ann undertakes each year with the intention of highlighting books and reading for our students and in so doing gets lots of new books to add to our library collection. Also, I want to give a special thank you to the many parents who purchased books on teacher's wish lists. These are special treasures in each classroom that will be enjoyed for years to come.

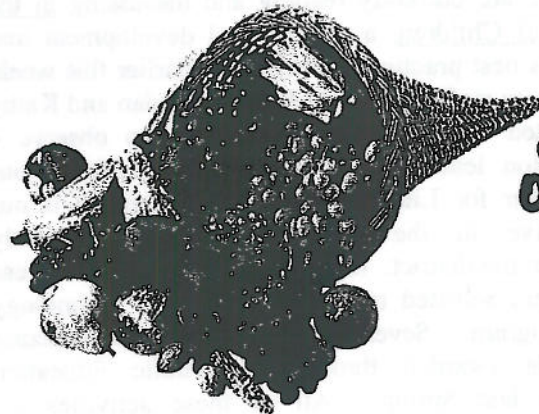
Thanks also to **Shana Lipscomb** who (in addition to everything else she does) has organized and will this month launch our Reading Buddies program for primary students.

Shana has recruited, screened and trained (with help from our reading specialist Kendra) some volunteers from our community who will listen to children who need oral reading practice each week. A great opportunity for our children AND members of our community who want to volunteer!

Gratitude is the fitting attribute for us in November. We will be focusing on an "attitude of gratitude" as a way of living beyond the holiday of Thanksgiving. I encourage you to join us in talking about what you are grateful for as a family both for the value of modeling gratitude but also for the value of teaching your family values to your children. I will be (as I do each month) visiting classrooms to read stories that illustrate our attribute and hosting discussions with students. These discussions are always, always impressive as students share their thinking and experiences.

This month our students will have a non-student day (November 9th) which is a professional development day for our teachers. Kim Copeland, our literacy coach, will be working with our teachers on further developing writing instruction. In addition we will have several study groups meeting to plan enhanced instruction. We are grateful for this time to work together towards the improvements we all want for our students.

Thanksgiving will be here before we know it. I wish every Madrona family a wonderful holiday and special family time together. Enjoy! - Lynda



*example
of parent
notice*

BOBCAT NEWS

OAK HEIGHTS ELEMENTARY SCHOOL

Greg Willis, Principal

October 2006

Principal's Message

Dear Parents,



We've had a wonderful start here at Oak Heights Elementary this year. Your children have made a smooth transition back into school and have been working hard in their classrooms. We want to thank all of you who were able to participate in our barbeque and Curriculum Night activities. The barbeque is a great way to get reacquainted and the Curriculum Night an opportunity to meet you child's teacher and hear plans for the year ahead. We appreciate your support and will continue to provide opportunities for parent involvement throughout the year.

We have begun with a sense of optimism and excitement. I'd like to take this opportunity to share some of the reasons why. While space does not allow me to describe each item in detail, I will give a few highlights.

Our staff continues their strong commitment to professional growth. During the non student day, Heather Croy led us through a review of the comprehension strategies teachers have been using early in the year. Heather, a former teacher here and a literacy coach in the district, then assisted us in establishing plans for the Reading program. Heather will be here a half day a week to support our Literacy program. Twenty two staff members are participating in a weekly book study group. We are currently reading and discussing In the Company of Children, a professional development text that teaches best practices for writing. Earlier this week, all of our new staff along with Jennifer Jordan and Kathy Yates visited College Place Elementary to observe a demonstration lesson and discussion. Jennifer is our Lead Teacher for Literacy and Jessica Fenwick is our representative in the new Math Project currently underway in the district. Marylee Penhollow and Theresa Bennett were selected to participate in the Technology Mentor program. Seven of our teachers are utilizing grant funds awarded through the Public Education Foundation last Spring. All of these activities are reflective of the intense effort within our staff.

We were recently selected as one of two schools to participate in the standards referenced grade book pilot project. The new system will be put in place throughout the district next year. The pilot will allow us to receive special training and support before the change.

Our extraordinary PTSA continues working toward reaching their goal of raising \$25,000 for the purchase of new playground equipment. They currently have \$19,000 and have received a district grant that will match up to \$25,000 in January of this year.

We are in the early stages of planning and designing an outdoor classroom and gardens here at Oak Heights. The vision grew out of a desire to create opportunities for the integration and application of Science for our students. The project has unlimited potential.

During the next few weeks a flashing school zone beacon will be installed here at Oak Heights. We appreciate the Washington Traffic Safety Commission's work in securing the grant funds and then providing the remaining funds to provide a pair of these beacons on 40 elementary schools in the county. This will have a significant impact on student safety.

While these are just a few of the many reasons for our optimism, the most important is the incredible and wonderful children you send to us each day.

Thank you,

Greg Willis
Principal

**Early Dismissal
October 23rd - 27th
11:30 AM
For Parent Teacher Conferences**

Inspirations Can Become Reality!

Early last spring the vision for an outdoor classroom hit me as I was leaving the computer lab. Our inner courtyard would be the perfect place for our students to experience some hands on learning. I shared the vision with the staff at Oak Heights and soon the enthusiasm grew. The Edmonds School District gave us the approval and we held a tulip fundraiser this fall to help with the "seed money". With the support of our families and friends, we raised close to \$2,000.00! A special thank you goes to Crystal Litts and Marianne McKenzie who volunteered to organize each student's tulip order.



To start the project, we decided to work in phases beginning with the ground. Focusing on the soil, Mrs. Fenwick's fifth grade class constructed worm bins. Several families helped with the construction and her students painted them. The food waste that is generated from our students' lunches will help maintain and support the bins. Our sixth graders began a Journey North Tulip project (see accompanying article). The planting beds were amended with the help of some rather wet weekend warrior families. Julie Mason looked especially fashionable in her rain gear as she volunteered to help the sixth graders plant all their tulips. As the tulips emerge, the students will compare the arrival of spring across the country from an interactive web site.

Last month, Room #5's students wrote a persuasive essay to Emery's Garden. The students asked Emery's Garden on 164th to consider being our partner in the community. Joe McNally, the horticulturist from Emery's has agreed to offer support and guidance with our outdoor classroom project. We are honored and thankful to have Emery's Garden become an educational alliance with Oak Heights Elementary.

With the arrival of spring, our outdoor classroom will continue to grow and bloom. Continue to watch for updates and announcements as the seasons change. Thanks to everyone who has supported, volunteered and encouraged our vision for enrichment opportunities for our children.

Marylee Penhollow, 6th Grade Teacher

Journey North Project

Did you see the flowerbed near the 6th grade classrooms? They are for the Journey North Project. Many schools throughout the U.S. are participating in this project.



Our school has been selected to take part in this activity. The purpose of the project is to find out where spring arrives first. We are planting tulips. First, we dug 7 inches deep. Next, we deposited one tablespoon of bone meal in the hole. Last, we placed the tulip bulbs upright in different holes. Wherever in the U.S. the tulips bloom first, is where spring arrives first. The sixth graders planted them on Tuesday, November 7. We look forward to seeing them bloom!

Reported by Jacob Morgan and Veronica Sloboda
Bobcat Reporters

Non Student Days

The school calendar has non-student days built in that allow teachers and other district employees to work toward continuing improvement. These days may be an inconvenience to many of you. Truly, they are critical to our staff's on-going professional development. I want to thank you for this gift of time.

During our non student days in November, we focused our efforts on Math. Using data from last spring's WASL and other assessments, each grade level targeted a specific area of needed improvement. The teams then matched the grade level expectations (standards) with the curriculum materials available. They also identified sample tests, WASL released items and other assessment tools to include in their planning. In addition, the grade levels had the opportunity to work together on grading the first trimester Math assessments. We are working to develop a model for improving our instruction. Our next steps include extending the process into other Math areas and to create opportunities for work between grade levels.

Greg Willis, Principal

September 27th, 2006

Dear Chase Lake Families,

The beautiful September weather has been a welcome balance to the busy-ness of the first month of school. The sunshine draws us back outside for a walk along the water, a bike ride or a Saturday football game. Your kids came in Monday morning looking like they played hard all weekend, as well they should! I hope you are getting a chance to play with them now and again.

The last two weeks kept the school full of people for long hours. We saw many of you at the first PTSA meeting, and then lots of families at the Welcome Back Dinner. We estimated that we served about 500 dinners that night, and had a successful Book Fair and Bake Sale for the 6th grade campers also. I noticed a more than a few tired volunteers at the end of last week! Thank you to Kari Bergstrom, Stacy Hearst and Val Thompson for organizing teachers and parents to pull off these last couple weeks of PTSA sponsored activities.

Last week we mailed out individual WASL results to parents and guardians of students who took the test in 3rd, 4th or 5th grade last year. If your child took the WASL and you have not received your letter, please contact us in the office. Last year was the first year we have had scores reported for all four levels, before then only 4th grade took this test in elementary. One of the benefits of testing more grade levels with the same kind of test is that we can better compare how a student progresses from year to year. This will be true for you as parents also. We will also be able to track how we do as a school from year to year.

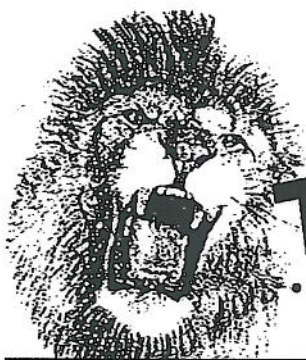
While the WASL results make it easy to compare outcomes from year to year and school to school within the state, it is important for us to keep our local context in mind when reviewing the data. So on Friday, when your students were home from school, we spent time as a staff looking at our WASL results to uncover what the data told us about our instructional program here at Chase Lake. There are a number of indicators that make up our local context, but socioeconomic advantage or disadvantage tends to have the most significant impact on learning. We serve a wide range of students at Chase Lake, and one indicator of our diversity is our Free and Reduced Lunch percentage which was 45 % last year. This compares to 27% in the Edmonds School District.

Keeping that in mind and some of the major changes we have made in supporting special education students, and students in our Title I program, we have held steady in both reading and writing at Chase Lake. I attribute that to our focus on improvement in instruction and alignment of teaching and assessment strategies over the past few years. In the area of math, our scores are lower this year in the 4th grade which was disappointing. But in looking at the other grades we saw that our 6th grade students performed at a higher level in math than the district average, and more importantly, better than when they were in 4th grade. Our staff has discussed some strategies to support our math program, and you will learn more about this over the next weeks.

And a few final comments about our character education focus this month. One afternoon I spent some time with a 1st grader, so I asked her about her day at school. She looked up and said, "I did empathy today," and then described how she helped her friend at recess. I loved this because it showed how deep an impact a few minutes each day can have on even the youngest students. Her use of the language is immature, but she is only 6 and is just beginning to learn her connection to our school community. I was happy she wanted to share her new understanding with me, and that I could recognize her for being a good citizen. It makes me optimistic about her future and ours. Learning that school is a safe place will help her meet and beat any learning challenges she encounters.

Sincerely,

Karen Nilson,
Principal



The Lion's Roar



Keeping Up With the Pride



Lynndale Elementary • David Zwaschka, Principal • Catherine Feller, Editor • December 2006, Issue 4

Dear Lynndale Families—

Welcome back to school (finally!) from the Thanksgiving break, and to what I hope will be a productive December. The next three weeks will be busy—please allow me to update you on some of the events happening around school, and to say *thanks* for one just now concluding.

Tomorrow, Friday, December 1st, the staff and I will conclude our third day of professional development around writing with Lynn Watson from the Everett School District. Ms. Watson has been a particularly effective—and entertaining—presenter who has helped us refine our instruction through the use of “Six Trait Writing” which include ideas, organization, word choice, voice, sentence fluency, and conventions (spelling, grammar, etc.). At the same time, we have read *6+1 Traits of Writing* by Ruth Culham, which extends our learning with additional theory and student examples. We could not have accomplished this important work without the gift of time that each of our non-student professional development days represents. *Thank you* for this, and for the opportunity you offer us to discuss and refine our instructional practices.

Thanks to a generous contribution from our parent community, Lynndale Elementary will host “**Math Night for Families**” on Wednesday, December 13th from 6—8 pm in the gym. The PTA purchased over 125 math enrichment games for kindergarten through sixth grade students from *Math & Stuff* in Seattle last month; during the last two weeks, intermediate students have been learning how to play them, and will be teaching them to our younger students soon. We invite you to come to school the evening of the 13th so your children can teach you what they’ve learned. While

enjoying an evening with your family, you will be showing your children how much fun—and educational—these activities can be. There is no charge to attend, and no requirement to purchase anything. Of course, if you find a game you just have to have, *Math & Stuff* will sell it to you. All games already purchased by PTA will remain at Lynndale for our students to enjoy for years to come.

First trimester concludes today, Thursday, November 30th, and report cards will arrive home on Friday, December 8th.

The first seven-week session of after-school programs will also wrap up soon. Thanks to everyone—teachers, parents, and community funders—for all you’ve done to bring these programs to our students; they have benefited tremendously, and we couldn’t have done it without you. A special thanks goes to Program Coordinator Ms. April Musselman, whose organization, communication and good humor proved instrumental in our start-up efforts. We look forward to offering another series of classes beginning in mid-January. Stay tuned for more details.

The Dali Lama once said, “It is not enough to be compassionate. You must act.” Thanks to the entire Lynndale staff and parent community for all of your efforts, and for making Lynndale such a healthy place for kids.

Best wishes for a safe, peaceful December!

Dave Zwaschka

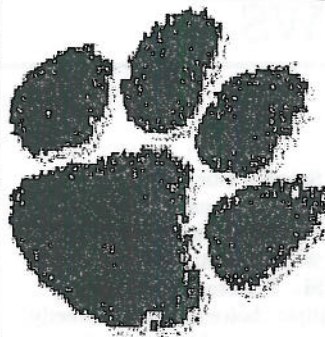
Lynndale Elementary

Address: 7200 191st Pl. SW • Lynnwood, WA 98036
Office hours: 7:00 am to 3:30 pm Monday-Friday

To Report An Absence:

Phone: 425-431-7365 • Dial number and press 1.
Report absence/tardy by 8:30 am on same day

October
2006



COLLEGE PLACE MIDDLE SCHOOL

Cougar News

RECEIVED
HUMAN RESOURCES/PAYROLL

Principal's Message

Dear CPM Families,

The beginning of the 2006-2007 school year has been a time to welcome new students, parents and staff to College Place Middle School. Students have been busy learning about guidelines for success. Staff has worked to prepare and deliver lessons that are keys to establishing a positive and engaging learning culture.

WASL results show that CPM students demonstrated learning improvement in all areas last year! Our 7th grade writing scores take the prize with a 17 point improvement from the previous year's scores. Our staff will use testing data to guide decisions about instruction and curriculum. Staff development meetings this year will include trainings in cultural competency, Critical Friends work, literacy, math and collaborative research. This intentional work will have a positive impact on student learning.

The University of Washington is providing resources and support for CPM teachers because of our involvement in an Ackerley Network Partnership. The Network is providing what we need to strengthen and improve our school culture and practices to continue to improve student learning. Staff has the opportunity to participate in a seminar series titled Teaching Racial Literacy this year. This work will help staff develop skills to bridge the cultural divide that exists when working with parents and students of color. The first seminar is scheduled for October 13th.

In addition to staff development opportunities, the Network, is establishing CPM as a teacher training center. Students from the University of Washington are involved in classroom observations and internships throughout the year. Currently there are two interns working with Science Classes, Jeremy Schrader and Renata Durst.

Newsletters will provide monthly updates on events and happenings at CPM. Please take time to read over this important communication. I would also like to take this opportunity to invite parents and guardians to volunteer when there are opportunities. It takes all of us working together to make CPM such a great place to learn!

Warmly,

Thea Gardner

COUGAR CALENDAR

October 6	Cougar Run, app. 1:00 P.M. start time
October 12	Parent Club Meeting, 7:00 P.M. in the library
October 13	Teachers' Professional Development Day, <i>No School</i>
October 20	7th Grade Hearing and Vision Screening
October 26	Curriculum Night, 6:30 P.M.
November 3	Cougar Run Assembly and Dance

November 20, 2013

Edmonds School District WAS Meadowdale Middle School

Viking News

Dear Meadowdale Community,

This fall, there is reason to celebrate at Meadowdale Middle School! Our recent WASL scores indicate that 92.2% of our 7th graders were at standard for Conventions with their writing. This is outstanding, and unless you dig deep into the WASL scores you may not notice the amazing results we are having here. For instance, we had 27 students who were only 1 and 2 points below passing the 7th grade reading WASL. If those 27 students had reread the passage one extra time, or answered one more multiple choice question correctly, or possibly wrote one more sentence to summarize the reading passage, then we would have had 85.2% of our 7th graders at standard in reading! These are great scores and demonstrate a deep commitment to teaching and learning on behalf of teachers and students alike. Of course, it is our goal to have 100% of our students at standard in reading, writing, math, and science. To this end, we are making progress and we are proud of our students at MMS!

On November 9 we will continue our Content Team Work that brought about such fantastic results in reading and writing at MMS. Content Teams are working to provide a guaranteed curriculum to every student, teaching with best instructional strategies, and are using common assessment data to confirm curriculum and instruction strengths. All teachers post common vocabulary for their subject area on their classroom walls, use the 5 step writing process, and support the 4-step math problem solving process by embedding it into their curriculum. In addition, our 3rd period reading class is intentionally teaching weekly reading strategies to every student every day. As our WASL scores show steady improvement, we narrow our focus to help students who continue to struggle in school. Theresa Cole, our 7th grade counselor and administrative intern, is in the process of developing a Pyramid of Academic Interventions to strategically connect struggling students with more purposeful and meaningful academic interventions.

Next, I would like to wish Kristin Nelson, Assistant Principal, best wishes for staying entertained and occupied while she remains on bed rest until her baby's due date in mid-December. We miss her terribly.

Finally, I would like to invite you to our renovated school website to read the Principal's Letter that will be updated biweekly. In this letter, I intend to provide insight into the happenings at MMS that you may not receive in this monthly newsletter. It will be updated regularly to provide you with current, meaningful, and regular communication.

Sincerely,

Christine Avery, Principal

MEET JOE WEBSTER, OUR NEW ASSISTANT PRINCIPAL

My name is Joe Webster and I am thrilled to join the Meadowdale Middle staff. This is not my first Viking experience. I taught history here in the early 90s and was a student here in the early 80s. I have spent the past 10 years at Edmonds-Woodway High School as both a teacher and Dean of Students. I am grateful for this opportunity to return to Meadowdale as your assistant principal. This is an outstanding school with a very hard working, caring, and dedicated staff. Feel free to contact me with any question you may have about MMS—I look forward to hearing from you!

"Meeting Paraeducator Competencies"

2006-2007 Staff Development Day #3

Friday, January 26, 2007 - Edmonds-Woodway High School
7600 212th Street SW Edmonds, WA 98026
(425) 431-7900

Parking will be limited; please consider carpooling!

It's training time again! In order to assist you with your continuing development as a Paraeducator, we have put together a schedule that we believe will meet your needs in striving towards the various competencies required of you. As always, we have listened to your feedback and come up with several requested courses that you should find very interesting and useful. Please read through the selection of options listed below and choose the session(s) you would like to attend.

Time	Topic
7:45-8:30	Check-in
8:30-8:45	"Welcome and Introduction" Pam Lux – President, Edmonds Association of Paraeducators Debby Carter – Assistant Superintendent for Human Resources (Interim)
Early Morning Session	
8:45-10:15	"Harassment in Schools: What Paraeducators Need To Know" Chris Burton, Attorney at Law This workshop will assist you in assuring a welcoming learning environment for students and a safe working environment for you and your colleagues. Chris Burton brings his experience as a 14 year high school teacher and 4 year attorney to this practical training, which will inform you about issues related to harassment in schools. He will combine Edmonds School District policy, State and Federal laws, and practice scenarios to help you better understand your practical role and legal duties relating to promoting a safe and welcoming environment for all. (Suggested Competencies: 2, 4)
10:15-10:30	Break
Breakout Session #1 - Choose Top Two Preferences for Late Morning Session	
10:30-11:45	"Developing Basic Math Skills: A Tool For Paraeducators" Darrol Haug – Math Tutor Darrol Haug is a retired marketing executive who has been volunteering as a math tutor at Maplewood K-8 Coop for the past 7 years. He has developed an easy-to-use tool to evaluate the District's basic multiplication and division standards for Grades 4 and 5, and the tool can be used for all grade levels to identify children not meeting these standards. Worksheets have also been developed to work with children on the areas of need to reach the standard. Both the tool and the worksheets can be used by parents, teachers, and students to evaluate and work on basic math skill standards. This seminar will provide a packet of tools and worksheets for each participant and will cover tips and best practices developed over the past 7 years for the effective use of the material with individual students. This course will be most applicable to Paraeducators working with elementary and middle school students. (Suggested Competencies: 9, 10)

10:30-11:45	<p><i>"The Reading WASL"</i></p> <p>Sarah Schumacher – Teacher, Edmonds-Woodway High School</p> <p>This session will focus on the Reading section of the WASL and various strategies you can use to help students prepare to succeed on the test. Participants will have a chance to look at released items and sample student responses, as well as to look at the way the tests are scored. The strategies given will be based on student data from previous tests and can be implemented with individual students or whole classes. This course will be most applicable to Paraeducators working with middle and high school students. (Suggested Competencies: 9, 10)</p>
10:30-11:45	<p><i>"Special Education Updates and Open Forum"</i></p> <p>Tim Garberich – Manager, Elementary Learning Support Sydney Voorhees – Manager, Secondary Learning Support and Work Adjustment Program</p> <p>This session will provide you with a review of anticipated changes in special education law from reauthorization of IDEA, as well as a review of district special education programs and initiatives. You will also have the opportunity to ask any questions you may have regarding special education, Title I, and LAP during an open forum. (Suggested Competencies: 1, 3, 8)</p>
10:30-11:45	<p><i>"Sign Language Survival Skills"</i></p> <p>Kathy Jackson – Interpreter for the Deaf</p> <p>In this workshop you will learn a sampling of survival signs to help you through brief communication exchanges with deaf and hard of hearing children in the lunch room, playground, classroom, and other casual social settings. You will learn 25-75 words, brief phrases, greetings, and a few culturally significant norms. This course will be applicable to Paraeducators working with students at all levels. This is a similar session to the one offered in October and December for Paraeducators who could not previously get into it. (Suggested Competencies: 1, 8)</p>
10:30-11:45	<p><i>"Kindergarten Phonemic Awareness Part IV"</i></p> <p>Cindy Anderson – Title I/LAP Specialist Megan McCarthy – Teacher, Chase Lake Elementary</p> <p><u>OPEN ONLY TO PARAEDUCATORS PROVIDING PHONEMIC AWARENESS TRAINING FOR KINDERGARTEN STUDENTS</u></p> <p>This session is designed for Paraeducators who are currently implementing Phonemic Awareness lessons with kindergarten students at each building. Participants will receive the final installment of lessons (61-80) for the Phonemic Awareness Notebook. Facilitators will demonstrate key concepts and skills included in these lessons, and participants will have an opportunity to practice and apply specific strategies using the materials. As always, we are excited to continue our work with you, to listen to your insights and to respond to questions that may have come up as you work with the students. (Suggested Competencies: 9, 10)</p>
10:30-11:45	<p><i>"Formatting a Worksheet and Working With Charts in Microsoft Excel"</i></p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Suggested Competency: 13)</p>
10:30-11:45	<p><i>"New Copy Machine Orientation"</i></p> <p>Sean O'Connell – Witt Company</p> <p>Here is your last chance to learn all about the capabilities of the new copy machines that have been placed in buildings across the District. If you are a regular user of your school's copy machine, you won't want to miss this session! (Suggested Competency: 13)</p>
11:45-1:00	<p>Lunch (on your own)</p>

Breakout Session #2 - Choose Your Top Two Preferences for the Early Afternoon Session	
1:00-2:15	<p>"Developing Basic Math Skills: A Tool For Paraeducators"</p> <p>Darrol Haug – Math Tutor</p> <p>A repeat of the session offered at 10:30 a.m. (Suggested Competencies: 9, 10)</p>
1:00-2:15	<p>"The Writing WASL"</p> <p>Sarah Schumacher – Teacher, Edmonds-Woodway High School</p> <p>This session will focus on the Writing section of the WASL and various strategies you can use to help students prepare to succeed on the test. Participants will have a chance to look at released items and sample student responses, as well as to look at the way the tests are scored. The strategies given will be based on student data from previous tests and can be implemented with individual students or whole classes. This course will be most applicable to Paraeducators working with middle and high school students. (Suggested Competencies: 9, 10)</p>
1:00-2:15	<p>"Decoding Multi-Syllabic Words"</p> <p>Kendra Wagner – Teacher, Madrona K-8</p> <p>When students stumble over long words while reading aloud, what do you do? This session will present some strategies for teaching older readers how to read long words. Some students seem to have "big-word-a-phobia" and stall at longer words, or skip over them completely. Discover syllable strategies that you can use right away to prevent this! This course will be most applicable to Paraeducators working with students from 2nd through 8th grade. (Suggested Competencies: 9, 10)</p>
1:00-2:15	<p>"Considering the Sensory Issues for Students with Autism"</p> <p>Jean Gant – Autism Specialist Kathie Davis – Autism Support Specialist</p> <p>Students on the Autism Spectrum can have a variety of sensory sensitivities that affect their responses and behavior, from aversion to noises to seeking movements that provide strong stimuli. How do we identify these sensitivities, and what can we do about them? No two students are the same in this area, but we will describe some common sensory issues for students throughout the AS continuum, and give some ideas on ways to help students and those around them live more comfortably with them. We will also have an Occupational Therapist available for answering your questions. This course will be applicable to Paraeducators working with students at all levels. (Suggested Competencies: 1, 3, 8)</p>
1:00-2:15	<p>"Harassment, Intimidation, and Bullying"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>The National Education Association has found that more than 160,000 kids do not go to school because they fear being bullied. The Department of Education and U.S. Secret Service report that 2/3 of school shooters reported being bullied. This empowering presentation will better equip school staff to understand the laws regarding bullying, to recognize and intervene when bullying occurs.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Understand WA State law and your District policy regarding bullying, intimidation and harassment in schools. 2. Know that there are ramifications for educators who don't report bullying! 3. Recognize and intervene when bullying occurs. 4. Understand the importance of documenting intervention attempts. <p>(Suggested Competencies: 2, 6, 11)</p>
1:00-2:15	<p>"Sign Language Survival Skills"</p> <p>Kathy Jackson – Interpreter for the Deaf</p> <p>A repeat of the session offered at 10:30 a.m. (Suggested Competencies: 1, 8)</p>

1:00-2:15	<p>"Skyward Scheduling: Part I"</p> <p>Vicki Williams – Student Information Services Coordinator Linda Cline – Information Systems Support Specialist</p> <p>We have a great deal of information to share with you on Skyward this time so we have spread the material across two sessions (1:00 and 2:30). Please sign up for both sections of the class if this information applies to you! In these sessions we will provide detailed explanations of how the course master works, including how to build sections and meets, schedule students into classrooms, change student schedules, as well as how to run many scheduling reports such as class rosters, student schedules, teacher schedules, etc. We will also explore the connection between student scheduling and the Standards Based Gradebook and how changes to student information in the school office affects teachers' gradebooks. This class is designed for elementary Office Assistants. (Suggested Competency: 13)</p>
1:00-2:15	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. (Suggested Competency: 13)</p>
2:15-2:30	Break
Breakout Session #3 - Choose Your Top Two Preferences for the Late Afternoon Session	
2:30-3:45	<p>"Which Students Can Read This Text? – Part II"</p> <p>Phyllis Keiley-Tyler – Instructional Coach, Alderwood Middle</p> <p>This question involves the following two issues: 1) What is the reading level of the text being used? 2) What is the reading level, or reading ability, of students using the text? Part I of this topic, offered in December, addressed student difficulties understanding text and readability of text-based material. We will begin by sharing how you used the information. Part II will explore the importance of student ability in understanding text material. We will discuss strategies for determining student reading level and the importance of an appropriate match of text-based material.</p> <p>This session will be picking up where we left off in Part I and building upon what you have already learned, but you are welcome to join us even if you missed the last session, and you will still get a great deal out of it. This course will be applicable to Paraeducators working with students at all levels. (Suggested Competencies 9, 10)</p>
2:30-3:45	<p>"Non-Fiction Strategies"</p> <p>Kendra Wagner – Teacher, Madrona K-8</p> <p>In science and social studies texts or materials there is often a lot of information presented, as well as many new vocabulary words and concepts. Students need ways to break the reading down into manageable parts, and tackle vocabulary, in order to remember the most important information. Find out some ways to piece apart non-fiction readings with students, and provide them with tools to understand key ideas. This course will be most applicable to Paraeducators working with students from 6th - 12th grade. (Suggested Competencies: 9, 10)</p>
2:30-3:45	<p>"Asperger's Syndrome: A Workshop for Secondary Paraeducators"</p> <p>Gail Shepard – Teacher, Edmonds-Woodway High Deena Maroutsos – Teacher, Edmonds-Woodway High</p> <p>Working with middle and high school students with Asperger's Syndrome presents many challenges and frustrations, but also many opportunities for wonder, delight, and appreciation. These young people possess many strengths, and while their disability manifests itself differently from individual to individual, there are some consistent strategies that may assist you in working successfully with these amazing teens, and helping them to reach their potential.</p> <p>We realize that your experiences in working with these students has well acquainted you with the disability itself, so we would like to focus this presentation on offering tips and strategies to help you work with your students. Because every student's needs are so unique, please come to this session with questions or scenarios to share for discussion and input. We look forward to learning from your wealth of experiences. This course will be most applicable to Paraeducators working with secondary students (Suggested Competencies: 1, 3, 8)</p>

2:30-3:45	"Harassment, Intimidation, and Bullying" Martin Speckmaier – Comprehensive School Safety A repeat of the session offered at 1:00 p.m. (Suggested Competencies: 2, 6, 11)
2:30-3:45	"Advanced Email Features and Organizing Information in Microsoft Outlook" Technology Staff This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Suggested Competency: 13)
2:30-3:45	"Skyward Scheduling: Part II" Vicki Williams – Student Information Services Coordinator Linda Cline – Information Systems Support Specialist Continuation of the Skyward session beginning at 1:00 p.m. (Suggested Competency: 13)
2:30-3:45	"New Copy Machine Orientation" Sean O'Connell – Witt Company A repeat of the session offered at 10:30 a.m. and 1:00 p.m. (Suggested Competency: 13)

REGISTRATION PROCESS

Please email your registration to Kirk Barney, HR Analyst, (barneyk@edmonds.wednet.edu) and be sure to include the following information:

- Your name
- Your school
- Your daytime phone number(s)
- Whether you will be attending the early morning session
- Your **TOP TWO PREFERENCES** for each of the time slots for the three breakout sessions
- If you need an ASL interpreter to be present at your sessions

You will not receive a confirmation before the program. You can assume that your choices have been recorded if you do not hear back from us and you will receive your schedule the day of the training. Registration will be handled on a first-come first-served basis, and some classes have size limits so please register as early as possible to ensure your selection. Remember that you should register for enough classes to cover the hours of your normal working day. If you have any questions about the registration process, feel free to call Kirk at 7025.

Remember to provide your TOP TWO PREFERENCES for each time slot!
If your first choice is full, we need to know where to put you during that time slot.

****If you don't supply a second choice and your first choice is full, we will no longer contact you for a second choice and will instead choose a session for you based on availability.**

The registration process will close on Tuesday, January 23rd at 5:00 p.m.
After this deadline you must register on-site.

"Meeting Paraeducator Competencies"

2006-2007 Staff Development Day #2

Friday, December 1, 2006 - Meadowdale High School
6002 168th Street SW Lynnwood, Washington 98037
(425) 431-7650

Parking will be limited; please consider carpooling!

It's training time again! In order to assist you with your continuing development as a Paraeducator, we have put together a schedule that we believe will meet your needs in striving towards the various competencies required of you. As always, we have listened to your feedback and come up with several requested courses that you should find very interesting and useful. Please read through the selection of options listed below and choose the session(s) you would like to attend.

Time	Topic
7:45-8:30	Check-in
8:30-8:45	"Welcome and Introduction" Pam Lux – President, Edmonds Association of Paraeducators Debby Carter – Assistant Superintendent for Human Resources (Interim)
Early Morning Session	
8:45-10:15	"Who Am I and Where Am I Going?" Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates One of our most popular speakers ever, Kent is back this year with new information and topics! This keynote session will provide you with an understanding of the legal and ethical issues that all Paraeducators must work with, as well as examine the important roles Paraeducators play in educational settings. Dr. Kent Gerlach is a Professor in the School of Education at Pacific Lutheran University in Tacoma, Washington. He has been recognized nationally for his research, writing, and other work on the issues involving employment, supervision, and training of Paraeducators. Kent has presented workshops at numerous conferences, organizational meetings, and school districts on collaboration and teamwork issues. He co-edited the text titled "Supervising Paraeducators in Educational Settings: A Team Approach," and is also the author of "Let's Team Up: A Checklist for Paraeducators, Teachers and Principals," published by the National Education Association. In addition, he has authored several journal articles and resource materials dealing with collaboration and team building, and the legal and ethical issues affecting the roles of Paraeducators and their supervisors. Kent is the recipient of several teaching awards, has served as a consultant to several local and state educational agencies, and has conducted staff development workshops for Paraeducators and their supervisors throughout the United States and Canada. He also currently serves on the governing board of the Division of Developmental Disabilities, Council for Exceptional Children. (Competencies 2, 4, 5)
10:15-10:30	Break
Breakout Session #1 - Choose Top Two Preferences for Late Morning Session	
10:30-11:45	"Current State and National Issues Regarding Paraeducators: Their Qualifications, Roles, Training, and Supervision" Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates This session will cover some of the current national and state issues regarding the role, qualifications, training, and supervision of Paraeducators. Current paraprofessional issues regarding the federal guidelines, under NCLB and IDEA, will be highlighted. How various states are responding to the issues of paraprofessional qualifications, training, supervision and assessment will be examined. Recent legal and ethical cases involving paraprofessional qualifications, their training, and supervision will also be discussed. (Competencies 2, 4)

10:30-11:45	<p><i>"Thinking Through Text – Reading Comprehension Strategies (K-6)"</i></p> <p>Kendra Wagner – Teacher, Madrona K-8</p> <p>Learn the mental strategies and self-talk that are essential to understanding text and discover ways to get students further inside what they are reading with tools that work across all categories of texts, including social studies and science. This session is geared towards Paraeducators working with elementary students (a similar session was offered to secondary Paraeducators in October). (Competencies 9, 10)</p>
10:30-11:45	<p><i>"Sign Language Survival Skills"</i></p> <p>Kathy Jackson – Interpreter for the Deaf</p> <p>In this workshop you will learn a sampling of survival signs to help you through brief communication exchanges with deaf and hard of hearing children in the lunch room, playground, classroom, and other casual social settings. You will learn 25-75 words, brief phrases, greetings, and a few culturally significant norms. This course will be applicable for Paraeducators working with students at all levels. (Competencies 1, 8)</p>
10:30-11:45	<p><i>"Kindergarten Phonemic Awareness Part III"</i></p> <p>Cindy Anderson – Title I/LAP Specialist Megan McCarthy – Teacher, Chase Lake Elementary</p> <p><u>OPEN ONLY TO PARAEDUCATORS PROVIDING PHONEMIC AWARENESS TRAINING FOR KINDERGARTEN STUDENTS</u></p> <p>This session is designed for Paraeducators who are currently implementing Phonemic Awareness lessons with kindergarten students at each building. Participants will receive the "second set" of lessons to support development of phonemic awareness for kindergarteners. Facilitators will demonstrate key concepts and skills included in Lesson Set 2, and participants will have an opportunity to practice and apply specific strategies using the materials. We are excited to continue our work with you, to listen to your insights and to respond to questions that may have come up as you work with the students. (Competencies 9, 10)</p>
10:30-11:45	<p><i>"Working With Tables in Microsoft Word"</i></p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Competency 13)</p>
10:30-11:45	<p><i>"New Copy Machine Orientation"</i></p> <p>Sean O'Connell – Witt Company</p> <p>Come and learn all about the capabilities of the new copy machines that have been placed in buildings across the District. If you are a regular user of your school's copy machine, you won't want to miss this session! (Competency 13)</p>
11:45-1:00	Lunch (on your own)
Breakout Session #2 - Choose Your Top Two Preferences for the Early Afternoon Session	
1:00-5:00	<p><i>"CPR"</i></p> <p>Betty Clark – District Nurse</p> <p>Full afternoon of CPR training (does not include First Aid). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>

1:00-4:30	<p>"First Aid"</p> <p>Cheryl Robinson – District Nurse</p> <p>Full afternoon of first aid training (does not include CPR). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>
1:00-2:15	<p>"Effective Schools and Teamwork: Strategies for Paraeducator-Teacher Teams"</p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>Note: This is a different session than last year's keynote presentation, even though the title is similar. This session will examine the strategies and skills for effective communication and team building. Topics will include ways to improve teamwork and communication, working relationships, and time management. Each participant will be able to understand the foundation necessary for building effective teams in an educational environment. This session will provide an awareness of how to create a positive school environment based on current research, an understanding of successful team characteristics, an understanding of the advantages of working together as a team, an understanding of the team building process, and the steps necessary for laying a foundation for effective teamwork. (Competencies 2, 4, 5)</p>
1:00-2:15	<p>"Which Students Can Read This Text?"</p> <p>Phyllis Keiley-Tyler – Instructional Coach, Alderwood Middle</p> <p>This topic will be explored through two Key Ideas. First, participants will identify student difficulties understanding text-based material (narrative and informational). The second Key Idea will be examining readability of text-based material.</p> <p><u>Learn:</u></p> <ul style="list-style-type: none"> • What is readability and why is it important? • How is it determined? <p><u>Practice:</u></p> <ul style="list-style-type: none"> • Use different levels and types of text. <p><u>Apply:</u></p> <ul style="list-style-type: none"> • Develop a plan for using readability. <p>This course will be applicable for Paraeducators working with students at all levels. (Competencies 9, 10)</p>
1:00-2:15	<p>"Vocabulary Plus"</p> <p>Ann Sanholtz – ELL Specialist</p> <p>Join us to learn more about vocabulary strategies that work well for ELL students. We'll continue to talk about ways to make our lessons with our students more comprehensible through understanding and reviewing the ELD standards. As always, we will also include time for questions and professional sharing. Please think of a story or unit of study plus the vocabulary needs of your students and come prepared to figure out how to focus on the most important words! This course will be applicable for Paraeducators working with students at all levels. (Competencies 8, 9, 10)</p>
1:00-2:15	<p>"Sign Language Survival Skills"</p> <p>Kathy Jackson – Interpreter for the Deaf</p> <p>A repeat of the session offered at 10:30 a.m. (Competencies 1, 8)</p>
1:00-2:15	<p>"New Strategies For New Threats"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>An adult stranger walks into a school and begins shooting at students and staff for no apparent reason. Do we teach school personnel and kids to fight back? Are metal detectors the answer? How do we keep our schools safe without turning them into fortresses? This revealing presentation will give Paraeducators the opportunity to consider strategies for keeping their school safe against external threats. (Competencies 6, 11)</p>

1:00-2:15	<p>"Skyward – Managing Your Master Schedule"</p> <p>Vicki Williams – Student Information Services Coordinator Linda Cline – Information Systems Support Specialist</p> <p>In this session, we will help you understand courses, sections, and meet information in your course master, and how it connects to what teachers see in Educator Access Plus and Standards Gradebook. You will learn how to make sure all students are enrolled in the correct classes, including any "specialty" classes, such as music, art, and physical education; how to make schedule changes if students move from one class to another; and how to run scheduling utilities for correct counts. We will also cover how to run scheduling reports, such as class rosters and student schedules. Priority for space in this session will be given to Paraeducator Office Assistants. (Competency 13)</p>
1:00-2:15	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. (Competency 13)</p>
2:15-2:30	Break
Breakout Session #3 - Choose Your Top Two Preferences for the Late Afternoon Session	
2:30-3:45	<p>"Effective Schools and Teamwork: Strategies for Paraeducator-Teacher Teams"</p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 2, 4, 5)</p>
2:30-3:45	<p>"Before the Behavior – Teaching Social Skills to Students with Autism in School Settings"</p> <p>Jean Gant – Autism Specialist Kathie Davis – Autism Support Specialist</p> <p>This training is designed for Paraeducators who work with students with autism, elementary and secondary, in a variety of school settings, including lunch and recess. Paraeducators are often in the position to facilitate social interactions with students with autism "in the moment". This training will include information on responding to communicative intent and encouraging reciprocal interactions between students. It will give ideas for incidental teaching of social skills as well as information about systems such as social stories, cue cards, and self-management strategies. (Competencies 1, 3, 8)</p>
2:30-3:45	<p>"Vocabulary Plus"</p> <p>Ann Saneholtz – ELL Specialist</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 8, 9, 10)</p>
2:30-3:45	<p>"Sign Language Survival Skills"</p> <p>Kathy Jackson – Interpreter for the Deaf</p> <p>A repeat of the session offered at 10:30 a.m. and 1:00 p.m. (Competencies 1, 8)</p>
2:30-3:45	<p>"New Strategies For New Threats"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 6, 11)</p>
2:30-3:45	<p>"Editing a Worksheet in Microsoft Excel"</p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Competency 13)</p>
2:30-3:45	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. and 1:00 p.m. (Competency 13)</p>

"Meeting Paraeducator Competencies"

2006-2007 Staff Development Day #1

Friday, October 13, 2006 - Mountlake Terrace High School
21801 44th Ave W. Mountlake Terrace, Washington 98043
(425) 431-7776

Parking will be limited; please consider carpooling!

It's training time again! In order to assist you with your continuing development as a Paraeducator, we have put together a schedule that we believe will meet your needs in striving towards the various competencies required of you. As always, we have listened to your feedback and come up with several requested courses that you should find very interesting and useful. Please read through the selection of options listed below and choose the session(s) you would like to attend.

Time	Topic
7:45-8:30	Check-in
8:30-8:45	"Welcome and Introduction" Pam Lux – President, Edmonds Association of Paraeducators Debby Carter – Assistant Superintendent for Human Resources (Interim)
Early Morning Session	
8:45-10:15	"Key Issues Facing Our Paraeducators" Dr. Nick Brossoit – Superintendent Your Superintendent will welcome you into the new school year by touching on some key topics of interest to Edmonds School District Paraeducators and answering questions relating to any issues you identify as being important to you during an open forum. If you've ever said "I wish I had a few minutes to talk with the Superintendent about...", now is your chance! (Competencies 2, 5)
10:15-10:30	Break
Breakout Session #1 - Choose Top Two Preferences for Late Morning Session	
10:30-11:45	"Conferring With Students" Maggie Connors – District Literacy Coach Shelly Dearmon – District Literacy Coach How do we know if students are understanding? How do we talk with students about their thinking? Learn how our interactions with students about their thinking can provide us with evidence of their understanding and lead students to new learning. This session is designed for Paraeducators who are interested in learning more about conferring with students on their thinking across content areas (reading, writing, math, etc.). We will learn the steps of effective conferring, watch some conferences on video, and practice conferring with each other. Participants will leave with helpful tips on how to have effective conferences. This session is geared towards Paraeducators working with elementary students. (Competencies 9, 10)
10:30-11:45	"Metacognition – Unpacking Your Brain In Order to Comprehend" Kendra Wagner – Teacher, Madrona K-8 Learn the mental strategies and self-talk that are essential to understanding text and discover ways to get students further inside what they are reading with tools that work across all categories of texts. This session is geared towards Paraeducators working with secondary students. (Competencies 9, 10)

10:30-11:45	<p><i>"The Career Exploration Task for High School Students"</i></p> <p>Dawn Hart – Assistant Principal, Scriber Lake High School</p> <p>The Career Exploration Task is one of three graduation performance tasks required of the class of 2008 and beyond in order to get a diploma. This workshop will present an overview of the graduation requirements and teach you what the program is all about. You will also get to look at the online career survey and see some actual samples of student projects. As a Paraeducator, you can play an important role in helping students reflect on career preparation, regardless of what role you have in the school, and this session will provide you with the tools to do so. This session is geared towards Paraeducators working with secondary students. (Competency 2)</p>
10:30-11:45	<p><i>"Kindergarten Phonemic Awareness Part II"</i></p> <p>Margaret Mesaros – Title I/LAP Specialist Megan McCarthy – Teacher, Chase Lake Elementary</p> <p><u>OPEN ONLY TO THOSE PARAEDUCATORS WHO ATTENDED PART I OF THE KINDERGARTEN PHONEMIC AWARENESS TRAINING IN LATE SEPTEMBER</u></p> <p>This session is designed to support Paraeducators currently implementing Phonemic Awareness lessons with kindergarten students at each building. You have completed initial lessons and we want to provide further support. Have you found a space? Are students making progress? Are lessons clearly written and easy to use? We will review essential practices, scheduled assessments and daily lessons and respond to any questions you may have concerning Lesson Set 1. We're excited to hear how it's going and make needed adjustments! (Competencies 9, 10)</p>
10:30-11:45	<p><i>"Performing a Mail Merge in Microsoft Word"</i></p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Competency 13)</p>
10:30-11:45	<p><i>"New Copy Machine Orientation"</i></p> <p>Sean O'Connell – Witt Company</p> <p>Come and learn all about the capabilities of the new copy machines that have been placed in buildings across the District. If you are a regular user of your school's copy machine, you won't want to miss this session! (Competency 13)</p>
11:45-1:00	Lunch (on your own)
Breakout Session #2 - Choose Your Top Two Preferences for the Early Afternoon Session	
1:00-5:00	<p><i>"CPR"</i></p> <p>Betty Clark – District Nurse</p> <p>Full afternoon of CPR training (does not include First Aid). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>

1:00-4:30	<p>"First Aid"</p> <p>Cheryl Robinson – District Nurse</p> <p>Full afternoon of first aid training (does not include CPR). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>
1:00-2:15	<p>"Conferring With Students"</p> <p>Maggie Connors – District Literacy Coach Shelly Dearmon – District Literacy Coach</p> <p>A repeat of the session offered at 10:30 a.m. (Competencies 9, 10)</p>
1:00-2:15	<p>"How Knowing Oral Language Proficiency Levels Affects Our Instructional Practices for ELL's"</p> <p>Ann Saneholtz – ELL Specialist</p> <p>Come prepared to understand how oral language proficiency levels help us organize, assess, and assist ELL students. You'll become familiar with the ELD standards so that we can learn how to better serve our unique population. Time will be allocated to work together to process new information, and ask questions pertinent to our important roles and responsibilities as we support our students. This course will be applicable for Paraeducators working with students at all levels. (Competencies 8, 9, 10)</p>
1:00-2:15	<p>"Sign Language Survival Skills"</p> <p>Glena Felker – Interpreter for the Deaf</p> <p>In this workshop you will learn a sampling of survival signs to help you through brief communication exchanges with deaf and hard of hearing children in the lunch room, playground, classroom, and other casual social settings. You will learn 25-75 words, brief phrases, greetings, and a few culturally significant norms. You will also receive information regarding online resources you can use as future reference in continuing to build your basic skills. This course will be applicable for Paraeducators working with students at all levels.. (Competencies 1, 8)</p>
1:00-2:15	<p>"The Resurgence of Youth Gang Activity in Washington Schools"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>School communities across the nation and Washington State are seeing a dramatic increase in youth gang activity. This presentation will show why kids are joining gangs at an alarming rate and explain the risk factors that increase the likelihood of gang involvement. Paraeducators will also learn strategies they can utilize to help keep themselves and their school communities safe. (Competencies 6, 11)</p>
1:00-2:30	<p>"Computers 101"</p> <p>Wayne Elsaesser – Technology Services Supervisor</p> <p>This session will focus on the true basics when it comes to computers. If you've ever wondered why you can't see outside by looking through your monitor even though it supposedly has "Windows", or you try to feed breadcrumbs to your "mouse," this session is for you. There are no stupid questions in this class and no topic is too simple. (Competency 13)</p>
1:00-2:15	<p>"Skyward – Preparing for the Monthly P223 Enrollment Count"</p> <p>Vicki Williams – Student Information Services Coordinator Linda Cline – Information Systems Support Specialist</p> <p>This session will provide helpful information on preparations for getting a correct count for your building, including tip sheets on reports to run and procedural steps. (Competency 13)</p>

1:00-2:15	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. (Competency 13)</p>
2:15-2:30	Break
Breakout Session #3 - Choose Your Top Two Preferences for the Late Afternoon Session	
2:30-3:45	<p>"How Knowing Oral Language Proficiency Levels Affects Our Instructional Practices for ELL's"</p> <p>Ann Saneholtz – ELL Specialist</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 8, 9, 10)</p>
2:30-3:45	<p>"How Do I Tell If Special Needs Students Are Making Significant Progress? Using Data Collection to Measure Targeted Skills"</p> <p>Pat Connolly – District Behavior Specialist Matt Maloney – Behavior/Emotional Support Specialist</p> <p>This presentation is geared towards Paraeducators who work in special needs classrooms or any other setting that requires measuring or counting skills that are adaptive, communicative, behavior/emotional, etc. We will discuss how to collect observational data and how to read, interpret, and create charts and graphs to measure student progress. (Competencies 1, 2)</p>
2:30-3:45	<p>"Sign Language Survival Skills"</p> <p>Glena Felker – Interpreter for the Deaf</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 1, 8)</p>
2:30-3:45	<p>"What Works and What Doesn't? Support Strategies For Working With Secondary Learning Support Students"</p> <p>Gail Shepard – Teacher, Edmonds-Woodway High Deena Maroutsos – Teacher, Edmonds-Woodway High</p> <p>Come to this interactive workshop to learn about and discuss strategies you can use to address the behavioral and academic needs of secondary Learning Support students. Please come with questions about specific situations you face, working with your students. In addition, you may want to have a particular scenario in mind to discuss with the group, as "the wisdom is in the room!" The presenters will have scenarios to offer and handouts to supplement our discussion. This workshop is geared towards Paraeducators working with secondary students. This is a repeat of a popular session offered last year. (Competencies 6, 9, 10)</p>
2:30-3:45	<p>"The Resurgence of Youth Gang Activity in Washington Schools"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 6, 11)</p>
2:30-3:45	<p>"The Fundamentals – Microsoft Excel"</p> <p>Technology Staff</p> <p>This year's Microsoft Office sessions will be facilitated by Technology Department staff, who will lead you through workbooks on the most highly requested topics from the survey you received in September. Your facilitator will walk you through the workbook and answer any questions you may have, and afterwards you will get to keep the workbook and refer back to it whenever you want. Priority for space in this session will be given to Paraeducator Office Assistants. (Competency 13)</p>
2:30-3:45	<p>"New Copy Machine Orientation"</p> <p>Sean O'Connell – Witt Company</p> <p>A repeat of the session offered at 10:30 a.m. and 1:00 p.m. (Competency 13)</p>

"Meeting Paraeducator Competencies"

2005-2006 Staff Development Day #3

Friday, February 10, 2006 - Edmonds-Woodway High School
7600 212th Street SW Edmonds, WA 98026
(425) 670-7900

Parking will be limited: please consider carpooling!

It's training time again! In order to assist you with your continuing development as a Paraeducator, we have put together a schedule that we believe will meet your needs in striving towards the various competencies required of you. We have listened to your feedback and come up with several requested courses that you should find very interesting and useful. Please read through the selection of options listed below and choose the session(s) you would like to attend.

Time	Topic
7:45-8:30	Check-in
8:30-8:45	Welcome and Introduction Pam Lux – President, Edmonds Association of Paraeducators Debby Carter – Human Resources Director, Classified Staff
Early Morning Session	
8:45-10:15	"WASL Overview" Dr. Nancy Katims – Director of Assessment, Research, and Evaluation We hear a lot about the WASL in the news these days. We also get asked a lot of questions about the WASL from parents, students, and the general public. What is the truth about this state assessment? Dr. Nancy Katims, Director of Assessment for the District, will give an overview of the WASL, including messages that we can give to students and parents to help them better understand the WASL. This presentation will give all participants a clear understanding of what the WASL measures and how we can all play a role in students' success. (Competency 2) Please note: You must register for this course if you want to attend!
10:15-10:30	Break
Breakout Session #1 - Choose Top Two Preferences for Late Morning Session	
10:30-11:45	"Tackling the Tough Stuff: Tools for Helping Kids Deal with Grief, Change, and Stress" Katie Frisbie – Executive Director, Far West Family Services No matter what you do in your role as a Paraeducator, you will occasionally encounter students who experience rough times and open up to you for help. This presentation will help you in handling those difficult situations by covering topics including recognizing the signs of distress, understanding developmental grief responses, recognizing the "teachable moment," developing the tools to help kids process feelings, and knowing when and how to refer a troubled child for help. Katie is the Executive Director of Far West Family Services, the Employee Assistance Program for the District. She has developed and delivered several presentations on issues relating to worker health and wellness and her presentations to our Paraeducators and Office Personnel groups last year on stress management were very well-received. (Competencies 2, 6)

10:30-11:45	<p>"The Reading WASL"</p> <p>Sarah Schumacher – Teacher, Edmonds-Woodway High School</p> <p>This session will provide you with background information on the Reading WASL and offer tips and strategies for helping kids to be successful on the test, in both group and individual settings. This course is recommended for secondary Paraeducators, as it will primarily focus on the 10th grade Reading WASL, but will cover some more general information as well. (Competency 10)</p>
10:30-11:45	<p>"How to Teach and Reinforce <u>Good Behaviors</u>"</p> <p>Bev Reed – Manager of Elementary Learning Support</p> <p>This presentation will cover the basic tenets of "Positive Behavioral Support", including how to prevent, teach and respond to behaviors of the children we serve. Case studies will be used for small and large group discussion of teaching techniques and responding strategies to increase the percentage of time students are engaged in learning activities and decrease the percentage of time adults are "managing behaviors". (Competencies 6, 11)</p>
10:30-11:45	<p>"Sleeping for Success"</p> <p>Stevens Hospital Sleep Center Staff</p> <p>It seems like none of us can get enough sleep these days. However, adequate sleep is essential in order for children to succeed in a learning environment. This session will address the effects of sleep deprivation in children, and discuss how they can mimic symptoms of ADHD and effect learning. You will learn what to look for in potentially sleep-deprived students and how you can best relay the proper information to the students' teachers and/or school nurses. (Competency 12)</p>
10:30-11:45	<p>"Introduction to Microsoft Office" NEW EXTENDED AND SELF-PACED OPTION!</p> <p>Technology Staff</p> <p>This year's Microsoft Office training has been changed to an online format that allows you to personally choose the programs in which you want help and the level of help you need. Become proficient in Microsoft Word, Excel, PowerPoint, Outlook, Access, and Publisher, all at your own level and pace.</p> <p>This session will give you a guided introduction to the program and allow you time to start learning immediately. When the session is over, you will be able to continue learning on your own for a full 6 months! (Competency 13)</p>
11:45-1:00	Lunch (on your own)
Breakout Session #2 - Choose Your Top Two Preferences for the Early Afternoon Session	
1:00-5:00	<p>"CPR"</p> <p>Betty Clark – District Nurse</p> <p>Full afternoon of CPR training (does not include first aid). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>
1:00-4:30	<p>"First Aid"</p> <p>Cheryl Robinson – District Nurse</p> <p>Full afternoon of first aid training (does not include CPR). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>

1:00-2:15	<p>"A 'Love and Logic' Sampler For Paraeducators"</p> <p>Tim Parnell – Principal, Hazelwood Elementary</p> <p>You've heard about Love & Logic...come and find out what it is all about! You'll gain a good overview of the program, including quick and easy techniques to build the self-esteem of students, how to help children solve and own their problems, and how to replace punishment with far more effective techniques. This session is designed for those who have little or no exposure to the "Love and Logic" approach in working with students. Tim will present an overview and share a few video clips from the "Love and Logic" founders: Jim Fay, Foster Cline, and Charles Fay. (Competencies 6, 10, 11)</p>
1:00-2:15	<p>"The Writing WASL"</p> <p>Heather Berger – Teacher, Lynndale Elementary</p> <p>This session will provide you with background information on the Writing WASL and help you assist students with narrative writing for the assessment. You will score released student work and Heather will share tools to help you work with students in structuring good writing. This course is recommended for elementary Paraeducators, as it will primarily focus on the 4th grade Writing WASL. (Competency 10)</p>
1:00-2:15	<p>"The Promotion of Independence and Integration of Children With Autism"</p> <p>Ashleigh Dolman-Schultz and the Edmonds School District Autism Team</p> <p>Come learn about the important role Paraeducators play in promoting independence and integration in Autistic children. Topics to be covered include generalization techniques, collecting data in the classroom, basic token economies/visual schedules, and behavior reinforcement. (Competencies 1, 3, 8)</p>
1:00-2:15	<p>"The Current State of Safety in Washington Schools: What Are the Current Issues Being Addressed in 2006 and How Do They Relate to Your Job?"</p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>Martin will discuss safety issues currently being addressed in schools across Washington State and will relate them to your job as a Paraeducator with the Edmonds School District. He will also hold a question and answer session in which you can ask him directly about any school safety concerns you have. Be sure to bring your questions! (Competencies 6, 11)</p>
1:00-2:15	<p>"Skyward Update and Open Forum"</p> <p>Vicki Williams – Student Information Services Coordinator Linda Cline – Information Systems Support Specialist</p> <p>This session will provide helpful information on various topics, including review of Skyward processes for entry/withdrawal of students, correct steps for maintaining address history, scheduling tips and tricks, and updating attendance by student - pitfalls when using a date range. There will also be time for an open discussion on any problems/issues you are encountering. (Competency 13)</p>
2:15-2:30	Break
Breakout Session #3 - Choose Your Top Two Preferences for the Late Afternoon Session	
2:30-3:45	<p>"'Love and Logic' For Paraeducators: The Next Step"</p> <p>Tim Parnell – Principal, Hazelwood Elementary</p> <p>This session is for Paraeducators that have had some training in "Love and Logic" and now want to learn more of the effective and easy-to-apply principles and techniques. Some video clips from the "Love and Logic" Institute will be shared along with Tim Parnell's presentation. (Competencies 6, 10, 11)</p>
2:30-3:45	<p>"Tackling the Tough Stuff: Tools for Helping Kids Deal with Grief, Change, and Stress"</p> <p>Katie Frisbie – Executive Director, Far West Family Services</p> <p>A repeat of the session offered at 10:30 a.m. (Competencies 2, 6)</p>

2:30-3:45	<p><i>"What Works and What Doesn't? Support Strategies For Working With Secondary Learning Support Students"</i></p> <p>Gail Shepard – Teacher, Edmonds-Woodway High Deena Maroutsos– Teacher, Edmonds-Woodway High</p> <p>Come to this interactive workshop to learn about and discuss strategies you can use to address the behavioral and academic needs of secondary Learning Support students. Please come with questions about specific situations you face, working with your students. In addition, you may want to have a particular scenario in mind to discuss with the group, as "the wisdom is in the room!" The presenters will have scenarios to offer and handouts to supplement our discussion. This workshop is geared to middle and high school staff. (Competencies 6, 9, 10)</p>
2:30-3:45	<p><i>"The Current State of Safety in Washington Schools: What Are the Current Issues Being Addressed in 2006 and How Do They Relate to Your Job?"</i></p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 6, 11)</p>
2:30-3:45	<p><i>"Introduction to Microsoft Office – Follow-Up"</i></p> <p>Technology Staff</p> <p>THIS SESSION IS ONLY AVAILABLE TO PARAEDUCATORS WHO ATTENDED THE OCTOBER 14th OR DECEMBER 2nd MICROSOFT OFFICE SESSIONS! As a follow-up to the October and December Microsoft Office sessions, this is your chance to continue working on your learning and get your questions answered by members of the Technology staff. (Competency 13)</p>

REGISTRATION PROCESS

Please email your registration to Kirk Barney, HR Analyst, (barneyk@edmonds.wednet.edu) and be sure to include the following information:

- Your name
- Your school
- Your daytime phone number(s)
- Whether you will be attending the early morning session
- **Your TOP TWO preferences** for each of the time slots for the three breakout sessions
- If you need an ASL interpreter to be present at your sessions

You will NOT receive a confirmation before the program. You can assume that your choices have been recorded if you do not hear back from us and you will receive your schedule the day of the training. Registration will be handled on a first-come first-served basis, and **some classes have size limits so please register as early as possible** to ensure your selection. Remember that you should register for enough classes to cover the hours of your normal working day. If you have any questions about the registration process, feel free to call Kirk at 7025.

The registration process will close on Tuesday, February 7th at 5:00 p.m.

"Meeting Paraeducator Competencies"

2005-2006 Staff Development Day #2

Friday, December 2, 2005 - Lynnwood High School
3001 184 Street SW Lynnwood, Washington 98037
(425) 670-7520

Parking will be limited; please consider carpooling!

It's training time again! In order to assist you with your continuing development as a Paraeducator, we have put together a schedule that we believe will meet your needs in striving towards the various competencies required of you. We have listened to your feedback and come up with several requested courses that you should find very interesting and useful. Following an initial presentation by the Superintendent, there will be a single morning program delivered by Dr. Kent Gerlach, a nationally recognized speaker on Paraeducator issues. The afternoon is then broken down into two breakout sessions with various options from which you can choose. Please read through the selection of options listed below and choose the session(s) you would like to attend.

Time	Topic
7:30-8:15	Check-in
8:15-8:45	"Welcome and Bond/Levy Informational Session" Dr. Nick Brossoit – Superintendent Debby Carter – Human Resources Director, Classified Staff
Early Morning Session	
8:45-11:45	"Let's Team Up: Communication and Team-Building Strategies for Paraeducators" Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates <p>To be successful, the teacher and Paraeducator must view themselves as a team and partners in the educational process. This session will present an overview of effective teamwork with a focus on Paraeducator and teacher teams. Topics will include creating a positive environment, building a foundation for effective communication, role clarification, time management strategies, goal setting, and team leadership. Additional topics will include effective communication and meeting techniques, problem solving, and dealing with different personalities found in a work environment. Strategies to build trust and improved communication will be addressed.</p> <p>Dr. Kent Gerlach is a Professor in the School of Education at Pacific Lutheran University in Tacoma, Washington. He has been recognized nationally for his research, writing, and other work on the issues involving employment, supervision, and training of Paraeducators. Kent co-edited the text titled "Supervising Paraeducators in Educational Settings: A Team Approach," and is also the author of "Let's Team Up: A Checklist for Paraeducators, Teachers and Principals," published by the National Education Association. In addition, he has authored several journal articles and resource materials dealing with collaboration and team building, and the legal and ethical issues affecting the roles of Paraeducators and their supervisors. Kent is the recipient of several teaching awards, has served as a consultant to several local and state educational agencies, and has conducted staff development workshops for Paraeducators and their supervisors throughout the United States and Canada. (Competencies 2, 4, 5)</p> <p>Please note: You must register for this course if you want to attend!</p>
11:45-1:00	Lunch (on your own)

Specific Assessments

Table 2: District-wide Assessments

<i>Assessment</i>	<i>Grade Levels/ Subject Areas</i>	<i>Features</i>	<i>Major Purpose</i>
K-8 Common Assessments	<ul style="list-style-type: none"> ➤ 1, 3, 6, & 8 (Reading) ➤ 2, 5, & 8 (Math) ➤ 8 (Writing) 	<ul style="list-style-type: none"> ➤ Integrated with classroom instruction ➤ Performance based ➤ Not timed 	<ul style="list-style-type: none"> ➤ To measure progress on key district learning targets. ➤ To supplement state standardized test data with classroom assessment data.
Level Achievement Tests	<ul style="list-style-type: none"> ➤ 3-8 (Reading and Math) 	<ul style="list-style-type: none"> ➤ Administered district-wide in fall; optional in spring ➤ Multiple choice ➤ Not timed ➤ Level of test determined by student's functioning level 	<ul style="list-style-type: none"> ➤ To measure the attainment of basic skills. ➤ To measure growth on an annual basis.
Secondary Anchor Tasks and Graduation Performance Tasks (under construction)	<ul style="list-style-type: none"> ➤ 7-12 (core academic subjects) 	<ul style="list-style-type: none"> ➤ Integrated with classroom instruction ➤ Performance based ➤ Not timed 	<ul style="list-style-type: none"> ➤ To ensure that all students have attained skills necessary for post-secondary success.

Classroom assessments are determined by teachers for measuring the progress of their students on an ongoing basis. Purposes include:

- planning instruction (determining what students understand and what they need to learn more or in a different way);
- giving appropriate feedback to students about their learning and how to improve;
- identifying students' strengths and weaknesses;
- building a body of evidence that reflects each student's learning;
- communicating student progress to students and parents; and
- Evaluating the effectiveness of different instructional methods and strategies.

Teachers may choose and/or develop their own classroom assessments, matching the assessments to the learning targets of their classroom instruction. Often, teachers plan together to coordinate their classroom assessments with others at their grade level and/or in their subject area. Teachers have anchor task guidelines for assessing selected Grade Level Expectations (GLEs). These guidelines form a core of assessments across the K-12 continuum to which teachers add other assessments for building a comprehensive body of evidence about their students' learning.

Assessments for special programs are determined by district staff members who oversee programs for students with special needs, in conjunction with district assessment experts. Specific purposes of special program assessments include:

- diagnosing specific strengths and weaknesses of students with special needs, in order to develop appropriate instructional plans for individual students;
- identifying students for placement in and/or exiting from special programs;
- measuring the progress of students with special needs; and
- Evaluating the effectiveness of special programs or strategies in meeting the needs of students served in those programs.

A variety of assessments for special programs are used in the Edmonds School District. For example, a 3-tiered system of screening, diagnosis, and intervention, called the Process Assessment of the Learner (PAL) Program, is being piloted in the primary grades.

The Washington Language Proficiency Test (WLPT) is required by the state to be taken annually by every English Language Learner (ELL) student to determine the need for continued ELL services.

Assessments used to help identify students who are highly capable include:

- ✓ Cognitive Abilities Test
- ✓ Orleans Hanna Algebra Prognosis Test

To show progress for students with Individual Education Plans for whom the WASL is inappropriate, teachers use:

- ✓ Washington Alternate Assessment System (WAAS) - Portfolio Assessment

School-wide assessments are administered at the discretion of each school. Staff at an individual school might choose to give a specific school-wide assessment to measure student progress on goals that are specific to that school. For example, some school staffs have a school goal related to improving the quality of their students' writing. They give a school-wide writing assessment and use the student essays both to evaluate the effectiveness of their writing program and to engage in valuable conversations about writing standards at different grade levels. Not all schools administer school-wide assessments, and a school might choose to administer such an assessment for only a limited time.

Specific Assessments

Individual students choose to take certain assessments for a variety of reasons. The most common is to obtain achievement recognition from external sources. Examples of such assessments are the SAT and ACT for college entrance, and the Advanced Placement (AP) and International Baccalaureate (IB) exams for receiving college course credit.

⇒ Assessments by Grade Levels

As a district, we collect a sampling of assessment data about our students' progress across the K-12 continuum. Table 3 illustrates the picture of district assessments across the grade levels for all non-exempted students.

Deciding which grade levels to give an assessment is directly linked to the purpose of the assessment. For example, if the purpose is to measure growth of district students on an annual basis, such as with the Level Achievement Tests, then the assessment should be administered to sequential grade levels of students across the grade levels of interest. If the purpose is to assess student progress toward meeting state standards at grades not assessed by the WASL, then choosing grade levels that precede WASL grade levels is reasonable.

Another consideration in choosing grade levels for targeted assessments is to try to minimize the number of assessments given at any grade level. To the extent possible, district staff take this consideration into account in deciding which grade levels will take specific district-wide assessments.

⇒ Accommodations and Exemptions

When a student with special needs has an Individual Education Plan (IEP), the IEP may stipulate certain accommodations to be used when the student takes an assessment. In the case of the WASL, the IEP may stipulate that one or more parts of the test are inappropriate for the student, in which case the student will participate in the Washington Alternate Assessment System (WAAS) to show his/her progress toward meeting IEP goals.

Important guidelines to be followed when determining accommodations include:

- The state specifies what accommodations are allowable on different state tests.
- Allowable accommodations for students with special needs must be stipulated in each student's IEP, with parental involvement in the decisions.
- All special accommodations must be a regular part of the student's classroom instruction.
- Timing on the WASL, Level Tests, and districtwide assessments is flexible according to the amount of time each student needs to complete the assessment. Time on the Iowa tests may be extended for any student whose IEP reflects the need for this accommodation.

ELL students are exempted from state assessments when the student has (1) spent less than a year in a school where English is the language of instruction and (2) scores at the lowest level on a state-approved Limited English Proficiency test.

Table 3: State and District Assessments by Grade Level K-12

Grade	Assessments	Time of Year Given	Source of Assessment
1	<ul style="list-style-type: none"> Oral Reading Assessment 	⇒ Mid-Year	⇒ District
2	<ul style="list-style-type: none"> Oral Reading and Retell Math Problem-Solving Task 	⇒ Fall Pretest with Spring Posttest ⇒ Spring	⇒ State ⇒ District
3	<ul style="list-style-type: none"> Level Tests (Reading & Math) Oral Reading & Comprehension ITBS (Reading and Math) 	⇒ Fall ⇒ Fall Pretest with Spring Posttest ⇒ Spring	⇒ District ⇒ District ⇒ State
4	<ul style="list-style-type: none"> Level Tests (Reading & Math) WASL (Reading, Math, Writing) 	⇒ Fall ⇒ Spring	⇒ District ⇒ State
5	<ul style="list-style-type: none"> Level Tests (Reading & Math) Math Problem-Solving Task WASL Science 	⇒ Fall ⇒ Mid-Year ⇒ Spring	⇒ District ⇒ District ⇒ State
6	<ul style="list-style-type: none"> Level Tests (Reading & Math) Non-Fiction Reading Response ITBS (Reading, Math, & Language) 	⇒ Fall ⇒ Mid-Year ⇒ Spring	⇒ District ⇒ District ⇒ State
7	<ul style="list-style-type: none"> Level Tests (Reading & Math) WASL (Reading, Math, Writing) 	⇒ Fall ⇒ Spring	⇒ District ⇒ State
8	<ul style="list-style-type: none"> Level Tests (Reading & Math) Reading, Writing, & Math Assessments WASL Science 	⇒ Fall ⇒ Spring ⇒ Spring	⇒ District ⇒ District ⇒ State
9	<ul style="list-style-type: none"> ITED (Reading, Math, & Language) 	⇒ Spring	⇒ State
10	<ul style="list-style-type: none"> WASL (Reading, Math, Writing, & Science) 	⇒ Spring	⇒ State
12	<ul style="list-style-type: none"> Culminating Project 	⇒ Anytime	⇒ District

Understanding Quality Assessment

Understanding Quality Assessment

⇒ General Characteristics of Quality Assessments

Choosing or creating sound assessments requires a common definition of what constitutes high-quality assessment. Assessments are of high quality when they meet the five keys of sound assessment, as outlined below (adapted from Rick Stiggins, *Student-Centered Classroom Assessment*, Second Edition, 1997, Upper Saddle River, NJ: Prentice-Hall, Inc.):

1. Clear and Appropriate Student Achievement Targets
 - ✓ Make sure you understand and can describe clearly the specific achievement expectation(s) for which you are assessing.
 - ✓ Be able to relate the assessment target(s) to district and/or state standards (e.g., the Grade Level Expectations).
 - ✓ *What does success on the assessment look like? Is this what you want to measure?*
2. Clear Purpose
 - ✓ Be clear about why you are giving the assessment.
 - ✓ *How will the results be used? What question(s) will the assessment answer?*
3. Proper Methods
 - ✓ Decide the best method of assessment for the target(s) and purpose.
 - ✓ Assessment methods include traditional (e.g., selected response, true/false, fill-in-the-blank, matching) and performance-based (e.g., constructed response, essay, complex performance task) approaches.
 - ✓ Table 4 (see next page), also from Stiggins' book, outlines aspects to consider when choosing the best assessment method for a given purpose and achievement target(s).
 - ✓ *Does your chosen method reflect the kind of outcome(s) you want to assess?*
4. Appropriate Sample
 - ✓ Choose items/tasks that do a good job of representing the full set of outcomes you are assessing.
 - ✓ *Are you gathering enough information (of the right kind) to make valid conclusions about students' attainment of the target?*
5. Bias and Distortion Eliminated
 - ✓ Make sure items/tasks do not cause results that misrepresent students' attainment of the target. (For example, a writing prompt that presupposes a student's knowledge of a certain region of the country might be biased against a student new to that region.)
 - ✓ *What anomalies in the assessment might cause students to respond in ways that don't represent the students' actual abilities on the assessment?*

Table 4 is from the work of Rick Stiggins and the Assessment Training Institute in Portland, OR. This table, shown on the next page, outlines links between achievement targets and various assessment methods.

Table 4: Links Between Achievement Targets and Assessment Methods

Target to be Assessed	Links Between Achievement Targets and Assessment Methods			
	Selected Response	Essay	Performance Assessment	Personal Communication
Knowledge and Understanding	Multiple Choice, true/false, matching and fill-in can sample mastery of elements of knowledge	Essay exercises can tap understanding of relationships among elements of knowledge	Not a good choice for this target.	Can ask questions, evaluate answers, and infer mastery, but a time-consuming option.
Reasoning Proficiency	Can assess application of some patterns of reasoning.	Written descriptions of complex problems solutions can provide a window into reasoning proficiency.	Can watch students solve some problems or examine some products and infer about reasoning proficiency.	Can ask students to "think aloud" or can ask follow-up questions to probe reasoning.
Performance Skills	Can assess mastery of understandings prerequisite to skillful performance, but cannot rely on these to tap the skill itself.		Can observe and evaluate skills as they are being performed.	Strong match when skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance.
Ability to Create Products	Can only assess mastery of the understandings prerequisite to the ability to create quality products.	Can assess mastery of knowledge prerequisite to product development; brief essays can provide evidence of writing proficiency.	Can assess proficiency in carrying out steps in product development and attributes of the product itself.	Can probe procedural knowledge and knowledge of attributes of quality products, but not product quality.
Dispositions	Selected response questionnaire items can tap student feelings.	Open-ended questionnaire items can probe dispositions.	Can infer dispositions from behavior and products.	Can talk with students about their feelings.

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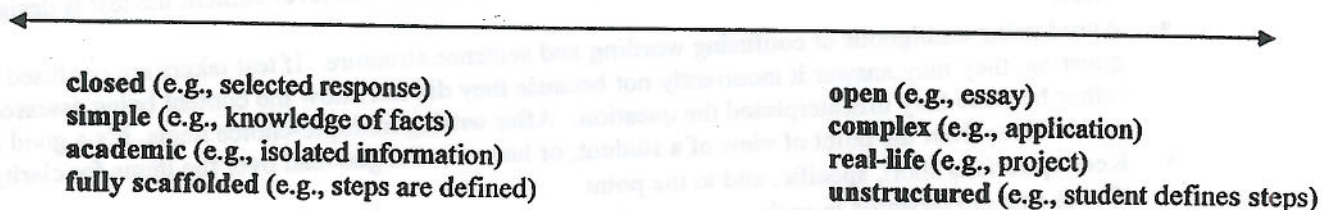
Understanding Quality Assessment

Creating a Balance of Evidence

The characteristics described above address the design/selection of individual assessments; the design of each assessment should address all five keys to sound assessment.

Just as important as designing or selecting each individual assessment carefully, educators must also consider the full body of evidence that they collect to represent students' learning. The concept of sampling described above (i.e., having enough representative items or tasks on an individual assessment to obtain a valid measure) applies equally to the set of assessment evidence collected. In other words, to validly answer the types of questions listed in Table 4, one must use multiple measures and gather a balanced set of evidence representing the variety of aspects that make up the learning target(s) being assessed.

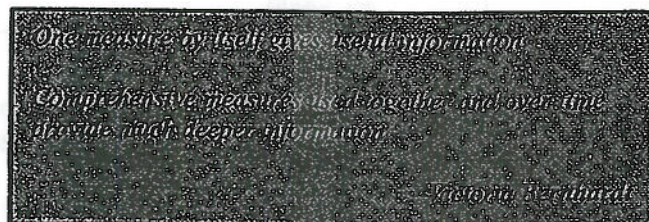
In constructing a balanced set of evidence about student learning, the set of assessments used should represent a range of different assessment types. Depending on the purpose, valid tests and assessments can be characterized as falling on a continuum of the following dimensions:



A balanced set of evidence is comprised of types of assessments that cover the range of the above dimensions and include:

- Informal checks for understanding
- Observations, checklists, logs, artifacts
- Quizzes and tests
- Academic prompts and problems
- Authentic tasks and projects

The goal is to use a balanced repertoire of assessments that informs us as much as possible about students' depth of understanding and genuine competence in a given area.



Tips for Designing/Selecting Quality Classroom Assessments

Selected Response Tests

Selected-response tests usually use a multiple-choice format. A multiple-choice item consists of a stem, or lead-in question or statement, followed by three to five options, one of which is deemed correct by the test maker. The test taker must decide which of the options is the best answer to the question or the best phrase to finish the lead-in statement.

Since the correct answer in a multiple-choice item has been pre-determined by the test maker, this type of item is very easy to score. However, it is actually rather difficult to create quality multiple-choice items. The following suggestions provide some tips for writing selected-response assessments that will better measure your students' knowledge in the area you are assessing:

- ✓ Write clearly and simply.
 - Use vocabulary suitable for the students taking the assessment. Questions using difficult language will be testing the test taker's reading and vocabulary skills rather than whatever content the test is designed to assess.
 - Avoid using ambiguous or confusing wording and sentence structure. If test takers are confused by a question, they may answer it incorrectly not because they did not know the content being assessed, but rather because they misinterpreted the question. After writing multiple-choice items, it's a good idea to reread them from the point of view of a student, or have a colleague read over the items for clarity.
 - Keep questions short, specific, and to the point.
 - Words that are repeated in each answer choice should be moved to the stem, if possible, to simplify the reading involved.
- ✓ Avoid giving unintended clues to the correct answer. Good test takers will pick up on the clues and answer the item correctly even when they do not know the content being assessed.
- ✓ Avoid grammatical inconsistencies between the stem and some of the answer choices. A typical error of this type occurs when the stem ends in "a" or "an" and the correct answer is the only one that follows the grammatical rule.

Example:

In the story, the symbol representing freedom was an:

- A. flag
- B. maple tree
- C. eagle
- D. cloud

- ✓ Use only plausible but clearly wrong options for incorrect answer choices. Try using common misconceptions students have or common errors students make as possible choices.
- ✓ Try to make all the answer choices in a given item as consistent as possible in length and sentence structure. If it is not possible to have all the answer choices be similar in construction, have at least two of the answer choices be similar to each other.

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- ✓ Avoid using the words *always*, *never*, *all*, and *none* in the answer choices. Good test takers know that these words usually appear in options that are incorrect.
- ✓ Avoid using *all of the above* or *none of the above*, particularly when the question asks the student to choose “the best answer.” If “all of the above” is correct, then any one option is also correct and should be given credit! Also, a student who recognizes one option as wrong will know that “all of the above” is also incorrect. Similarly, a student who recognizes one option as correct will know that “none of the above” is incorrect. These situations actually turn four-option questions into two- or three-option questions.
- ✓ Be careful that students are not able to find the answer to one question on your test embedded in another question.
- ✓ Each question should have only one correct answer choice.
- ✓ If there is a compelling reason to use negative phrasing in a question, be sure to emphasize it by underlining it or putting it in a bold font or all in caps.
- ✓ Place answer choices in a logical or systematic order, such as chronological, ascending, descending, or alphabetical. Otherwise students waste time searching for the right answer.
- ✓ Focus on assessing the most important and meaningful information, rather than small, irrelevant facts. Do not use questions on inconsequential details to trick students.
- ✓ Use other types of selected-response items in addition to multiple choice.
 - When using true-false items, ask students to explain why false items are incorrect, or have them rewrite false statements to make them true.
 - When creating matching items, include more choices on one side than the other, so that the task is not simply a “matter of elimination.”
- ✓ Convert some multiple-choice items into expanded multiple choice, by asking students to explain why they made their choice. Obviously, this type of item is better suited to more complex multiple-choice items (such as those using inference) than those that have a simple answer choice.
 - For some expanded multiple-choice items, choose options that are all plausible, so that the main task for students is explaining why they made their choice. This is a common format on the WASL, so it is helpful for students to become comfortable with it. In the following example, the student can choose any of the three words. It is the student’s explanation that determines credit for the item.

Example:

Circle the word you think best describes the rain in the poem you just read.

Musical Soft Gentle

Tell what it is in the poem that made you choose the word.

Essays

An essay is a specific type of performance task (see section below) in which students are asked to write their ideas in response to a prompt or question. As with all assessments, it is important to have a clear understanding of the target that is being assessed before writing the prompt or question.

An essay can assess how well a student writes, independent of content. This is the type of writing assessment included on the WASL. The following types of writing are assessed at the various levels of the WASL:

Early Years (K-4):	Narrative (Fiction) and Expository
Middle Years (5-7):	Expository and Persuasive
Transition Years (8-10):	Expository and Persuasive

When assessing writing independent of content, the prompt must be carefully constructed so that no prior knowledge is necessary to be able to write well in response to that prompt. In other words, the prompt must be one that builds on the experience of all students, no matter their backgrounds. Some examples are:

Narrative:

Imagine you are getting into a time machine and you are able to travel to any time period. Tell your teacher the story of what happens.

Expository:

Write a letter to a new student that explains what he or she needs to know to be successful in the [students'] grade.

Persuasive:

People don't care enough about _____. Fill in the blank with an issue that you think is important. Write an essay that convinces your principal that this is an important issue that should have people's attention.

Sometimes teachers ask students to write essays to demonstrate how well they understand the content of a body of knowledge they have been studying or researching. Well-written essay questions have a clear focus and allow students to demonstrate knowledge of facts within a context. Quality essay questions require such skills as analyzing relationships among elements and comparing and contrasting across different sources.

Assessing student performance on essays might focus on:

- just the student's writing
- just the student's mastery of the content in the application of an essay
- both the quality of the writing and the content knowledge demonstrated.

Assessment in any of these cases requires a scoring guide that focuses on the important features expected by the teacher. Before writing any essay, the student should know exactly what scoring criteria will be used on the essay. The section "Characteristics of Quality Scoring Guides for Performance Tasks and Essays" provides more details on the development and use of scoring guides.

Understanding Quality Assessment

Performance Tasks

Performance assessment in general refers to assessment methods that require students to construct or create responses or produce products that demonstrate their knowledge and skills in a more direct way than required by traditional test-like measures. For example, if we want to know our students' organizational skills in writing, a traditional approach might be to give them a set of sentences to put into the correct order. A performance approach would require students to develop an essay in response to a prompt from which we could assess their ability to organize their ideas as well as other direct writing skills.

An important characteristic of quality performance tasks not found in traditional assessment is **authenticity**. Three aspects of authenticity are:

1. **Realistic Context:**

- The task is embedded in a real-world context, one similar to situations where people have to solve problems or answer questions like those being posed in the task.

2. **Real Audience and Purpose:**

- There is a real purpose for doing the task, one that guides students as they work. Achieving the purpose is the goal of the task, and evaluation of the student's success is based on how well the student achieves the stated purpose.
- A real-life audience or client is built into the task. Keeping the audience/client in mind helps students refine their product. Evaluation of the student's success includes how well the student meets the needs of the audience/client. Role playing the part of the audience can help students self assess their own products.

3. **Authentic Constraints and Criteria for Success**

Any particular content, skills, methods, strategies, and such, which the teacher wants to see in students' work, must be required as an integral part of the task situation, and not added to the task demands artificially.

Students might show their performances in written, oral, and/or displayed forms. Examples of each of these types of forms are:

Written:

✓ essay	✓ editorial	✓ narrative
✓ brochure	✓ letter	✓ research report
✓ advertisement	✓ proposal	✓ script
✓ biography	✓ guide, manual	✓ poem, song

Oral:

✓ presentation	✓ role playing	✓ oral reading
✓ discussion	✓ interview	✓ debate
✓ speech	✓ proposal	✓ peer teach
✓ song, poem	✓ dramatization, play	✓ commercial/ad

Displays:

✓ poster	✓ model	✓ computer program
✓ advertisement	✓ video/audio tape	✓ construction
✓ picture	✓ sculpture	✓ map
✓ data display/graph	✓ multimedia	✓ blueprint/schematic

When constructing a performance task, one must keep focused on "big" ideas, those that are worthy of a student spending the time that is inherent in a performance task. Developers of performance tasks must anticipate what students will have to do to complete the task and consider whether the work will require them to use and show understandings that are important, integrate a number of critical elements, and have lasting value beyond the classroom.

Scoring Guides for Performance Tasks and Essays

Scoring guides describe the dimensions or qualities of a student performance or product that will be examined when the performance is rated. And, just as in the development of quality tasks, the first and foremost guiding principle in developing a good scoring guide is to focus on the purpose of the task. Why did you give students this task? What are the critical elements you are assessing? To use our earlier example of having students write an essay to see how well they organize their ideas, the scoring guide then would describe levels of performance regarding organization of ideas.

Two types of scoring guides are *holistic* and *analytic*. A *holistic* guide describes criteria of performance that can be generalized over all tasks that assess a broad trait, such as organization in writing, problem solving in math, conducting research in social studies, following the scientific process. An *analytic* scoring guide describes in more detail the features that are expected in a specific task. For example, in social studies, students might be asked to write an essay that explains cause-effect relationships in how wars are started. The scoring guide would be more specific than just how the student organizes his/her ideas. Or, if students were solving a math problem that asks them to demonstrate the relationship between area and perimeter of a rectangle, the scoring guide might be more specific in terms of the levels of problem solving demonstrated.

When developing a new scoring guide, the most useful way is to look at a representative range of student work generated from the performance task. One might follow these steps:

1. Review all the student work.
2. Put the student work in three or four piles, from least successful to most successful.
3. Look at a representative sample from each pile. What are the distinguishing features at each range?
4. Make a list of the features that seem to discriminate the student products from one pile to the next.
5. These features can form the basis of the criteria in your scoring guide.

The above steps can also help in evaluating how well a performance task worked in meeting its goal. If the features that distinguish different levels of student work do not match the big ideas—the critical elements—being assessed, then perhaps the performance task itself should be revised before being used again.

But sometimes, a teacher only has his/her own students' work to review for developing a scoring guide, which may not offer a full range of work showing all levels of performance. In that type of situation, it is useful to start by considering what features are expected in a quality student response. What would an ideal response look like? Once the top level is defined this way, the lower levels of performance can be defined by the absence of important features, in order of their priority.

Developing useful scoring guides is facilitated when pairs or groups of teachers collaborate by:

- giving the same task to their students,
- reviewing the student work together, and
- discussing what features constitute a quality response.

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An important ingredient to the effective use of scoring guides is the involvement of students. At a minimum, students need to know and understand the criteria expected in each performance task before they tackle the task. Students can be involved in other ways also, for example:

- ✓ Students might rewrite an established scoring guide in their own words.
- ✓ Students might help develop a scoring guide with the teacher. This helps them understand the critical features of the task.
- ✓ Students might use scoring guides to assess their own and/or other student responses.

The most effective scoring guides for instructional purposes are those that are written with *feedback* in mind. In other words, when the features of a quality response are well articulated in the scoring guide, then it becomes clear to students not just what their score is, but more important, what it would take to improve their work.

Personal Communication/ Questioning

Asking the right questions, designed to elicit evidence of students' understanding as well as to further students' thinking, is as much an art as framing other types of assessment questions. To do effective questioning, the teacher needs a clear picture, before the lesson begins, of the big ideas to be examined. The big ideas underlying a discussion are framed in what the teacher considers to be the most important ideas for the students to learn – the issues worth examining in depth, knowing and reflecting on for the long term.

Selma Wasserman, in the Phi Delta Kappa Fastback entitled "Asking the Right Question: The Essence of Teaching" (1992), offers the following examples of results brought by different kinds of responses to student thinking:

The following teacher responses in a discussion with students will foster student thinking:

Responses that Encourage Re-Examination of the Idea:

- Saying the idea back to the student
- Paraphrasing
- Interpreting
- Asking for more information, e.g., "Tell me a little more about that," or "Help me understand what you mean."

Responses that Call for Analysis of the Idea:

- Give me an example.
- What assumptions are being made?
- Why do you suppose that is good?
- What alternatives have you considered?
- How does that compare with this?
- How might that data be classified?
- What data support your idea?

Responses that Challenge:

- What hypotheses can you suggest?
- How do you interpret that?
- What criteria are you using?
- How would those principles be applied in this situation?
- What predictions can be made based on that data?
- How would you test that theory?
- What new scheme/plan can you envision for that situation?

Responses that Accept Student's Idea Non-Judgmentally:

- I see, thank you

The following teacher responses in a discussion with students will not foster student thinking:

Responses that Limit Student Thinking:

- Asking questions that have a single, correct answer
- Leading students to the "correct" answer (the one in the teacher's head)
- Telling students what to do
- Giving information

Responses that End the Discussion:

- Agreeing or disagreeing with student's idea
- Responding too quickly to give the student a chance to think
- Telling student what the teacher thinks
- Talking too much or explaining it the teacher's way
- Cutting student off in the middle of an idea

Responses that Promote Negative Feelings:

- Heckling, using sarcasm, or "putting down" student's ideas

In planning an effective classroom discussion, teachers might find the following guidelines helpful:

- Generate three or four questions that will focus the class discussion before the class begins.
 - 1) Questions might begin with analytical matters, such as summarizing events, observing situations, comparing and contrasting.
 - 2) The next level of questioning might be more speculative, such as asking students to generate new ways of thinking through hypothesizing, evaluating and judging, providing examples, and suggesting alternatives.
 - 3) Further questioning would ask for deeper, more sophisticated examination of the issues.
- Know the students to help determine what kinds of questions are best for the given situation.
- Listen to what students are saying, and formulate responses that accurately reflect the students' ideas.
- Choose a follow-up question or response that takes the student's thinking one step further.
- Decide when the interactive dialogue with that student is "finished," when it is time to move to the next student.
- Frame questions and responses so they are always respectful of the student.
- Know the right time to challenge a student's thinking.
- Consider which types of questions are more effective with different students.
- Be ready to shift gears into the next big idea at the opportune time.
- Help students feel safe in telling what they think.

Questions can be adapted for different grade levels. Examples used in math classes are:

Grades K-1

- What's your answer?
- How did you get it?

Grades 2-3

- What's your answer?
- How did you get it?
- Why did you do that?
- What gave you that idea?

Grades 4 and above

- What's your answer?
- How did you get it?
- Why did you do that?
- What gave you that idea?
- How do you know you are right?

Understanding Quality Assessment

⇒ Implementation of Quality Assessment

Just as important as the design of an assessment is the way in which assessments are implemented. Factors in test implementation can strongly affect student performance. Poor test implementation can lead to educators making faulty conclusions about what a student knows and is able to do.

Two important aspects of test implementation are test administration and test preparation. The Washington Educational Research Association (WERA) has produced a white paper that addresses important issues in these areas and provides guidelines for educators to follow. A copy of this white paper is available online in the district Public Folders. While these guidelines directly address state-mandated assessments, their intent can be generalized to other standardized testing.

Test Administration

It is essential that all tests be given according to their written administration guidelines. Aspects of administration that must be followed include:

- Directions to students
- Timing
- Materials/tools available to students
- Acceptable accommodations
- Security of test materials

If proper test administration guidelines are broken, the validity of the test results will be violated.

Test Preparation

Preparing students for tests falls into a number of categories:

- Explaining the purpose of each test.
- Explaining how success on the test is measured.
- Showing examples of types of items on the test (obviously not the exact items!)
- Placing the results of the test into a reasonable context ("helping us teach you better") rather than causing undue anxiety over consequences of not doing well.
- Discussing general test-taking strategies, including whether there is a penalty for guessing worked into the test scoring.
- Reviewing different types of items with students and discussing what makes the "best" answers on that kind of test.
- Providing an appropriate attitude (e.g., "You are well prepared. Just do your best. If there's a question you think is too hard, just skip it; don't let it throw you.")
- Having students write their own assessment questions on a given topic or unit and thinking about what would make a good answer.
- Discussing how test makers develop tests.
- Having students practice parallel forms of assessments and talking about different test-taking strategies that can be effective.

All of the above types of test preparation can be integrated with regular instruction, rather than taking time from instruction. Talking about assessment questions and the best ways to answer them can be an excellent exercise in critical thinking.

It is important to de-mystify tests for students; they need to know why they are taking any given test and what to expect on it. Students tend to be more anxious when they think an upcoming test is a mystery. When they feel prepared, students will show more of what they know and can do simply as a result of having a positive attitude.

Other Assessment Implementation Factors to Consider

Each assessment is just one snapshot in time of a student's performance on a given set of items or tasks. On any given assessment, a student's performance can be affected by a wide variety of factors, including:

- personal situations (e.g., lack of sleep, difficulties at home)
- poor self-esteem (e.g., "I am a bad reader, so I'll probably do badly on this test.")
- lack of motivation (bored by the task; belief that the assessment is irrelevant to personal success)

Educators can control some of these factors, by taking certain actions such as designing assessments that are as engaging as possible and explaining to students why it is important to try their best on an assessment. Other factors, such as students' personal situations, are not controllable by educators. However, to the extent that we are aware of certain factors affecting a student's performance, we can document such circumstances in our records to assist others in interpreting test scores. For example, if a student does not complete a section of a test for some reason, it is useful to know that the student's low score is due to incomplete items rather than items answered incorrectly.

⇒ Reporting, Interpreting, and Using Results

Audiences and Purposes

An assessment is useful only to the extent that its results are meaningful to the teachers, students, parents and administrators involved in the assessment. Therefore, it is essential that the results of every assessment be reported to all relevant parties in as simple and meaningful a way as possible. As with other stages of the assessment process, the results of the assessment must be related back to the purpose of the assessment.

The purpose of an assessment might be formative or summative in nature. Formative assessments are designed to give information about what students know and can do at the beginning or during the process of an instructional unit, sequence of units, or program. Formative assessments provide information that can be used immediately to aid instructional planning and shape the learning process for students. Summative assessments, on the other hand, are designed to give more final types of information at the end of an instructional unit, sequence, or program, such as end-of-year or end-of-course assessments.

The appropriate audience(s) and main purpose(s) of any set of assessment results will vary with the level of the assessment data, as illustrated in the following chart:

<i>Level of Data</i>	<i>Main Audiences</i>	<i>Use of Results</i>
Individual student data	<ul style="list-style-type: none"> • Student • Parents • Teacher 	<ul style="list-style-type: none"> • To check what student knows and can do at a given point in time • To chart growth of student over time • To plan for student's needs
Classroom data	<ul style="list-style-type: none"> • Teacher • Principal 	<ul style="list-style-type: none"> • To assess progress of overall class • To plan instruction for class and/or grade level
School data	<ul style="list-style-type: none"> • School staff • Building and district administrators 	<ul style="list-style-type: none"> • To evaluate effectiveness of school-wide programs, materials, practices • To set building goals • To evaluate whether building goals are met • To plan for instructional needs of the building
District data	<ul style="list-style-type: none"> • Staff and administrators across district • Board of Directors • Community 	<ul style="list-style-type: none"> • To evaluate effectiveness of district-wide programs, materials, practices • To set district goals • To evaluate whether district goals are met • To plan for instructional needs across the district

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Reporting Principles

Several principles guide the reporting of assessment results, including that the results be:

- timely
- user-friendly and easy to understand for the audience
- explained in terms of the assessment's purpose and use of the results
- consistently formatted across tests to the extent possible

To ensure **timely** reporting of individual student performance on the state-mandated assessments, the district has instituted a policy for all Edmonds schools to send parents their children's results on these tests within two weeks of the individual student reports being sent to the schools. This gives parents information about their children's performance close in time to the media reporting district-wide results. The policy also provides consistency for parents who have children taking the same assessments (at different grade levels) in different schools in the district.

Another very important principle that guides the reporting and use of assessment results is the **confidentiality** of individual student data. Individual student assessment results are seen only by the student, parent, teacher, and appropriate building and district staff (e.g., counselor).

Types of Scores Used to Report Assessment Results

Test scores are reported in a variety of ways. On the assessments given in the Edmonds School District, the following score types are used to report results for the tests named.

Score Types	Assessments
<ul style="list-style-type: none"> • Group: percent of students meeting standard or target • Individual: score of 1–4, with 3 = meets target 	<ul style="list-style-type: none"> • Washington Assessment of Student Learning • Writing Assessment • Common Anchor Tasks
National percentile rank	<ul style="list-style-type: none"> • Iowa Tests of Basic Skills • Iowa Tests of Educational Development • Level Achievement Tests
Scaled score	<ul style="list-style-type: none"> • Washington Assessment of Student Learning • Iowa Tests of Basic Skills • Iowa Tests of Educational Development • Level Achievement Tests [RIT (Rasch unit) score]

✓ Percent of students (of a group) meeting standards:

On any assessment on which a standard has been set, such as the score of 400 on the Washington Assessment of Student Learning, results can be reported as the percent of students who met the given standard.

✓ Score of 1–4 on a performance task or assessment:

Based on specific criteria defining each of these levels on a scoring guide, these scores usually translate as 1 = well below target, 2 = approaching target, 3 = meets target, and 4 = exceeds target.

✓ *National percentile rank:*

Ranging from 1 to 99, this score represents the percentage of students in the national norm group whose scores are lower than the score for the student or group of students being compared. For example, if a student scored at the 54th national percentile rank, (s)he scored as well or better than 54 percent of the students in the national comparison group.

The average national percentile ranks reported for our district students as a whole can be interpreted in a similar way. For example, if on the average our third graders scored a mean national percentile rank of 61, it means they scored on average as a group as well as or better than 61 percent of the third graders in the national norming group on that test.

✓ *Scaled score:*

Scaled scores are derived from the number scales that underlie most standardized tests, to allow a conversion of the "raw" score on the test to a more meaningful scale built upon equal intervals. On the Iowa tests, the scaled score is rarely used with parents, but has some of the same features as the Level Tests RIT scale (e.g., a developmental continuum across grades allowing for growth information). On the WASL, a scaled score of 400 has been equated with meeting standard in reading, listening, and mathematics.

✓ *RIT (Rasch unit) score:*

The RIT scale used on the Level Achievement Tests is a scaled score based on the difficulty level of items on the test. The difficulty level is determined for each item based on the numbers of students in the field test who answered the item correctly. (Regardless of the reason why large numbers of students might get an item incorrect, the item is counted as high on the difficulty scale.) The RIT scale is a developmental continuum progresses in an equal interval fashion (like inches on a ruler) across the grade levels tested.

Interpreting Assessment Results

Interpretation of assessment results requires an understanding of the limitations of assessment data. A number of principles guide the way district staff interpret assessment results, including:

- We do not make any high stakes decisions based on only one measure. Multiple sources of evidence must be used for such decisions as placing a student in a special program.
- We do not report results from fewer than ten students in a class or group, for confidentiality reasons as well as instability of group results based on such a small sample.
- We are careful in manipulating data mathematically. For example, we do not add or average percentiles, but instead, convert them to Normal Curve Equivalents (NCEs) for doing mathematical manipulations even when we report the final data in percentile ranks.
- Any school-to-school or district-to-district comparisons are done only with groups that are demographically similar.
- We disaggregate the data (take it apart) for different sub-groups to better understand the meaning of the results.
- We look for trends in the data, for example, trends over time.
- We are cautious about the meaning of large fluctuations in assessment results, especially when the size of the student group is small.
- We know that assessment is not an exact science. Since many factors influence student performance in addition to the student's actual abilities, all assessments have a certain amount of error in the data. In fact, the smaller the group included in the results, the larger the amount of error, with the most error occurring at the level of individual student results. This is an important reason why multiple measures are essential in data-based decision making.

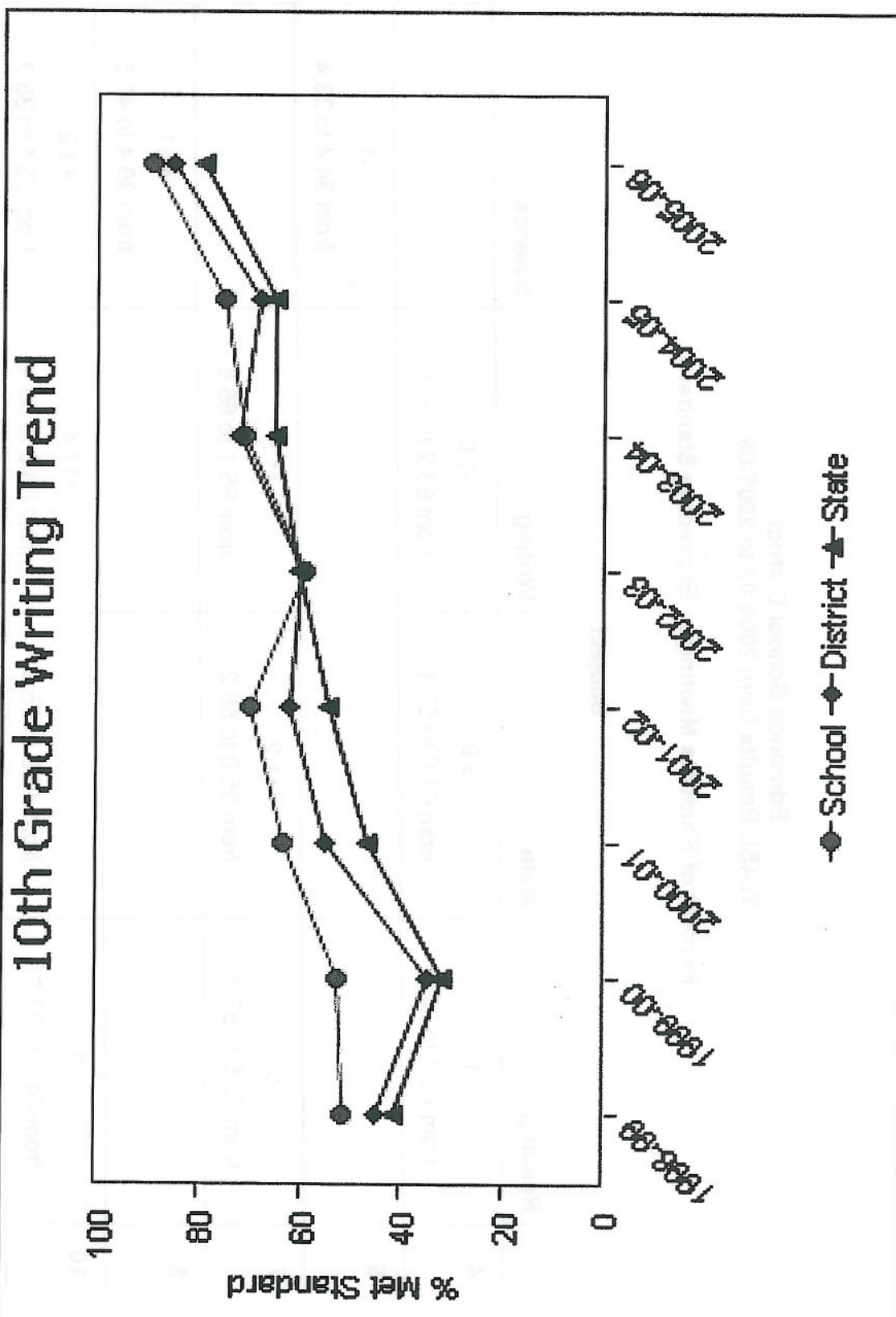
Edmonds School District
WASL Results from 2004-05 to 2005-06
Percent of Students Meeting or Exceeding Standard

Subject

	Reading	Math	Writing	Science
4	-1 from 79.7 to 78.7	-3.9 from 61.0 to 57.1	-1.6 from 63.2 to 61.6	
5				-1 from 34.4 to 33.4
7	-5.1 from 72.5 to 67.4	+1.2 from 55.0 to 56.2	+1.5 from 65.1 to 66.6	
8				+8.1 from 39.4 to 47.5
10	+13 from 74.3 to 87.3	+6 from 49.9 to 55.9	+17.4 from 68.0 to 85.4	+3.2 from 35.1 to 38.3

Grade

One High School, Edmonds School District, and WA State Percent of Grade 10 Students Meeting Standard in Writing



Washington State Report Card

reportcard.ospi.k12.wa.us

Edmonds School District

Superintendent Nick Brossoit
(425) 670-7003

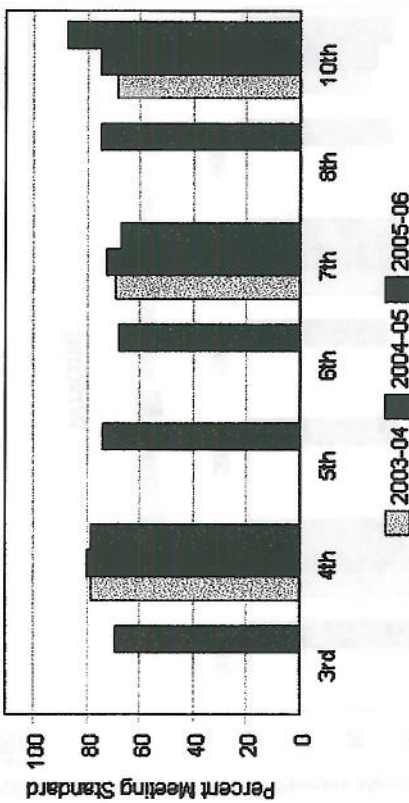
20420 68TH AVE W LYNNWOOD 98036
Northwest Educational Service District 189 Updated: 11/1/2006

Select year: 2005-06

2005-06 WASL Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
3rd Grade	69.4%	66.3%		
4th Grade	78.7%	57.1%	61.6%	
5th Grade	73.9%	55.5%		33.4%
6th Grade	67.7%	51.8%		
7th Grade	67.4%	56.2%	66.6%	
8th Grade	74.7%	55.0%		47.5%
10th Grade	87.3%	55.9%	85.4%	38.3%

Reading



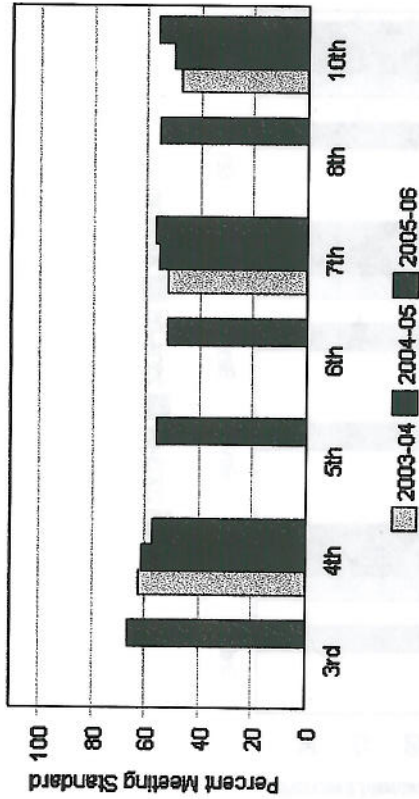
Student Demographics

Enrollment	
October 2005 Student Count	21,442
Gender (October 2005)	
Male	51.4%
Female	48.6%
Ethnicity (October 2005)	
American Indian/Alaskan Native	1.6%
Asian	14.0%
Black	6.0%
Hispanic	8.5%
White	69.6%
Special Programs	
Free or Reduced-Price Meals (May 2006)	27.3%
Special Education (May 2006)	13.7%
Transitional Bilingual (May 2006)	7.9%
Migrant (May 2006)	0.0%
Other Information (more info)	
Unexcused Absence Rate (2005-06)	0.5%
Annual Dropout Rate (2004-05)	5.8%
On-Time Graduation Rate (2004-05)	64%
Extended Graduation Rate (2004-05)	67%

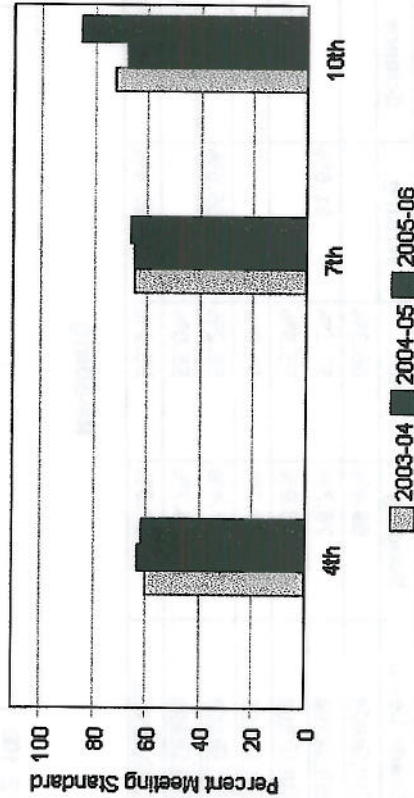
Teacher Information (2005-06) (more info)

Classroom Teachers	1,173
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Math



Writing

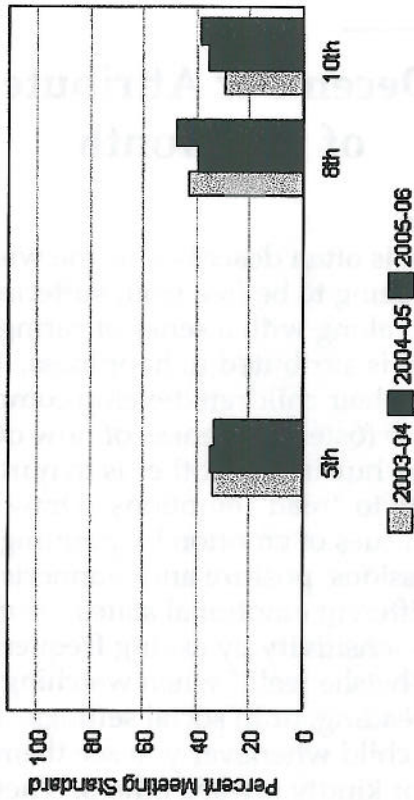


Students per Teacher	18.3
Average Years of Teacher Experience	11.5
Teachers with at least a Master's Degree	59.7%
Total number of teachers who teach core academic classes	1,020
% of teachers teaching with an emergency certificate	0.0%
% of teacher teaching with a conditional certificate	0.3%
Total number of core academic classes	2,118
<i>NCLB Highly Qualified Teacher Information</i>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	98.4%
% of classes taught by teachers who do not meet NCLB HQ definition	1.6%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	96.7%
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	3.3%
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	98.3%
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	1.7%

Financial Data (2004-05)

	Per Student Amounts	Percent
Total Revenues	\$7563	100%
State	5186	69%
Federal	573	8%
Local Tax	1450	19%
Other Sources	353	5%
Total Expenditures	\$7788	100%
Central Administration	488	6%
Building Administration	431	6%
Maintenance and Operations	648	8%
Food Services	187	2%
Transportation Services	466	5%
Teaching	5420	70%
Other	148	2%

Science



Professional Learning Days

Evergreen teachers and staff will be working and learning together on non-student days in November and December. Our plans are made based on our School Improvement Plan. In November we'll be focusing on math most of the day, with a special focus on vocabulary development. We'll also spend some time working in teams on literacy practices. This is valuable time for staff members to learn and plan together.

Progress Reports

First trimester progress reports will go home with all students grade 1-6 on Friday December 8th. These reports will give parents information about how their child is doing in comparison to the standards set for their grade level. Kindergarten students will receive their first report in January.

Multi-Cultural Potluck

Our annual potluck dinner to celebrate the rich cultural diversity at Evergreen is November 16th. Please bring a dish to share. You may bring a family favorite or something from your country or heritage. There will be activities, great food, and the annual fashion show. Students and their family members are invited to wear clothing representing their country or heritage. The fun gets started at 5:30 on Thursday the 16th.

Congratulations!!!

Mr. Davis and Mrs. Ardissono will be guests at the University of Washington Husky football game on November 11th. They will be receiving a check for \$1,000. courtesy of the 2006 Starbucks and UW Partners in the Community Elementary School Playground and Physical Fitness Awards Program. Mr. Davis applied for the grant to support our popular Panther Walk program. Thanks to Mr. Davis!

November Attribute of the Month

Honesty

One component of honesty has to do with stealing. Stealing is something that parents worry about a great deal. It's actually quite common among very young children. For school-aged children there are a variety of reasons they steal. The good news is that by talking with your kids, modeling honest and ethical behavior, as well as addressing issues that do arise parents can nip problems in the bud. There are a couple of great website pages that discuss stealing, why kids steal, and how to prevent problems. They are:

<http://www.parenting-ed.org/handout3/Specific%20Concerns%20and%20Problems/stealing.htm>
and <http://kidshealth.org/parent/emotions/behavior/shoplifting.html>

December Attribute of the Month

Compassion

Compassion is often described as the wish for another being to be free from suffering. Compassion along with a sense of caring and commitment is attributed to happiness. How can parents help their children develop compassion? One way is to foster awareness of how others are feeling or are hurting. Another is to nurture your child's ability to "read" emotions. Draw attention to the visual cues of emotion by pointing out facial expressions, posture and mannerisms of people in different emotional states. Nurture your child's sensitivity by asking frequently, "How does he/she feel?" when watching television, reading, or in social settings. Finally, praise your child whenever you see them acting sensitively or kindly toward others. These are all ways to nurture compassion in children. His Holiness the Dalai Lama says this, "If you want others to be happy, practice compassion. If you want to be happy, practice compassion."



MEADOWDALE ELEMENTARY

6505 168th St. SW,
Lynnwood, WA 98037

425-670-7754



EAGLE FLYER

Principal: Kyle Kinoshita
Volume 23 Number 4

Office Manager: Beth Christopher
December 2006

Principal's Corner

District Information Fair to be Held Saturday, January 6 for Future Kindergarten and Middle School Parents

The annual Edmonds School District Information Fair is scheduled for 9 am-12 noon Saturday, January 6, 2006 at Lynnwood High School, 3001 184th S.W., Lynnwood (just north of Alderwood Mall). The Fair combines both Kindergarten and Middle School information fairs into one event.

All Edmonds School District schools, pre-K-12 and many programs will be represented. The purpose of the fair is to provide parents and community members with an opportunity to learn about all the programs available to their children as they advance from kindergarten to high school. Special "choice" programs and schools, such as Maplewood Parent Coop K-8 and Madrona Non-Graded K-8 will also be represented. Admission is free.

Teaching as a Team Sport?

November 9 Non-Student Day: School Improvement Plan Work

Orchestrating the learning of 25 elementary kids so they "get it" is no less a performance than a well-executed touchdown play or a perfect golf swing. Like sports, it takes ideal coordination and timing, and it can't be learned from a book.

This explains why 30 MDE staff members were huddled in small teams on the November 9 Non-student day. Teachers were arranging themselves in small groups (called "professional learning communities"). They were making very specific plans on certain lessons and units that were not just for the kids, but for purpose of teaching themselves to improve their instruction.

The "plays" teachers are perfecting is having students learn using higher level thinking skills so that they can acquire deep understandings as early as Kindergarten. How to structure the perfect conversation, the ideal series of activities that build upon each other, the just-right question for students so they figure out the meaning themselves is what teachers hope to learn.

What's different from earlier forms of teamwork in the coming months is the study of student work, observations of each other or even videotapes to sharpen their instruction. The end result—better and more focused instruction for your kids.

— Kyle Kinoshita, Principal



EVERGREEN BULLETIN

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Powerful Partners
Schools & Communities
Working Together
Meadowdale Elementary is
a Powerful Partners School

EAGLE FLYER

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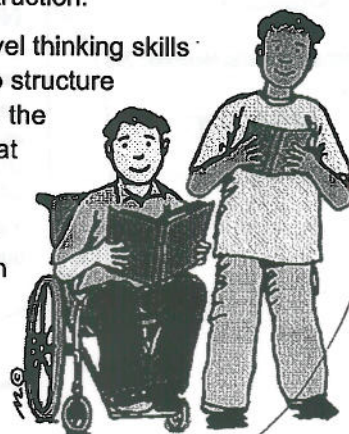
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— Kyle Kinoshita, Principal





HOOF BEAT

OUR CHARACTER VALUE THIS MONTH IS: RESPONSIBILITY

Martha Lake
Elementary School
17500 Larch Way
Lynnwood, WA 98037
(425)431-7766

2006-2007 PTA Officers:

President:

Nalani Baker-Kotovic
Bakerkotovic@msn.com

Secretary, 1st Vice President,
Newsletter:

Christy Hobby
rbzmama@hotmail.com

2nd Vice Presidents, Fundraising:

Kellie Cooper
Kim_Jellie@msn.com

Keith Bishop
keithb@yuhaz.org

Treasurer:

Susan Simpson
JLWSRS@aol.com

Membership:

Terri Speegle
Theter@comcast.net

Martha Lake Total Members: 245

PTA

every child. one voice.

A message from Principal Jeanne Moore

Have I told all of you how happy I am to be the principal of Martha Lake School? I am fortunate to work with a hard working, dedicated staff and a supportive, caring community. Last week the teachers went the extra mile to make themselves available to meet with parents and families – no matter what the time of day or evening. A valiant effort was made to invite interpreters to help our limited English speaking parents gain more meaning from the conferences.

Work Day was a great success!

On Saturday, October 21 at least 25 volunteers came out to clean up the overgrown weeds and berry bushes in the back of the school. This was an awesome collaborative effort of the Adopt-An-Area Group, The Green Thumb Club, and some families from Miss McMurrin, Mr. Murphy and Mrs. Day's classes. They brought their tools and a wonderful spirit of volunteerism and in four hours transformed the overgrown areas into manicured works of art. The children jumped in to rake leaves, haul debris, and found frogs, bugs and worms. There was a great sense of accomplishment by those who participated in the Work Day.

Not only does this effort instill in our children a wonderful sense of belonging to a caring community, it is crucial to continue our goal to maintain a pesticide and herbicide-free school. Our school is located in a beautiful, natural wooded setting that needs monthly attention to maintain the growth of weeds, berries and natural vegetation.

Won't you please come out to our **next Saturday Work Party on November 18th** from 9:00-1:00? Bring work gloves, garden tools and a spirit of camaraderie. Coffee juice, water and snacks are provided. Please call Ron Martinez at 425-670-1777 if you would like more information. You will not regret your time!

The Martha Lake Auction is Coming – March 16th!

Our third Auction Planning Committee Meeting is Wed., Nov. 8th at 6:30PM. We welcome everyone. It is not too late to get involved and join the fun! Mr. Tim Fitzgerald is a high energy guy and has some awesome plans for the best auction ever! Each month the newsletter will be full of news regarding preparations – so please stay tuned!

NOTE

Non Student Day News!

On Thursday, Nov. 9th the students will not have school. It is a day for the staff to engage in ongoing district and building work to improve student achievement. In the morning we will engage in a study of areas of weakness in Math for our students at each grade level. We will examine the newly revised state Grade Level Expectations and pinpoint some effective strategies to target math deficits for students in each grade. In the afternoon, the entire staff will participate in a training on "Difficult Conversations" facilitated by a wonderful trainer, Yarrow Durbin, from The Courage to Teach Program. This training will help us implement our Goal 3 -- Improving the Learning Environment.

Continued
on next page....

MTHS Staff Plans for Non Student Days

Just what do teachers do on those non-student days? That is a question often asked by parents this year as we have reduced the number of student contact days to 175. I wanted to share with all of you how much we appreciate having these days. I also want you all to know how we are using the time, and some of the plans we have for this school year.

The main focus of these non-student days for MTHS is two-fold: staff training and collaboration. We have set building goals in the areas reading, math, and personalization. These non-student days allow us the opportunity to provide staff with targeted and specific trainings related to the goals we have set. On November 12, for instance, we spent a good part of the morning with all staff receiving training on specific reading strategies that they can use across the curricular areas. We will continue this training on future non-student days, giving staff the opportunity to share and debrief about attempts to incorporate these strategies in their instructional practice, as well as introducing new strategies.

The second focus of these non-student days is for teachers to have time to collaborate with each other. This collaboration takes place primarily in our small schools. We recognize that we still have much work to do as we transition to this new structure, and these non-student days give us longer blocks of time to meet, plan, and problem-solve as small school staffs.

Let me reiterate that we very much appreciate the opportunity to meet and work on these non-student days. They are an important component of our staff development plans for this school year. We recognize the time we are taking from our students' instruction, but we feel that the time we spend on these days will help us to better serve the needs of all our students.

2005-06

Hazelwood Highlights

Volume 17
Issue 2

November 2006

Evergreen Bank Days

Evergreen Bank has a joint venture program with Hazelwood where students can set up their own Savings Account. Bank Day is every Friday morning between 9:00 and 9:30AM in the Hazelwood Gallery. Your student can pick up an application anytime in the office or at the "bank" on Friday mornings. There is no minimum balance or deposit required and there is no monthly service charge until age 18. Any withdrawal must be made in person at any Evergreen Bank location.

Principal's Corner

What happens on those Fridays?

Throughout the school year, there are Fridays when students do not attend school. It might seem as if the school is closed on those days, but that is far from the truth. These days are filled with a wide variety of staff trainings and professional development activities. If you were to visit Hazelwood on one of these days you might see:

- A busy parking lot, full with staff & visitors' cars
- Teachers in grade level and job-alike meetings
- Para-Educators attending workshops throughout the district to earn their required competencies.
- Teachers meeting with parents about student progress
- Our entire staff together; learning about the 7 *Thinking Strategies*
- Staff members updating their CPR and First Aid certification
- Staff members learning new technology applications to use with students
- Teachers evaluating student work and planning appropriate lessons to help student achieve state standards
- District personnel doing repairs and maintenance projects that cannot be completed while students are present
- Specialized training in specific curriculum components (e.g. Dibels reading program and assessments, Updates from the state about Mathematics instruction, etc.)

On these "Non-Student" days, the teachers are attending school. They focus upon professional development; State required inservice training, District initiatives, school initiatives, and teacher team and individual work. Friday, October 13th, was such a day for working on such things. Teachers met together to learn more about teaching with technology. They planned curriculum together and evaluated student work from their classrooms.

On behalf of the entire staff, I want to thank you for supporting us with these "Non-Student" days. They are a gift to us and ultimately a gift to our students! In order to help every student grow and learn, we need time alone and time together as a staff. It's difficult to fix an airplane once it's in flight and once the students arrive at Hazelwood, it's kind of like the school hits the runway and takes off into flight. The days without students help us do a better job with them when they're here. The next *Non-Student Day* is Thursday, November 9th.

Thank You,
Tim Parnell

Breakout Session #1 - Choose Your Top Two Preferences for the Early Afternoon Session	
1:00-5:00	<p>"CPR"</p> <p>Betty Clark – District Nurse</p> <p>Full afternoon of CPR training (does not include first aid). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>
1:00-4:30	<p>"First Aid"</p> <p>Cheryl Robinson – District Nurse</p> <p>Full afternoon of first aid training (does not include CPR). Please note that the Red Cross charges each participant \$7 to print their card, and you must pay this fee at the beginning of the class. Please bring a check made payable to the "American Red Cross." (Competency 14)</p> <p>If you choose this course, YOU MUST ALSO INDICATE YOUR SECOND CHOICES FOR BOTH AFTERNOON SLOTS IN CASE THIS CLASS IS FULL!!</p>
1:00-2:15	<p>"Let's Team Up: Follow-Up"</p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>This session is a follow-up to the morning large group session. You will learn more about the topics covered in the morning session, participate in interesting and fun activities, and have an opportunity to ask additional questions. (Competencies 2, 4, 5)</p>
1:00-2:15	<p>"Which Students Can Read the Math Test?"</p> <p>Phyllis Kelley-Tyler – Instructional Coach, Alderwood Middle</p> <p>To answer this question, we'll explore special challenges of reading a math text with understanding. Then, we'll discuss how literacy skills (reading, writing, and communicating) impact math understanding. Finally, learn strategies to help students solve problems in mathematics and take away a packet of resources. This session is geared primarily towards Paraeducators working with middle and high school students. (Competencies 9, 10)</p>
1:00-2:15	<p>"Improving Instruction for Struggling Readers Part II: Teaching Specific Comprehension Strategies"</p> <p>Margaret Mesaros – Title I/LAP Specialist Cindy Anderson – Title I/LAP Specialist</p> <p>This session will focus on comprehension – one of the five major components of reading instruction. Several specific comprehension strategies will be introduced and modeled. There will be time for questions and we will talk briefly about the multi-year Collaborative Literacy Project currently underway in the District. While anyone can attend this session, it will be most applicable to Paraeducators working in elementary learning support classrooms, particularly those supporting reading instruction. (Competencies 9, 10)</p>
1:00-2:15	<p>"Special Ed Overview and Open Forum"</p> <p>Tim Garberich – Manager, Elementary Learning Support</p> <p>Take this opportunity to get your questions answered and learn successful strategies for dealing with special needs students. (Competencies 1, 3, 8)</p>

1:00-2:15	<p><i>"Targeted Violence and Reactive Violence: Kids Who Make Threats Versus Kids Who Pose Threats"</i></p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>This presentation will help Paraeducators understand the varying motives behind threats of violence made by students and discuss the differences between the "hunter" and the "howler." This session is applicable to all Paraeducators. (Competencies 6, 11)</p>
1:00-2:15	<p><i>"Introduction to Microsoft Office" NEW EXTENDED AND SELF-PACED OPTION!</i></p> <p>Technology Staff</p> <p>This year's Microsoft Office training has been changed to an online format that allows you to personally choose the programs in which you want help and the level of help you need. Become proficient in Microsoft Word, Excel, PowerPoint, Outlook, Access, and Publisher, all at your own level and pace.</p> <p>This session will give you a guided introduction to the program and allow you time to start learning immediately. When the session is over, you will be able to continue learning on your own for a full 6 months! Future training sessions will allow you to supplement your own learning by asking questions of Technology staff, and also allow new users to begin the training. (Competency 13)</p>
1:00-2:15	<p><i>"Introduction to Microsoft Office – Follow-Up"</i></p> <p>Technology Staff</p> <p>THIS SESSION IS ONLY AVAILABLE TO PARAEDUCATORS WHO ATTENDED THE OCTOBER 14th MICROSOFT OFFICE SESSION! As a follow-up to the October Microsoft Office session, this is your chance to continue working on your learning and get your questions answered by members of the Technology staff. (Competency 13)</p>
2:15-2:30	Break
Breakout Session #2 - Choose Your Top Two Preferences for the Late Afternoon Session	
2:30-3:45	<p><i>"Let's Team Up: Follow-Up"</i></p> <p>Dr. Kent Gerlach – Pacific Lutheran University/Pacific Training Associates</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 2, 4, 5)</p>
2:30-3:45	<p><i>"Which Students Can Read the Math Test?"</i></p> <p>Phyllis Keiley-Tyler – Instructional Coach, Alderwood Middle</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 9, 10)</p>
2:30-3:45	<p><i>"Reading With a Purpose"</i></p> <p>Gail Shepard – Teacher, Edmonds-Woodway High Deena Maroutsos – Teacher, Edmonds-Woodway High</p> <p>Come to this workshop to learn various reading strategies that will help your students make connections between what they are reading and their own lives. Presenters will model these techniques using a variety of children's literature and engaging newspaper articles. Handouts will be provided. While anyone can attend this session, it will be most applicable to Paraeducators working in high school classrooms. (Competencies 9, 10)</p>
2:30-3:45	<p><i>"Things Kids Do That Scare You and How to Respond"</i></p> <p>Rosemary Fraine – Mental Health Specialist, Options Program</p> <p>Learn about how to respond when a student discloses cutting or suicidal thoughts, has angry outbursts, or refuses to follow directions. When you understand what is going on and have the skills to respond, you will be more effective in your job as a Paraeducator. While anyone can attend this session, it will be most applicable to Paraeducators working with middle and high school students. (Competencies 6, 11)</p>
2:30-3:45	<p><i>"Targeted Violence and Reactive Violence: Kids Who Make Threats Versus Kids Who Pose Threats"</i></p> <p>Martin Speckmaier – Comprehensive School Safety</p> <p>A repeat of the session offered at 1:00 p.m. (Competencies 6, 11)</p>

Superintendent's Roundtable

December 6, 2006 conversation:

Conversation Summary Notes:

Open Agenda:

- Q.** If student population declines how do you keep from having to let teachers go?
- A.** We project for the next year. We keep the numbers down and use retirements, etc. to keep from having to let teachers go.
- Q.** Are the Capital Projects plans going forward as planned?
- A.** Yes, the new Lynwood High will open September 2009. The long-term lease for the current site is on track. Scriber Lake High and Options will be temporarily housed in our transition school, old Woodway High, for two years while the new district office building is being built, the administrative staff move into it, and the current ESC building is remodeled to house Scriber Lake High and Options.

Classroom Strategies: Homework, Discipline, and How Teachers Spend Their Non-Student Time

Ken Limón, Assistant Superintendent introduced his team to discuss this month's subject: **Dale Cote**, principal of Meadowdale High; **Steve Burleigh**, principal of Westgate Elementary; **Thea Gardner**, principal of College Place Middle; **Gayle Gray**, teacher at Brier Elementary; and **Cindy Marum**, principal at Brier Elementary.

HOMEWORK

- Q.** What is the purpose of homework?
- A.** Homework should enhance, deepen understanding, and relate to what students are learning that day or week.
- Q.** Should homework include new information?
- A.** Homework must be work the students already know how to do. Students should not be overwhelmed by the work, either in amount or content. Nor should the work be merely busywork.
- Q.** Should I help my child do his/her homework?
- A.** Help from you means providing a good study place and atmosphere. Discussion and interest in your student's assignment is helpful, however doing their homework for them is detrimental to their learning. If your student is struggling, talk to the teacher to figure out what is wrong. Teachers want to know when students don't fully understand a lesson, so it's important to communicate this with your student's teacher.

DISCIPLINE

- Q.** Why is discipline in the classroom important?
- A.** A disciplined classroom allows academic success for the students. Students must feel safe and connected before they can learn. Teachers strive for quality interaction with their students, building caring relationships. They have high academic expectations. They tailor their instruction to be relevant to students' lives. When all this is in place, discipline issues lessen.
- Q.** What if discipline needs to be handled beyond the classroom?
- A.** The administrative staff serves as a back-up to the teachers. They encourage students to behave better. They hold the students accountable. They involve parents as partners. Both teachers and administrators strive to provide students with clear behavior expectations and the consequences of failing to behave appropriately. They strive to be fair to all students, listening to all sides of the issue.

WHAT HAPPENS ON NON-STUDENT DAYS

Q. What is the purpose of non-student days?

A. The goal of non-student days is to allow teachers and staff to connect and build a system of improvement over time.

Q. What are the teachers working on?

A. Teachers can be working on any of the following: school goals and improvement plans; systematic changes; graduation requirements; technical training (student data, test scores, etc.); or professional learning teams that align curriculums from grade to grade and school to school.

Q. Is defining goals important?

A. The most successful schools have highly collaborative teamwork. Good data drives instruction and helps staff make informed decisions. It builds a sense of unity and purpose. Taking time to talk philosophically about teaching then marrying it to practical ways to apply it to their teaching methods strengthens the education students receive.

MARY WALKER SCHOOL DISTRICT No. 207

500 North 4th ~ ~ P.O. Box 159
Springdale, Washington 99173 - 0159
(509) 258-4534
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SUPERINTENDENT
Kevin J. Jacka

BUSINESS MANAGER
John W. Boyle

BOARD OF DIRECTORS
Ken Canfield, Chairperson
Robert Pierce
Kim Stricker
Kenneth Brangwin
Meldon Presho

HIGH SCHOOL PRINCIPAL
Matthew L. Cobb

K-8 PRINCIPAL
Cheryl L. Henjum

STATE BOARD OF EDUCATION

January 18, 2007

FEB 0 2007

RECEIVED

Ms. Pat Eirish
Basic Education Assistance
Washington Board of Education
Old Capitol Building
PO Box 47206
Olympia, WA 98504-7200

RE: Request for a waiver from a 180 day school year

Dear Ms. Eirish

The Mary Walker School District is committed to improving student learning. This commitment has developed into a very supportive partnership with parents, the community and a nine-school district consortium. The Mary Walker School District strives to provide a safe environment where all students learn and practice the knowledge, skills and behaviors needed to be responsible citizens, productive members of society, and successful lifelong learners.

In our small district the challenge has been creating time and money to effectively monitor and adjust our school improvement plans and curriculum, so that our students can continue to improve and reach their potential. In order to reach our goals we must provide training, foster collaboration and dialogue, and make available for staff best practices and current research to keep them up-to-date. In the year of 2006-2007, we were able to work toward our goals using late start days and waiver days.

The Mary Walker School District and its Board of Directors would like to request a waiver from a 180-day school year to a 178-day school year for the purpose of implementation of the District's improvement plan. The district is requesting this waiver for a total of up to three years subject to annual review by the board. In the past, the State Board of Education has demonstrated a willingness to support these types of waivers by approving similar three year waivers for other districts. It is our belief that the students and staff could benefit from this waiver as other districts have.

The Mary Walker School District No. 207 is involved in a nine school district consortium and we use time from late starts and waiver days to support all these areas.

Value Added to the District Staff and Students.

- Provide grade level and subject level assessment (with consortium).
- Continue Vertical Teaming by subject area and grade level. Continue to share best practices and build support for all teachers in the consortium.
- Provide consortium-wide professional development such as Jane Schaffer Writing Program, AP Springboard Math, and AP Springboard Reading.
- Provide time for AP support within subject areas (with consortium).
- Provide Math professional development at the K-5 level (with consortium).
- Provide time for data sharing with the consortium. All nine districts use Springboard English and can share data in grades 6-12.
- Continued improvement in preparation of all students for post-secondary education.

Specific Standards for Increased Learning that the District Expects.

- Continue to train in performance-based learning and assessment.
- Continue to review and revise our curriculum and align with the Washington State EALRS in every identified core subject.
- Continue annual review of WASL test results with emphasis on improving test scores.
- Provide training for classified employees that will improve student learning.
- Provide staff with time to research and to analyze test data and best instructional practices that will improve student learning.
- Provide time for subject level planning with the nine-school consortium.

The above standards are related to and support our 2006-2007 School Improvement Plan.

How the District Plans to Achieve the Higher Standards.

Curriculum is aligned with EALRS teaching and learning will be adjusted based on data from student learning. The results of the data assessment will be used to improve student performances and also to improve the instructional program.

How the District Plans to Determine if Higher Standards are Met.

The District curriculum and instruction committee, P.R.E.P. Consortium, and building administrators will use WASL and test data to determine success of the teacher training as a result of the calendar modification.

Evidence the Board of Directors, Teachers, Administrators and Classified Employees are Committed to Working Cooperatively to Implementing the Plan.

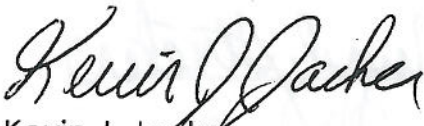
The Mary Walker School Board of Directors is committed to providing community members and employees of the district the opportunity to improve the overall educational opportunities for students to achieve success. District administrators, teachers, classified employees, parents, community members and students collaboratively created our long-range district strategic plan. Administrators provide reports to the Board and community regarding school building improvement plans. The waiver days will allow teachers, classified employees, administrators and parents to focus on curriculum, best practices, and instructional strategies to help improve student achievement.

Evidence that Opportunities Were Provided for Parents and Citizens to be Involved in the Development of the Plan.

The Mary Walker School District is a close knit community. The involvement of parents and community members to improve student learning is a definite focus of our school improvement plans. Parents and community members are involved in collaborating on the school improvement plan. It is all of our beliefs that the two days of inservice will allow for consistent and focused staff development, training, and continued improvement in our assessments and K-12 curriculum.

The Mary Walker School community is committed to continuing improvement in education. As a small district, we do not always enjoy some of the resources available to larger districts. Approving of this waiver would provide us with the flexibility and consistency essential for effective curriculum development and staff training.

Respectfully,



Kevin J. Jacka
Superintendent

Enclosure

cc: Mary Walker Board of Directors
File

MARY WALKER SCHOOL DISTRICT NO. 207
Resolution No. 06-02
2006-2007

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-040-060); and

WHEREAS, the MARY WALKER SCHOOL DISTRICT NO. 207 Improvement Plans for each school serving students in pre-kindergarten through grade twelve has the mission of serving students in a safe environment so that all of the students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners; and

WHEREAS, the District's Inservice Advisory Committee; Curriculum, Instruction, and Assessment Committee; and district staff, parents, and community members have determined that staff need the additional professional development time to further develop instructional practices which support the goal of all students progressing towards achieving standard in literacy, mathematics, science, social studies, art, and health and fitness; and

WHEREAS, staff and parents recommend reducing the number of school days while still meeting the program hour requirements as prescribed in RCW 28A.150.220; and

WHEREAS, the school board recognizes that while this reduction of student days results in a waiver request, the assessment results will show enhanced student learning.

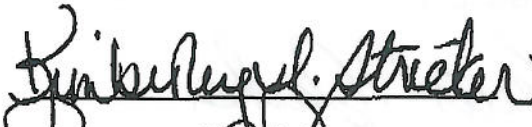

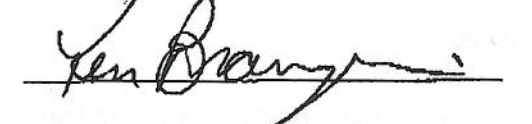
NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of the MARY WALKER SCHOOL DISTRICT NO. 207 hereby requests a two-day waiver from the minimum 180-day school year requirement under RCW 28A.150.220 and WAC 180.16-215 for the 2007-2008 school year resulting in a 178-day school year for students in grades pre-kindergarten through twelve.

Adopted at a regular open public meeting of the Board of Directors held on this 21st day of February, 2007.

ATTEST:


Secretary to the Board of Directors

MARY WALKER SCHOOL DISTRICT
Board of Directors:

MARY WALKER SCHOOL DISTRICT NO. 207

2006-2007 School Year Calendar

Aug 2006						
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August
28 Staff Orientation
29 First Day of School

September
4 Labor Day (No School)

October
13 Teacher Inservice (No School)
16 District/Consortium Curriculum Day (No School)

November
1 End of 1st quarter
7 Early Release (Conference)
8 Early Release (Conference)
9 Early Release (Conference)
10 Veteran's Day (No School)

22 Early Release
23 Thanksgiving (No School)
24 Thanksgiving (No School)

December
18 Winter Break (No School)
19 Winter Break (No School)
20 Winter Break (No School)

21 Winter Break (No School)
22 Winter Break (No School)
23 Winter Break (No School)
24 Winter Break (No School)
25 Winter Break (No School)
26 Winter Break (No School)
27 Winter Break (No School)
28 Winter Break (No School)
29 Winter Break (No School)
30 Winter Break (No School)
31 Winter Break (No School)

January
1 Winter Break (No School)
15 Martin Luther King Jr Day (No School)
24 End of 1st Semester

February
19 President's Day (No School)
20 Snow Day (No School)

March
9 District/Consortium Curriculum Day (No School)
16 Curriculum Day (No School)

28 Early Release (Conferences)
29 Early Release (Conferences)
30 Early Release (Conferences)

April
2 Spring Break
3 Spring Break
4 Spring Break
5 Spring Break
6 Spring Break
9 End of 3rd Quarter

May
28 Memorial Day (No School)

June
12 Last Day of School ~ Early Release

Feb 2007						
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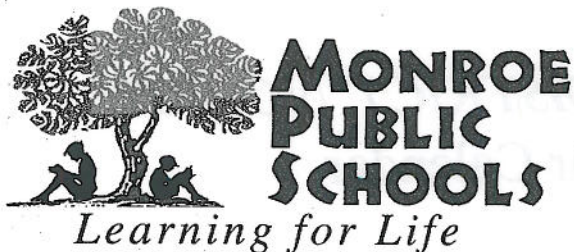
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Adopted by Mary Walker School District No. 207 Board of Directors on January 18, 2006, amended July 19, 2006



Ken Hoover
Superintendent
360.794.301

200 East Fremont Street
Monroe, WA 98272-2336
FAX 360.794.7367

February 12, 2007

STATE BOARD OF EDUCATION

FEB 15 2007

RECEIVED

State Board of Education
Old Capitol Building
600 Washington Street South, Room 253
P.O. Box 47206
Olympia, WA 98504-7206

Dear State Board of Education:

For the past three years, the district has implemented four, full day School Improvement Days for the purpose of supporting schools' Learning Improvement Plans. These four days were achieved by eliminating seven early release days and the approval of four waiver days from the 180 student day requirement. These early release days had been in addition to two full Learning Improvement Days and an Optional paid Learning Improvement Day prior to the beginning of the school year.

We pursued the waiver days before because there had been increasing concerns from parents and staff about the value of these early release days. Morning schedules on these early release days had to be adjusted, half-day kindergarten sessions were impacted, and academic routines were disrupted. After discussion with all parents and the various associations in the district, we applied and were granted the four waiver days. Each year input was gathered from different constituencies about the effectiveness of the days which was presented to the school board for approval to continue the implementation. In general, there was overwhelming support to continue the full day model and not return to an early release system.

These School Improvement Days are a major resource for the Building Leadership Team to use to support the activities in their School Improvement Plan. Decisions regarding the specific professional development activities on these days are determined by each Building Leadership Team. An agenda and minutes from each day at each school are recorded and distributed throughout the district to support collaboration among schools. Because of the common time across the district, several schools have pooled resources, participating in the same workshop and sharing best practices. Without these waiver days, systematic, district wide staff development would be restricted to the two Learning Improvement Days and the Optional paid Learning Improvement Day. In this era of increasing accountability regarding state graduation requirements and the federal demands of meeting Adequate Yearly Progress, it is essential that more staff development time is provided, not less.

Therefore, it is our intent to request four waiver days from the 180 school day requirement for the 2007-08, 2008-09, and 2009-2010 school years.

Enclosed is our documentation for meeting the requirements for a waiver, the Board of Director's Resolution, and a Letter of Agreement with the Monroe Education Association.

Thank you for considering this request. We are confident that these waiver days will facilitate the school improvement process in our district, especially with the implementation of state graduation requirements for the class of 2008 and the demands of meeting Adequate Yearly Progress.

Sincerely,



Ken Hoover
Superintendent

c: Monroe School Board
Dr. Fran Mester, Assistant Superintendent

Monroe School District No. 103

Resolution for Waiver for Number of Student Days

RESOLUTION #1-2007

A RESOLUTION requesting that the State Board of Education grant a waiver of the minimum 180-day requirement for the 2007-2008, 2008-2009, and 2009-20010 school years (WAC 180-18-040 and WAC 180-18-050).

WHEREAS, the District is requesting a waiver from 180 school days to 176 school days per school year for a three year period to support collaborative time for staff to prepare students for state graduation requirements and to meet the federal demands of Adequate Yearly Progress.

WHEREAS, the impact of the current four waiver days for the past three years has been reflected in increased student achievement on state assessments, it is important that they continue for the 2007-08 school year. This is especially important with the implementation of state graduation requirements and the necessity of meeting federal demands for Adequate Yearly Progress.

WHEREAS, the focus of these waiver days will continue to be the improvement of student learning through staff development activities, collaborative meetings, and implementation of the school's learning improvement plan.

WHEREAS, the District would find it very difficult to develop an alternative model for time to support school improvement efforts if the waiver days were not granted.

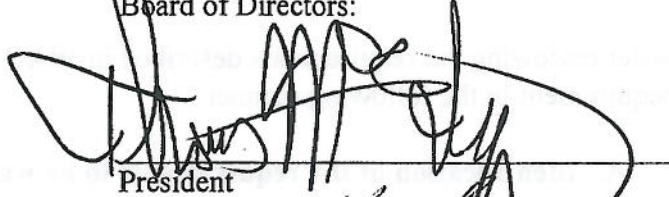
WHEREAS, the District has obtained support and agreement from the Monroe Education Association, parents and other organizations for this request.

THEREFORE, BE IT RESOLVED that the Board of Directors of the Monroe School District, Snohomish County, Washington hereby approves the request to obtain a waiver from the State Board of Education to move from 180 school days to 176 school days.

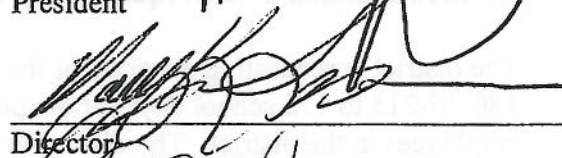
DATED this 12th of February, 2007

Monroe School District No. 103

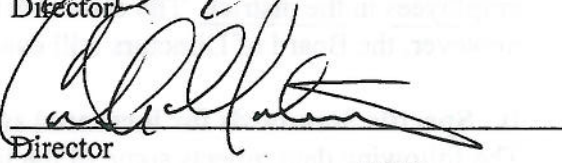
Board of Directors:



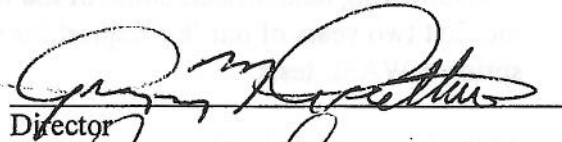
President



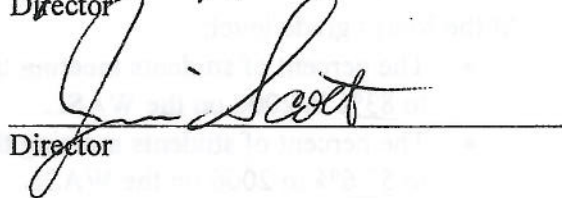
Director



Director



Director



Director

Attest:



Secretary to the Board

Documentation for Waiver Request for Monroe Public Schools

After reviewing the requirements described in WAC 180-18-050, we have addressed each requirement in the following manner:

A. Identification of the requirements to be waived

The district is requesting a waiver of the minimum 180 day school year as required by WAC 180-16-215 to 176 school days for the purpose of increased staff development time for all employees in the district. The district is requesting this waiver for a three-year period; however, the Board of Directors will evaluate the need for the waiver annually.

B. Specific Standards for increased student learning the district expects to achieve.

The following data reflects some of the increase in student achievement that occurred during the first two years of our last request for waiver days. Our third data point will be this spring's WASL tests

At the fourth grade level:

- The percent of students meeting the standard in reading increased from 77.8% in 2004 to 83% in 2006 on the WASL.
- The percent of students meeting the standard in writing increased from 50.7% in 2004 to 57.6% in 2006 on the WASL.
- The percent of students meeting the standard in math did decrease from 69.8% in 2004 to 60.2% in 2006 on the WASL.

At the seventh grade level:

- The percent of students meeting the standard in reading increased from 54.9% in 2004 to 58.5% in 2006 on the WASL.
- The percent of students meeting the standard in writing increased from 46.0% in 2004 to 56.0% in 2006 on the WASL.
- The percent of students meeting the standard in math did decrease from 43.5% in 2004 to 39.7% in 2006 on the WASL.

At the tenth grade level:

- The percent of students meeting the standard in reading increased from 60.0% in 2004 to 81.3% in 2006 on the WASL.
- The percent of students meeting the standard in writing from 48.7% in 2004 to 81.2% in 2006 on the WASL.
- The percent of students meeting the standard in math increased from 42.5% in 2004 to 47.0% in 2006 on the WASL.

The use of the previous waiver days also supported the district in accomplishing the opening of a new elementary, the transformation of a middle school into an elementary school, and a major grade level reconfiguration. During the 2005-06 school year, our elementary schools became K-5 instead of K-4, middle level became 6th-8th, the Junior High (8th and 9th) became a middle school, and the high school returned to a 9th-12th model. Over 60% of the staff either changed schools, the grade level or subject that they taught, or both. The four School Improvement Days were essential to the increases in student achievement described above. Although the 2007-08 school year will be our third year of implementation for the reconfiguration, the staff training needs are still very significant.

Even with this support, two schools (one elementary and one middle) did not make Adequate Yearly Progress in several cells. Our high school is facing the demands of having all students meet standards on the WASL as part of a graduation requirement. In addition, they will be in full implementation of the Culminating Challenge, another state graduation requirement. It will be essential to our success that quality professional development opportunities be available to staff during the school year.

Learning Expectations for the 2007-08 school year:

- All schools would meet Adequate Yearly Progress.
- Increase the number of elementary students reading at grade level at the end of the year, using DIBELS as an assessment.
- Increase the graduation rate from 84% (2004-05) to 90% in 2007-08
- Decrease the number of students requiring math support by strengthening the initial instruction in the classroom.
- Increase the number of students taking advanced math courses at secondary level.
- Increase the number of students participating in Advanced Placement classes at the high school and taking the Advanced Placement Tests.

C. How the district plans to achieve the higher standards, including timelines for implementation.

The district plans to implement three major strategies to achieve higher standards. This plan includes the use of the four School Improvement Days created through this waiver process.

- Build capacity with administrative team and building leadership teams to better understand school improvement processes.
 - i. Administrative Retreat - August, 2007
 - ii. District Level Training for all Learning Improvement Teams – November and March, 2007
 - iii. District Level Training for Building Learning Improvement Teams (Includes Leadership of Teachers' Association) –October and February

- Revise the district curriculum in core areas to increase the number of students meeting district and state assessments. Purchase appropriate instructional resources to support the learning targets. Create written documents and support structures for teachers to bridge the gap between the learning targets and instructional strategies and resources.
- Provide comprehensive staff development and collaborative time for teachers to implement the district curriculum and assessments through a variety of methods.
 - i. Two Learning Improvement Days before the start of school, planned by the Building Leadership Team
 - ii. Four full day School Improvement Days (Throughout the school year) planned by the Building Leadership Team with district staff development offerings. In addition, on these days, the district provides systematic staff development for all classified staff.
 - iii. Provide each school Initiative 728 funds for professional development. Funds can provide some additional release time during the year. Activities and budget directed by the Building Leadership Team.

D. How the district plans to determine if the higher standards are met.

A full analysis of student data will continue to be conducted. Each school's Learning Improvement Team, composed of the building principal, teachers, classified staff, parents, and secondary students will review all data, using that analysis as the basis for developing their plan for the current school year. Each school will present their plan to the Board of Directors and to the administrative team for review. During monthly visits at each school by the superintendent and assistant superintendent, the implementation of the plans will be monitored.

In addition, each school will develop a staff development plan describing the use of the identified times previously mentioned. These plans will also be reviewed and made public to facilitate the sharing of information among schools. Surveys of the staff and parents will be conducted to determine the effectiveness of the new model for collaborative time based on the waiver days. This data will be presented to the Board of Directors for their review.

E. Evidence that the Board of Directors, teachers, administrators, and classified employees are committed to working collaboratively in implementing this plan.

The Board of Directors has reviewed the data annually on the previous use of the waiver days and has consistently approved their use for the following year. Attached is the Board Resolution which formally describes their position on this issue. During the last teacher negotiations (Spring, 2006), there was strong support to continue the four School Improvement Days. Attached is letter from the President of the Monroe Education Association in support of this proposal. This has also been discussed with the classified association. Since these days provide time for staff development activities for classified staff, they are highly supportive of the continuation of these days.

F. Evidence that opportunities were provided for parents and citizens to be involved.

Parents are active members of each school's Learning Improvement Team. As the teams developed their Learning Improvement Plans, many teams expressed concerns about the lack of time for staff to complete the activities described in the plan. Comments were also made about the hardship to parents that early release days create. At the two district level workshops for Learning Improvement Teams this year, similar comments were made as discussion focused on ways to improve student learning. Formal discussions were held with the Superintendent's Parent Advisory Council that includes parent representatives from all schools about the issue of early release days and fewer school days. It was the general consensus of the group that more focused instruction on full school days would be more effective than a series of early release days where the morning routines are disrupted. Discussions were also held with the presidents of all the Parent Teacher Organizations in the district. This group also agreed that the early release days were disruptive and it would be better to have a different model.



Monroe Education Association
115 ¾ W. Main St., Suite 205
Monroe, WA 98272-1800
360-805-5351

February 12, 2007

State Board of Education
Old Capitol Building
600 Washington Street South, Room 253
P.O. Box 47206
Olympia, WA 98504-7206

TO WHOM IT MAY CONCERN:

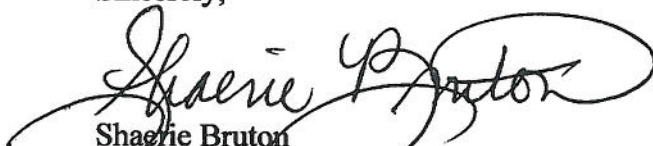
As bargained in our current 2006 – 2009 Collective Bargaining Agreement with the Monroe School District, we respectfully request the continuance in providing four state approved waiver days of four student days each year for the purpose of school/learning improvement. The primary goal of these days has been to review, monitor, and implement each school's Learning Improvement Plan under the direction of each Building Leadership Team. Each plan of activities requires that the staff at each site work collaboratively as a total staff as well as by grade level and/or departments.

In the past before our waiver was granted by the state, our school district implemented seven early release days for our students in order for staffs to work together to improve student learning. Parents and community members found those days put undue burden on their families and their places of employment. Staff members found it difficult to concentrate and focus on student learning after most of the day spent in the classroom. Everyone seemed to have a hard time planning for so many early release days.

Since the advent of the state approved waiver days, the public has been more receptive to the philosophy of staff working together to focus on growth in learning for all. The community has seemed more positive toward the learning improvement process in general. Staff members have been able to focus and devote the time necessary for planning and really trying to make a difference for our students. It has seemed to benefit everyone involved in a positive way.

Please continue to support our progress by approving the four waiver days for students once again. We still need this valuable time to devote real effort toward real improvement in our schools.

Sincerely,


Shaerie Bruton
Monroe Education Association President

MUKILTEO SCHOOL DISTRICT #6

Waiver Request for 2 Days 2007-2008 School Year

Dr. Marci Larsen
Superintendent

Dr. Tina Butt
Executive Director
Teaching & Learning

In accordance with the Resolution (“Resolution”) of the Board of Directors of Mukilteo School District (“Board”) dated February 12, 2007 (copy attached as exhibit A), the Board respectfully requests a 2 day waiver as set forth below to enhance the ability of instructional staff in meeting student learning goals set forth in RCW 28A.150.210 and to improve student performance in the Mukilteo School District (“District”) schools so that all students will meet standard.

a. Requirement to be waived:

The District seeks a two (2) day waiver for the 2007-2008 school year from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220 (5) to allow for staff training related to (a) the essential academic learning requirements, (b) K-12 mathematics, (c) formative and summative student assessments, and (d) closing the achievement gap.

For the current 2006-07 school year, the District has a two-day waiver for all schools. These days have been/ are being effectively used and have resulted in a measurable improvement in student learning as reflected in student WASL scores.

How have the Waiver Days been used in 2006-07?

The first waiver day of the 2006-07 school year was held September 29th. At the elementary level, the instructional focus was reading, writing and mathematics. District literacy coaches partnered with school principals to conduct intensive school-based training to help teachers use student assessment data to determine what instruction students need. The theme of this work is “Every child, by name and need.” Teachers used this time to look one-by-one at the data for each student, and identify that child’s instructional need. Teachers then worked in grade-alike Professional Learning Communities to identify the specific instructional strategies that teachers can use immediately to help each student move forward to reach standard.

In the Support for Literacy and Mathematics training, teachers met by content area to examine student data and draw instructional implications. Teachers of mathematics and English reviewed the District Power Standards that identify the most critical Essential Learnings to be mastered in each course. Other content areas met to work on supporting improvement of literacy and mathematics through their respective content areas.

In the Introduction to Classroom Based Assessments (CBAs) for Social Studies, the Arts and Health and Fitness section, Caleb Perkins from OSPI facilitated the overview of the work that needs to be done

for CBAs. Reporting related to performance on CBAs will be required in 2008-09. After the overview, teachers broke out by content area and reviewed CBA examples, practiced scoring CBAs and developed questions and issues that our District needs to consider as it works toward fulfilling this requirement.

Teachers of English Language Learners (ELL) met to work on Mukilteo School District Power Standards for ELL learners. Power Standards are those learnings that are critical to students in their lives and their school careers, and are based on the work of Douglas Reeves. The ELL Power Standards are based on the English Language Acquisition documents the State of Washington has created.

In assessments of this Waiver Day, teachers reported the program was well planned, efficient, and helped them refine and clarify their instructional practice so that student learning would improve.

At the secondary level, professional development on this day was divided into three sections; Support for Literacy and Mathematics, Introduction to Classroom-Based Assessments for Social Studies, the Arts and Health and Fitness, and Teachers of English Language Learners.

The second Waiver Day had been scheduled for February 2nd. On this day school principals were to meet with their school teams to review school data, look at results of classroom-based formative and summative assessment, compare this information with the School Improvement Plan (SIP) and make needed "mid-course corrections." Because of the snow days, this day has been rescheduled for June 28. The focus of the school staff's work will be review of the year's data and use of that information to identify next steps for continuous improvement and use those insights to draft the SIP for the following school year.

How will the requested Waiver Days be used in 2007-08?

The requested Waiver Days for the 2007-08 school year would be focused on the area of mathematics for all elementary and secondary math teachers. The first day would be conducted like an in-District conference and would be a systems-wide look at mathematics in the Mukilteo School District. Teachers K-12 will meet to review mathematics standards and expectations for students throughout the K-12 system. Teachers will be engaged in sharing best practices in mathematics, will work on District-wide common assessments and interventions, and will learn how to link literacy work to the instruction of mathematics through effective teaching of vocabulary. Teachers at each school will come away with a task to accomplish and share on the second waiver day. At the elementary level, common assessments for Everyday Mathematics will be assigned to each elementary school and grade level. At the middle level, common assessments for Connected Mathematics will be constructed and shared on the second waiver

day. At the high school level, review of the adoption work for high school mathematics will be conducted and input received.

Teachers in non-mathematics areas will work to address supporting mathematics in their courses and will continue work on CBAs (Health and Fitness, the Arts, and Social Studies).

The second Waiver Day would also be a follow up to the systems-wide look at mathematics on Waiver Day I. Teachers will share common assessments, common interventions, and continue to work on best practices. The sessions will be facilitated by principals and District coaches.

The work done on these two Waiver Days will establish the context for all other staff meetings and professional development opportunities during the academic year.

Rationale:

Professional Development activities conducted during prior years and the 2006-07 school year have been a positive benefit to the Mukilteo School District. They have been effective in creating time for the District to continue aligning curriculum to State reform efforts; training on instruction and assessment strategies; analyzing assessment data; and review of best instructional practice. This time has enabled the District to establish new District and school action plans for making changes that will significantly increase student learning and academic achievement. Specifics of this work are as follows:

Elementary work on using assessment data to adjust instruction

Results: Elementary principals have observed that teachers learned how they can more effectively align their academic curriculum and instructional strategies to address the learning needs of each student. Teachers are applying ways to analyze student data and share effective teaching strategies and ways of assessing student learning.

On the 4th grade WASL, 78% of our students reached standard in understanding informational text, the highest percentage ever achieved in the District.

Secondary literacy and math teachers focus instruction through Power Standards

Results: Principals report that secondary literacy and math teachers have used the District Power Standards to refine and focus their instructional practice, resulting in clearer and deeper instruction.

On the 7th and 10th grade WASL students showed significant improvement in comprehension of informational text and in use of appropriate writing conventions such as spelling and grammar.

Classroom Based Assessment work in Social Studies, the Arts and Health and Fitness

Results: Teachers of Social Studies, the Arts and Health and Fitness are using the State CBAs as part of their classroom instruction.

ELL Power Standards

Results: Teachers of English Language Learners report they have a deep understanding of the State Language Acquisition documents and are able to identify the most critical aspects of their curriculum. They have been able to apply this knowledge to adjust their instruction to the needs of individual learners.

The number of ELLs who transitioned from our program on the WLPT-II increased significantly from Spring 2005 to Spring 2006. At the elementary level, the number of students who were able to transition out of the program increased from 141 to 235 which is a 67% improvement. At the middle level, the number increased from 26 to 53 which is a 104% improvement, and at the high school level, the number of students able to exit the program increased from 2 to 81 which is a 4000% improvement.

District-wide Student Assessment Results

The District's ongoing emphasis on professional development is showing results in student performance. We know that the most important element in the education of a student is the teacher, and that to change student results we must provide opportunities for teachers to deepen their understanding of their content area and to use assessment data to determine the next instructional step for each student.

The ability of the District to demonstrate improvement in student performance is reflected in the following outcome statements and in the attached comparison of (A) elementary Washington Assessment of Student Learning (WASL) growth from 1997–2006, (B) middle school WASL growth from 1998–2006 and (C) high school WASL growth from 1999–2006. It is felt that intensive all day training on previously approved waiver days contributed to growth of elementary, middle and high schools in the percentage of students attaining WASL standards. It is anticipated and expected that the overall trend of growth demonstrated at the elementary level, middle level and high school levels will continue.

Outcome: In 4th grade from 1997 to 2006 the percentage of students meeting competency in math increased 38%, reading increased 28% and writing increased 23%.

Outcome: In 7th grade from 1998 to 2006 the percentage of students meeting competency in math increased 33%, reading increased 28% and writing increased 37%.

Outcome: In 10th grade from 1999–2006 the percentage of students meeting competency in math increased 23%, reading increased 36% and writing increased 32%.

During the years of the WASL administration the District's demographics have changed dramatically. The Free and Reduced Lunch percentage has gone from 29.6% in 1997 to 40% in 2006. The Transitional Bilingual (TBL) program percentage has gone from 3.9% in 1998–1999 to 13% in 2005–2006. Our

elementary school TBL percentage is over 23%. Of districts in Washington State with enrollments over 10,000, Mukilteo ranks 5 out of 30 in greatest percentage of TBL students. Only two other districts rank higher on the west side of the State: Highline and Kent. Mukilteo School District ranks 10 out of 30 districts with populations over 10,000 in Free and Reduced Lunch Count percentages.

Despite these challenges in our changing demographics Mukilteo School District continues to make significant progress on the WASL. This is most evident in the grade 10 results from 2006. The percent meeting standard in math, reading and writing in grade 10 increased 5, 8 and 14 percentage points, respectively, as compared to last year. Student achievement on nine of sixteen WASL strands in grade 10 reading and math were the highest ever for the District in 2006.

Over the last three years Mukilteo School District compares favorably to the State on the strand level data in grades 4 and 7. In grade 4 the District achieved higher in seven of eight strands of the WASL math and one out of four strands in reading (one strand is equal to the State). In grade 7 the District on average achieves higher than the State on all six strands of the reading test and all eight strands of the math test.

It is our goal to continue these positive student learning trends through ongoing teacher professional development. It is important to provide training in a manner that minimizes the impact on students and parents and optimizes effective use of time. Traditionally, training during the school year was provided only in small segments that included student early release days. On these days, students were sent home after lunch and staff attended training for the remainder of the day. Early release training days were identified as a major concern of Mukilteo parents because of difficulties in arranging daycare and providing suitable activities for older students. In addition, staff indicated that early release days did not provide optimum time for learning and applying new concepts and skills. These concerns have been successfully addressed with a combination of early release and full waiver day trainings. It has allowed parents to adequately plan for daycare/activity issues and the community supports the continuation of the waiver day program. In addition, staffs continue to report significant value and satisfaction with the waiver day format for full day training and planning related to Essential Academic Learning Requirements.

b. Specific standards for increased student learning:

During the 2007-08 school year, the District seeks to increase the number of students attaining standard as measured by the WASL in the year 2006 by focusing staff training efforts on research-based

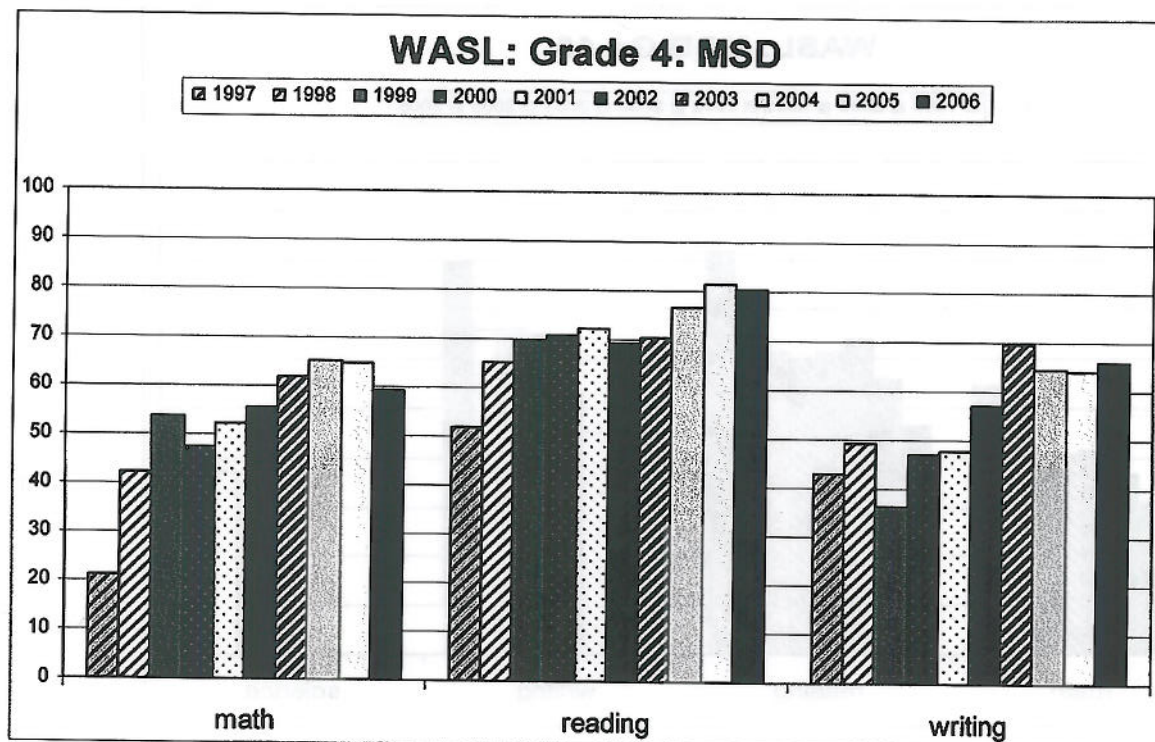
strategies identified in individual School Improvement Plans:

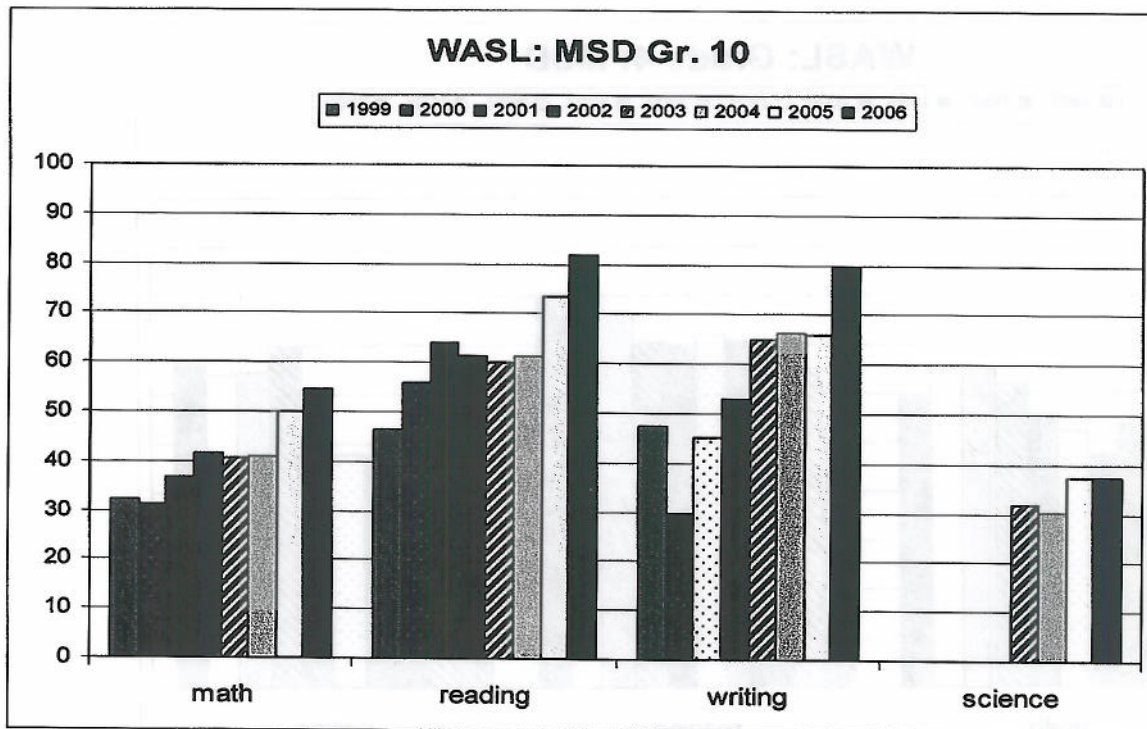
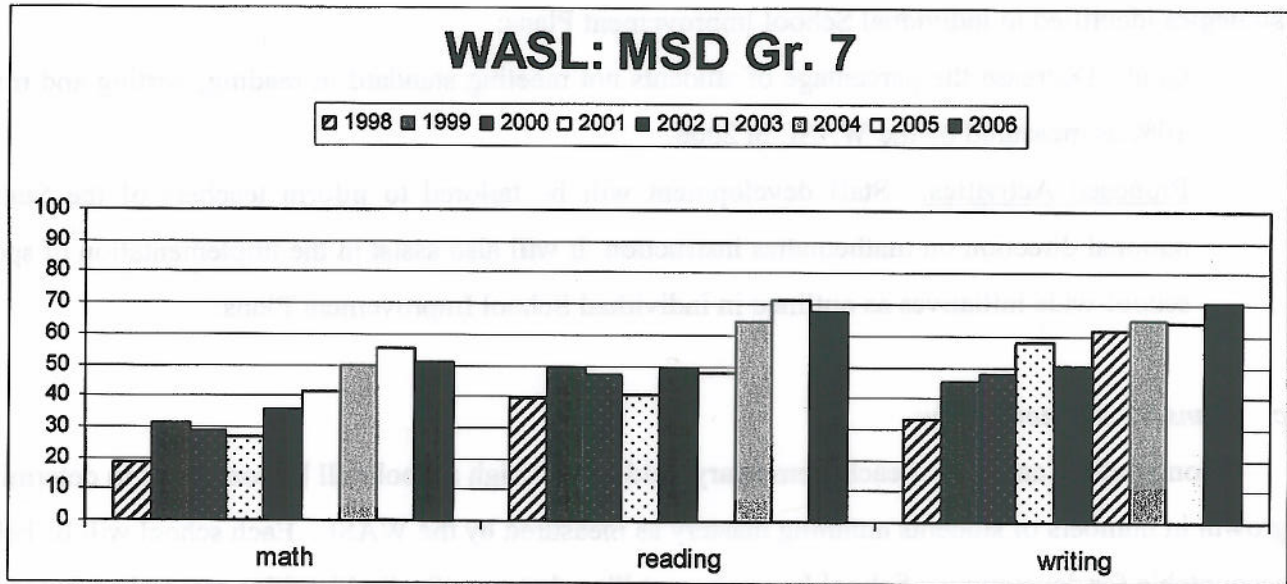
Goal: Decrease the percentage of students not meeting standard in reading, writing and math by 10% as measured by the WASL in 2006.

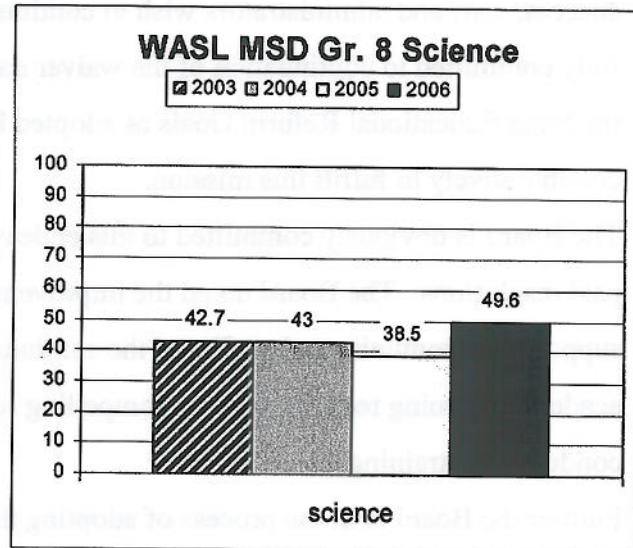
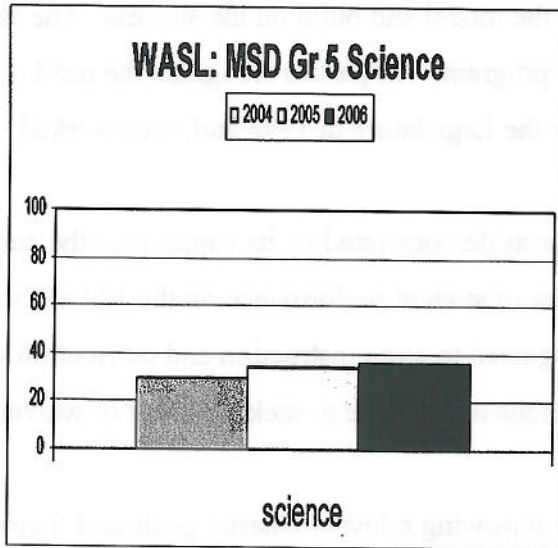
Proposed Activities: Staff development will be tailored to inform teachers of the State and national direction on mathematics instruction. It will also assist in the implementation of specific, school-wide initiatives as outlined in individual School Improvement Plans.

c. Plans for Accountability:

A longitudinal analysis of each elementary, middle and high school will be conducted to determine growth in numbers of students attaining mastery as measured by the WASL. Each school will be held accountable for developing a School Improvement Plan that specifically identifies researched-based strategies to be implemented for improving student performance.







WASL:										
MSD Gr. 4										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
math	21.1	42.4	53.7	47.5	52.2	55.4	61.9	65.3	64.7	59.5
reading	51.9	65.1	69.5	70.8	72.1	69.3	70.3	76.7	81.4	80.3
writing	42.9	49.1	36.4	47	47.8	57.1	69.7	64.6	64.2	66
WASL: MSD Gr. 7										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
math		18.2	31.1	28.5	26.7	35.9	41.7	49.8	55.6	51.1
reading		39.6	49.2	47.1	40.9	49	47.9	64.5	71.4	67.4
writing		33.4	45.5	47.6	58.1	50.2	62.1	65	64.5	70.5
WASL: MSD Gr. 10										
		1999	2000	2001	2002	2003	2004	2005	2006	
math		32.1	31.1	36.7	41.6	40.6	40.8	50	54.7	
reading		46.3	56	63.9	61.5	60.2	61.3	73.5	81.8	
writing		47.4	29.7	45.2	52.8	64.8	66.2	65.8	79.6	
science						31.9	30.1	37.3	37.4	

d. *Commitment*

- The District's Labor-Management Council works collaboratively throughout the year discussing training needs, implications of educational reform on instructional practices, and developing a training calendar. Since the District has utilized waiver days in past years and met with proven

success, staff and administrators wish to continue the model and build on the success. The staff is fully committed to continuation of the waiver day program. All parties recognize the need to meet the State Educational Reform Goals as adopted by the Legislature in 1993 and have worked collaboratively to fulfill this mission.

- The Board is obviously committed to this endeavor as demonstrated by its support for the current and past resolutions. The Board noted the improvement of student performance on the WASL, strong support of community and staff, and the continuing need to align instruction and curriculum with high academic learning requirements as compelling reasons to continue to seek approval of waiver days to conduct staff training.
- Further the Board is in the process of adopting the following relevant District goals and focus areas for the 2007-09 school years that can benefit from waiver days:

Proposed Mukilteo School District Goals 2007-09

Student Achievement

Ensure students of all abilities meet or exceed state standards:

- Recruit and retain skilled staff members.
- Provide professional development opportunities for staff to enhance their skills.
- Select and implement focused curriculum aligned with state standards.
- Provide effective and diversified instruction.
- Conduct assessments and use the information to make ongoing modifications in teaching and learning practice.

Learning Environment

Provide a safe, positive, supportive learning environment:

- Treat all individuals with dignity and respect.
- Ensure a safe place to learn.
- Promote high levels of collaboration among staff, students and community.
- Provide clear and consistent behavioral expectations within the learning community.

Parent and Community Involvement

Develop a mutual commitment that engages all stakeholders in shared responsibility for student success:

- **Provide effective communication systems for students, staff, parents and community.**
- **Promote a climate of mutual support and respect for diversity.**
- **Provide varied opportunities for meaningful involvement in the schools.**

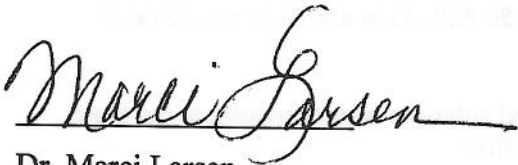
Support Services

Enhance the learning environment:

- **Provide efficient and cost effective support services.**
- **Align resources, programs and departments to support the District mission and goals.**
- **Maintain public trust.**

The Mukilteo Education Association ("MEA") supports the request of these waiver days to continue staff training. The MEA has supported all prior requests also.

As in the past, the community remains supportive of the District's efforts. The District's parents and administrative staff recognize the need for staff training while being sensitive to the family issues such as daycare. Full release days are preferred because parents can make arrangements that begin in the morning rather than dealing with early release of students in the middle of the day.



Dr. Marci Larsen

Superintendent

MUKILTEO SCHOOL DISTRICT NO. 6

RECEIVED

FEB 13 2007

MUKILTEO SCHOOL DISTRICT
DEPUTY SUPERINTENDENT

RESOLUTION NO. 6/2006-07

WHEREAS, the Mukilteo School District Board of Directors ("Board") recognizes the importance of educational reform in Washington as set forth in the Educational Reform Act of 1993;

WHEREAS, the Board supports the efforts of the Academic Achievement and Accountability Commission and their development of the Essential Academic Learning Requirements as a vehicle for increasing student achievement;

WHEREAS, the Board has as one of its goals to "Ensure students of all abilities meet or exceed state standards by:

- Employing highly skilled staff members who actively seek professional development opportunities to increase their skills to contribute to each student meeting or exceeding standards.
- Providing effective and diversified instruction.
- Selecting and implementing focused curriculum aligned with state standards.
- Conducting formative and summative assessments and using that information to make ongoing modifications in teaching and learning practice."

WHEREAS, the Board and the Mukilteo Education Association believe that effective professional development is enhanced by utilizing longer blocks of time;

WHEREAS, the Board understands the need to seek a waiver from the State Board of Education from the provisions of the minimum one hundred eighty student day school year requirement of RCW 28A.150.220 (5) to allow for continued staff development on the Essential Academic Learning Requirements;

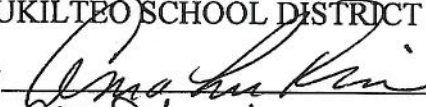
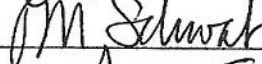


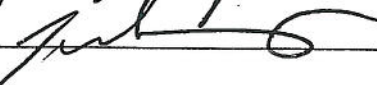
NOW THEREFORE BE IT RESOLVED,

1. there is a need to seek a waiver from the State Board of Education from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220 (5) to allow for two (2) staff development days;
2. that the Superintendent is authorized to immediately prepare and submit a waiver request to the State Board of Education as set forth in WAC 180-18-050 on behalf of the District.

ADOPTED by the Board of Directors of Mukilteo School District No. 6, Snohomish County, Washington at the meeting thereof held this 12th day of February, 2007.

MUKILTEO SCHOOL DISTRICT NO. 6

By

ATTEST:



Marci L. Larsen, Board Secretary

MEA

Mukilteo Education Association

8221 - 44th Avenue W., Suite A • Mukilteo, WA 98275 • (425) 423-8299 • Fax (425) 423-0188

Catherine Kernan,
President

Jana Wiebe,
Vice President

Cris Henry,
Secretary

Jara Harris,
Elementary

Chris Williams,
Middle School

Matt Koepf,
High School

Members at large:

John Dobmeier

Shanna Koepf

Fiona Rimstad

Jan Thaden

ECU Representative:

Brad Agerup

February 12, 2007

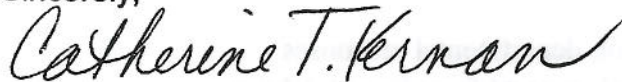
State Board of Education
PO Box 47206, Room 253
Olympia, WA 98504-7206

Members of the Board:

As president of the Mukilteo Education Association, I support the Mukilteo School District's request for two waiver days for the 2007-2008 school year for the purpose of staff development and implementation of the Washington State Essential Academic Learning Requirements. With the increased demands of ESEA, collaborative planning for targeted instruction is critical. Teachers need time and support to acquire the new skills and knowledge needed to develop instructional strategies and assessments in order to increase student achievement.

We continue to support the Standards and appreciate your understanding of the needs of teachers for professional development. We hope you will continue to support us in our efforts to improve our educational practices.

Sincerely,



Catherine Kernan, President
MUKILTEO EDUCATION ASSOCIATION
MukilteoEAPres@WashingtonEA.org

cc: Dr. Marci Larsen, Superintendent
Fred Poss, Esq., Deputy Superintendent
Mukilteo School District, No. 6

NEWPORT SCHOOL DISTRICT 56-415

P.O. Box 70 • Newport, WA 99156 • (509) 447-3167 • Fax (509) 447-2553 • newportsd@newport.wednet.edu

"GRIZZLY COUNTRY"

January 2007

STATE BOARD OF EDUCATION

JAN 2007

RECEIVED

To: State Board of Education

From: Tere von Marbod, Superintendent
Newport School District
Newport, Washington

Attached is a request from the Newport School District in Newport, Washington for a waiver for the 180-day requirement. Pat Eirish instructed me to address several questions in addition to responding to the items contained in WAC 180-18-050.

In the packet presented here, I have organized the information as follows:

1. Cover Letter
2. Board Resolution
3. One packet each from Stratton Elementary, Sadie Halstead Middle School and Newport High School entitled "Waiver Request"
4. General Appendix
 - Newport School District Board of Director Goals 2006-2007
 - Newport School District Chart of WASL scores from 2002-2003 to 2005-2006
 - Timeline showing the history of Newport School District waivers
 - January 11, 2007 Public School Employees minutes showing participation in process
 - Appendix A from Newport High School, departmental responses
 - Appendix B from Newport High School, excerpt from Parent Advisory Committee
 - Site Council Minutes from Sadie Halstead Middle School
 - Site Council Agenda from Stratton Elementary

Please include our request on the agenda for the March 12-13 meeting. We will be eager to hear your response. Thank you.

NEWPORT SCHOOL DISTRICT 56-415

P.O. Box 70 • Newport, WA 99156 • (509) 447-3167 • Fax (509) 447-2553 • newportsd@newport.wednet.edu

"GRIZZLY COUNTRY"

January 2007

Ms. Pat Eirish
Research & Assistance Program Manager
Washington State Board of Education
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7206

Dear Ms. Eirish:

The Newport School District was the first district in the state to request a waiver under WAC 180-18-040 in the 1997-98 school year. Since that time, the district has continued to ask for and receive waivers for anywhere from four to nine days for the purpose of improving learning and the instructional program. In the 2005-2006 school year Newport was approved for four waiver days.

For the 2007-2008 school year we are asking the State Board to approve a waiver for seven days. In this document each of the three schools describes the current use of the Learning Improvement (LID) and School Improvement Days (SID) as well as a brief listing of its use of the five per diem days that teachers in Newport receive for the Time Responsibility Incentive (TRI) time. In addition, each school has used data from the School Improvement Plan and the School Accreditation Process to determine goals for the waiver request.

We understand from information coming from OSPI that a study group has recommended that teachers work an additional ten days each year to improve student achievement. The need for extended time is supported by their research. Until those additional days are approved by the legislature, each district must find this invaluable time in other ways. Newport is a small district and operates on a very minimal levy. We use I-728 funds and most all federal professional development money for teaching positions just to maintain a comprehensive program and reasonable class sizes. Teachers are paid per diem for five additional days, which is not nearly adequate for all of the time necessary to improve student achievement and meet the standards of No Child Left Behind.

Newport School District has shown great improvement in WASL scores, in part due to the past waivers. This is evidenced by scores that are above the state average in most areas in spite of Newport having 56.1% of our students receiving free or reduced lunch (more than 50% higher than the state average). The staff desires to continue that improvement trend and realizes that a waiver is an essential element allowing them time

Ms. Pat Eirish
January 2007
Page 2


to work collaboratively to analyze student work/assessments, work with the vertical teaming process, and hone their professional skills.

This year a committee comprised of teachers, parents, community members and administrators has been working together to develop the plan presented in this document. The needs of all stakeholders were considered in not only the number of days requested but also in the placement of those days on the calendar. Specific measurable goals have been established and made public. We trust that the State Board will review the information presented here and grant our request for the seven days for the 2007-2008 school year. Although we believe we have a need for the seven days and that we have evidence that our past waivers have increased student achievement, we would accept a number fewer than seven should the State Board feel compelled to adjust our request.

Please note that we are a small rural school district and, as such, there is only one bus per route to carry all students. Additionally, the community expects that all schools will be on the same calendar, so the waiver approval must be district-wide. **If the number of Learning Improvements Days should increase statewide, Newport would decrease the number of waiver days accordingly.** ✓

We greatly appreciate your assistance as we strive to deliver the best education for our students in the Newport School District.

Sincerely,



Tere von Marbod
Superintendent

NEWPORT SCHOOL DISTRICT 56-415

P.O. Box 70 • Newport, WA 99156 • (509) 447-3167 • Fax (509) 447-2553 • newportsd@newport.wednet.edu

"GRIZZLY COUNTRY"

NEWPORT SCHOOL DISTRICT NO. 56-415
Pend Oreille and Spokane Counties, Washington

RESOLUTION NO. 6-2006-2007

A RESOLUTION of the Board of Directors of Newport School District No. 56-415, Pend Oreille County, Newport, Washington, to request a waiver for Grades K-12 of the minimum 180-day school year (WAC 180-18-040);

WHEREAS, the Newport School District has a Strategic Plan to improve student learning, and

WHEREAS, the Newport Consolidated Joint School District No. 56-415 Board of Directors adopted annual goals on (date) in which Goal 2: "Maintain a highly trained professional staff"; Goal 3: "A minimum of 90% of all students will read at or above grade level. Scores in math will improve by 10%"; and Goal 4: "Reduce High School drop-out rate by .5%" and

WHEREAS, a collaborative study involving K-12 teachers, administrators, classified staff and community members took place through both Accreditation and an Action Team,

WHEREAS, the Newport Consolidated Joint School District Board of Directors recognizes that:

1. Planning and collaboration time is needed for staff to meet the Board Goals and the requirements of No Child Left Behind including Adequate Yearly Progress, Student Learning Plans, Classroom Based Assessments, School Improvement Plans, and to communicate K-12 regarding Curriculum Alignment and Assessment
2. As reported on our latest Minimum Basic Education Requirement Compliance Report (Form SPI 1497), we meet the minimum requirements for instructional contact time. With the requested waiver days included in the calendar, Grades K, and 1-12 will still meet the requirements for 450 and 1000 hours respectively and

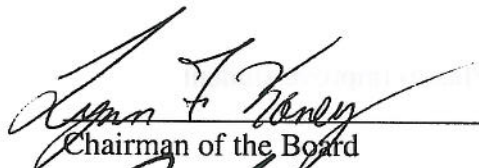
WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring the educational program for one or more schools (WAS 180-18-050);

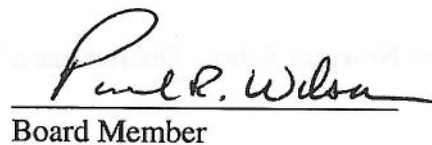
NOW, THEREFORE BE IT RESOLVED that the Board of Directors of NEWPORT SCHOOL DISTRICT NO. 56-415, PEND OREILLE COUNTY, WASHINGTON requests that the minimum 180 school-day-year requirement be waived so that time can

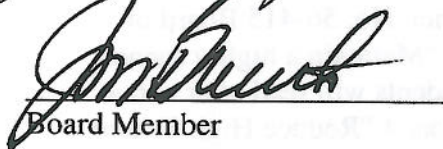
be dedicated to instructional planning and improvement of instruction to increase student academic achievement; that students would not attend school on these days.

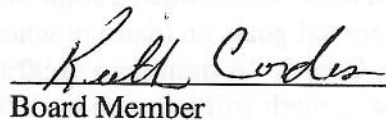
LET IN ALSO BE RESOLVED that the total number of seven (7) days requested be used over the 2007-2008 school year as will be reflected in the calendar approved by the Newport School Board.

Dated this 22nd day of January, 2007

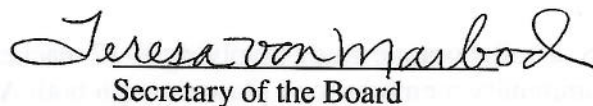

Chairman of the Board


Board Member


Board Member


Board Member

Board Member


Secretary of the Board

**Waiver Request
Stratton Elementary
Newport, Washington
2007-2008**

Questions from Pat Eirish:

1. How have you used Professional Development days granted through waivers (School Improvement Days) for 2005-06 and 2006-07?

Stratton Elementary, as part of Newport School District, received four waiver days for the improvement of student achievement in the school years 2005-2006 and 2006-2007. These professional development days have been essential for our staff to evaluate adopted curriculum and to analyze where it met and did not meet our state Educational Academic Learning Requirements and Grade Level Equivalencies, (EALRs/GLE's). We found our Trailblazer's math adoption was not sufficiently aligned. From our research, we created materials and units to supplement our math curriculum and looked at alternate curriculums to meet those guidelines. We then went on to create assessments with emphasis on WASL expectations. We have also used these days to look at reading. One of the particular changes in our reading assessments was the adoption of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing for our early primary grades. We have used this testing to identify children for our early childhood intervention program, Kindervention.

2. How were the remaining professional development days (TRI and LID) used by your teachers?

- Training in our new FOSS science adoption and organizing science kits
- Technology training—Use of document cameras and projector equipment
- How to use United Streaming to enhance lessons

- Meeting requirements for the No-Limits grant—technology for improving math lessons
- Aligning curriculum, planning lessons, and creating assessments in math and language arts
- Standardizing assessments and accountability reporting within each grade level
- Kid Biz on-line program training for language arts
- Planning lessons that are aligned with results of assessments given—fall and spring
- Creating ability groups, assigning and scheduling Title I assistance, training Title I aides, creating and organizing materials for underachieving students
- Correcting and analyzing questions on pretests to find common errors/strengths for curriculum planning
- Analyzing the Trailblazers curriculum and the Macmillan/McGraw Hill Mathematics lesson by lesson, page by page, to match the GLE's. Then we are finding supplemental activities for the GLE's that Trailblazers does not include.
- Planning a rotation for social studies, art, and science in the afternoon for first grade students.
- Special education teachers were designing individual student goals and objectives and looking at student achievement on these IEP's.
- We looked for changes in new EALRs/GLEs and researched National Council for Teaching Mathematics (NCTM) recommendations.
- Researched current WASL item specifications/test specifications
- Evaluated how the above changes effect 4th grade curriculum in the areas of mathematics, reading, and writing.

3. How did the waiver days improve student achievement?

The above teacher activities are directly related to the positive student achievement being measured at Stratton Elementary. This is evident by the increasing gains 4th graders have made in reading and math, (see chart below).

Stratton Elementary WASL Results

4 th grade WASL Year	Reading	Math
2005-06	85.5	65.5
2004-05	83.1	62.3
2003-04	76.3	60.2
2002-03	65.5	48.8
2001-02	73.8	66.6
2000-01	68.0	47.4
1999-00	55.8	40.4
1998-99	66.0	39.8
1997-98	61.0	33.0
1996-97	50.9	33.6
3 rd grade WASL Year	Reading	Math
	70.0	53.8

The year following a math adoption we found the math scores of 2002-03 to be sixteen points less than the previous year. We found, after a year's worth of work, the new curriculum did not align with state Grade Level Equivalencies (GLE's). In the year following this drop, there was a twelve point gain. This can be attributed to the hard work by staff re-aligning the math lessons and assessments to prepare our students to be successful. The years following have shown consistent gains.

Most recently the third grade staff received their first WASL scores. They need professional development time to prepare third graders for taking the WASL. The seven day waiver will allow this to take place.

4. How did you measure student achievement?

At present 3rd and 4th grade staffs have state mandated WASL assessments to measure growth. In addition all grade levels use assessment tests from adopted curriculum, and criterion reference assessments that have been created by each grade level to match the frameworks or GLE's to measure growth. Kindergarten through fourth grade students are given the nationally normed Scholastic Reading Inventory when appropriate, as well as DIBELS, and STAR Reading and STAR Early Literacy tests. Assessments for reading, and math, are given in the fall and then in the spring.

Our new Kindervention program serves those students who score in the "at-risk" areas of the DIBELS assessment of phonemic awareness. This program is taught outside of the regular kindergarten day. It is supported by our Title One staff.

The chart on the next page reflects assessments for the past four years. You will see that some grade levels have consistently improved each year. In some cases assessments were changed to better reflect what is required at that grade level. This work can only be completed intentionally during the professional development time allowed through waivers granted by the State Board of Education. We are requesting an increase from four to seven days to meet all the goals we have outlined in our request.

Percent of Students Ready for the Next Grade Using Posttest Scores of that Year

Percent of Students Ready for the Next Grade Using Posttest Scores of the															
	Read Well					Early Literacy STAR					Mathematics				
	2003 2004 2005 2006 2007					2003 2004 2005 2006 2007					2003 2004 2005 2006 2007				
Kindergarten		33%	45%	41%		36%		43%	40%		72%	49%	63%	61%	
1 st grade	99%	98%	96%			41%		22%			19%	43%	36%	41%	

	State Reading Fluency Assessment					DIBELS					SRI Scholastic Rdg Inventory					Mathematics				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
2 nd Grade	75%	72%							33%	50%		58%	52%	58%	62%		54%	72%	65%	52%

	Fiction Multiple Choice				Non Fiction Written Response				SRI Scholastic Rdg Inventory				Mathematics Grade Level Expectations				Mathematics Title/Basic Skills			
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
3 rd Grade	71%	53%	59%	44%		38%	39%	42%	48%		62%	49%	59%	46%		19%	32%	33%	31%	
4 th Grade	77%	79%	83%	81%		38%	48%	53%	47%		65%	73%	70%	74%		4%	55%	51%	55%	

WAC 180-18-050 Requirements

a. Identification of requirements to be waived

The three schools which make up the Newport School District are Stratton Elementary, Sadie Halstead Middle School, and Newport High School. All three schools are requesting a waiver from the 180-Day Requirement.

b. On which specific WASL standard(s) or strand does the school plan to focus to increase student achievement as a result of saving the seven days in 2007-2008?

Our school improvement plan calls for a decrease by 20% of the number of students assessed to be at risk in math performance. We have chosen the math standards to be our primary focus for the 2007-2008 school year. Like all schools, we want to see our children do well. With cuts in staff, teachers have picked up extra duties and roles. Staff monitors bus arrivals, departures, breakfasts, lunches, and recess. We need professional development time for quality, collaborative planning. Our staff, administration, and site council are in agreement that staff needs additional days to continue the process of curricular alignment and improvement discussed above.

c. What is your general plan for what you will do in 2007-08 with the waiver days to increase student achievement?

Our plan for utilizing the seven professional development days in 2007-2008 is to increase student achievement in math.

Each grade level will:

1. Analyze data from 2006-2007 assessments
2. Participate in vertical teaming discussions about math achievement
3. Collaborate in creating strategies for improving delivery of lessons in areas chosen for improvement
4. Make recommendations for materials necessary for filling in the gaps that the current curriculum does not meet
5. Monitor ongoing assessments to measure progress
6. Develop a response/curriculum plan for students who do not show adequate gains.

d. How you will measure or determine that gains were made as a result of the waiver days including timelines? What data will you collect and analyze?

Our accountability plan calls for a pre and post assessment of each student. Math tests, based on the Grade Level Equivalencies (GLE's), are given in the fall and spring. Ongoing assessment is a part of each unit of study. This, along with the WASL scores, is the data that will be used to measure student gains.

e. Evidence that the Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

- Board of Directors: The Board approved the Resolution.
- Teachers: Teacher representatives from the building were involved in the development of the plan, and most all teachers contributed ideas and support.
- Administrators: All three principals, the coordinator of Special Programs, and the Superintendent all served on the Action Team that developed the plan.
- Classified employees: The PSE 1 union was involved in the process at both a Labor/Management meeting and a general meeting and support the plan.

f. Evidence that opportunities were provided for families,

Our Stratton Site Council members were contacted with information about obtaining seven waiver days. There are ten parent members on the council. Each one was contacted and the plan for the waiver days was explained. All parents were in favor of the professional development opportunity that would occur with the waiver. Some of their comments are listed below.

"The education of our students is complicated and teachers need the organization time."

"If I had a choice I would rather have my children in school. I do understand the need for the planning time."

"These days will be good for teacher planning, a half hour here and there is not enough."

"There are benefits to being more organized."

Parents on the Council have watched consistent growth in our elementary school as evidenced by the 4th grade WASL. They realize that this is due to the dedicated planning by staff. They would like to see this continue.

Stratton Parent Teacher Organization (PTO) met in December. A teacher representative explained the meaning of having seven waiver days. All parents in attendance were in favor of the opportunity for staff development, tracking of student progress, and curriculum alignment.

Minutes from the Site Council are included in the Appendix

**Waiver Request
Sadie Halstead Middle School
Newport, Washington
2007-2008**

Questions from Pat Eirish:

1. How have you used Professional Development days granted through waivers (School Improvement Days) for 2005-06 and 2006-07?

2006-2007

LID, August 31, 2006 Teachers analyzed pre WASL scores and identified students' individual needs to get ready for Student Learning Plans (SLP). Grade levels and content area teachers met to review curriculum, strategies and assessments.

More specifically, Special Education teachers received training using the on-line Individual Education Plans (IEP's). They also analyzed reassessment and assessment results. Science teachers aligned key words and vocabulary with Grade Level Expectations (GLE's) and also gathered release WASL items for use in the classroom. They also evaluated the science curriculum and plotted science courses using curriculum maps. Language Arts teachers reviewed the high school Office of Superintendent of Public Instruction (OSPI) writing curriculum and adapted it for middle school use. Schoolwide writing prompts were written.

SID, September 1, 2006 The focus was on Student Learning Plans and developing remedial classes. Teachers looked at curriculum, remedial programs, modifications needed in their core curriculum, professional development needed to carry out the SLP and discussions on how best to share information with parents.

SID, September 25, 2006 All teachers were involved in a district Accreditation meeting. WASL analysis continued and teachers wrote narrative statements for our School Improvement Plan. Special Education teachers continued training for IEP on-line. Training and implementation of the new computer reading program KID BIZ took place. Science teachers developed material for assessing 2 and 4 point WASL released items. Fifth grade teachers reviewed and selected remedial materials to supplement informational text area of the reading program. Sixth grade teachers analyzed WASL results and

compared them to Iowa Test of Basic Skills (ITBS) results. Title I teachers reviewed math curriculum.

LID, October 13, 2006 Our middle school is part of the rural schools Pre AP grant. A meeting was held for teachers to share information learned from summer training sessions. The majority of the day was spent scoring our school wide writing assessment.

SID, March 16, 2007 There will be all day Pre Advanced Placement (AP) Advance Via Individual Determination (AVID/Vertical) teaming training for language arts and social studies teachers, funded through our Pre AP grant.

SID, May 7, 2007 There will be follow up meetings for teachers that received the AVID training. The School Improvement Plan will also be reviewed. On-going curriculum development and follow up with all the previously mentioned activities will take place.

2005-2006

Below is a summary of accomplishment from last year's SID and LID.

- Trained all teachers to use United Streaming
- Trained all teachers in the writing process and the STEPS curriculum
- Aligned math vocabulary to WASL terms
- New social studies curriculum was mapped
- Reviewed Bloom's Taxonomy and GLE's
- Trained all teachers to use the OSPI website
- Trained all teacher to use WALT (We Are Learning To), emphasizing the importance of stating the objective for each lesson
- Aligned 6th, 7th and 8th grade math curriculum to the GLE's
- Developed interventions for Student Learning Plans
- Trained Title I teachers with new remedial math curriculum
- Science teacher attended the National Science conference and came back and mentored others
- WASL data analysis and goal writing
- Planned our science fair
- Reviewed Reading Counts and Scholastic Reading Inventory
- Technology training on the use of document cameras and projectors
- Natural Helpers training
- Created/edited/revised year end math and writing tests

2. How were the remaining professional development days (TRI and LID) used by your teachers?

Teachers have five days.

Teachers use this time in many ways, both individually and collaboratively with their peers. Curriculum evaluation, alignment, and assessment are ongoing processes that require uninterrupted time. Teachers also evaluate state and district assessment results. Other activities include:

WASL prep.

Student assessments

Lab preps

Modifying & supplementing current curriculum

IEPs

Setting and evaluating long term goals

Researching appropriate curriculum based web sites

Technology in-services

Blood borne pathogens training

Accreditation team meetings

3. How did the waiver days improve student achievement?

We met our school improvement goals except in math and science.

Below are the goals and WASL data.

7th Grade WASL Scores (% of students that met standards)

	199 9- 200 0	200 0- 200 1	200 1- 200 2	200 2- 200 3	200 3- 200 4	200 4- 200 5	200 5- 200 6	200 6- 200 7	200 7- 200 8	2005- 2006 State Percent age
Math	23. 1	19. 8	23. 5	29. 7	41. 7	51. 1	48. 3	54*	58.7 **	48.5
Reading	41. 1	52. 1	40. 8	41. 8	55. 6	62. 6	62. 9	63*	65.1 **	61.5
Writing	60. 7	60. 4	62. 2	67. 0	57. 4	52. 7	78. 7	65*	68*	64.6
Listening	72. 9	85. 4	89. 9	83. 5						

*Projected target goal

**State Adequate Yearly Progress percentages

By the end of the 2006 school year, the percentage of students meeting or exceeding the state standard on the seventh grade reading WASL will increase to 63 in all areas of disaggregated data. (For example, All Students, White, Disadvantaged). Goal was met.

By the end of the 2006 school year, the percentage of students meeting or exceeding the state standard on the seventh grade math WASL will increase to 54 in all areas of disaggregated data. Goal was not met.

By the end of the 2006 school year, parent/teacher communication will be improved. Goal was met. We are using Parent Access; parents can review student grades and attendance on line.

By the end of the 2006 school year, the percentage of students meeting or exceeding the state standard on the seventh grade writing WASL will increase to 63% in all areas of disaggregated data. Goal was met.

8th Grade WASL Scores (% of students who met standards)

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2005-2006 State Percentages
Math			55.3			48.9
Reading			75.0			70.1
Science	44.3	36.2	37.6	53*	56*	42.9

*Projected target goal

By the end of the 2006 school year, the percentage of students meeting the WASL will be 40% on the Science WASL, grade 8. Goal was not met.

4. How did you measure student achievement?

Multiple assessments were used; WASL, ITBS is still being used in grade six, McDougal-Little Reading Comprehension Assessment, Scholastic Reading Inventory, School Wide Writing Assessment, teacher made tests, grades, content area unit tests, and check lists.

Sadie Halstead Middle School

5th Grade WASL Scores (% of students that met standards)

	2004-2005	2005-2006	2006-2007	2007-2008	2005-2006 State Percentages
Math		55.4			55.8
Reading		83.8			76.3
Science	29.3	39.2			35.7

6th Grade WASL Scores (% of students that met standards)

	2005-2006	2006-2007	2005-2006 State Percentages
Math	50.6		49.5
Reading	62.1		66.7

6th Grade ITBS National Percentile Composite Scores

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Math	4	53	56	50	59	58
Reading	48	52	46	53	55	52
Language	40	48	40	47	56	57
Composite	44	51	48	49	55	57

**McDougal-Little Reading Comprehension Assessment
(Bridges Assessment)
Percentage of Students**

End of the Year	Below Grade Level			At Grade Level			Above Grade Level		
	More than 2-years below current grade level			Between 1 year below grade level and 1 year above grade level (-1.9 to .9)			More than 1 year above grade level		
	2003 - 2004	2004 - 2005	2005 - 2006	2003 - 2004	2004 - 2005	2005 - 2006	2003 - 2004	2004 - 2005	2005 - 2006
5 th Grade		14	15		55	24		31	61
6 th Grade	18	27	12	47	37	19	35	36	69
7 th Grade	29	16	13.5	33	27	34	38	57	52.5
8 th Grade	26	22	19	29	33	21	45	45	53

**Scholastic Reading Inventory
Percentage of Students by Reading Skill Level**

End of the Year	At Risk			Basic			Proficient			Advanced		
Grade	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
5 th	53	7	1	17	15	15	29	51	48	1	27	35
6 th	12	7	3	28	22	16	50	44	48	10	27	32
7 th	10	0	8	30	26	24	33	34	30	27	40	38
8 th	13	6	1	29	25	14	42	35	26	16	44	55

5. What gains have your students made as a result of the waiver days?

As stated in question 3, school improvement goals were met with the exception of math and science. On-going curriculum alignment and assessment time used during waiver days have helped with student gains.

WAC 180-18-050 Requirements

a. Identification of requirements to be waived

The three schools which make up the Newport School District are Stratton Elementary, Sadie Halstead Middle School, and Newport High School. All three schools are requesting a waiver from the 180-Day Requirement.

b. On which specific WASL standard(s) or strand does the school plan to focus to increase student achievement as a result of saving the seven days in 2007-2008?

We will continue 2006-2007 goals and add the following:

- Seventy percent of students 5-8 will perform math operations at grade level as measured by multiple district assessments by the end-of-the-year assessments 2008. See attached action plan.

- Eighty percent of students 5-8 will read at grade level as measured by multiple district assessments by the end-of-the-year assessments. See attached action plan.
- Two full days of Pre AP AVID and vertical team training will occur for grades 6-12 math and science teachers.

c. What is your general plan for what you will do in 2007-08 with the waiver days to increase student achievement?

Our plan for utilizing the waiver days in 2007-2008 is to follow through with all efforts begun over the last two years with an emphasis on increasing student achievement in math, reading, and science. We will use cross-grade level discussions about student achievement. Content area teachers will then collaborate to create strategies for improving delivery of lessons in areas chosen for improvement.

Time will be needed to implement the above stated goals. Pre AP, AVID and vertical teaming for math and science teachers will be a priority.

d. How you will measure or determine that gains were made as a result of the waiver days including timelines? What data will you collect and analyze?

Multiple assessments will be used as in previous years. We also hope to have new district wide assessments in math and reading.

We will continue to collect WASL, ITBS, McDougal-Little Reading Comprehension Assessment, Scholastic Reading Inventory, School Wide Writing Assessments, Teacher made tests, and new district wide reading and math assessments.

e. Evidence that the Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

- Board of Directors: The Board approved the Resolution.
- Teachers: Teacher representatives from the building were involved in the development of the plan, and most all teachers contributed ideas and support.

- **Administrators:** All three principals, the coordinator of Special Programs, and the Superintendent all served on the Action Team that developed the plan.
- **Classified employees:** The PSE 1 union was involved in the process at both a Labor/Management meeting and a general meeting and support the plan.

f. Evidence that opportunities were provided for families

Please see minutes from Site Council in the Appendix.

**Waiver Request
Newport High School
Newport, Washington
2007-2008**

Questions from Pat Eirish:

1. How have you used Professional Development days granted through waivers (School Improvement Days) for 2005-06 and 2006-07?

Since 1993 the Newport School District has worked to ensure that our SID/LID days are aligned and acceptable for Approved Professional Development Clock Hours with ESD 101. By adhering to the ESD guidelines and completing the necessary documentation, we have ensured our efforts for school improvement are aligned to improve instruction in a focused and valid manner.

In general, Newport High School (NHS) used the four School Improvement Days (SID) in 2005-2006 for a variety of purposes that were directly related to improving student achievement and providing effective professional development aimed at more effectively providing instruction for our students. This was accomplished through a variety of trainings for staff, collaborative time discussions and vertical teaming, review of testing data, and researching best educational practices.

To be more specific, in 2006-2007 the SID days were devoted to revisiting the data and the efforts of last year and ensuring continued implementation of what was established in 2005-2006. Because the next area of concern is the Interpretation and Analysis of Informational Texts (IA of IT) on the Reading WASL, a training devoted to reading for information across curricula will be presented during the March SID day as a response to this finding.

In addition to the work done on LID and SID, Newport High School used collaborative time in 2006-2007 to review the possibility of implementing a separate pathway for math instruction. We currently use the Integrated Math Series and are looking at establishing an Applied Math pathway based upon the curriculum from CHORD Math (vocational based). In 06-07, the Math Department is focused on more fully instructing algebraic sense, the strand of the Math WASL that NHS students struggle with the most (a 48% pass rate, six (6) points higher than the state average but still too low).

2. How were the remaining professional development days (TRI and LID) used by your teachers?

The (5) TRI days and (2) LID days were used to:

- Review of the state testing data from the spring 2005 WASL to determine the greatest area for collective improvement potential.
- Provide time needed by staff for activity supervision, class/club advisor, grading of essays and providing feedback to students/parents, etc.
- Provide instruction on writing across the curriculum and in the STEP's writing model to address the Content Organization and Style (COS) strand of the Washington Assessment of Student Learning (WASL)
- Present a WASL based grading rubric to be utilized by teachers when evaluating student work, and collaborate within departments to review and monitor the implementation of the STEP's writing model and rubric.

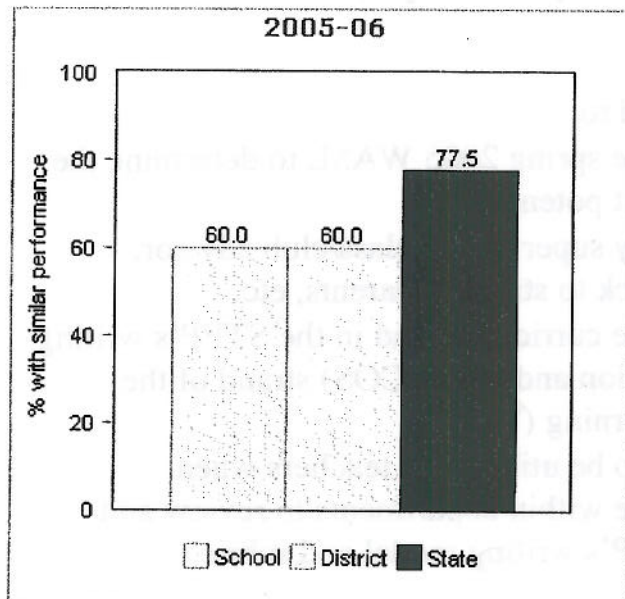
3. How did the waiver days improve student achievement?

The WASL results from the spring of 2006 showed an increase in Writing of 27.6% Reading 11% and Math 2.6% (see graph below):

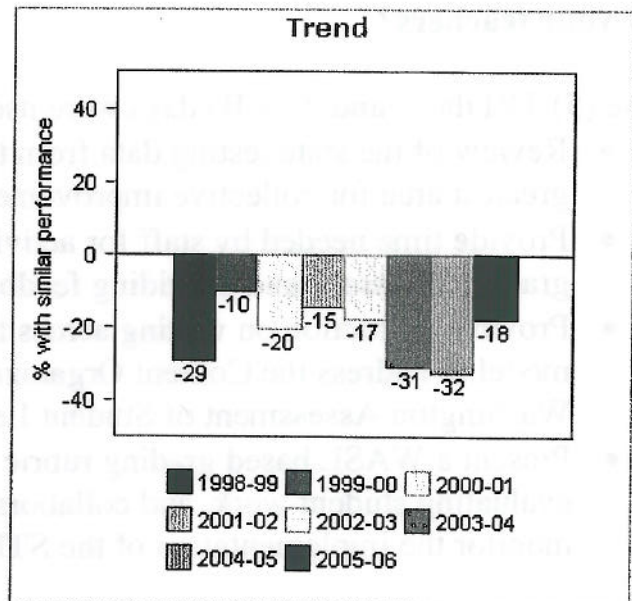
10th Grade WASL

Year	Reading	Math	Writing	Science
1998-99	33.6%	17.5%	17.5%	
1999-00	45.1%	22.8%	20.8%	
2000-01	40.6%	17.8%	37.6%	
2001-02	58.2%	20.0%	50.0%	
2002-03	45.5%	21.8%	54.5%	21.8%
2003-04	56.8%	43.2%	47.7%	17.0%
2004-05	72.5%	51.0%	52.9%	30.4%
2005-06	83.5%	53.6%	80.5%	36.0%

The next graph below indicates an increase of almost 14% when compared to the state average from the year before on the COS strand:

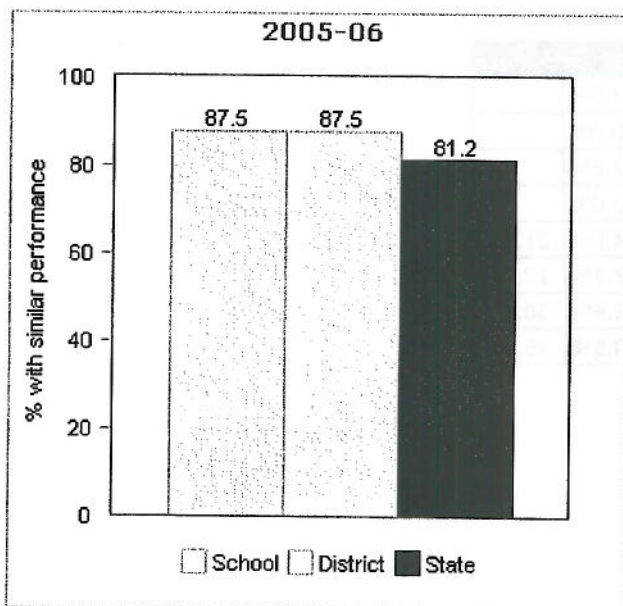


Newport High School has **60.00%** of students with performance in this strand, similar to or exceeding those who met the standard in this content area.

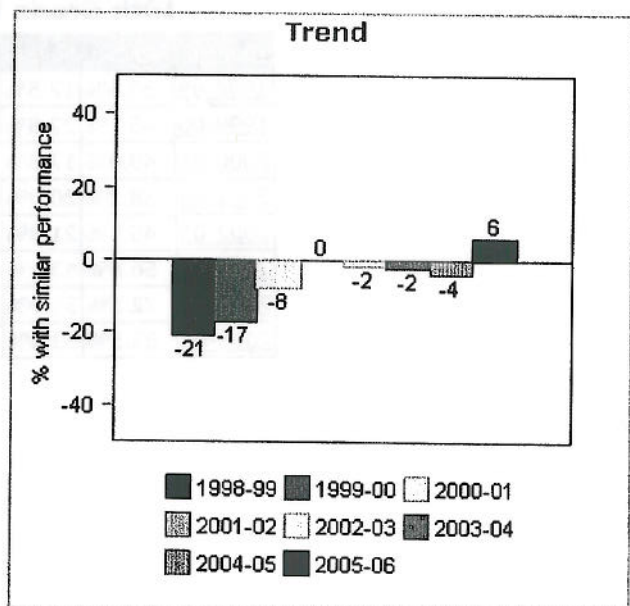


This chart shows the difference between Newport High School and the state over time. For 2005-06, the difference is $60.0\% - 77.5\%$, or **-17.5**.

Below are the results of the Conventions strand which saw an increase of 10% from 04-05 to 05-06.



Newport High School has **87.50%** of students with performance in this strand, similar to or exceeding those who met the standard in this content area.



This chart shows the difference between Newport High School and the state over time. For 2005-06, the difference is $87.5\% - 81.2\%$, or **6.3**.

4. How did you measure student achievement? (Answered above)

WAC 180-18-050 Requirements

a. Identification of requirements to be waived

The three schools which make up the Newport School District are Stratton Elementary, Sadie Halstead Middle School, and Newport High School. All three schools are requesting a waiver from the 180-Day Requirement.

b. On which specific WASL standard(s) or strand does the school plan to focus to increase student achievement as a result of saving the seven days in 2007-2008?

The goal is for the NHS Writing WASL scores to increase to a 92% pass rate and the Math WASL scores increase to a 65% pass rate.

In 2006-2007 the NHS staff reviewed data from two specific areas for work: COS on the Writing WASL and IA of IT on the Reading WASL. In August/September 2007-2008 the time will again be used to identify the test and strand of greatest need and review the change in student achievement on COS. Other days will be utilized for peer review and departmental support. Additionally, the math staff will review the new math program to ensure it is paced and in-line with the existing Integrated Math program. The rest of the staff will work on vertical teaming and Classroom Based Assessments (CBA) creation, implementation, and alignment.

Using the new data available next year, we also intend to compare the results over time for the individual students and the cohort and may add to the standards we address.

c. What is your general plan for what you will do in 2007-08 with the waiver days to increase student achievement?

One challenge in professional development that we face is our small size and the inherent placement of staff in more than one department/subject. Hence, when we try to arrange times for departments to meet often their members are in other departmental meetings. Another set of issues involves bringing relevance to the wide ranges of departmental foci while still being specific enough to be of merit (example: PE teacher trying to install meaningful instruction on IA of IT sitting next to a math teacher doing the same). These days would provide some time for both inter and intra departmental communication and collaboration.

Other tasks to accomplish are establishing valid Classroom Based Assessments (CBA) with vertical rubrics and insuring adherence to the Student Learning Plans (SLP) (as required by law for all students not meeting standard on previously administered tests). The concept of vertical teaming has been investigated and as a district there is a significant number of staff that are willing to invest the time and effort necessary to come up with clearly defined common terms, common assessment formats, as well as, ensuring adequate implementation of the already designed scope and sequence.

d. How will you measure or determine that gains were made as a result of the waiver days including timelines? What data will you collect and analyze?

Through both formative and summative assessments (CBA's, pre-tests vs. post-tests, etc) within the subjects, combined with state testing data, NHS expects to gather the relevant data necessary to make timely informed decisions on where the most educational significant interventions should be implemented. This data will be reviewed at the beginning of the year and then reviewed by subject/department throughout the year as the CBA's are administered and graded.

e. Evidence that the Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

- Board of Directors: The Board approved the Resolution.
- Teachers: Teacher representatives from the building were involved in the development of the plan, and most all teachers contributed ideas and support.
- Administrators: All three principals, the coordinator of Special Programs, and the Superintendent all served on the Action Team that developed the plan.
- Classified employees: The PSE 1 union was involved in the process at both a Labor/Management meeting and a general meeting and support the plan.

In the attached Appendix A are the documents provided to administration and the committee by the various NHS departments as to their responses to the questions of:

How will these days help improve student achievement?

How are we to measure?

What gains tie directly to the waiver?

f. Evidence that opportunities were provided for families.

The October Parent Advisory Committee minutes indicate the 180 day waiver committee was discussed and four parents actively participated on the 180 day waiver committee. (See Appendix B, from NHS.)

Appendix

Newport School District
Board Goals
2006/2007

Name		Month	
Category	Goal	Indicators	
Student Learning	1. A positive learning environment and culture where students and teachers feel safe, demonstrate respect for people/property, and display common courtesies	<ul style="list-style-type: none"> Continue Activities such as Challenge Days and Natural Helpers Students recognized to reinforce desired behaviors Repeat Bullying Survey and compare including teachers and students 	
Student Learning	2. Maintain a highly trained professional staff	<ul style="list-style-type: none"> Dedicate funding to professional development tied to student achievement and school improvement Complete Accreditation process 	
Student Learning	3. A minimum of 90% of all students will read at or above grade level. Scores in math will improve by 10%.	<ul style="list-style-type: none"> WASL and other reading/math scores/trends reported to board Continue to support adopted curriculum and training Maps will be updated as needed and followed Readiness to learn supported through accreditation Early Childhood goal 	
Student Learning	4. Reduce High School drop-out rate by .5%.	<ul style="list-style-type: none"> High school to implement strategies for credit retrieval High school to implement remediation courses to decrease failure rate Increase Alt Learning opportunities 	
Financial	5. Balance the budget and begin to build a fund balance	<ul style="list-style-type: none"> Monitor WASA recommendations for increased resource efficiency Implement and monitor plan for building/program budgeting No budget findings Hold Community Budget forums 	
Facilities	6. Maintain all facilities in good repair	<ul style="list-style-type: none"> Hallways, office and rooms clear and clean, building in good repair Facilities appear well maintained Grounds well kept 	

The 2006 WASL scores for the Newport School District students are shown below:

Grade	Year	Reading	Writing	Math	Science
3rd	2005-2006	70	--	53.8	--
4th	2002-2003	65.5	53.6	48.8	--
4th	2003-2004	76.3	62.4	60.2	--
4th	2004-2005	83.1	67.5	62.3	--
4th	2005-2006	85.5	76.2	65.5	--
5th	2003-2004	--	--	--	18.8
5th	2004-2005	--	--	--	29.3
5th	2005-2006	83.8	--	55.4	39.2
6th	2005-2006	62.1	--	50.6	--
7th	2002-2003	41.8	67	29.7	--
7th	2003-2004	55.6	57.4	41.7	--
7th	2004-2005	62.6	52.7	51.1	--
7th	2005-2006	62.9	78.7	48.3	--
8th	2002-2003	--	--	--	33.9
8th	2003-2004	--	--	--	44.3
8th	2004-2005	--	--	--	36.2
8th	2005-2006	75	--	55.3	37.6
10th	2002-2003	45.5	54.5	21.8	21.8
10th	2003-2004	56.8	47.7	43.2	17
10th	2004-2005	72.5	52.9	51	30.4
10th	2005-2006	84.6	81.5	54.2	36.5

Newport School District
180-day Waiver Historical Information
Action Team January 2007

1993-94 - 9 Late Start Days (this lasted only one yr as it is remembered there was quite a community outcry by parents about the problems of half day, etc.)

1996-97 - 8 School Improvement Days

1997-98 - 8 School Improvement Days

1998-99 - 8 School Improvement Days

1999-2000 - 7 School Improvement Days

2000-01 - 6 School Improvement Days

Beginning with 2001-02 school yr - 4 School Improvement Days (waiver)

Brenda B. Brown
Admin. Asst.
Newport School District

The state currently funds two days increasing the teacher year from 180 to 182. Teachers have five other days they can work and be paid per diem to be used for planning and/or meetings. The state is considering adding on to the 182 days to extend the teacher year but not the student year.

Public School Employees Minutes

January 11, 2007

Patti Monk presented information with the para-professionals regarding the 180 state waiver that teachers are requesting. Instead of having 175 teaching days, they are asking for 173 days. The other 2 days for training and planning curriculum etc. This would be district wide. The days could be added to pre-existing holidays or other days with no students. If the district should get the waiver, it wouldn't change the paras contract. This has nothing to do with saving money for the district. It is to improve learning and teaching in all aspects. The next committee meeting regarding this issue is scheduled on January 16th, 3:15-3:30 at the district office.

Ideas for para-pro training:

First aide

Skyward

HIV-Blood borne pathages

Behavioral and conflict strategies & techniques

Safety

Academics

Library book repair training

Time with teachers-curriculum planning etc.

Workshops-behavior,safety, medical etc.

Appendix A from NHS

The Art Department:

These days will improve student achievement by providing time for the Fine Arts teachers to meet and exchange ideas, set goals, and communicate information concerning department accomplishments. Due to schedules and teaching hours, we have no other time to meet. In the past, we have also participated in Fine Arts workshops, EALR assessments, and WASL discussion in Spokane. These days would allow for continuation of this as well as make possible additional opportunities for professional development.

Student achievement results could be measured by implementing rubrics, information garnered from classroom based assessments, projects/lessons learned in workshops, collaborative associations with Fine Arts teachers or with those in other disciplines within and/or outside this school district. Additionally, the Spokane Symphony is currently addressing the needs of students preparing for the WASL. They have an outreach program in place which we could consider as a way to enhance student learning and readiness for WASL testing.

Gains that tie directly to the waiver include interdepartmental time to determine which skills students should master in order to ensure success on the Fine Arts portion of the WASL test. In the event that Fine Arts do not appear on the 2008-2009 WASL as currently scheduled, plans to improve student reading and writing skills will have a positive impact on Fine Arts students when presented with written assignments such as Art History, Arts Vocabulary, and self-assessment and critiques of their works.

The Career and Technical Education Department:

How will these days help improve student achievement?

The Learning Improvements Days will allow us to develop baselines of what students need to know to be successful in our classes. After developing the baselines we will be able to effectively work with middle school and high school staff to make sure that students are being taught the requisite skills. If it is determined that the skills are not being taught to the extent necessary the students need then will work on revising our curriculum to ensure students success.

How are we to measure?

In each of the Career and Technical Education classes we will establish in writing the skills that are lacking and holding back are students. In addition we will “raise the bar” and use as a measurement the number of students that we are able to prepare for community and four year colleges.

What gains tie directly to the waiver?

Establishing standards and being able to develop a program that ensures student success.

The English Department:

How will these days help improve student achievement?

The days will be used to improve student achievement by allowing time to vertically align curriculum and instruction at the high school level and in coordination with the middle school grades. Secondly, the days provide opportunities for professional development based on data and needs. This may include sharing individual staff strengths with each other (peer training) along with outside professional development opportunities. Finally, the days provide time for the English department to team together in examining student work and in developing common terminology, rubrics, assessments, and goals.

How are we to measure?

Student achievement results will be measured through formal and informal assessments. Formal assessment data will be collected from a variety of sources including: WASL, ITED, PSAT, SRI, SAT/ACT. Informal assessments will include classroom based assessments including rubrics based on the 6+1 Traits of Writing, STEPS, WASL formats and individual instructional goals. The classroom based assessments include written tests, verbal questioning, written responses and essays, classroom discussions, individual and group projects and presentations.

What gains tie directly to the waiver?

There are both staff and student gains that tie directly to the waiver. Staff gains include department and vertical teaming to developing a consistent level of expectations/goals for students and staff including the alignment of curriculum and instruction from grade level to grade level across buildings. Student gains include improved reading and writing skills, clearly defined learning goals/plans and the attainment of those plans, and helping to meet the overall needs of individual students.

The Foreign Language Department:

How will these days help improve student achievement?

Having time to work on foreign language curriculum and assessment during a regular school day becomes fragmented and ineffective. Given 'teacher' time in a quiet, uninterrupted environment is highly conducive to successful curriculum/assessment development and revision.

The development of materials for foreign language skills benefits not only the students while they are studying Spanish, but also can carry over into their other content areas as develop transferable critical thinking skills. For example, foreign language students generally gain a better understanding of English after having learned Spanish.

How are we to measure?

Informal assessments will include classroom-based assessments, based on lesson objectives. In their simplest forms, these will consist of daily assignments and student participation. In more sophisticated forms, the assessments will measure achievement in one or more of the following language areas: reading comprehension, writing, speaking, listening and culture.

What gains tie directly to the waiver?

Gains tied to the waiver are based in a more aligned and refined curriculum for levels I through IV of Spanish.

Through alignment, spiraled learning is present, which is a key component of a successful foreign language program.

Also, having the time to refine lessons makes those lessons more student-friendly, thereby increasing the potential for student achievement.

The Math Department:

How will these days help improve student achievement?

The math department will use this time to collaboratively work on WASL preparation. We will organize all of the updated information and problems being released from OSPI. Along these lines we will sort through problems used for summer school so that we can add to our extra WASL prep files. These problems will

be implemented into the appropriate areas of the textbook to enhance the concepts and reiterate the application process.

How are we to measure?

The math department will measure the progress by monitoring the students' ability to work through short answer and extended response questions during WASL preparation. Ultimately we will have to measure success based on WASL math scores.

What gains tie directly to the waiver?

As for the students, the math department hopes that the students will show big gains in comprehension of WASL type problems. As for the teachers, the department will have enough time to do a thorough job and be sure they are all on the same page as they go along in this process. Really, the possibilities are endless when given the proper time.

The Physical Education Department:

How will these days help improve student achievement in P.E.?

The days will be used to help improve student achievement by allowing time for the teachers to work on curriculum that can be designed to help improve our diverse population. It will also allow us the time to work on ways to improve on our student assessments so that we can more readily evaluate our teaching strategies.

How are we to measure?

We will be able to measure our results by directly seeing improvement in our students through: skill testing, written tests, and successful completion of our classes.

What gains tie directly to the waiver?

We will see gains both by staff and the students. Having the opportunity to meet with not only our staff but Middle School and Elementary staff will allow us to align our curriculums in such a manner that there will be continuity for the students as they progress through our system.

The Science Department:

How will these days help improve student achievement?

The wavered days will help improve student achievement by allowing time for the high school science staff to align the various disciplines of the science curriculum with both the national and state science standards. In particular, we will be able to

not only ensure that all standards are being addressed, but that there is vertical alignment of curriculum and instruction that will ensure that appropriate Washington State Grade Level Expectations (GLEs) are set for our grade band. The waived days will be further utilized to implement curriculum materials and instructional strategies as well as develop and implement assessment strategies and provide training and practice in assessment scoring.

How are we to measure?

Student achievement results will be measured through both formal and informal assessments. Although formal assessment data is somewhat limited in the sciences, formal assessment data will be collected from the WASL and SAT II tests as they become available. Informal assessments will include classroom based assessments on written tests, verbal questioning, written responses, essays, lab reports, classroom discussions, and individual as well as group projects and presentations.

What gains tie directly to the waiver?

There will be both staff and student gains that tie directly to this waiver. Staff gains include department and vertical teaming to develop a focus on a common language and consistency among all science classes as well as the alignment of curriculum and instruction from grade level to grade level and across buildings. The development of a standard and curriculum driven foundation for our students will help improve their achievement as they progress through the science program at Newport High School. Student gains include improved understanding of a connection between science theory and practical application, clearly defined learning goals and the attainment of those goals, and the support of individual student needs.

The Social Studies Department:

How will waiver days be used to improve student achievement?

The waiver days would allow for the development and implementation of classroom based assessments (CBA's) across the K-12 aligned curriculum in social studies. In as much as Social Studies department outcomes are not a part of the WASL, the Superintendent of Public Instruction has asked each school district to accept CBA's developed by her office or to develop such from within. Either choice would require additional time to be spent for effective application of the processes involved. Additionally, the waiver days would allow for: the professional development requisite for the application of such programming; training for individual professionals working within the department; training for those in a cross-curricular/tangential field of study; and, collaborative time for the evaluation of each

CBA, by class & grade level with appropriate modifications made as experience requires.

How will we measure outcomes?

Outcomes will be objective in nature and easy to measure. If we need CBA's for every social studies class, K-12, we will either develop them or use models provided by the state. That is a central outcome measurement. Focus will be on reliability & validity for each class taught at each grade-level. Measurement of the CBA's to State essential learning requirements & GLE's also will be done so that we are aligned with the State frameworks for each class/discipline. The CBA's will consist of written objective & subjective assessments, verbal checks for learning, student involved discussions, Socratic learning processes & individual/group projects & classroom presentations.

What gains will tie directly to waiver time?

Student outcomes would include enhanced writing & reading comprehension skill development. Also improved would be student's critical thinking & decision-making abilities. Faculty outcomes would include horizontal & vertical teaming which would enable seamless transitions between similar classes. This would provide for consistency across the curriculum in regards to student/staff expectations & goals, horizontally & vertically.

The Special Services Department:

How will these days help improve student achievement?

In the special services department, these days afford us the opportunity to more completely address the challenge that IEP writing, aligning individualized goals based on GLEs and EALRs, as well as designing curriculum for special needs students. In addition, these days give special education staff the opportunity to consult with general education teachers about special needs students who participate in the mainstream population.

How are we to measure?

Ways that we measure our progress are through the following activities: IEP writing (goals and objectives), tracking (making sure that students are meeting their goals and objectives), successfully completing student learning plans, consulting (making certain that special needs students are appropriately being served in the general education population), and staff collaboration (directly tied to IEP online).

What gains tie directly to the waiver?

The gains attached directly to this waiver benefit special education staff and special needs students. The special education staff is able to meet as a team to develop curriculum to meet the needs of students with similar, as well as varied abilities. We are also able to collaborate about IEP writing (IEP online) which helps us to develop and use consistent methods when writing goals and objectives. Students make gains by applying strategies taught from their goals and objectives. In addition, they are able to apply these concepts across various academic settings.

Appendix B from NHS

Excerpt from NHS Parent Advisor Committee minutes dated 19 Oct 06:

“...A discussion was held on the upcoming 180 day waiver committee being formed by the district and parents were invited to attend and take part. Within the discussion was a definition of what the waiver is, has been, and is proposed to become and why. The timeline for the creation of the District calendar was explained...”

Sadie Halstead Middle School
School Site Council
November 30, 2006
Minutes

1. Reviewed minutes from October 26, 2006
2. HIV parent meetings are scheduled for Friday, December 8 and Wednesday, December 13 at 6:00 PM in room 14. Letters were mailed home.
3. Accreditation update --- Reviewed Action Plans from all committees
4. 180 day waiver process --- Janet shared information from the district Action Team. She reviewed the process of applying for the waiver and got parent input. The parents agreed that there is a need to continue having waiver days and supported the idea of increasing them to seven. The parents stated that whole days are better than half days due to child care and request the days be backed up to existing holidays and other days off.
5. School Improvement --- We wrote narrative statements after looking at our current WASL scores. We are beginning to review our Technology Plan, which is part of our School Improvement Plan. The school wide writing assessment has been scored and teachers are in the process of analyzing data. All these information will be part of our School Improvement Plan.
6. News from teachers --- Larry Ashdown shared the students are getting better at answering WASL type questions. Roberta Clausen told us that the 6th graders are gearing up for their annual Christmas plays. Janet Kobylarz said the 5th graders are taking more responsibility and are working better independently. It is wonderful thing to see as the 5th graders turn into middle school students. Patsy Hamond shared that the pull out Title I classes had a multiplication contest and prizes were given. Enthusiasm and learning was at an all time high. 7th graders are working on elaboration in their writing. 5/6th graders are using Kid Biz, an information text reading program on the computer.
7. Academic Awards --- A big thank you went out to Debbie Borches and Nina Person for all the money and donations collected.
8. Parent/Teacher Input --- A parent asked about how music is selected for dances. I explained that I tell the HS DJ's no sex, alcohol or drugs. Unfortunately, an inappropriate song or two slips in. There was also a question about Academic Probation, a discussion followed. Finally, a parent asked why they were not getting updates from Mr. Massey's class. Janet will talk with him.
9. Items for our January 25th meeting --- New WASL requirements and Perfect Attendance

STRATTON SITE COUNCIL

AGENDA

12-12-06

We did not have a meeting scheduled for December due to the holiday occurring at the end of the month. It was important, however, to get input from our council parent members about applying for waiver days for next year's calendar. For this reason Patti Monk called each parent member of the Site Council to hear what they had to say. The following is a compilation of the comments shared on the phone today.

Background:

- We have had waivers approved from the State Board of Education in the past for teachers to be able to team plan for curriculum for each school. What this means for parents is that at the beginning of the year and during the year students do not attend school so that teachers can plan for school improvement.
- The school calendar year is 180 days with students in attendance. A waiver would mean that some of these days would be set aside for teachers to plan and students to stay home.
- A committee of parents, teachers, community members, and administrators are meeting to investigate the impact of the waiver and to apply to the state for continuing this planning time for staff.
- Parents on the Waiver Committee have suggested that, if we get this waiver for next year, the calendar be set up so that the waiver days are attached to a weekend or already existing holiday for family planning.
- The State Board of Education has asked that school districts apply for one year at a time for any waivers.

Conversations with Stratton Site Council Parents indicated overall that they were in support of this needed planning time for teachers. They also liked the idea of attaching the planning time to an already existing holiday or weekend.

Some specific comments were:

"The education of our students is complicated and teachers need the organization time."

"If I had a choice I would rather have my children in school. I do understand the need for the planning time."

"These days will be good for teacher planning, a half hour here and there is not enough."

"There are benefits to being more organized."

Our next regularly scheduled meeting is always the fourth Tuesday of the month.
January 25, 2007—3:00 PM in the Library



Northport Schools
District # 211

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High School
Share Marks
Secretary
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Staff
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February 21, 2007

Pat Eirish, Research and Assistance Program Manager
State Board of Education
Old Capitol Building, Room 253
P.O. Box 47206
Olympia, WA 98501

Dear Ms. Eirish and Distinguished Board Members,

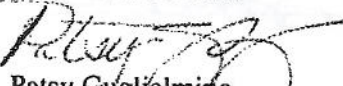
We are requesting a four day waiver for the 2007-2008 school year. Enclosed please find a copy of our Board Resolution dated 2/20/07, a description of our program agendas for our current professional development days, and supporting documentation that demonstrates how our school improvement plan has been impacted as a result of our work as a preK-12 staff during these waiver days.

In the past, we have used our waiver days to improve teaching and learning in our district through the careful analysis of classroom, district, state, and national assessment measures, the development of individual intervention plans for acceleration/remediation, and the interpretation of parent, student, and staff perception data that helped us create action plans for family involvement.

We have included the following documents for your review. Please note that they are printed in grayscale so that we could fax this material to you today, but we will be happy to provide you with color copies at your request.

- Strategic Learning Improvement Plan 2003-2008 (this is a living document that changes regularly based on assessment and survey data)
- Sample Action Plan derived from Strategic Plan that includes our strategies for staff development, school policy, and parent involvement.
- WASL Data Analysis samples from the Center for Educational Effectiveness (CEE) and OSPI that demonstrate student achievement
- Results from the CEE parent survey regarding our progress toward full implementation of the nine characteristics of high performing schools

Please call us if you require additional information. Thank you in advance for your consideration.


Patsy Guglielmino
Superintendent/Principal

Maximizing individual potential by working together to advance educational excellence.

NO. 211 NORTHPORT SCHOOL DISTRICT NO. 211
RESOLUTION #07-01

A RESOLUTION of the Board of Education of the Northport School District No. 211 requesting a waiver for Northport Schools, Grades K-12, of the minimum 180-day school year (WAC180-16-215)

WHEREAS, the Northport School District Learning Plan contains goals for making changes that will significantly increase student learning and individual achievement which are in line with the Northport School District Strategic Plan; and

WHEREAS, the Learning Plan provides for the restructuring to foster a better understanding of academic needs of the students and to facilitate collaboration to help students reach their academic potential within an environment that is student centered, where the curriculum is rigorous and relevant, and where students are actively involved and apply their learning; and


WHEREAS, in order to facilitate the kind of supportive learning environment for the restructuring and provide time for staff training, development, and planning on a consistent basis, request is being made to waive the 180 days to 176 (for staff development) and to eliminate the need for all early release days; and


WHEREAS, the student contact hours would be over the state-required time, and the teacher work hours would be according to the full teacher contract requirements; and

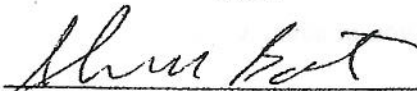
WHEREAS, the Washington State Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes; and

NOW THEREFORE BE IT RESOLVED that the Northport School District No. 211 Board of Directors requests that the minimum 180 school-day-year requirement be waived for Northport Schools to the extent of 4 days for the 2007-2008 school year. During this time students would not attend school in order to allow staff participation in training for improved student learning.

BY ORDER OF THE BOARD OF DIRECTORS OF THE NORTHPORT SCHOOL DISTRICT NO. 211,
DATED THE 20TH DAY OF February, 2007.


Secretary, Board of Directors


Chairman, Board of Directors


Board Member


Board Member


Board Member


Board Member

K-12 School Improvement Workdays: Monday, August 28, 2006; Monday, October 16, 2006; Monday, January 29, 2007 (8:00-3:30)

Topics: Refine K-12 School wide Positive Behavior Support system; set and prioritize goals for improved achievement in reading, writing, and mathematics through review of state and local assessment data; create/implement articulation plans for elementary, middle, and high school locally and regionally; develop intervention (remediation and acceleration) plans for all students including those in GEAR UP program that include alignment of curriculum with college expectations and the development of tutoring programs in math and language arts; review perception data through CEE (Center for Educational Effectiveness) surveys and set goals to transform school climate to be more conducive to attendance at college by all students.

Educational Service District 101

PROGRAM AGENDA and OBJECTIVES

Program Name School Improvement Days
Program Date(s) Jan. 29 and May 14, 2007
Presenter(s) Patsy Guglielmino, Superintendent/
Principal

Major Topics to be Covered:

- Analyze and interpret staff, parent, and student perception data.
- Create action plan for family involvement on
- Strategic Learning Improvement Plan
- Analyze and interpret WASH data 2006.
- Create individualized student acceleration plans.
- Analyze and interpret student discipline
- data for '06-'07 school year.
-
-

Program Objectives:

1. Continue plans for Tier 1 intervention;
2. develop and implement plans for Tier 2
3. intervention, initiate plans for
4. Tier 3 intervention
5. Prioritize and develop work plans
to meet goals on:
 - Reading Improvement Plan
 - Writing Improvement Plan
 - Math Improvement Plan

STRATEGIC IMPROVEMENT PLAN (work in progress summer 2003-2008)

MISSION STATEMENT: At Northport School District, our mission is to work together to maximize individual potential.

TARGET OBJECTIVES	GOALS	Accomplished	ACTION PLAN
STUDENT LEARNING	<p>All students will meet or exceed local, state and national standards. Student achievement is the highest priority. Our student scores on the WASL and ITBS tests will increase 30% in both reading and math by the end of the 2007 school year.</p> <ol style="list-style-type: none"> 1. Reading 2. Math 3. Writing 4. Science 5. Social Studies 6. Art/Music/PE 		1. Regular assessments.
			2. Aligned curriculum-research based, tied to EALRS
			3. Data analysis (this will drive the plan)
			4. Intervention (target) IEPs for all
			5. Outside assistance
			6. Parent involvement and education
			7. Staff development
			8. Motivation (students, staff)
			*See also attachments
	<p>After school programs and extracurricular opportunities for children will be continued and developed.</p>		1. Grants/other fundraising
			2. Link after school w/classroom
			3. Develop free (volunteer) clubs (4-H, Girl/Boy Scouts, tutoring, etc.)
			4. Recruit, train, screen volunteers
			5. Create "feeder" programs
			6. Transportation
	<p>Grant monies for core and extracurricular programs will be actively pursued.</p>		1. People to write
			2. Search, research opportunities
			3. Training
			4. Contract with grant writer
			5. Develop key contacts, legislature

TARGET OBJECTIVES	GOALS	Accomplished	ACTION PLAN
	Continuous school improvement plans that include curriculum, staff development and school policy will be continued and developed.		<ol style="list-style-type: none"> 1. Curriculum-new adoptions, aligned, research-based; continue with and develop adopted plan including supplemental materials; taught with fidelity/accountability 2. Staff development-on going training plan based on need; monitor, accountability; assistance for implementation plan, recognition/incentives; research-based; partner with preschools/other schools, etc. 3. School policy-research other schools; input from all staff, parents, students, community
	All students and staff will demonstrate responsible, respectful, compassionate behavior.		<ol style="list-style-type: none"> 1. Curriculum (begin early grades) such as Cool Kids, Leadership People Builders 2. Staff development; families, too. 3. Peer helpers; peer buddies 4. Incentives 5. Assemblies-speakers; all staff motivation; all-school focus 6. Consequences 7. More formal student orientation 8. Welcoming substitute teachers, other visiting personnel
	The diversity of all groups will be valued.	<div>X</div> <div>X</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div>	<ol style="list-style-type: none"> 1. Curriculum...tolerance, SES, ethnic, etc. 2. Diversity events ie, Diversity Week, Cultural Celebrations, Share Fair; invite diverse people to contribute, cooking, guest speakers, family traditions 3. Staff Development

TARGET OBJECTIVES	GOALS	Accomplished	ACTION PLAN
	Teaching and learning will be enhanced through the use and development of technology.		<ol style="list-style-type: none"> 1. Funding, including long-range planning 2. Training 3. Security 4. Constant review 5. Strong leadership; and expert coach 6. Facility to support growth/changes 7. Curriculum to ensure that students have necessary skills 8. Web site development and maintenance
SCHOOL-COMMUNITY	A community-wide communication process will be developed to broaden understanding and community support.		<ol style="list-style-type: none"> 1. Phone trees <ol style="list-style-type: none"> A. Levy, bond B. Emergency C. Informational 2. Pioneer Newspaper <ol style="list-style-type: none"> A. Solicit more input from community B. Increase circulation (stacks in key places) C. Increase readership-survey what people want D. Journalism class-community group contact 3. Other surveys 4. Newsletters (classroom) <ol style="list-style-type: none"> A. Mail B. Pick one key day-universal 5. Student publicist 6. Web site A. Webmaster adult with student earning credit 7. Reader board-consider paid student position 8. Brochure-consider paid student position 9. Regular data reporting

TARGET OBJECTIVES	GOALS	Accomplished	ACTION PLAN
SCHOOL-COMMUNITY	An effective leadership model that includes community, staff and students, administration, and board will be developed.		<ol style="list-style-type: none"> 1. Curriculum (Leadership Class, etc.) 2. Training staff/students 3. School board courses 4. Community Leaders as guest speakers 5. Students attending Board, Town Council, etc. meetings with all reps reporting back to group as part of community 6. Regular item on agenda/communication with staff, board rep., etc. 7. Attend ASB meetings

1/30

Northport School District Action Plan

Department or school level K-12

Lead Person/Student Learning Action Team

GOAL: Continuous school improvement plans that include curriculum, staff development, school policy, and parent involvement will be continued and developed.

Tasks	Responsibility	Resources	Timeline	Monitoring Effectiveness
Curriculum 1. Continue monthly curriculum committee meetings. Curriculum development/ review/adopt schedule already in place (see appendix) 2. Create updated curriculum folders for K-12 staff. 3. Reallocate LAP funds to target students grades 9-12. 4. Provide blocks/plan in K-12 schedule for targeted intervention in reading and math.	Curriculum Committee Chairperson Curriculum coordinator Specialist reports Curriculum committee Administration	District funds Levy \$ Grants Piloting material List of exemplary materials at both state and national level State/national funding sources	Ongoing/Yearly Spring 2007 Fall 2005 Fall 2005	WASL scores Updated curriculum folders Completed curriculum folders Schedules (see appendix) • Classroom • Paraeducators Data from reading and math assessments
Staff Development A. Training • Curriculum • Best practices • Discipline • Learning styles/meeting needs of all students. • Assessment training (WASL) • Provide incentives for staff to further his/her education.	Curriculum Committee Curriculum Coordinator Administration	District funds Levy \$ Grants	Ongoing Rotating basis (needs assessment)	WASL scores Administration Observation tool (see appendix) Peer Observation form Individual conferences Planning with Title One coordinator based on data. Number of staff with degrees/advanced degrees/awards

1/30

Northport School District Action Plan

Department or school level K-12

Lead Person/Student Learning Action Team _____

GOAL: Continuous school improvement plans that include curriculum, staff development, school policy, and parent involvement will be continued and developed.				
Tasks	Responsibility	Resources	Timeline	Monitoring Effectiveness
Staff Development con't: B. Establish priority list of what we do and when. C. Create follow-through plan: • Mini-inservices • Supervisor observations • Peer observations D. Continue to apply for 'waiver' days and devote to staff development.	Staff collaboration Administration Curriculum committee Administration/staff		Fall 2006 Spring 2006	Completed plan Number of staff led mini inservices. Observation schedules
School Policy • Submit plan for staff and Board review.	Strategic planning committee	Strategic Plan	Annually	Reviewed and adopted by school board annually
Parent Involvement • Formation of School Community Action Team	Administration Strategic Planning Committee	Strategic Plan	Spring 2006	CEI survey with a greater percentage of parents reporting their involvement in the decision making progress.

1/30

Northport School District Action Plan

Department or school level K-12

Lead Person/Student Learning Action Team

GOAL: Continuous school improvement plans that include curriculum, staff development, school policy, and parent involvement will be continued and developed.				
Tasks	Responsibility	Resources	Timeline	Monitoring Effectiveness
Parent Involvement <ul style="list-style-type: none"> • Meet the authors/Clifford Day/Dr. Seuss • Parent Co-op in K-1 classroom • PTO • Discipline Committee • Send written notification of beginning of the year activities. • Hold grade level Parent Nights • Notify parents of our Title One status • Distribute planners (5-12) • Newsletters distributed by teachers periodically • Teachers communicate with parents using phone calls, letters, green slips, and disciplinary notices • Administrators communicate with parents by letters and phone calls • Recruit parent and community volunteers to tutor and mentor needy students • Send written notification when a child falls below grade level performance 	First Book Washington Reading Corps Classroom teacher PTO president Administration District Classroom teachers Title One Coordinator Classroom teachers Administration Washington Reading Corps VISTA Classroom teachers	Internet First book	Annually	Number of parents involved in listed projects

Lead Person/Student Learning Action Team

GOAL: Continuous school improvement plans that include curriculum, staff development, school policy, and parent involvement will be continued and developed.				
Tasks	Responsibility	Resources	Timeline	Monitoring Effectiveness
Parent Involvement <ul style="list-style-type: none"> Hold parent/teacher conferences first and third quarter. If needed, Individualized Education Plans are discussed and signed. Invite parents to periodic PTO (Parent Teacher Organization) programs in which students perform by grade level. Remind staff of the value of parent contributions to the school community. Provide counseling services. Provide a school nurse. Involve parents through frequent communication about local/state expectations, student needs, and student progress. Invite parents to multimedia presentations, academic celebrations and end of year celebrations. Maintain a school website. Notify parents if their child is at risk of not being at grade level and if they are in danger of not meeting state and local proficiency standards. 	Classroom teachers PTO/classroom teachers Administration Administration Administration Administration/classroom teachers Classroom teachers/room parents Technology committee Classroom teachers		Annually	Number of parents involved in listed projects



Northport School District

Northport Schools
District # 211

P.O. Box 1280
404 10th Street
Northport, WA 99157

Fax
509-732-6606

Website
northportschools.org

Patsy Guglielmino
Superintendent Principal

Julie Simmons
Administrative Assistant

Pat Baribault
Business Manager
509-732-4251

Elementary School
Carol Jean Broderius
Secretary
509-732-4441

High School
Share Marks
Secretary
509-732-4430

Staff
509-732-4870

FAX

To: Pat Eirish

From: Julie Simmons

Fax To: (360) 586-2357

Pages faxed including cover: 16

Receiver Phone: (360) 725-6038

Date: Feb. 21, 2007

Re: Waiver Day Request

Urgent

For Review

Please Comment

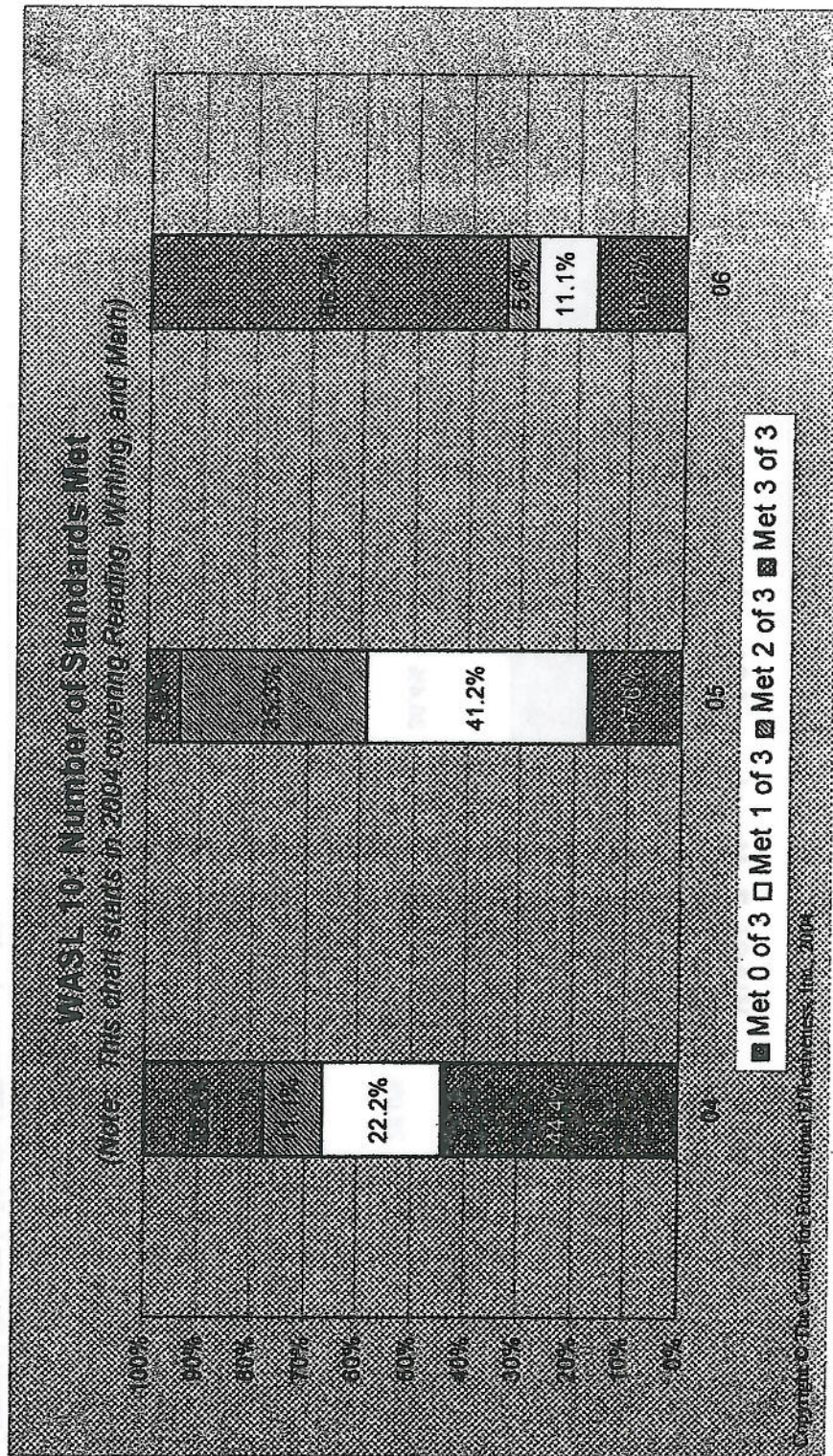
Please Reply

Please Recycle

Comments:

Second half of fax.

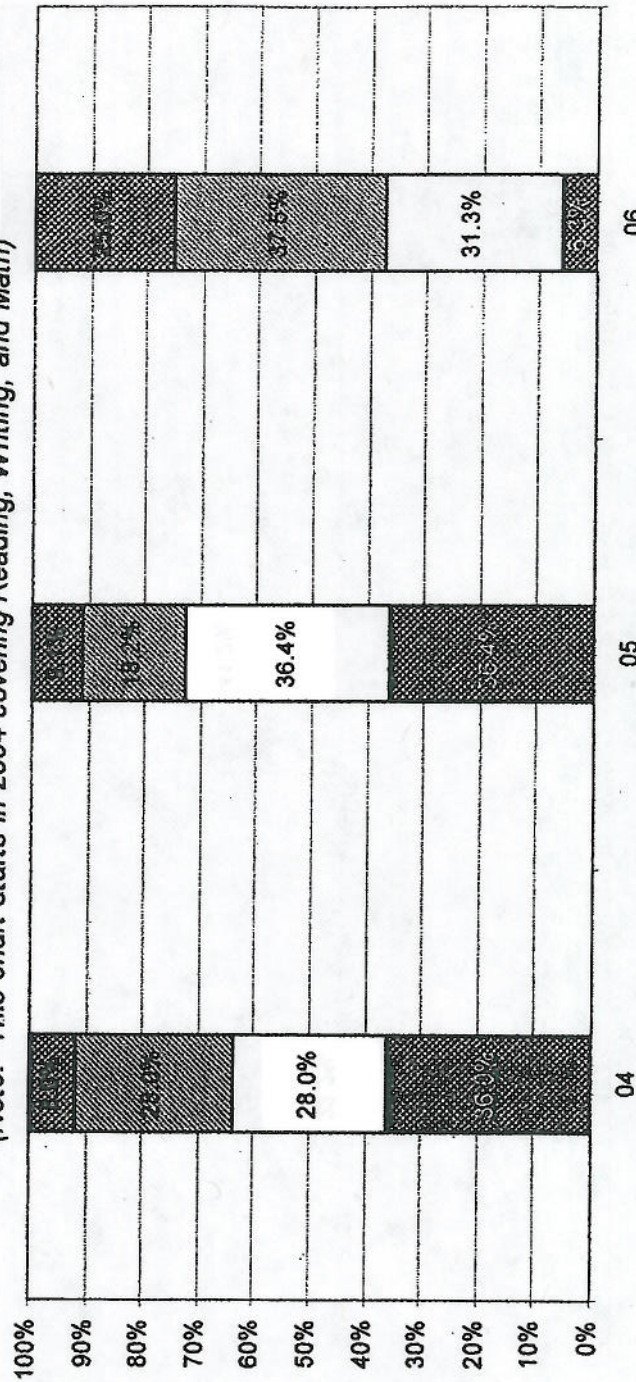
Meeting 3 of 3 Standards- Details



Meeting 3 of 3 Standards- Details (Grade 7)

WASL 7: Number of Standards Met

(Note: This chart starts in 2004 covering Reading, Writing, and Math)



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OSPI Office of Superintendent of Public Instruction
Washington State Report Card

Summary WASL AYP WAAS

Summary Northport School District

> Washington State > Northport School District

Northport School DistrictSuperintendent Patsy Guglielmino
(509) 732-4251

OSPI Web site

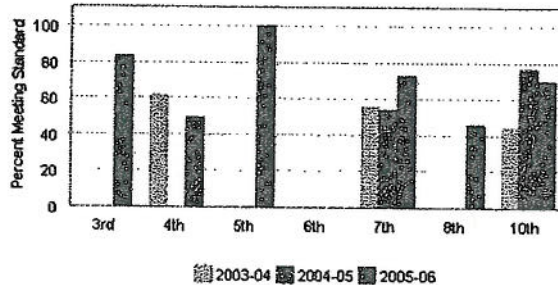
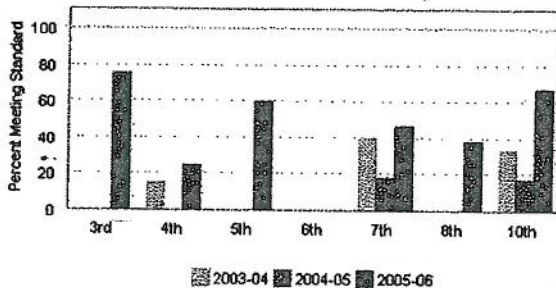
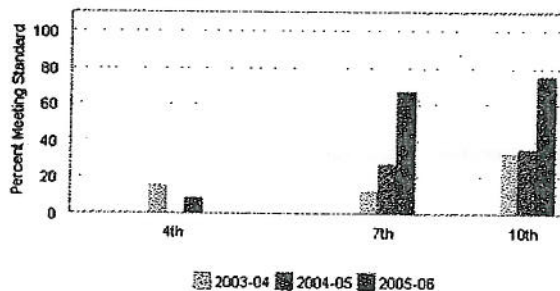
404 10TH ST NORTHPORT 99157
Educational Service District 101

Updated: 11/1/2006

Select year: 2005-06

2005-06 WASL Results (Administration Info)

Grade Level	Reading	Math	Writing	Science
3rd Grade	83.3%	75.0%		
4th Grade	50.0%	25.0%	8.3%	
5th Grade	100.0%	60.0%		40.0%
7th Grade	73.3%	46.7%	66.7%	
8th Grade	46.2%	38.5%		9.1%
10th Grade	70.0%	66.7%	75.0%	58.8%

Reading**Math****Writing****Student Demographics**

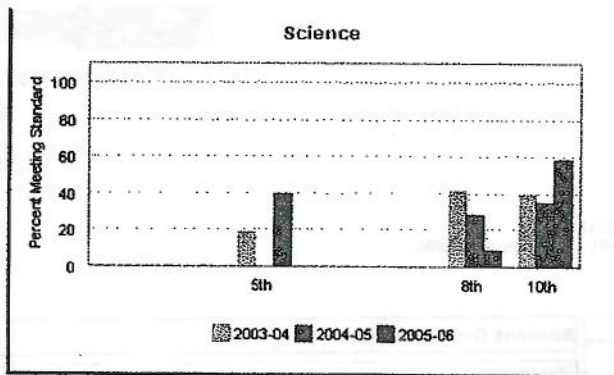
Enrollment	
October 2005 Student Count	186
Gender (October 2005)	
Male	55.9%
Female	44.1%
Ethnicity (October 2005)	
American Indian/Alaskan Native	2.7%
Asian	2.7%
Black	0.5%
Hispanic	6.5%
White	87.1%
Special Programs	
Free or Reduced-Price Meals (May 2006)	76.2%
Special Education (May 2006)	4.2%
Transitional Bilingual (May 2006)	0.0%
Migrant (May 2006)	0.0%
Other Information (more info)	
Annual Dropout Rate (2004-05)	4.9%
On-Time Graduation Rate (2004-05)	81%
Extended Graduation Rate (2004-05)	81%

Teacher Information (2005-06) (more info)

Classroom Teachers	16
Students per Teacher	11.6
Average Years of Teacher Experience	13.5
Teachers with at least a Master's Degree	50.0%
Total number of teachers who teach core academic classes	16
% of teachers teaching with an emergency certificate	0.0%
% of teacher teaching with a conditional certificate	0.0%
Total number of core academic classes	46
NCLB Highly Qualified Teacher Information	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	91.3%
% of classes taught by teachers who do not meet NCLB HQ definition	8.7%
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	91.3%
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	8.7%
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	N/A

Financial Data (2004-05)

	Per Student Amounts	Percent
Total Revenues	\$12469	100%
State	9519	76%
Federal	2209	18%
Local Tax	477	4%
Other Sources	265	2%
Total Expenditures	\$12362	100%



Central Administration	1301	10%
Building Administration	537	4%
Maintenance and Operations	1335	10%
Food Services	689	5%
Transportation Services	282	2%
Teaching	8103	66%
Other	115	1%

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Comparison View - 2 Way

Northport Parent Cross-Tab

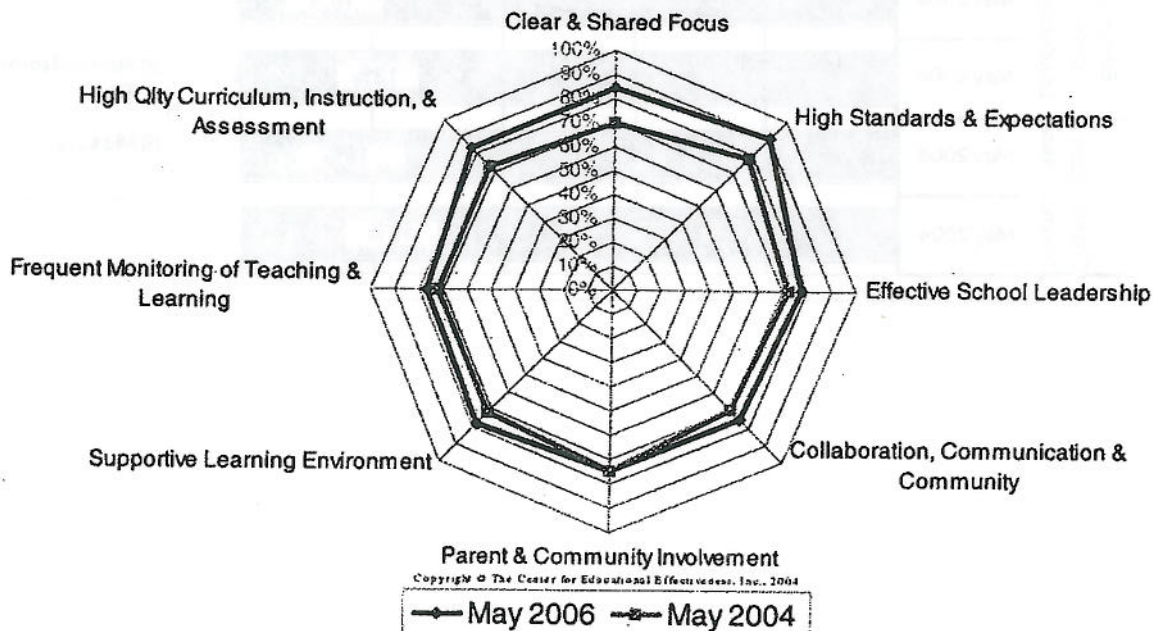
May 2006	N=	34
May 2004	N=	42

To increase the usefulness of your EES data, this section provides a comparative view between two groups. The two groups chosen allow you to observe two different perspectives of your organization. Comparisons allow you to have "perspective" - "where are we in relationship to . .

Executive Summary

Comparison Perspective- 9 Characteristics of High Performing Schools Percent Positive Responses

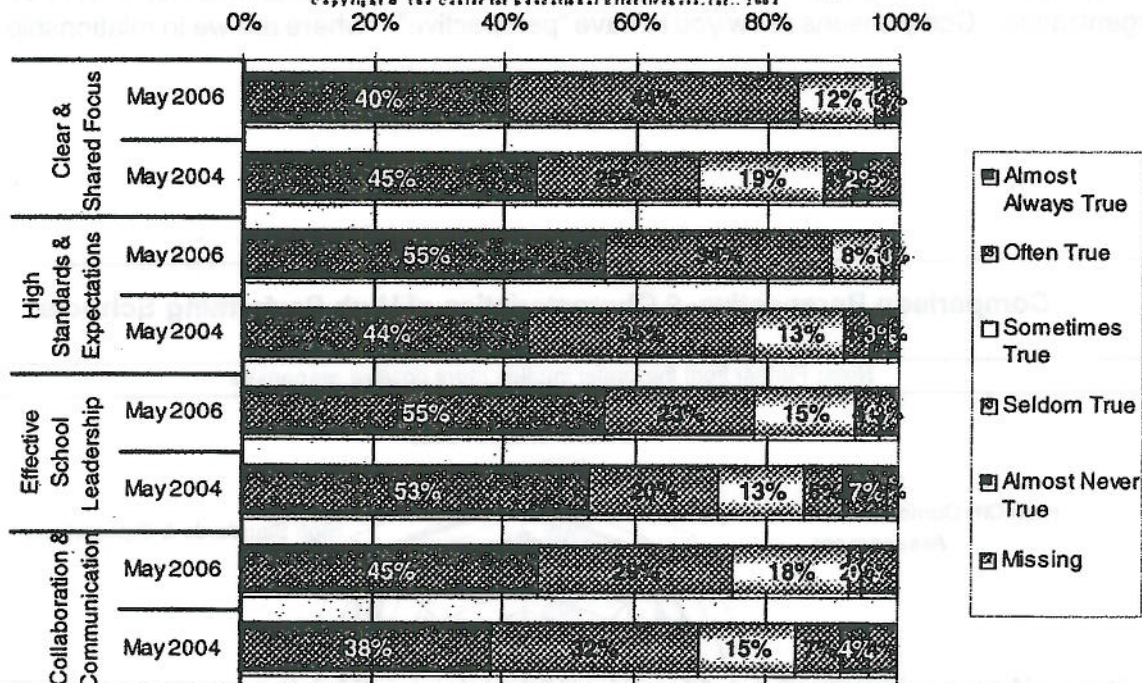
Note: Further from the center implies more positive responses



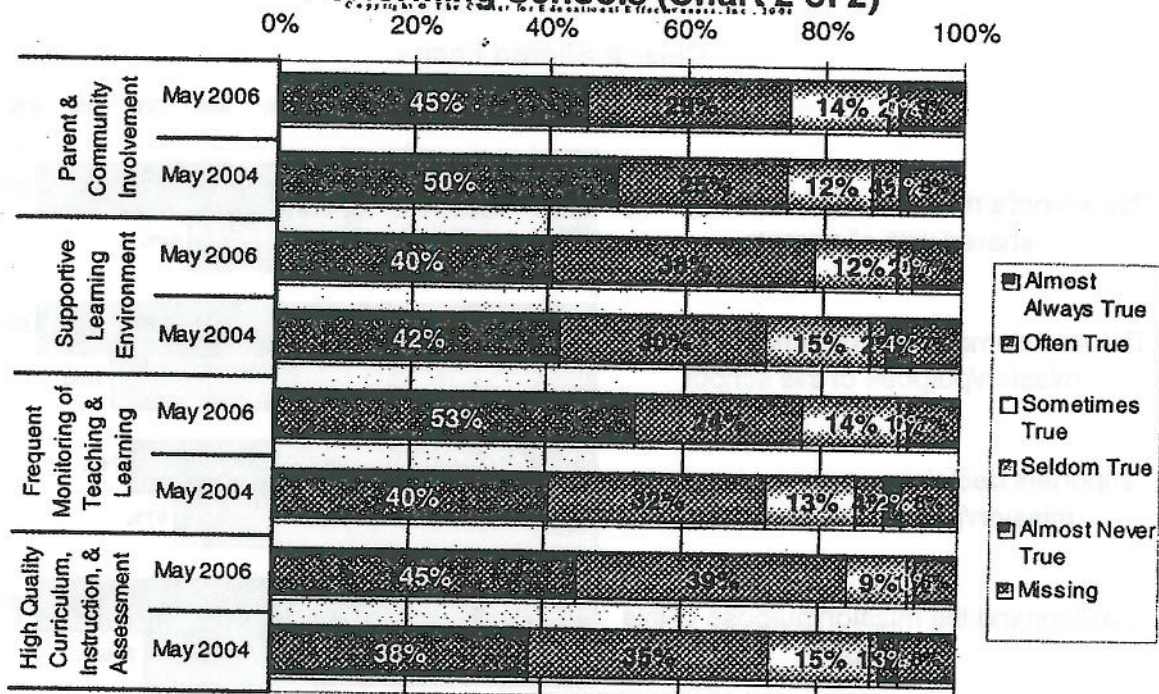
Comparison Overview

Comparison Perspective- Characteristics of High Performing Schools (Chart 1 of 2)

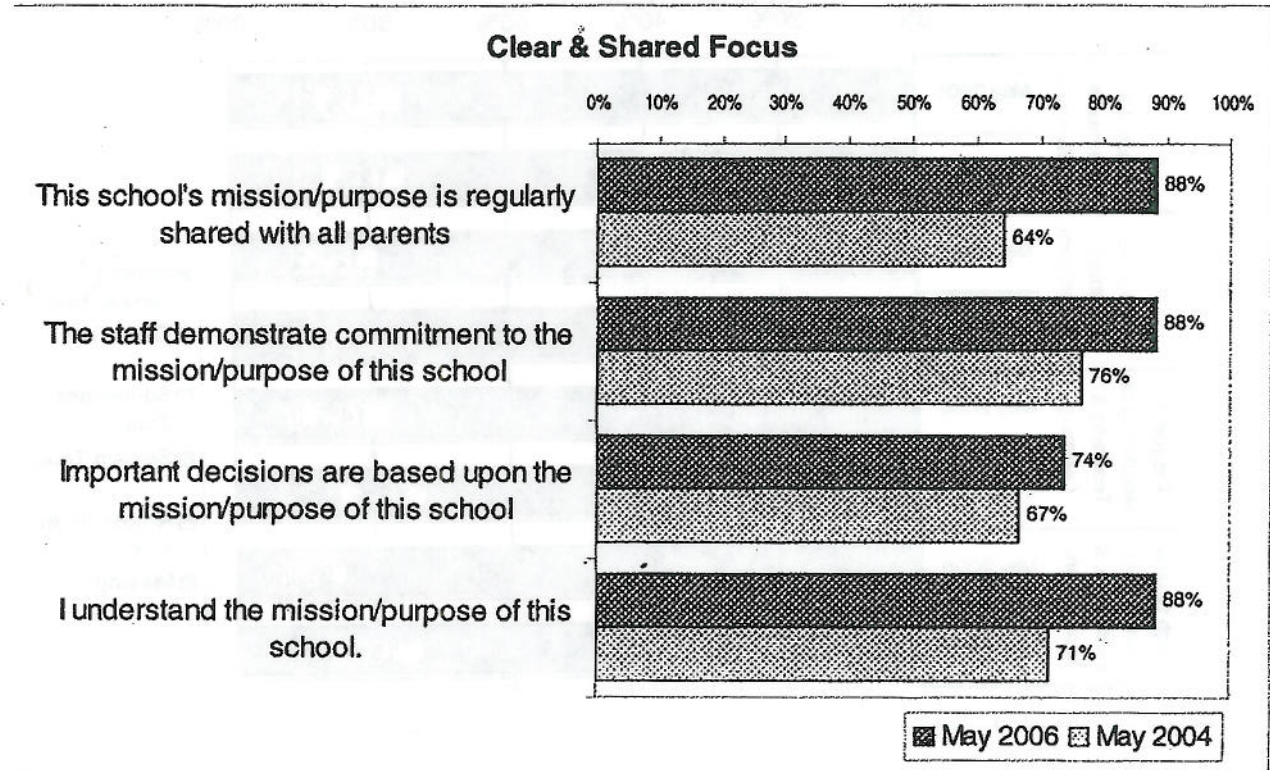
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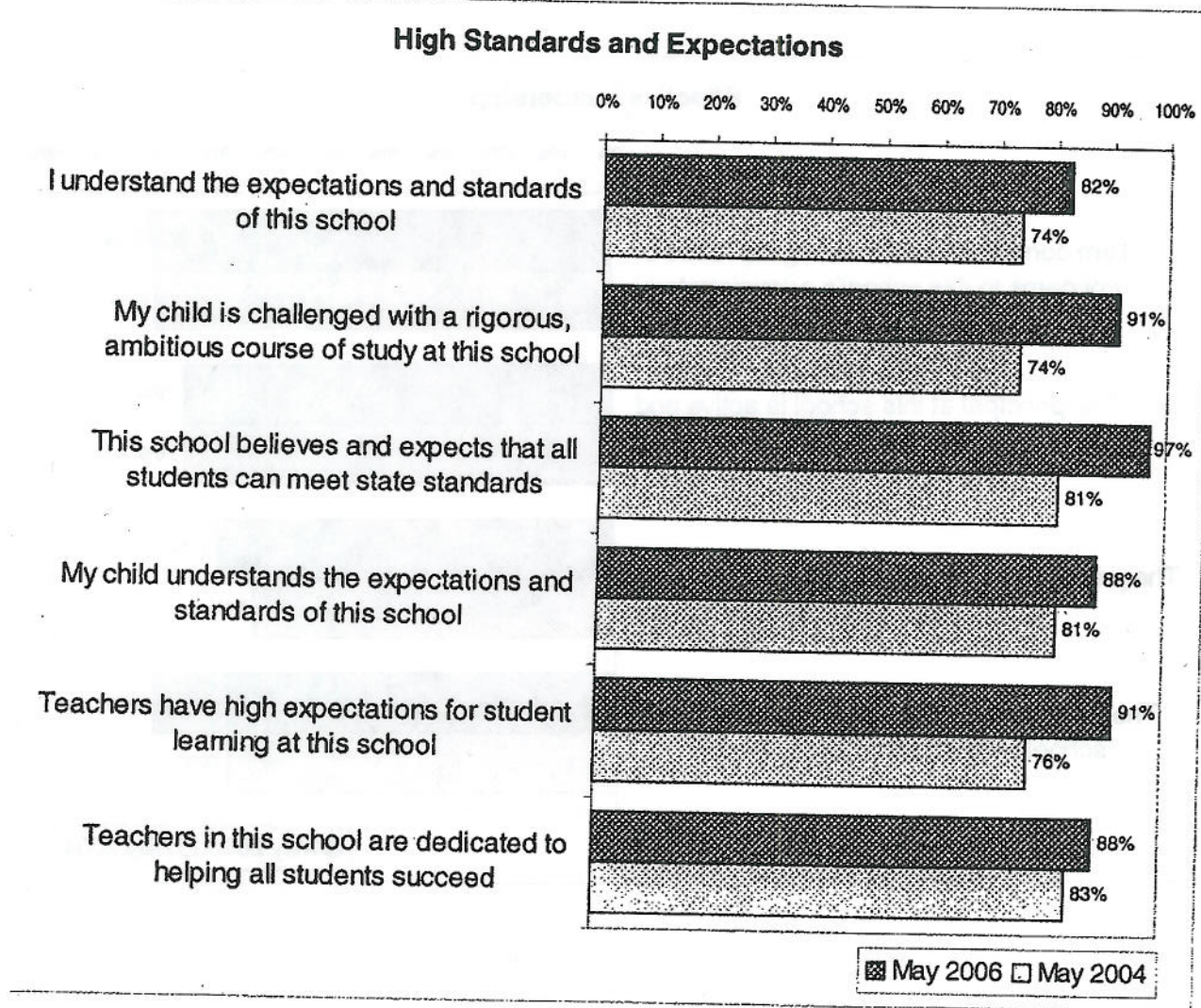
Comparison Perspective- Characteristics of High Performing Schools (Chart 2 of 2)



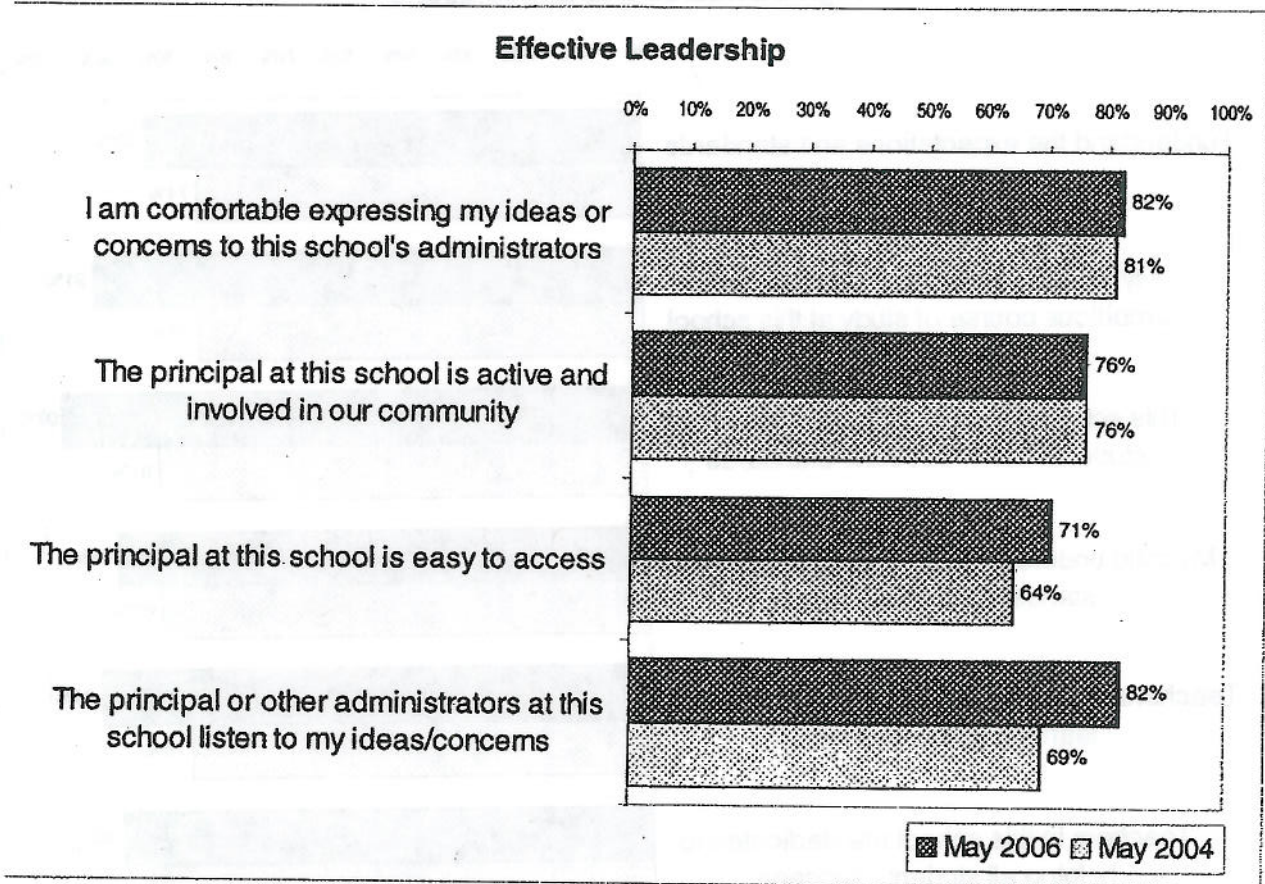
Clear & Shared Mission/Vision: Everybody knows where they are going and why. The vision is shared-everybody is involved and all understand their roles in achieving the vision. The vision is developed from common beliefs and values, creating a consistent focus.



High Standards and Expectations: Teachers and staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study.

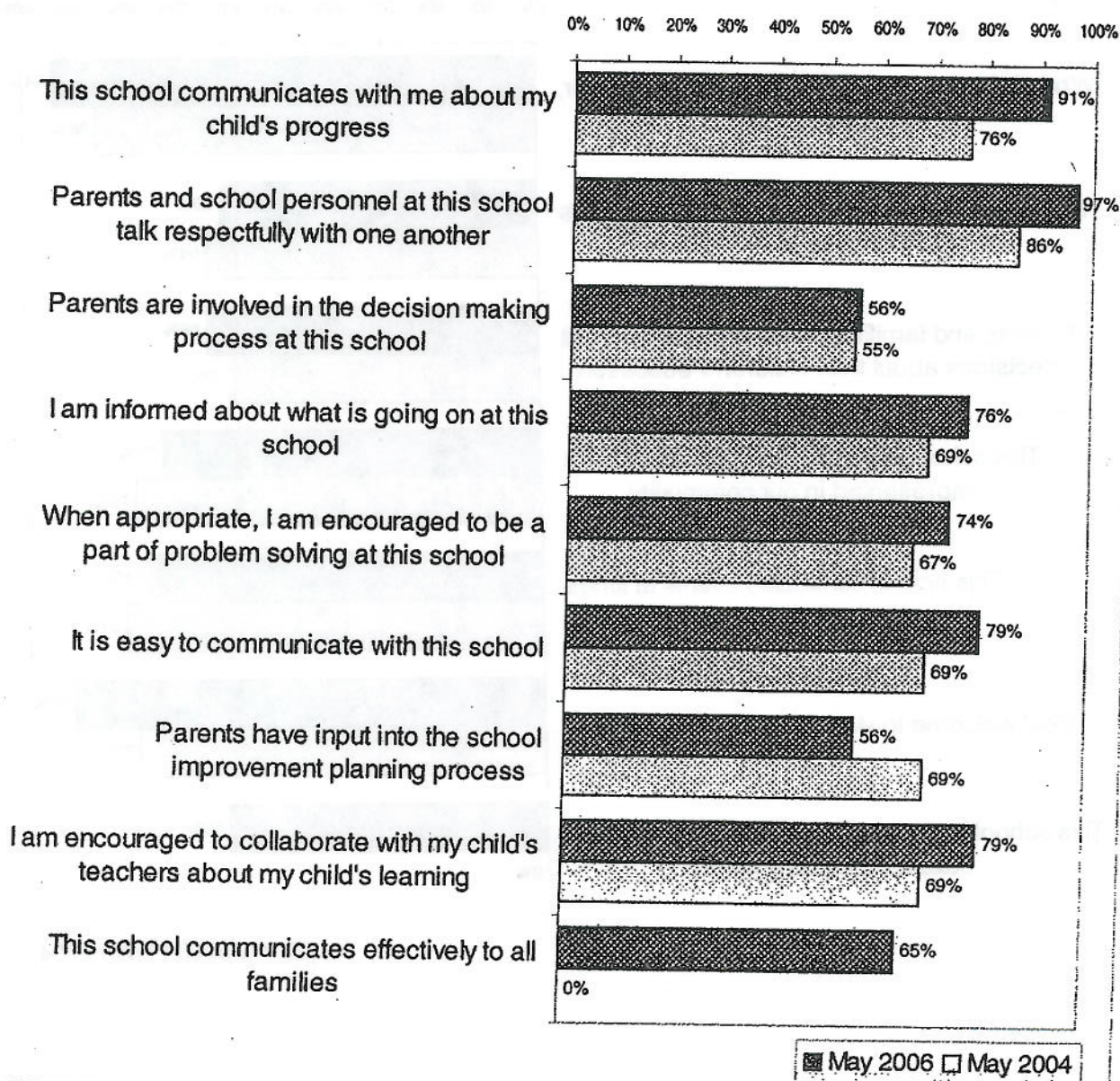


Effective School Leadership: Effective leadership is required to implement change processes within the school. This leadership takes many forms. Principals often play this role, but so do teachers and other staff, including those in the district office. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.



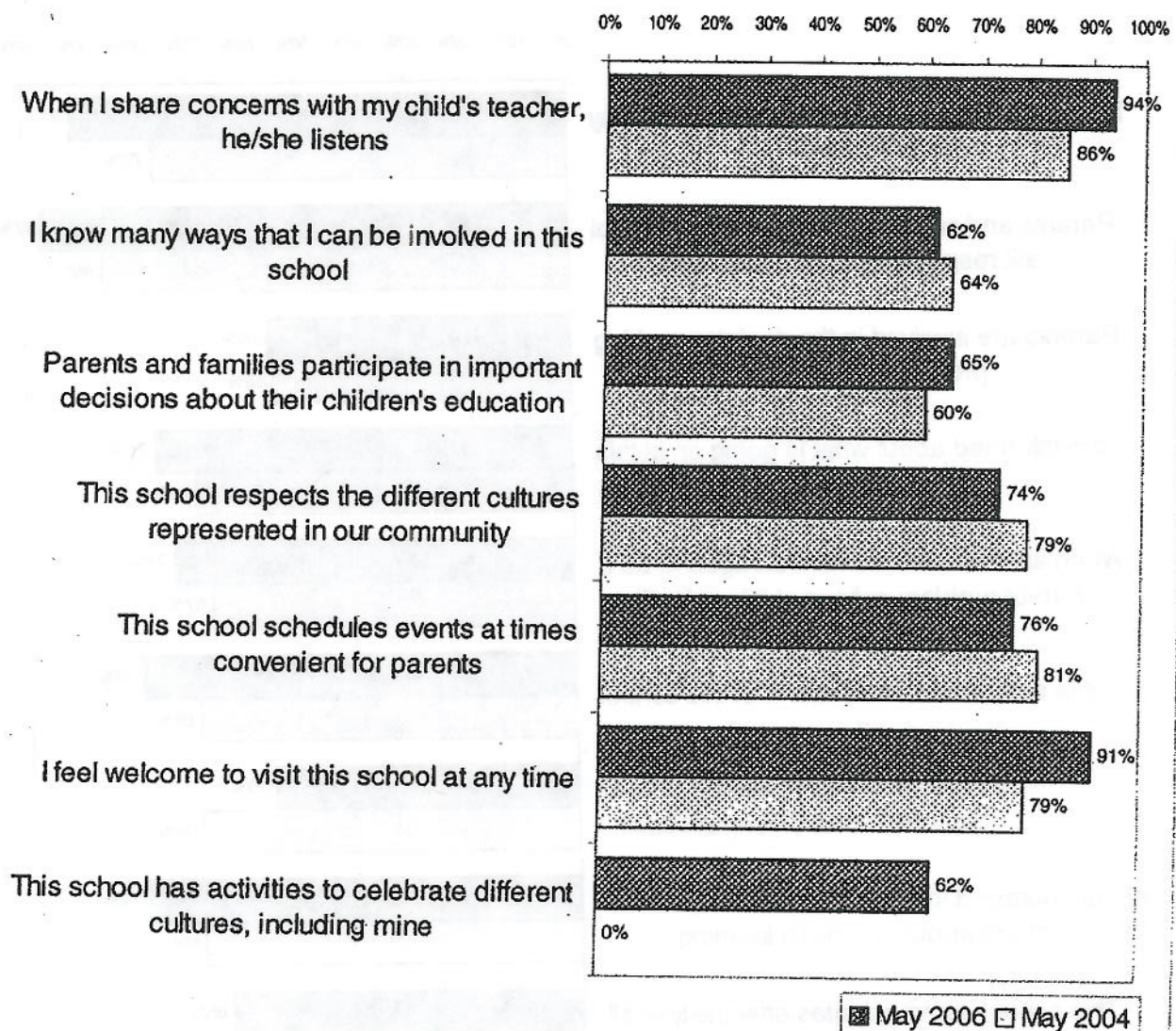
High Levels of Collaboration and Communication: There is constant collaboration and communication between and among teachers of all grades. Everybody is involved and connected, including parents and members of the community, to solve problems and create solutions.

High Levels of Collaboration and Communication

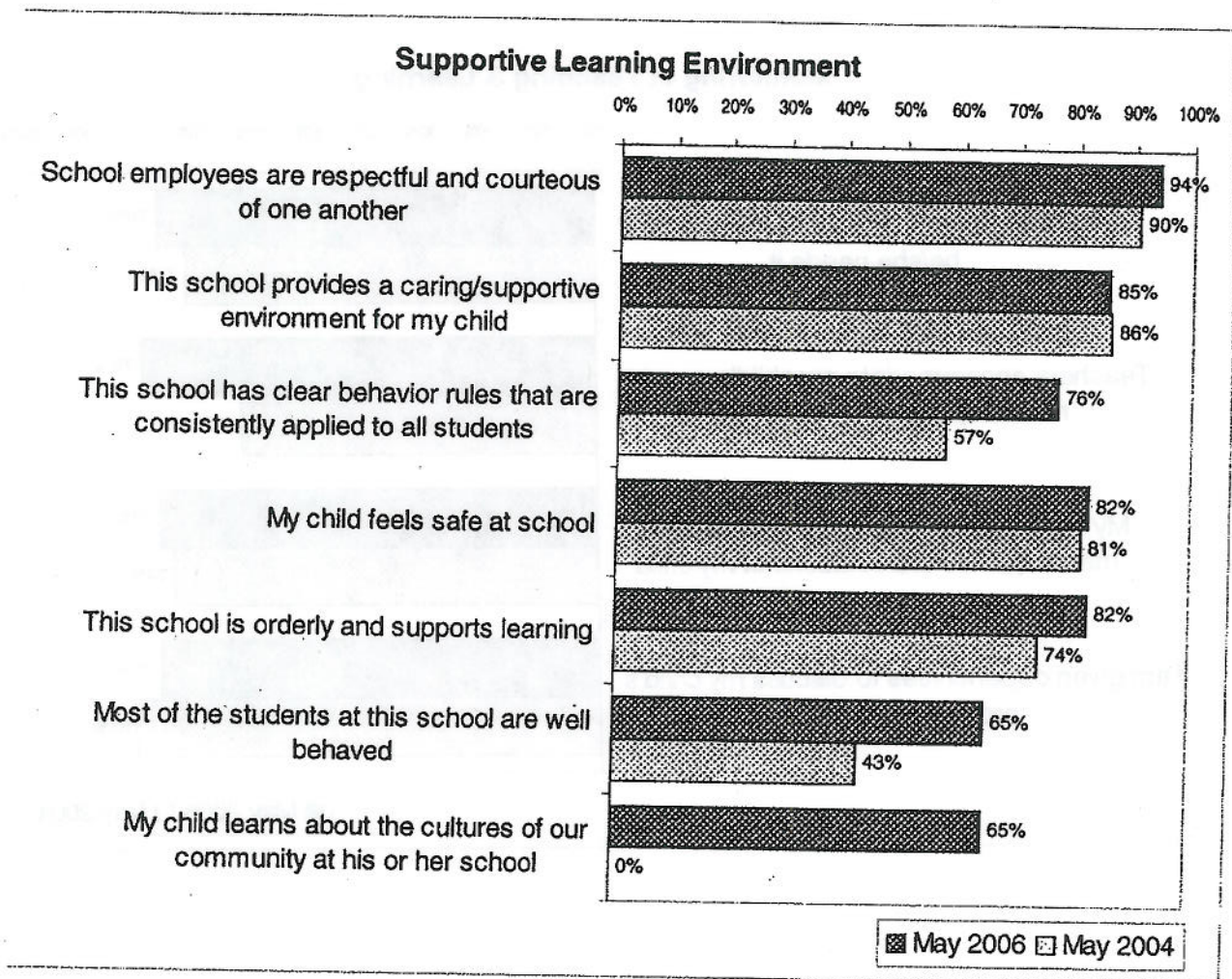


High Levels of Parent and Community Involvement: There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

High Levels of Parent and Community Involvement

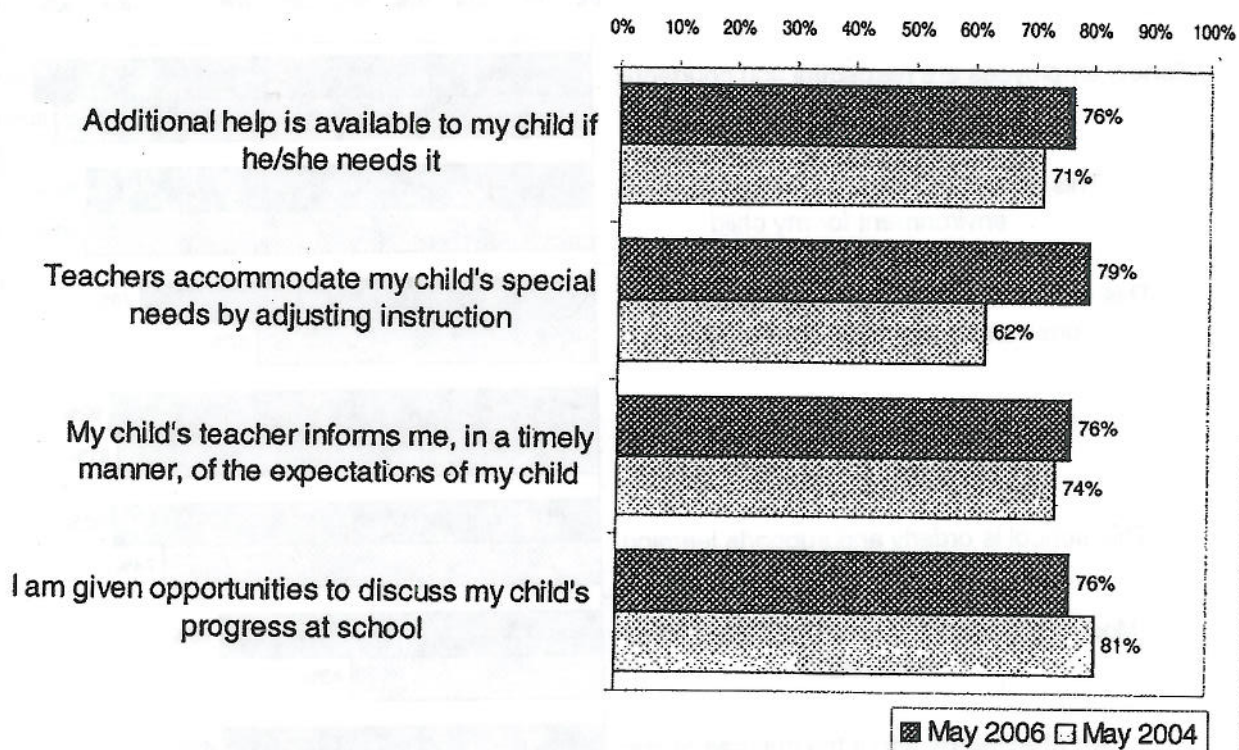


Supportive Learning Environment: The school has a safe, civil, healthy and intellectually stimulating learning environment. Staff feel supported, respected and valued and students feel respected and connected with the staff, and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.



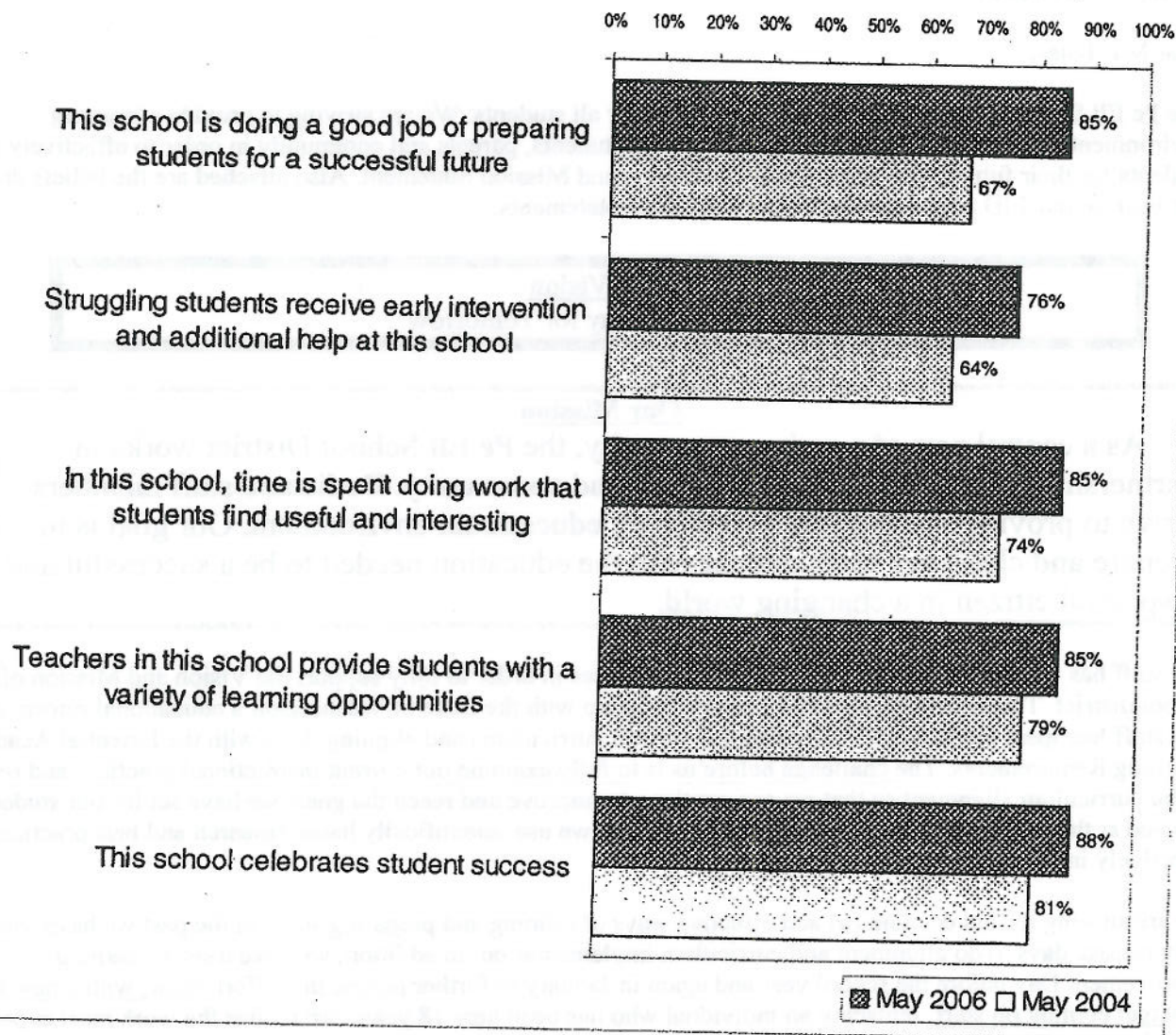
Monitoring of Teaching and Learning: Teaching and learning are continually adjusted based on frequent monitoring of student progress and needs. A variety of assessment procedures are used. The results of the assessment are used to improve student performances and also improve the instructional program.

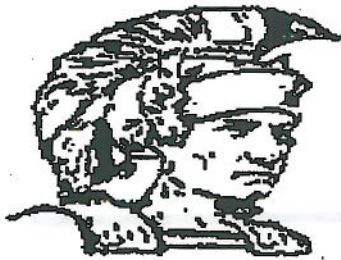
Monitoring of Teaching & Learning



Curriculum, Instruction and Assessment Aligned with Standards: Curriculum is aligned with the Essential Academic Learning Requirements (EALR's). Research-based materials and teaching and learning strategies are implemented. There is a clear understanding of the assessment system, what is measured in various assessments and how it is measured.

High Quality Curriculum, Instruction, and Assessment





PE ELL SCHOOL DISTRICT NO. 301

**Post Office Box 368
519 N. 2nd Street
Pe Ell Washington 98572
(360) 291-3244
Fax (360) 291-3823**

Board of Directors

Thomas J. Muller, Chairman
Colleen Brooks-Foster, Vice Chairman
Jerald K. Elliott, Jr.
Dale McCalden
Kelly Flock, Legislative Rep.

District Administration

Scott Fenter, Superintendent
Dianne Feuchter, Business Manager
Patrick Meehan, Principal
Dawna Robinson, Athletic Director
Julie Castro, Secretary
Sandra McCarty, Secretary

February 20, 2007

Ms. Carolyn Tolas, President
Washington State Board of Education
PO Box 47206, Room 253
Olympia, WA 98504-7206

STATE BOARD OF EDUCATION

FEB 26 2007

RECEIVED

Dear Ms. Tolas,

The Pe Ell School District is committed to success for all students. We are striving to provide a learning environment where the school is closely linked with students, parents and community in order to effectively prepare students for their future. The following is our Vision and Mission Statement. Also attached are the beliefs developed this year on our LID planning time to carry out these statements.

Our Vision

Educating Today for Tomorrow

Our Mission

As a central part of a caring community, the Pe Ell School District works in partnership with students, parents, staff, and community. Dedicated staff members strive to provide and support an inclusive educational environment. Our goal is to prepare and challenge each student with the education needed to be a successful and respectful citizen in a changing world.

Our staff has worked hard to identify our belief structures in order to fully support the Vision and Mission of this school district. The completed document clearly lines up with the State of Washington's educational reform effort. Our staff has spent many hours examining our various curriculums and aligning them with the Essential Academic Learning Requirements. The challenge before us is to fully examine our current instructional practices and revisit all of the curriculum alignment so that we can continue to improve and reach the goals we have set for our students. To succeed at this effort we recognize that it is critical that we use scientifically based research and best practices to effectively invest our very limited resources.

We are striving to find economical and effective ways of training and preparing staff. In the past we have used five early release days to do alignment and curriculum implementation. In addition, we have used a Learning Improvement Day before the school year and again in January to further pursue this effort. Now, with a new K-12 principal coming on staff, replacing an individual who has been here 18 years, we realize the work must expand with new planning. We are committed to providing a seamless learning experience to our students throughout the grades and this work requires intense district-directed planning.

Therefore, the Pe Ell School District Board of Directors adopted Resolution No. 2007-01 on February 21, 2007, requesting a waiver of the 180 day minimum school year requirement (WAC 180-18-040). This request will allow us to undertake the increased preparation, especially in Math, so that our students can meet the state standards. This will be the first time Pe Ell has requested this consideration. We are aware that many of our neighboring districts

have utilized this for a several years, but we have not requested it in the past, as we were laying a foundation for the effort in previous work during the LID planning. We are now prepared to fully utilize this time for improvement. In accordance with the requirements set forth in WAC 180-18-0505, we provide you with the following information.

(A) Identification of the requirements to be waived:

We are requesting a waiver renewal of WAC 180-18-040, the 180 day minimum school year requirement for the 2007-2008 school years. See the enclosed Board Resolution No. 2007-01 requesting a 178 day school year.

(B) Specific standards for increased student learning that the district expects to achieve:

The students in Pe Ell have exhibited a high level of success in Reading. The interventions have given the support to move all students to over 80% on the WASL by 10th grade. In the 2004-05 year only one student in 4th grade and one 7th grader did not meet the reading standards. To reach this level, staff have worked closely together, and will continue to do the same. Writing has come a little slower. However, with collaboration and curriculum adjustment, over 80% of our 10th graders met the standard in the 05-06 school year. In 03-04 only 7% met the standard in 4th grade in writing. Through intense staff effort this cohort was moved to 78% by 7th grade.

The current major concerns in Pe Ell are Math and Science performance. Even though Pe Ell students scored just slightly above the state average, the scores are a major concern to staff, students and parents, just as they are at the state level. We have commenced a professional study of our curriculum, instruction and remediation support this year. This process will need to expand next year. The district has worked with St. Martins College and Mr. Tom Boyce for laying the foundation. We are prepared to fully tackle this effort next year.

(C) How the district plans to achieve the higher standards, including timelines for implementation:

This winter, on our LID planning, we identified 8 to 9 beliefs we have about teachers' role, students' role, and our educational delivery that will now guide us in better planning and implementing the instructional improvements needed.

We are expecting to increase math performance to the levels of success that reading and writing have reached. We hope to use the 2 days to intensify and accelerate this effort so that the several year improvement time-line utilized in reading and writing will occur more quickly in math.

The items below describe our plans to achieve higher performance standards for all students.

- (1) Continue to examine and adjust our Reading and Writing curriculum. Continue the review of student data to monitor and adjust our curriculum, instruction and assessment strategies, based on historic and recent WASL records and the state graduation requirements.
- (2) Examine and adjust our K-12 math curriculum. Continue and intensify the process commenced last year on our instruction and materials presentation. Increase the use of ongoing assessments for adjustment of instruction and re-teaching concepts. This will be examined carefully at the K-5, as few teachers are endorsed in math in the elementary grades.
- (3) Provide further staff training on assessment and re-teaching techniques and strategies in Math.
- (4) Provide staff time to review research and to analyze student performance records. This effort would continue to utilize the two LID planning times and to expand and intensify the planning with the two additional days.
- (5) Coordinate remediation programs for students who are not on track to meet the requirements.

(D) How the district plans to determine if the efforts to meet higher standards are succeeding:

- (1) Through the utilization of a skilled consultant, either from our ESD 113 or an independent contractor, the district staff will examine the baseline and receive training to monitor the progress of the above goals. Since Pe Ell is a small district, this will be a whole staff effort and will be cross-curricular. This process will help to review current efforts and will screen adjustments, new implementations, and project future recommendations that will help the students reach the essential learning requirements

- (2) The Board of Directors will receive quarterly reports on the progress of this effort. In addition, we use our twice-monthly newsletter to inform the community on the work staff is doing to improve student learning. This process will link these goals to the information disseminated to the community.
- (3) Test scores will be disaggregated on an individual and on a school performance scale.
- (4) Fewer students should require remediation in the upper grades, as we strive to meet the needs at the lower levels. We are realistic enough to realize this is a multi-year process to reach this outcome.
- (E) Evidence that the Board of Directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan:***

Enclosed is documentation showing that the Board of Directors (Resolution), administrators, teachers and classified employees (Signed Support Statement), are committed to working cooperatively in implementing the plan.

- (F) Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan:***

Parents and citizens are included in dialogue and planning for student success. We individually contact every parent on Student Learning Plans. We have contacted every parent whose 10th grade student did not meet standards and reached agreements on additional interventions, including summer school and an extended learning class in math, which forced many to forego an elective class. Although students have had to give up personal time and desired electives, we have had overwhelming student and parent support in these efforts. In addition, we dialogue at the local Kiwanis meetings, the Trojan Newsletters, twice-yearly parent conferences, a Parent Information Night, and the School Board of Director monthly meetings on our efforts underway. Our parents are concerned regarding the graduation and future success of their children.

As a small and remote rural district with the highest poverty level in Lewis County, we recognize the importance of reaching the students overrepresented in not meeting standards. We do not have the ability to pool resources for training and change that benefit larger districts. Finding and funding additional time needed to do the necessary work on these improvements is restricted by a tight budget. Approval of this waiver would provide us with flexibility and uniformity in delivery essential for us to provide staff with more effective training, and with needed instructional and curriculum planning time.

On behalf of the Pe Ell School District, I am submitting this proposal for the consideration of the State Board of Education. Please contact me with any questions concerning this request. Also, if it would be helpful for a district representative to be in attendance at the board meeting, I would be glad to accommodate this.

Your attention to this request is appreciated.

Sincerely,



Scott Fenter, Superintendent
Pe Ell School District

Enclosures

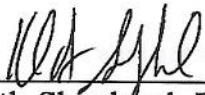
Resolution No. 2007-01
Support Statement
School Improvement Plans
School District Vision, Mission, and Beliefs Agreement

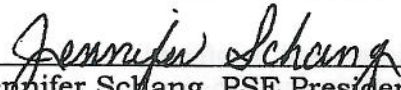
February 21, 2007

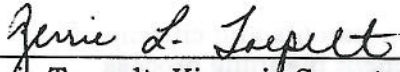
To Whom It May Concern:

We understand that the Pe Ell School District board of directors plans to petition the State Board of Education to grant a waiver of WAC 180-18-040, the 180 day minimum school year requirement, and in its place have a 178 day school year plus two days for staff development. In addition, we are aware of the specific standards for increased student learning that the district expects to achieve, as well as how the district plans to determine if the higher expectations are met.


We the undersigned do hereby commit ourselves to working cooperatively in implementing the above mentioned plan.


Keith Shepherd, Pe Ell Education Association President


Jennifer Schang, PSE President


Gerrie Toepelt, Kiwanis Secretary


Patrick Meehan, Pe Ell K-12 Principal


Scott Fenter, Pe Ell School District Superintendent

RESOLUTION NO. 2007-01

February 21, 2007

Request: Waiver of 180 day school year to 178

A RESOLUTION of the Board of Directors of the Pe Ell School District #301, Lewis County, Pe Ell, Washington, to request a waiver for grades K-12 on the minimum 180-day school year (WAC 180-16-215) for the 2007-2008 school year.

WHEREAS, the Pe Ell School District Board of Directors recognizes that:


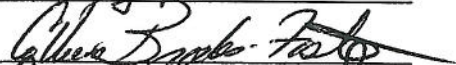
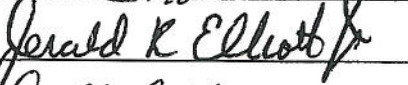
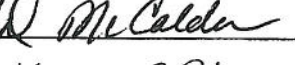

- 1) Planning time is needed for staff to implement school improvement plans which provides for an effective education system to enhance the educational programs for all students in the district, and
- 2) Scheduling 2 full days for staff development provides for less fragmented quality time spent on staff development, opportunity for teaming, development of curriculum for specific high standards, and improved student performance.
- 3) According to Form SPI 1497, all grade levels will be offered the minimum program hours required within the 178-day school year, and
- 4) Opportunities are provided for families, parents and citizens to be involved in the learning improvement planning process through building and district level dialogues, and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18),


NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Pe Ell School District No. 301 does hereby request the minimum 180 school day requirement be waived from 180 to 178 days for the 2007-2008 school year.

Date this 21 day of February 2007.

Board of Directors

Secretary to the Board



Pe Ell School District

Our Vision Educating Today for Tomorrow

Our Mission

As a central part of a caring community, the Pe Ell School District works in partnership with students, parents, staff, and community. Dedicated staff members strive to provide and support an inclusive educational environment. Our goal is to prepare and challenge each student with the education needed to be a successful and respectful citizen in a changing world.

<i>We Believe Each Student:</i>	<i>We believe an effective staff member is a trustworthy educational professional who:</i>	<i>We believe delivering an effective educational system:</i>
<ol style="list-style-type: none"> 1. must have voice, ownership and input into their education by setting goals, self-monitoring goals and striving to be successful. 2. has the potential and wants to learn, grow and succeed in a nurturing, structured environment where they feel valued, cared for, and safe. 3. will demonstrate independence and self-motivation through utilizing critical thinking skills, problem solving, developing social skills, and adapting to situations. 4. can positively affect his/her future by being accountable for meeting and overcoming challenges, making good decisions, understanding, and accepting consequences and learning how to learn. 5. will become a confident citizen of society by being a respectful, responsible, and active member of the classroom, school, and community. 6. will have a sense of pride in self, in peers, in the school and community. 7. is capable of reaching defined standards and expectations: academically, socially and individually. 	<ol style="list-style-type: none"> 1. contributes to a positive school environment by being a life-long learner, having a strong work ethic and actively participating in professional development. 2. cares, inspires, challenges, and encourages, while supporting positive relationship building. 3. works cooperatively with others through effective communication and active involvement by providing positive, open-minded, non-judgmental support. 4. collaborates to implement needed changes. 5. takes pride in the students, school, and community and promotes positive morale by being an effective team member. 6. holds high expectations for students and our school. 7. recognizes and addresses the needs of the whole student: socially, emotionally, academically, and physically. 8. creates a rigorous environment that is engaging, friendly, respectful, and safe. 	<ol style="list-style-type: none"> 1. involves staff, students, and community in setting goals, identifying roles, and defining responsibilities. 2. continues to adapt and align curriculum and technology based on current research. 3. encourages open communication between staff, students, and community. 4. recognizes student needs by providing opportunities for students to develop a sense of ownership in their own learning. 5. maintains high expectations for work quality and behavior. 6. addresses and implements needed changes. 7. meets individual student needs by maximizing available resources, differentiating instruction, and providing needed supports. 8. provides time for planning, evaluating, collaborating, and preparing an effective learning environment. 9. promotes shared decision making that supports the vision, mission, and beliefs.

**K - 8 SCHOOL IMPROVEMENT PLAN
PE ELL SCHOOL DISTRICT
2006 - 2007**

MISSION

The mission of the Pe Ell School District #301 is to work in partnership with students, parents, staff, and community members, to prepare and challenge all students as we provide them with the education needed to be successful and respectful citizens of our ever-changing world.

VISION

Educating today for tomorrow.

CORE VALUES

1. All students belong to all of us.
2. All students and staff are leaders.
3. All students and staff can learn.
4. All students should have equal access and opportunity to quality education.
5. All students shall learn in a safe, nurturing environment.
6. All students and staff must merit trust and honor.
7. All students, parents, and staff are accountable to the learning process.

GOALS

1. By Spring 2009, math, reading, writing and science improvement goals as measured by WASL will be met by 80%, 95% and 75% respectively on the 4th grade WASL and 75%, 80% and 85% respectively on the 7th grade WASL.
2. By Spring 2009, science improvement goals as measured by the WASL will be met by 55% in the 5th grade and 8th grade.

**K - 8 SCHOOL IMPROVEMENT PLAN
PE ELL SCHOOL DISTRICT
2006 - 2007**

MATH, READING, WRITING, SCIENCE						
<p>State Goal 1: Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings:</p> <p>State Goal 2: Know and apply the core concepts and principles of mathematics: social, physical, and life science; civics and history; geography, arts; and health and fitness.</p>						
<p>District Goal: During the next three years, grades in which the WASL is administered will meet their math, reading, and writing improvement goals as measured by passing performance on the WASL at 80%, 95% and 75% respectively, for 4th grade, 75%, 80% and 85% respectively for 7th grade.</p>						
Building Annual Goals in math, reading, and writing • Actual %'s for state & Pe Ell ** Projected %'s for 2007 -2009	*Washington State (2005)		*Pe Ell 2005	**Pe Ell 2007	**Pe Ell 2008	**Pe Ell 2009
	4 th Grade Math	(61%)	76%	70%	75%	80%
	4 th Grade Reading	(80%)	97%	85%	90%	95%
	4 th Grade Writing	(58%)	59%	65%	70%	75%
	5 th Grade Science	(36%)	44%	45%	50%	55%
	7 th Grade Reading	(69%)	96%	75%	80%	85%
	7 th Grade Math	(51%)	39%	65%	70%	75%
	7 th Grade Writing	(61%)	61%	70%	75%	80%
	8 th Grade Science	(36%)	42%	45%	50%	55%

**K - 8 SCHOOL IMPROVEMENT PLAN
PELL SCHOOL DISTRICT
2006 - 2007**

Strategies:

1. We will establish our curricula so that all students will receive an equitable academic program.
2. We will provide teachers with materials, time, and assistance so that they will be able to implement the intended curriculum.
3. We will implement research-based instructional strategies to affect student achievement and foster learning communities.
4. We will create a safe and orderly atmosphere so that our environment is conducive to learning.
5. We will develop, and revise annually, learning plans for all students who fail to meet one or more WASL standards as specified by the State Board of Education.

STRATEGY	CATEGORY	ACTIVITIES	EVALUATION
1. We will establish our curricula so that all students will receive an equitable academic program.	Map/align	Planning time for individual mapping/alignment of EALRs using Frameworks, GLE's and/or Alternative Testing data.	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
	Technology	Use available hardware and software including "Standards Master" assessment in language arts and mathematics.	See above
	Map/align Teaming	Vertical teaming to map/align math, language arts and science within grades K-8.	See above
	Map/align Teaming	Vertical teaming to map/align with HS math, language arts, and science departments	See above

**K - 8 SCHOOL IMPROVEMENT PLAN
PE LL SCHOOL DISTRICT
2006 - 2007**

<p>4. We will create a safe and orderly atmosphere so that our environment is conducive to learning.</p>	<p>Prof dev</p>	<p>Explore training opportunities for faculty, recess supervisors, bus drivers, etc. which will help staff work effectively with difficult, disruptive and aggressive youth.</p>	<p>Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.</p>
<p>5. Use of Data And Multiple Assessments to Promote Learning and Monitor Progress</p>	<p>Assessments</p>	<p>Staff will use multiple assessments to monitor and support progress, including:</p> <ul style="list-style-type: none"> ❖ WASL for 3-8 ❖ STAR test in Math ❖ Accelerated Math ❖ Accelerated Reading ❖ 2nd Grade State Fluency ❖ DIBLES in 2-5 ❖ Curriculum Assessments ❖ Teacher Observation ❖ Admin./Support Services Observations 	<p>Data will be used to target school and individual progress. Addition support will be provided through special education, Title I, LAP, community resources, or any possible available source found.</p>

**K - 8 SCHOOL IMPROVEMENT PLAN
PELL SCHOOL DISTRICT
2006 - 2007**

3. We will implement research-based instructional strategies to effect student achievement and foster learning communities.	Prof dev	Using WASL scores, released items and other resources, faculty members will identify areas of strength and weakness in curriculum and instruction along with strategies for improving test scores in all WASL subjects.	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
	Sp needs	Address needs of highly capable and special needs students in the regular classroom: 1-Differentiating 2- Research ability grouping in WASL subjects at grades K-8	See above
	Sp needs	Planning /developing lessons in WASL subjects for grades K-8	See above
	Coordination of Programs	Weekly meetings to be held, Multi-Disciplinary Team, reviewing all student progress/needs.	Adjustments in programs, curriculum, support, and interventions will be made, based on determinations.
	Prof dev	Reading, writing, math and science training for teachers using LID, Professional Development and Early Release days.	See above
	Teaming	Collaborative Analysis of Student Learning	See above
	Facilities	Maintain and enhance a student friendly school environment	See above

**K - 8 SCHOOL IMPROVEMENT PLAN
PE LL SCHOOL DISTRICT
2006 - 2007**

2. We will provide teachers with materials, time, and assistance so that they will be able to implement the intended curriculum.	Teaming	Opportunities for teachers to visit other math, language arts, or science classrooms	See above
	Teaming	Familiarizing secondary teachers with strategies used by the elementary math/reading programs	See above
	Adoption	Grade level (K-5, 6-8 & 9-12) instructional materials committees will be formed to recommend adoption for the district.	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
	Support matls	Examine materials to support reading, writing, science & math	See above
	Prof dev	Reading, writing, math and science training for teachers using LID, Professional Development and Early Release days.	See above
	Technology	Use available hardware and software including "Standards Master" assessment in language arts and mathematics.	See above
	Teaming	Committees to develop curriculum and plan professional development activities.	See above

**HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN
PE ELL SCHOOL DISTRICT
2006 - 2007**

MISSION

The mission of the Pe Ell School District #301 is to work in partnership with students, parents, staff, and community members, to prepare and challenge all students as we provide them with the education needed to be successful and respectful citizens of our ever-changing world.

VISION

Educating today for tomorrow.

CORE VALUES

1. All students belong to all of us.
2. All students and staff are leaders.
3. All students and staff can learn.
4. All students should have equal access and opportunity to quality education.
5. All students shall learn in a safe, nurturing environment.
6. All students and staff must merit trust and honor.
7. All students, parents, and staff are accountable to the learning process.

GOALS

1. By Spring 2009, math, reading, writing and science improvement goals as measured by the high school WASL will be 65%, 95% 90% & 55% respectively.

HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN **PE ELL SCHOOL DISTRICT** **2006 - 2007**

GOALS

MATH, READING, WRITING, SCIENCE

State Goal 1:

Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings:

State Goal 2:

Know and apply the core concepts and principles of mathematics: social, physical, and life science; civics and history; geography; arts; and health and fitness.

District Goal:

During the next three years, grades in which the WASL is administered will meet their math, reading, writing & science improvement goals as measured by passing performance on the WASL at 65%, 95%, 90% and 55% respectively for 10th grade.

Building Annual Goals in math, reading, writing & science

Washington State Actual 10 th Grade	Actual Pe Ell 2005	Projected Pe Ell 2007	Projected Pe Ell 2008	Projected Pe Ell 2009
Math (48%)	50%	55%	60%	65%
Reading (73%)	78%	85%	90%	95%
Writing (65%)	60%	80%	85%	90%
Science (36%)	22%	45%	50%	55%

HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN **PE ELL SCHOOL DISTRICT** **2006 - 2007**

1. We will establish our curricula so that all students will receive an equitable academic program.
2. We provide teachers with materials, time, and assistance so that they will be able to implement the intended curriculum.
3. We will implement research-based instructional strategies to affect student achievement and foster learning communities.
4. We will create a safe and orderly atmosphere so that our environment is conducive to learning.
5. We will develop, and revise annually, learning plans for all students who fail to meet one or more WASL standards as specified by the State Board of Education

STRATEGY	CATEGORY	ACTIVITIES	EVALUATION
1. We will establish our curricula so that all students will receive an equitable academic program.	Map/align	Planning time for individual mapping/alignment of EALRs using Frameworks and/or GLEs	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
	Technology	Use available hardware and software including "Standards Master" assessment in language arts and mathematics.	See above
	Map/align Teaming	Vertical/Horizontal Teaming to map/align grade levels 9-10	See above
	Map/align Teaming	Vertical teaming to map/align with elementary math, language arts, and science programs	See above
	Teaming	Opportunities for teachers to visit other math, language arts, or science classrooms	See above

HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN **PE ELL SCHOOL DISTRICT** **2006 - 2007**

	Teaming	Familiarizing elementary teachers with strategies used by the secondary math, reading, writing and science programs	See above
2. We will provide teachers with materials, time, and assistance so that they will be able to implement the intended curriculum.	Adoption	An instructional materials committee will be formed to recommend an adoption cycle for the district.	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
	Support matls	Examine materials to support reading, writing, science & math	See above
	Prof dev	Reading, writing, math and science training for teachers using LID, Professional Development and Early Release days.	See above
	Technology	Use available hardware and software including "Standards Master" assessment in language arts and mathematics.	See above
	Teaming	Committee to develop curriculum and plan professional development activities.	See above
	Prof dev	Using WASL scores, released items and other resources, faculty members will identify areas of strength and weakness in curriculum and instruction along with strategies for improving test scores in all WASL subjects.	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
3. We will implement research-based instructional strategies to affect student achievement and foster learning communities.			

HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN **PE ELL SCHOOL DISTRICT** **2006 - 2007**

	Sp needs	Address needs of highly capable and special needs students in regular class: 1-Differentiating 2- Research ability grouping in WASL subjects at grades 9-10	See above
	Sp needs	Planning /developing lessons in WASL subjects for grades 9-11	See above
	Coordination of Programs	Weekly meetings to be held, Multi-Disciplinary Team, reviewing all student progress/needs.	Adjustments in programs, curriculum, support, and interventions will be made, based on determinations.
	Prof dev	Reading, writing, math and science training for teachers using LID, Professional Development and Early Release days.	See above
	Teaming	Collaborative Analysis of Student Learning	See above
	Additional Support	Students Not reaching standards will have additional time and resources through LAP, servicing them in summer programs, after school, and additional classes during the day. The materials will be the OSPI Modules	Progress will be analyzed and monitored in the daily work, probes, and on retakes.
	Facilities	Maintain and enhance a student friendly school environment	See above
	Prof dev	Explore training opportunities for faculty, recess supervisors, bus drivers, etc. which will help staff work effectively with difficult, disruptive and aggressive youth.	Component groups within the staff will meet as the year progresses to evaluate progress toward each stated goal. Final progress will be assessed at the end of each school year in order to help with the development of the following year's School Improvement Plan.
	4. We will create a safe and orderly atmosphere so that our environment is conducive to learning.		

HIGH SCHOOL (9-12) SCHOOL IMPROVEMENT PLAN **PE ELL SCHOOL DISTRICT** **2006 - 2007**

<p>5. Use of Data And Multiple Assessments to Promote Learning and Monitor Progress</p>	<p>Assessments</p>	<p>Staff will use multiple assessments to monitor and support progress, including:</p> <ul style="list-style-type: none"> ❖ WASL for 9-12 ❖ STAR test in Math ❖ WASL Prep Probes ❖ WASL Module Probes ❖ Curriculum Assessments ❖ Teacher Observation ❖ Admin./Support Services Observations 	<p>Data will be used to target school and individual progress. Addition support will be provided through special education, Title I, LAP, community resources, or any possible available source found.</p>
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Raymond School District

Ensuring every child learns, every day.

1016 Commercial Street, Raymond, WA 98577
Voice: 360.942.3415 FAX: 360.942.3416

RSD

1/26/07

State Board of Education
Old Capitol building
PO Box 47206
Olympia, WA 98504-7206

To Whom It May Concern:

Accompanying this letter you will find the Raymond School District's application for a renewal of our 180-day waiver. **Our proposal maintains our contact time with students, but divides that time differently.** Currently, we are operating under an identical waiver that allows us to have 175 full student contact days and 5 full teacher days. Prior to that waiver, we had 170 full student contact days and 10 half-days. If re-approved, this waiver would allow us to continue to offer more than the state minimum contact time while preserving the valuable staff time we have enjoyed for the past three years.

By allowing us to continue our current waiver, you will ensure that we have the focused time necessary to continue the changes we have begun. The proposal details the results of being able to use time in this way for the last three years; suffice it to say that we could not have changed our reading and writing programs without this time. I do not see how we can make the necessary changes in math and science without similar time.

Thank you for your consideration.

Sincerely,

Stephen Holland
Superintendent

RAYMOND SCHOOL DISTRICT NO. 116
PACIFIC COUNTY, WASHINGTON

RESOLUTION #0607-02

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS, the Raymond School District School Improvement Plans for each school serving students in pre-kindergarten through grade twelve has the mission of teaching students in such a way as to aid development of each student's highest potential; and

WHEREAS, district staff, parents, and community members have determined that staff need additional professional development time to further develop instructional practices which support the goal of all students progressing towards achieving standard in literacy, mathematics, science, social studies, arts, and health and fitness; and

WHEREAS, staff and parents recommend reducing the number of student days while still meeting the program hour requirements as prescribed in RCW 28A 150.220; and

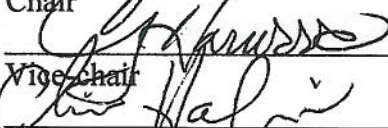
WHEREAS, the school board recognizes that while this reduction of student days results in a waiver request, the previous waiver contributed to better assessment results and enhanced student learning and the board expects this waiver will as well.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Raymond School District No. 116 hereby requests a 5-day waiver from the minimum 180-day school year requirement under RCW 28A.180.220 and WAC 180-16-215 for the 2007-08, 2008-09 and 2009-10 school year resulting in a 175-day school year for students in grades pre-kindergarten through twelve

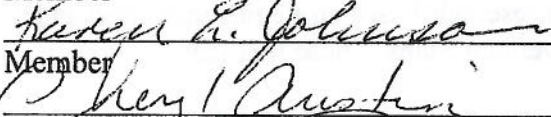
Adopted at a regular open public meeting of the Board of Directors held on January 25, 2007, the following Directors being present and voting therefore.

RAYMOND SCHOOL DISTRICT NO. 116



Chair


Vice Chair


Member


Member


Member


Secretary, Board of Directors

Request for Waiver From the Minimum 180-day School Year

I. Identification of Requirement to be Waived

The Raymond School District No. 116 is requesting (as provided for in WAC 180-18-040 and -060) a three-year waiver of the minimum 180-day school year requirement of WAC 180-16-215. The district is requesting that five (5) school days be waived from the required 180 school days for the 2007/08, 2008/09 and 2009/10 school years for grades one through twelve. We are *not* requesting a reduction in the number of program hours offered, only a change in how we are allowed to divide up those hours. In fact, we have increased the number of hours of instruction by extending our secondary teachers' instructional time by 15 minutes each day.

For the past three school years, the district operated with a similar waiver granted by the State Board in 2004. Previously, the district used 10 half-days for training and planning purposes. Students were released at noon and teachers used the remainder of the day to train and/or plan. While this time was useful, we found that utilizing 5 full-days rather than 10 half-days for these purposes had the following advantages:

- ✓ Contact time remained above state minimums
- ✓ Training and planning time was not fragmented, allowing for in-depth study
- ✓ Student absenteeism, often a problem on half-days, was no longer an issue
- ✓ Parent satisfaction with the calendar increased due to greater ease of planning child care
- ✓ Student day is not disrupted by half-day schedules and therefore on-task time is increased

II. Specific Standards for Increased Student Learning that the District Expects to Achieve:

During the indicated period, the District seeks to:

- ✓ Increase the number of students who achieve state standards in reading, math and science
- ✓ Increase the number of students who graduate on time
- ✓ Narrow the achievement gap for identified groups of students who are currently not meeting standard as measured by the WASL

III. How the District Plans to Achieve the Higher Standards, Including Timelines for Implementation:

We will continue in our accomplishment of these goals by focusing staff collaboration, communication and professional development efforts on research-based strategies identified and currently being implemented through our School Improvement Plans. These include:

- ✓ *Implementation of new graduation requirements.* The Raymond School Board had already revised graduation requirements to reflect the new state requirements such as culminating project, the 5th-year plan and student learning plans for those students who need special intervention to meet state standards. In May, 2006, the Board took the additional step of adding the requirements that all students will donate 100 service hours and show evidence of being ready for their next step in life, i.e., acceptance into a post-

secondary institution, national service, job contract with a career path, etc.. As a result of these changes, staff have realized the need to modify our curriculum to support these requirements. Preparing to help students be successful in reaching these higher standards takes time.

- ✓ *Implementation of student guidance system.* As part of the district-wide effort to differentiate and individualize instruction, this year we began implementing Navigation 101 in our junior high/high school. We received a grant from OSPI to develop an advisory and specific curriculum designed to help students and family take responsibility for their education by identifying specific goals and methods to achieve those goals. Preparing for student/parent/teacher conferences at this level of specificity takes time.
- ✓ *Implementation of improved student achievement management system.* We recently began using Measures of Academic Progress to assess all of our students (grades 3-10) in order to understand their needs and adjust their program of study accordingly. Analyzing and reacting to this data takes time.
- ✓ *Study and implementation of authentic assessment and grading.* We are just beginning the process of reviewing our grading system and its relevance in today's educational world. We anticipate changing the way we assess and grade over the next three years. Such review will require a great amount of time.

We have made great progress in the areas described above as measured by state and local assessments. However, much remains to be done if we are to maximize student achievement and learning. We would not request a waiver if there were another way to achieve the needed results; should the legislature fund Learning Improvement Days as originally conceived, there will no longer be a need for such a waiver. However, until that change is made, we still need to be changing and improving. Such changes require time; we know of no other way to proceed. ✓

How the District Plans to Determine if Higher Standards are Met:

The Raymond School District will use the following measurement of success:

- ✓ WASL performance
- ✓ On-time graduation rate
- ✓ Measures of Academic Progress growth
- ✓ Increased participation of parents in student-led conferences

We will monitor these items as teachers, administrators, board members and community members. We have established review procedures and schedules. We report our results in our annual report to the community. As can be seen by the attached WASL results, not only are we making progress, but significant progress has been made since the implementation of waiver received in 2004. Last year, all of our elementary WASL scores were above the state average. 7th and 10th grade scores in reading and writing were also good. Math and science in our secondary grades will of course be a major focus.

Evidence that the Board of Directors, Teachers, Administrators and Classified Employees are Committed to Working Cooperatively in Implementing the Plan:

Conversations with our bargaining groups three years ago led us to the conclusion that increased professional development and planning time were essential. This belief was responsible for our previous waiver request. While some districts have TRI days, we do not. Our contract consists of 180 days, the state LID's and one staff day before school starts. The training time allowed by the previous waiver was used to benefit both certificated and classified staff; this time has been essential to build a sense of mission, vision and operating procedures in all staff. We began with all of us learning about what quality expectations we had for students and how that would impact our interactions with our students. We learned about helping students track and be responsible for their own behavior and achievement. We discovered the power inherent in helping students identify and pursue their goals. While we have certainly not "arrived", we are much further along than we were, largely because we have had the time to have the critical conversations and do the hard work necessary for real change. The district calendar is always a group effort involving the bargaining groups, administrators and board.

Evidence that Opportunities were Provided for Parents and Citizens to be Involved in the Development of the Plan:

Part of these conversations involved community members. Beginning with the "Vision Alive Team" and continuing with our "Next Steps" committee, we have sought and received community feedback that has been vital in restructuring our various programs. These groups have included parents, employers and public agencies, all of whom have helped us build a more universal vision of school and learning as detailed above.

OSPI Office of Superintendent of Public Instruction
Washington State Report Card

Summary | **WASL** | **AYP** | **WAAS**
Tools: Compare My School

WASL | Raymond School District

Detail
Search: School District

[>Washington State](#) [>Raymond School District](#)

Print Friendly

Raymond School District

 Superintendent Steve Holland
 (360) 942-3415

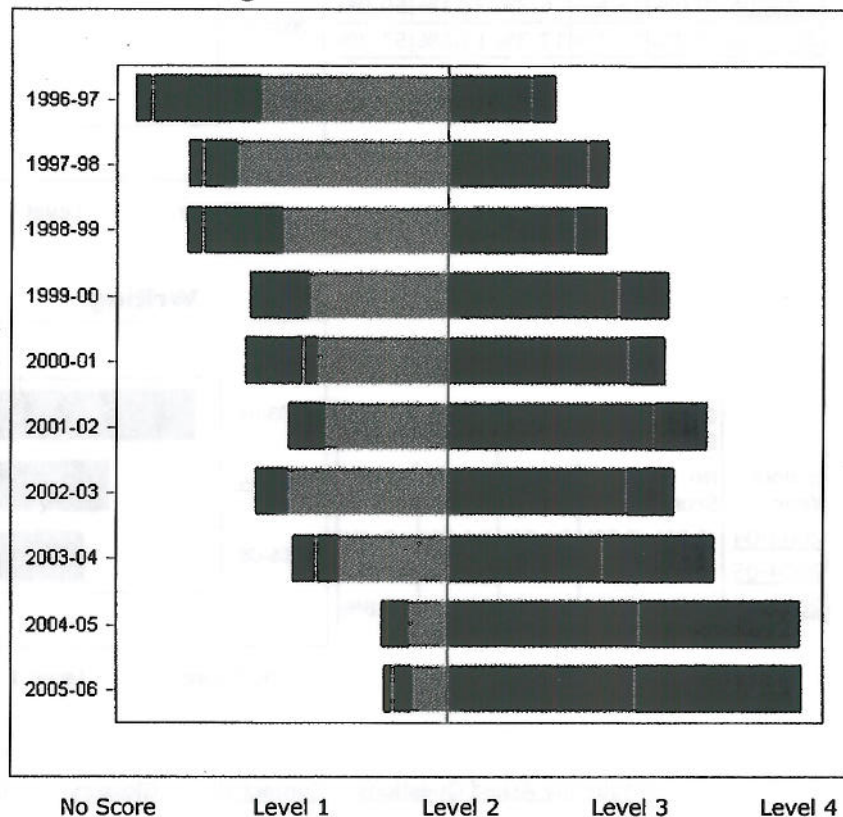
 1016 COMMERCIAL ST RAYMOND 98577
 Educational Service District 113

Updated: 11/1/2006

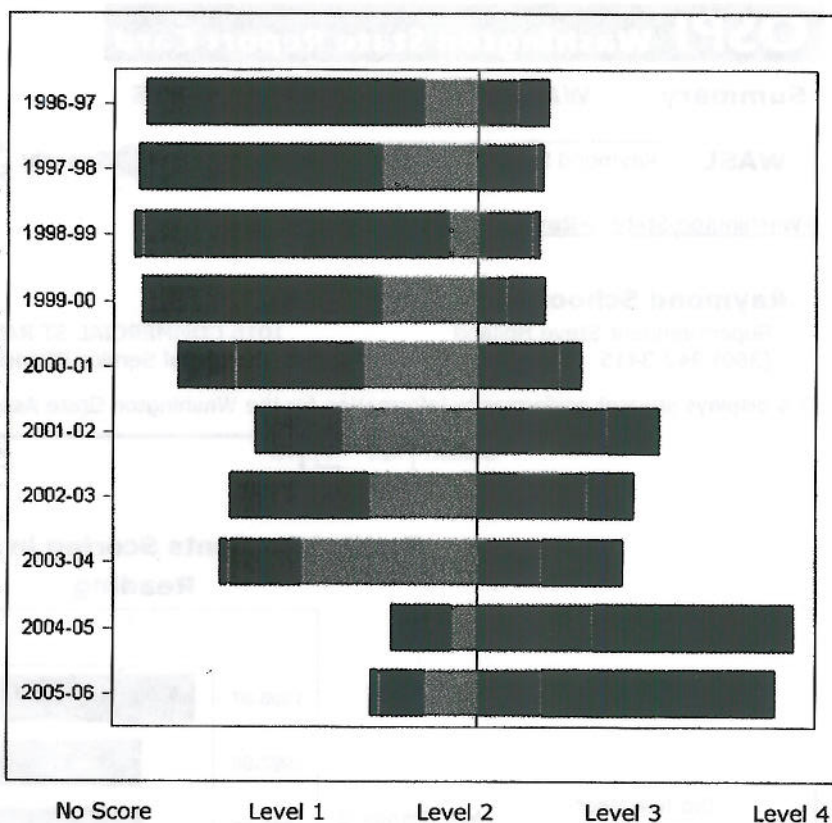
This displays student performance information for the Washington State Assessment of Student Learning (WASL).

 Select:
Grade 4 Students Scoring in Each Level
Reading

School Year	No Score	Did Not Meet Standard		Met Standard		
		Level 1	Level 2	Level 3	Level 4	
<u>1996-97</u>	3.9%	25.5%	45.1%	19.6%	5.9%	
<u>1997-98</u>	3.2%	7.9%	50.8%	33.3%	4.8%	
<u>1998-99</u>	3.8%	18.9%	39.6%	30.2%	7.5%	
<u>1999-00</u>	0.0%	14.3%	33.3%	40.5%	11.9%	
<u>2000-01</u>	14.3%	2.9%	31.4%	42.9%	8.6%	
<u>2001-02</u>	0.0%	8.5%	29.8%	48.9%	12.8%	
<u>2002-03</u>	0.0%	7.7%	38.5%	42.3%	11.5%	
<u>2003-04</u>	5.3%	5.3%	26.3%	36.8%	26.3%	
<u>2004-05</u>	0.0%	6.5%	9.7%	45.2%	38.7%	
<u>2005-06</u>	2.2%	4.4%	8.9%	44.4%	40.0%	

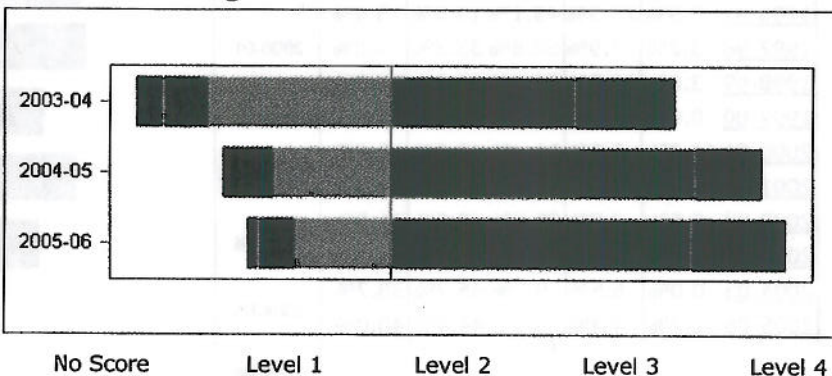

Math

School Year	Did Not Meet Standard		Met Standard			
	No Score	Level 1	Level 2	Level 3	Level 4	
1996-97	0.0%	68.6%	13.7%	9.8%	7.8%	
1997-98	0.0%	60.3%	23.8%	14.3%	1.6%	
1998-99	1.9%	75.5%	7.5%	13.2%	1.9%	
1999-00	0.0%	59.5%	23.8%	7.1%	9.5%	
2000-01	14.3%	31.4%	28.6%	20.0%	5.7%	
2001-02	0.0%	21.3%	34.0%	31.9%	12.8%	
2002-03	0.0%	34.6%	26.9%	26.9%	11.5%	
2003-04	2.6%	17.9%	43.6%	15.4%	20.5%	
2004-05	0.0%	15.6%	6.3%	28.1%	50.0%	
2005-06	2.2%	11.1%	13.3%	15.6%	57.8%	



Writing

School Year	Did Not Meet Standard		Met Standard			
	No Score	Level 1	Level 2	Level 3	Level 4	
2003-04	5.3%	7.9%	34.2%	34.2%	18.4%	
2004-05	0.0%	9.4%	21.9%	56.3%	12.5%	
2005-06	2.2%	6.7%	17.8%	55.6%	17.8%	


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Raymond School District

 Superintendent Steve Holland
 (360) 942-3415

 1016 COMMERCIAL ST RAYMOND 98577
 Educational Service District 113

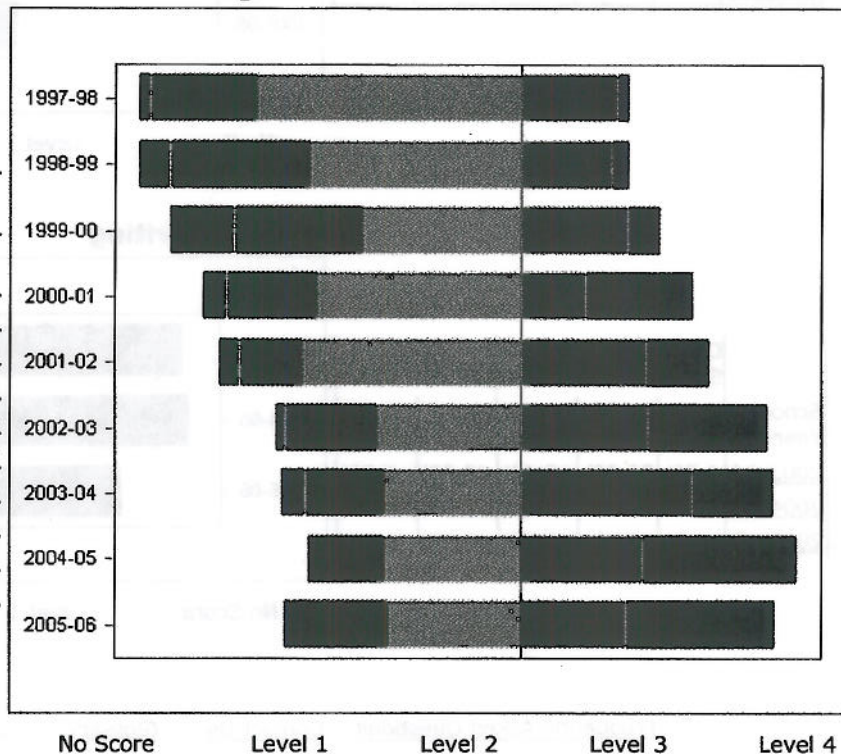
Updated: 11/1/2006

This displays student performance information for the Washington State Assessment of Student Learning (WASL).

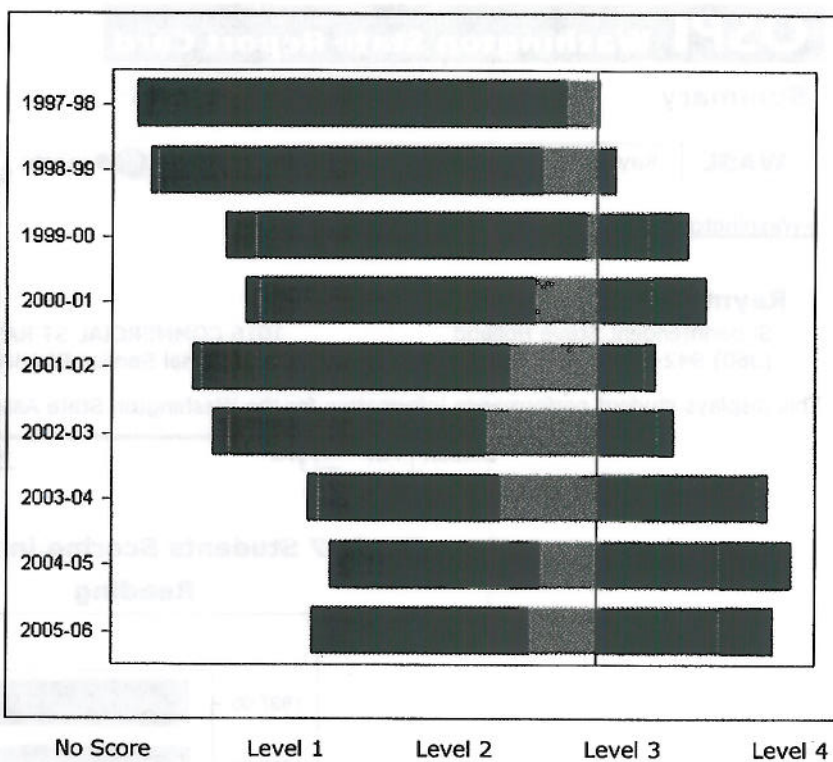
Select: 7th All Chart

Grade 7 Students Scoring in Each Level
Reading

School Year	Did Not Meet Standard		Met Standard			
	No Score	Level 1	Level 2	Level 3	Level 4	
<u>1997-98</u>	2.2%	21.7%	54.3%	19.6%	2.2%	
<u>1998-99</u>	6.7%	28.3%	43.3%	18.3%	3.3%	
<u>1999-00</u>	13.0%	26.1%	32.6%	21.7%	6.5%	
<u>2000-01</u>	5.0%	18.3%	41.7%	13.3%	21.7%	
<u>2001-02</u>	4.3%	12.8%	44.7%	25.5%	12.8%	
<u>2002-03</u>	1.9%	18.5%	29.6%	25.9%	24.1%	
<u>2003-04</u>	4.7%	16.3%	27.9%	34.9%	16.3%	
<u>2004-05</u>	0.0%	15.8%	28.1%	24.6%	31.6%	
<u>2005-06</u>	0.0%	21.2%	27.3%	21.2%	30.3%	

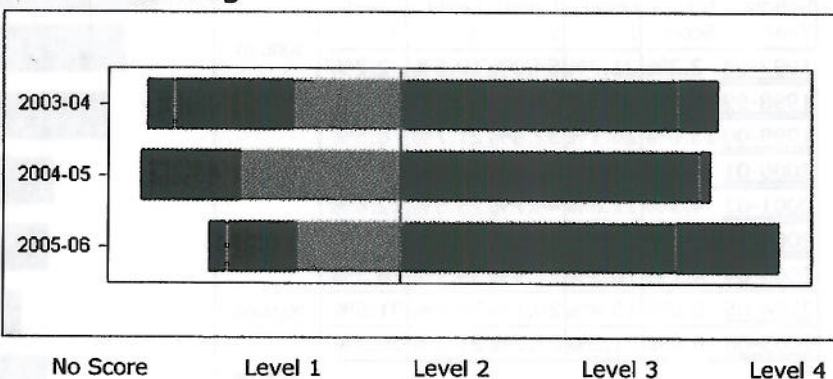

Math

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
1997-98	0.0%	93.5%	6.5%	0.0%	0.0%
1998-99	1.7%	83.1%	11.9%	3.4%	0.0%
1999-00	6.5%	71.7%	2.2%	10.9%	8.7%
2000-01	3.4%	59.3%	13.6%	11.9%	11.9%
2001-02	2.1%	66.7%	18.8%	10.4%	2.1%
2002-03	3.7%	55.6%	24.1%	13.0%	3.7%
2003-04	2.3%	39.5%	20.9%	34.9%	2.3%
2004-05	0.0%	45.6%	12.3%	26.3%	15.8%
2005-06	0.0%	47.1%	14.7%	26.5%	11.8%



Writing

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2003-04	4.7%	20.9%	18.6%	48.8%	7.0%
2004-05	0.0%	17.5%	28.1%	52.6%	1.8%
2005-06	3.0%	12.1%	18.2%	48.5%	18.2%


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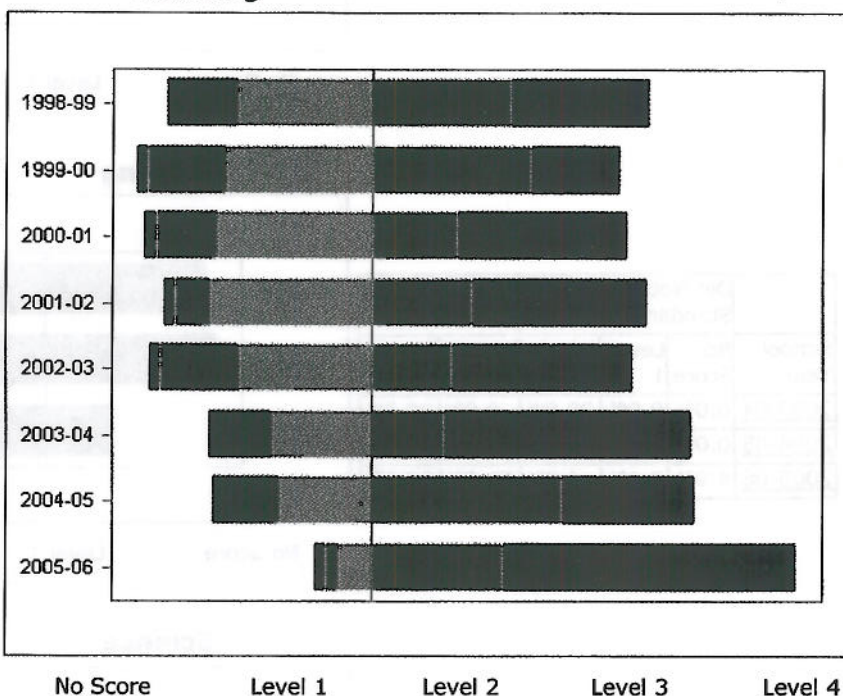
Updated: 11/1/2006

This displays student performance information for the Washington State Assessment of Student Learning (WASL).

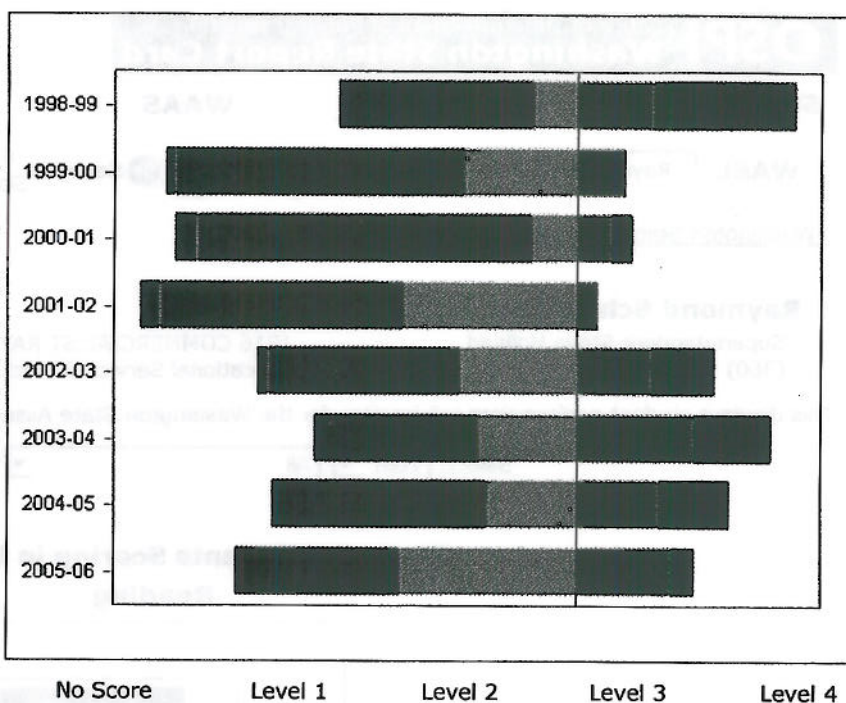
Select: 10th All Chart

Grade 10 Students Scoring in Each Level
Reading

School Year	Did Not Meet Standard		Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4
1998-99	0.0%	14.3%	28.6%	28.6%	28.6%
1999-00	2.0%	16.3%	30.6%	32.7%	18.4%
2000-01	2.5%	12.5%	32.5%	17.5%	35.0%
2001-02	2.3%	6.8%	34.1%	20.5%	36.4%
2002-03	2.3%	16.3%	27.9%	16.3%	37.2%
2003-04	0.0%	12.8%	21.3%	14.9%	51.1%
2004-05	0.0%	13.7%	19.6%	39.2%	27.5%
2005-06	2.4%	2.4%	7.3%	26.8%	61.0%

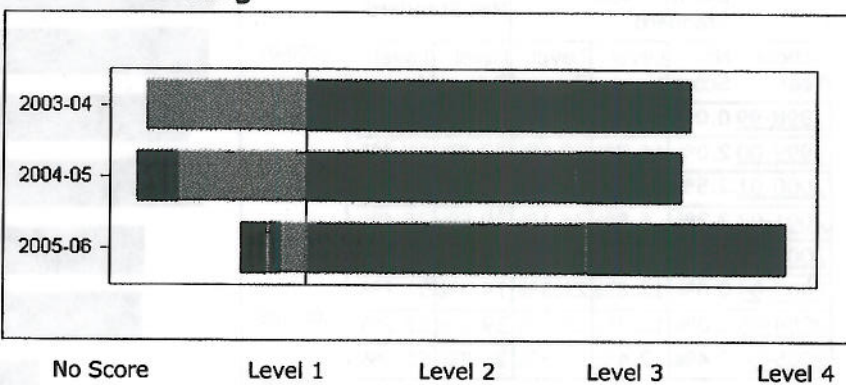

Math

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
1998-99	0.0%	42.9%	9.5%	16.7%	31.0%
1999-00	2.0%	63.3%	24.5%	10.2%	0.0%
2000-01	4.9%	73.2%	9.8%	7.3%	4.9%
2001-02	4.4%	53.3%	37.8%	0.0%	4.4%
2002-03	2.3%	41.9%	25.6%	16.3%	14.0%
2003-04	0.0%	36.2%	21.3%	25.5%	17.0%
2004-05	0.0%	47.1%	19.6%	17.6%	15.7%
2005-06	0.0%	35.9%	38.5%	20.5%	5.1%



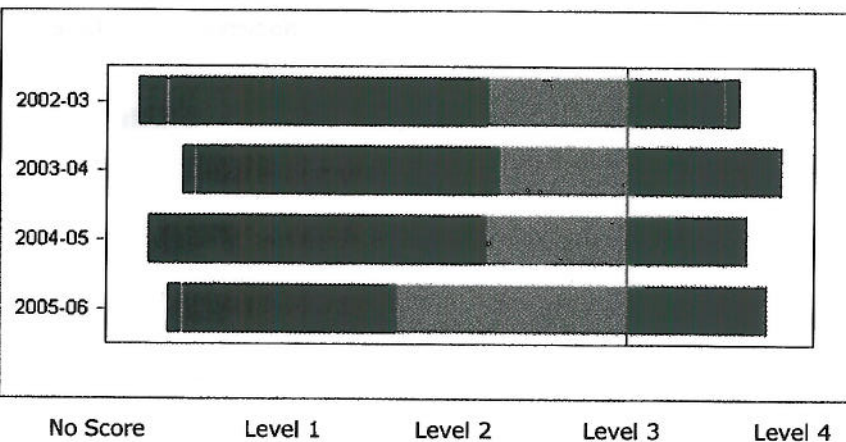
Writing

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2003-04	0.0%	0.0%	29.8%	0.0%	70.2%
2004-05	0.0%	7.8%	23.5%	49.0%	19.6%
2005-06	4.9%	2.4%	4.9%	51.2%	36.6%



Science

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2002-03	5.0%	53.5%	23.3%	16.3%	2.3%
2003-04	2.1%	51.1%	21.3%	25.5%	0.0%
2004-05	0.0%	56.9%	23.5%	19.6%	0.0%
2005-06	2.6%	35.9%	38.5%	23.1%	0.0%



December 11, 2006



Pat Eirish, Manager
Research and Assistance Program
Washington State Board of Education
P.O. Box 47206
Olympia, Washington 98504-7206

Re: Waiver of 180-Day School Schedule
RCW 28A.150.220; WAC 180-18-040; and WAC 180-18-050

Dear Ms. Eirish:

The Seattle School District ("District") requests a waiver from the 180-day school schedule requirement for all its elementary schools that want to conduct three full-day parent/teacher conferences. This three-day schedule will operate in lieu of November's traditional seven days of early release days for parent/teacher conferences.

The District seeks a waiver from the State Board of Education to implement the three-day conference model to support its belief that the alternate model best meets the academic and social needs of children and families. The District was previously granted a three-day waiver under WAC 180-18 through the 2008-2009 school year for professional development. This waiver request is for three additional days for three years, but only for elementary schools in the District that seek full-day parent/teacher conferences.

If this waiver request is approved, District schools that are allowed to utilize a full-day parent/teacher conference schedule will likely utilize these conference days immediately prior to the Thanksgiving break. For example, for 2007-2008, November 19 (Monday), November (20), and November (21) would be used for parent/teacher conferences. Thus, only three educational days would be disrupted during a week, rather than seven days over a period of two weeks. When seven early release days are utilized, school generally gets dismissed at 1:05 p.m. The seven parent/teacher conference days, as currently configured, includes the entire week prior to Thanksgiving break and the first two days of the Thanksgiving break week. The day before Thanksgiving is currently a 2:15 early dismissal. Thus, under the earlier dismissal model, essentially eight days of school are adversely impacted.

The impact on total program hours between seven half days and three full days is negligible. Only two hours of educational instruction is lost with the three-day schedule (see attachment). However, the negative impact on teaching and learning is far more significant than can be reflected in two program hours alone. Essentially two entire weeks of productive teaching and learning are lost with the seven-day early release schedule.

Specific pros and cons of the three-day schedule are listed below:

PROS:

1. Conversion to a three-day conference schedule eliminates schedule changes and disruption (e.g. changes in PCP and specialist schedules) for teachers and students and protects instructional time.
2. Conversion to a three day conference schedule allows teachers to focus on teaching when teaching, and conferencing when conferencing.
3. Conversion to a three-day conference schedule protects vulnerable children including those on IEPs and those receiving tutor and LAP services (typically these programs lose time or are cancelled altogether during the seven early release days in order to provide contractual PCP time for teachers).
4. Conversion to a three-day conference schedule maintains the focus on teaching and learning for an additional week each year.
5. Conversion to a three-day conference schedule allows for more meaningful parent/teacher dialogue with a typical conference extended to 35-40 minutes rather than 20-25 minutes.
6. Conversion to a three-day conference schedule provides for inclusion of students in conferences, with a student-led conference model providing buy-in and ownership for learning and student/teacher partnerships.
7. Conversion to a three-day conference schedule reduces the burden on families to provide alternative childcare arrangements in odd increments and for a greater number of days, mitigating financial impact and disruption of family routines and work schedules

CONS:

1. Negative fiscal impact on Nutrition Services Department (meals unserved and reimbursement unclaimed; and reassignment or redeployment of NS employees).
2. Alteration of Transportation Services, this appears to have a neutral or negative fiscal impact depending upon the number of schools participating.

Pursuant to WAC 180-18-050, the District provides the following information:

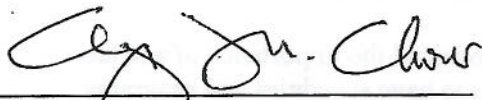
1. Identification of the requirements to be waived. The District requests that 3 days of the 180-day schedule requirement under RCW 28A.150.220 be waived. For District elementary schools, this would bring the waiver to 174 days.
2. Specific standards for increased student learning that the district expects to achieve. Disruption to teaching and learning under the current seven days of early release is significant. By eliminating the disruption to routines, teaching and learning can continue interrupted for an additional entire week of school each year. While it is difficult to provide quantifiable evidence of the impact of this one variable on student achievement, anecdotal evidence is clear. The seven days of early release have significant negative impact on teaching and learning.
3. How the District plans to achieve the higher standard, including timelines for implementation.
Implementation of the three-day conference schedule will start in November 2007.

4. How the District plans to determine if the higher standards are met.
The District will review parent and staff comments for their preference for the three full-day or seven half-day conferences. Test scores from standardized tests could be compared for schools that utilize the full and half-day approach to assess whether a full week of uninterrupted educational services increases or decreases student performance on standardized tests.
5. Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.
Principals, teachers, and parents support a three-day schedule. Comments from teachers and parents are attached.
6. Evidence that opportunities were provided for families, parents, and citizens to be involved in the development of the plan.
Comments from staff and parents at a school that piloted this program are attached.

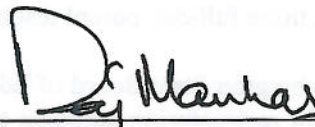
In sum, the District respectfully submits that the current seven day early release model for parent/teacher conferences has a negative impact on teaching and learning. Furthermore, it is believed that an alternative three full day conference model has significant benefits as listed above. A successful model has been developed and District principals, teachers, and families would like to pursue that model as one that supports student learning and mitigates impact on families and the community.

We respectfully submit and request that the three-day waiver be granted.

Sincerely,



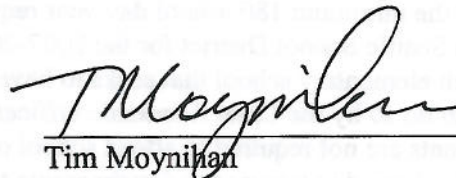
Cheryl M. Chow
School Board President
Seattle Public Schools



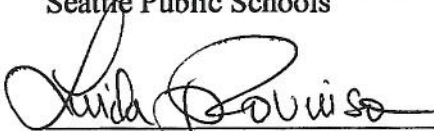
Raj Manhas
Superintendent
Seattle Public Schools



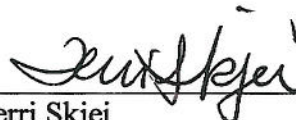
David Elliot
Principal
Seattle Public Schools



Tim Moynihan
Principal
Seattle Public Schools



Linda Robinson
Principal
Seattle Public Schools



Terri Skjei
Principal
Seattle Public Schools

APPROVED

COPY

**SEATTLE SCHOOL DISTRICT NO. 1
BOARD RESOLUTION**

RESOLUTION NO. 2006/07-12



WHEREAS, the Seattle School District seeks a waiver from the 180-day school day requirement (RCW 28A.150.220) from the State Board of Education, pursuant to WAC 180-18-040 and WAC 180-40-050 to implement three full days of parent/teacher conferences;

WHEREAS, parents and staff support a three full-day parent/teacher conference schedule over the more traditional seven one-half days schedule with early dismissals;

WHEREAS, the total impact on program hours between seven half days and three full days is not that different, only two hours of educational instruction is lost with the three full-day schedule (1002 hours, compared to 1004 hours);

WHEREAS, Seattle School District educators believe that the extra full-week of school without early dismissal disruptions, allowed by the three full-day schedule, creates a more productive teaching and learning environment;

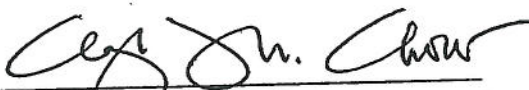
WHEREAS, only Seattle School District schools that desire to utilize a full-day parent/teacher conferences and that satisfy the requirements established by the Chief Academic Officer will be permitted to utilize a three full-day parent teacher conference schedule; and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes to permit schools to have schedules and programs that provide an effective educational system for all students or for individual schools in a school system (WAC 180-18).

NOW, THEREFORE, BE IT RESOLVED, that the Seattle School District Board of Directors requests that the minimum 180 school day year requirement be waived for each elementary school of the Seattle School District for the 2007-2008, 2008-2009, and 2009-2010 school years to permit each elementary school that seeks to have three full-day parent/teacher conferences and is approved to do so by the Chief Academic Officer is allowed to implement such a schedule, and that students are not required to attend school on those days. This waiver request is in addition to the three-day waiver previously granted to the District by the Washington State Board of Education for 2006-2007 through and including 2008-2009 for planning and professional development.


RESOLUTION 2006/07-12


ADOPTED this 7th day of February, 2007.



Cheryl M. Chow, President


Darlene Flynn, Vice President

Mary Bass

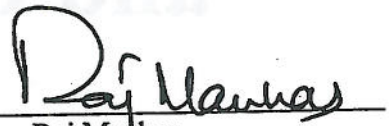

Sally Soriano


Brita Butler-Wall


Irene Stewart


Michael DeBell

ATTEST:


Raj Manhas
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

Hours of Educational Services for Bryant, Coe, and Olympic View

SCHEDULED A
COMPUTATION OF TOTAL PROGRAM HOURS 2006-07

District Name: SEATTLE PUBLIC SCHOOLS

School Name: Bryant Elementary

	Grades 1-5 or (K-5 if full day K)	Three Day Conference Schedule	Seven Day Early Release
A: Total minutes per day (start to finish of student day).	370 minutes		
B: Subtract the minutes for lunch (minimum of 20)	350 minutes		
C: Multiply by 177 (180 - 3 waiver days)	61,950		
D: Subtract 180 minutes for 3 district early dismissal days (Thanksgiving, Winter Break, Last Day)	61,770		
E: Subtract 600 minutes for 5, 2-hour Early Release Days	61,170		
F: Subtract any additional "site specific" lost contact time (in minutes) due to early release/late arrival day(s)		350 x 3 days = 1050 minutes	Two hours 10 minutes x 7 days = 910 minutes
G: Divide by 60 for Total Program Hours	1019.5	1002	1004

Each school must have a minimum of 1000 program hours.

SCHEDULED A

COMPUTATION OF TOTAL PROGRAM HOURS 2006-07

District Name: SEATTLE PUBLIC SCHOOLS

School Name: Coe Elementary

	Grades 1-5 or (K-5 if full day K)	Three Day Conference Schedule	Seven Day Early Release
A: Total minutes per day (start to finish of student day).	370 minutes		
B: Subtract the minutes for lunch (minimum of 20)	350 minutes		
C: Multiply by 177 (180 - 3 waiver days)	61,950		
D: Subtract 180 minutes for 3 district early dismissal days (Thanksgiving, Winter Break, Last Day)	61,770		
E: Subtract 600 minutes for 5, 2-hour Early Release Days	61,170		
F: Subtract any additional "site specific" lost contact time (in minutes) due to early release/late arrival day(s)		350 x 3 days = 1050 minutes	Two hours 10 minutes x 7 days = 910 minutes
G: Divide by 60 for Total Program Hours	1019.5	1002	1004

Each school must have a minimum of 1000 program hours.

SCHEDULED A
COMPUTATION OF TOTAL PROGRAM HOURS 2006-07

District Name: SEATTLE PUBLIC SCHOOLS

School Name: Olympic View Elementary

	Grades 1-5 or (K-5 if full day K)	Three Day Conference Schedule	Seven Day Early Release
A: Total minutes per day (start to finish of student day).	365 minutes		
B: Subtract the minutes for lunch (minimum of 20)	345 minutes		
C: Multiply by 177 (180 - 3 waiver days)	61,065		
D: Subtract 180 minutes for 3 district early dismissal days (Thanksgiving, Winter Break, Last Day)	60,885		
E: Subtract 600 minutes for 5, 2-hour Early Release Days	60,285		
F: Subtract any additional "site specific" lost contact time (in minutes) due to early release/late arrival day(s)		345 x 3 days = 1035 minutes	Two hours 10 minutes x 7 days = 910 minutes
G: Divide by 60 for Total Program Hours	1004.75	987.50	989.58

Each school must have a minimum of 1000 program hours.

CNS Loss of Revenue

Loss o. anue
Parent/Teacher Conference Week, Nov. 14-22, 2005

BREAKFAST Nov. 14-22	Total Breakfast	Free Meals	\$ state	\$ federal	Reduced Meals	\$ local	\$ state	\$ federal	Paid Meals	\$ local	\$ federal	Adult Meals	\$ local	Total Loss of Revenue	Total Pupil Loss	Cost of Food	Cost of Labor
BRYANT 14-18	167	67	\$ 10.05	\$ 85.09	7	\$ 2.10	\$ 0.84	\$ 6.79	93	\$ 69.75	\$ 21.39	0	\$ -	\$ 196.01			
loss for 21, 22	67	27	\$ 4.05	\$ 34.29	3	\$ 0.90	\$ 0.36	\$ 2.91	37	\$ 27.75	\$ 8.51			\$ 78.77			
	234													\$ 274.78	\$ 1.17	\$ 104.42	\$ 156.62
COE 14-18	242	125	\$ 18.75	\$ 158.75	24	\$ 7.20	\$ 2.88	\$ 23.28	93	\$ 69.75	\$ 21.39	0	\$ -	\$ 302.00			
loss for 21, 22	97	50	\$ 7.50	\$ 63.50	10	\$ 3.00	\$ 1.20	\$ 9.70	37	\$ 27.75	\$ 8.51			\$ 121.16			
	339													\$ 423.16	\$ 1.25	\$ 160.80	\$ 241.20
OLYMPIC VIEW 14-18	155	92	\$ 11.04	\$ 138.92	17	\$ 5.10	\$ 2.04	\$ 20.57	45	\$ 33.75	\$ 10.35	1	\$ 1.75	\$ 223.52			
loss for 21, 22	57	37	\$ 5.55	\$ 55.87	7	\$ 2.10	\$ 0.84	\$ 8.47	13	\$ 9.75	\$ 2.99			\$ 85.57			
	212													\$ 309.09	\$ 1.46	\$ 117.45	\$ 176.18
														\$ 1,007.03			

LUNCH Nov. 14-22	Total Lunch	Free Meals	\$ state	\$ federal	Reduced Meals	\$ local	\$ state	\$ federal	Paid Meals	\$ local	\$ federal	Adult Meals	\$ local	Total Loss of Revenue	Total Pupil Loss	Cost of Food	Cost of Labor
BRYANT 14-18	1038	169	\$ 6.10	\$ 395.46	33	\$ 13.20	\$ 1.19	\$ 64.02	814	\$ 29.39	\$ 1,424.50	11	\$ 38.50	\$ 2,167.72			
loss for 21, 22	411	68	\$ 2.45	\$ 159.12	13	\$ 5.20	\$ 0.47	\$ 25.22	326	\$ 11.77	\$ 570.50	4	\$ 14.00	\$ 866.97			
	1449													\$ 52.50	\$ 3,034.69	\$ 2.06	\$ 1,153.18
COE 14-18	963	273	\$ 9.86	\$ 638.82	94	\$ 37.60	\$ 3.39	\$ 182.36	572	\$ 20.65	\$ 1,001.00	14	\$ 49.00	\$ 2,079.96			
loss for 21, 22	381	109	\$ 3.93	\$ 255.06	38	\$ 15.20	\$ 1.37	\$ 73.72	229	\$ 8.27	\$ 400.75	5	\$ 17.50	\$ 830.76			
	1344													\$ 66.50	\$ 2,910.72	\$ 2.12	\$ 1,106.07
OLYMPIC VIEW 14-22	922	346	\$ 12.49	\$ 809.64	93	\$ 37.20	\$ 3.36	\$ 180.42	453	\$ 16.35	\$ 792.75	30	\$ 105.00	\$ 2,065.93			
loss for 21, 22	368	138	\$ 4.98	\$ 322.92	37	\$ 14.80	\$ 1.34	\$ 71.78	181	\$ 6.53	\$ 316.75	12	\$ 42.00	\$ 824.54			
	1290													\$ 147.00	\$ 2,890.47	\$ 2.13	\$ 1,098.38
														\$ 8,835.88			\$ 1,647.57

BREAKFAST Nov. 1-10, 2006 (Daily Average)	Daily Avg. Breakfast	Free Meals	\$ state	\$ federal	Reduced Meals	\$ local	\$ state	\$ federal	Paid Meals	\$ local	\$ federal	Adult Meals	\$ local	Total Loss of Revenue	Total Pupil Loss	Cost of Food	Cost of Labor
Elementary Schools	3769	2329	\$ 349.35	\$ 3,516.79	604	\$ 181.20	\$ 72.48	\$ 730.84	764	\$ 573.00	\$ 175.72	72	\$ 126.00	\$ 5,725.38	\$ 1.49	\$ 2,175.64	\$ 3,263.47
LUNCH Nov. 1-10, 2006 (Daily Average)	Daily Avg. Lunch	Free Meals	\$ state	\$ federal	Reduced Meals	\$ local	\$ state	\$ federal	Paid Meals	\$ local	\$ federal	Adult Meals	\$ local	Total Loss of Revenue	Total Pupil Loss	Cost of Food	Cost of Labor
Elementary Schools	12721	6242	\$ 225.34	\$ 14,606.28	1719	\$ 687.60	\$ 62.06	\$ 3,334.86	4508	\$ 162.74	\$ 7,889.00	252	\$ 882.00	\$ 28,931.79	\$ 2.20	\$ 10,994.08	\$ 16,491.12



**St. John - Endicott
Cooperative School Districts.**

P.O. Box 58, St. John, WA 99171

(509) 648-3336 FAX: (509) 648-3451

February 14, 2007

Washington State Board of Education
OLD Capital Building
P.O. Box 47206
Olympia WA 98504-7206

STATE BOARD OF EDUCATION

FEB 20 2007

RECEIVED

Re: 180-Day Waiver Request for 2007/2008 School Year.

Dear State Board of Education Members:

Enclosed are drafts of Resolutions #06-02 and #06-03 to be adopted by the St. John and Endicott School Boards. The signed copies will be faxed immediately following the special board meeting of February 20, at 9:00 a.m. Also included are the State Board of Education Waiver Application, comparative copies of our current calendar and proposed calendar, and supporting documentation. The Boards are requesting a waiver of five (5) days during the 2007/2008 school year; as provided for in WAC 180-18-040.

The Boards are requesting the waiver to provide our professional staff time to participate in collaborative planning, district-wide, school-wide, grade level and department level professional development, alignment of our curriculum and the development of authentic student assessments for the purpose of informing and improving instruction.

Thank you for your consideration of our request. Please feel free to contact me should you have any questions or concerns.

Sincerely,

Rick Winters
Superintendent, St. John and Endicott School District



St. John - Endicott
Cooperative School Districts
W 301 Nob Hill, St. John, WA 99171
(509) 648-3336 FAX: (509) 648-3451

BOARD RESOLUTION #06-02

TO REQUEST A WAIVER FOR GRADES K-12 FROM THE STATE BOARD OF EDUCATION
MINIMUM 180 DAY SCHOOL YEAR REQUIREMENT FOR THE 2007-2008 SCHOOL YEAR.

FEB 22 2007

WHEREAS: the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

RECEIVED

WHEREAS: St John School District School Improvement Plans have the goal of making changes that will significantly increase the learning and performance of all students; and


WHEREAS, the District has determined that staff and parents support a school calendar that provides time for the purpose of allowing staff collaboration and professional development to further develop curriculum and instructional practices that support all students achieving standard; and

WHEREAS, staff and parents recommend reducing the number of student days while still meeting the program hour requirements as prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and more optimally structured on full instructional days rather than late arrival days.

NOW, THEREFORE, BE IT RESOLVED, that St John School District No. 322 Board of Directors hereby requests a five (5) day waiver from the minimum 180-day school year requirement for the 2007-2008 school year. During this time, staff will participate in collaborative planning; school-wide, grade-level and department level professional development; alignment of curriculum, and development of authentic student assessments to inform and improve instruction.


ADOPTED by the Board of Directors of St John School District No. 322, Whitman County, Washington, at an open public meeting thereof, held on the 20th day of February 2007, the following Directors being present and voting:



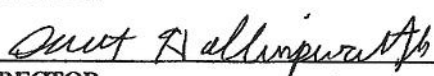
BOARD CHAIR



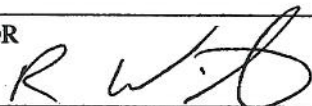
DIRECTOR



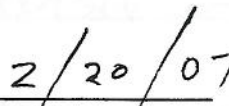
DIRECTOR



DIRECTOR

DIRECTOR


CLERK



DATE



Endicott - St. John
Cooperative School Districts
308 School Drive, Endicott, WA 99125
(509) 657-3523 FAX: (509) 657-3521

BOARD RESOLUTION #06-03

**TO REQUEST A WAIVER FOR GRADES K-12 FROM THE STATE BOARD OF EDUCATION
MINIMUM 180 DAY SCHOOL YEAR REQUIREMENT FOR THE 2007-2008 SCHOOL YEAR.**

WHEREAS: the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180-18-040-060); and

WHEREAS: Endicott School District School Improvement Plans have the goal of making changes that will significantly increase the learning and performance of all students; and

WHEREAS, the District has determined that staff and parents support a school calendar that provides time for the purpose of allowing staff collaboration and professional development to further develop curriculum and instructional practices that support all students achieving standard; and

WHEREAS, staff and parents recommend reducing the number of student days while still meeting the program hour requirements as prescribed in RCW 28A.150.220; and

WHEREAS, we recognize that while this distribution of days results in a waiver request, the overall amount of learning time is equivalent and more optimally structured on full instructional days rather than late arrival days.

NOW, THEREFORE, BE IT RESOLVED, that Endicott School District No. 308 Board of Directors hereby requests a five (5) day waiver from the minimum 180-day school year requirement for the 2007-2008 school year. During this time, staff will participate in collaborative planning; school-wide, grade-level and department level professional development; alignment of curriculum, and development of authentic student assessments to inform and improve instruction.

ADOPTED by the Board of Directors of Endicott School District No. 308, Whitman County, Washington, at an open public meeting thereof, held on the 20th day of February 2007, the following Directors being present and voting:


BOARD CHAIR

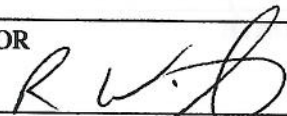

DIRECTOR


DIRECTOR


DIRECTOR


DIRECTOR

CLERK


DATE 2/20/07

State Board of Education Waiver Application

Introduction and Identification of Requirement to be Waived:

The St. John and Endicott School Districts, pursuant to WAC 180.18.040 request a waiver from the minimum 180-day school year requirement. The purpose of the request is to implement local restructuring plans, provide a more effective educational system and enhance the achievement of all students in concordance with the high standards of Washington State Educational reform. The St. John and Endicott School Districts request five (5) waiver days during the 2007/2008 school year, with specific dates to be determined. This request will not compromise the total instructional hour requirements for WAC 180.16.200. In accordance with WAC 180.18.050, the St. John and Endicott School Boards submit a resolution for waiver requests and a district plan for implementation.

The requested five-day Waiver will replace the fourteen (14) late start and early release days previously scheduled for professional development and collaborative activities in grades kindergarten through twelve. We believe the consolidation of time into five full days of training and collaboration at all levels will yield more benefit to student learning than the previous fourteen half days. (See attached charts). The professional development time will be used for whole day release for collaboration between staff of different buildings and/or grade levels. Activities will include school improvement planning and implementation efforts, curriculum alignment, vertical teaming and planning for appropriate instructional interventions at all levels, as student's transition from elementary to middle and from middle to high school.

Late arrival and early release days were identified as a major concern for St. John and Endicott parents due to the difficulties in arranging and providing suitable activities for older students. In addition staff indicated that the late arrival days did not provide adequate or optimum time for learning and applying new concepts and skills. Our parents have indicated that providing professional development delivered in full days reduces the burden of childcare planning when students are not in school. Our staff reported significant value and satisfaction with the full-day format for the purpose of both training and the necessary follow-up collaboration or implementation planning.

Student contact hours and program offerings would exceed state requirements and certificated staff work hours would be according to the full teacher contract requirements. The proposed calendar will add one full teacher day and two full student days to the existing calendar.

Five waiver days are being requested to allow the Cooperative Districts to continue school improvement efforts while limiting the impact on the student instructional year. These days are particularly relevant in light of impending budget reductions, specifically in the areas of professional development, transportation, travel and staff compensation outside the school day.

St. John and Endicott School Districts Education Reform Background and Progress

Over the past ten years we have made progress in the areas of curriculum, instruction and assessment. In accordance with state and local testing standards, our students are focusing on math, reading, writing and science areas. However, there is still much work to be done to build a coherent, focused system-wide instructional program that will maximize student learning and manage staff workload. We will continue to ensure that our organizational decisions, policies, and procedures are aligned in support of enhancing student learning and our management of staff workload.

Specific Standards for Increased Student Learning that the Districts Expect to Achieve:

During the 2007/2008 school year, the Districts seek to:

- ❖ Increase the number of students who attain standards in reading, math and science.
- ❖ Increase the number of students who graduate on time.
- ❖ Narrow the achievement gap for identified groups of students who are currently not meeting standard as measured by the WASL.

How the District Plans to Achieve the Higher Standards, Including Timelines for Implementation:

Our parents, teachers, School Board Members, Individual School Committees and building principals, have identified the necessity for this time without students.

We will accomplish this goal by focusing staff collaboration/communication and professional development efforts on research-based strategies identified in School Improvement Plans, which include:

1. Implementation of the Washington State Reading Model.
2. Implementation of new Washington State Graduation Requirements including the culmination project, thirteenth-year academic plans and students meeting standards on the WASL, which includes appropriate and timely interventions at all levels with particular emphasis on math, science and the transition years. The District began this work during the 2005/2006 year at the grade ten level. During the 2006/2007 year we worked to provide appropriate interventions for students entering grade nine and in the subsequent years, plan to develop options for students in the middle and elementary grades.
3. Provision for grade level and cross-grade level planning as well as cross-district planning to coordinate K-12 horizontal and vertical curriculum alignment. To facilitate the development of appropriate progress monitoring and end-of-course assessment of student performance and achievement in reading, math and science and implementation of new

curriculum based assessment tools in the areas of social studies, health-fitness and the arts.

4. Development of new processes and systems, which redefine teaching performance standards (best instructional practices) and their relationship to performance evaluation and professional development. The Districts plan to begin this work with teachers and administrators during the 2007/2008 school year by operationally defining the Washington State Teaching Performance Standards.

How the District Plans to Determine if Higher Standards are Met:

The St. John and Endicott School Districts will determine if it has achieved higher standards and narrowed the achievement gap by:

- ❖ Using state and district assessment information including WASL performance, on-time graduation rate, Mapping Academic Progress Assessment data, and district reading and writing assessment results. Reports on student achievement will be prepared annually and reviewed by school improvement teams, principals, and the boards of directors, parents and the community at large.
- ❖ The boards of directors will review school improvement plans annually.
- ❖ The documentation of extended learning programs, student participation and student achievement will be made known to the community in our Annual Report Card to our constituents.

Evidence that the Boards of Directors, Teachers, Administrators and Classified Employees are Committed to Working Cooperatively in Implementing the Plan:

During negotiations with various labor groups, the need for training, time to communicate and collaborate and the time to implement new programs was a constant theme. The previous calendar was cooperatively developed with our bargaining groups and shared with school community groups. Staff made it known that the inclusion of late arrival times in the calendar was insufficient to meet the identified professional development and improvement of student performance goals identified by the district through school improvement plans. Staff indicated the need for more sustained and focused time in training, discussion and implementation of reform efforts. They say the reduced student calendar as a viable model, as a contributing author of the calendar; the St. John PALS groups support the district's request for this waiver. Administrators strongly support the change in the calendar as it provides an improvement in the quality of instructional delivery on a daily basis as a result of the improved quality of the professional development activities for teachers and staff. Administrators and school improvement teams feel collaborative time, follow-up for professional development and feedback regarding implementation efforts contribute significantly to the improvement of performance shown by our students.

Evidence that Opportunities were Provided for Parents and Citizens to be Involved in the Development of the Plan:

Parents generally understand and support the Board's interest in maintaining time currently available for individual and collaborative professional development activities. In fact, parents indicated they were less concerned about the number of days students attended school and more concerned about the interruptions caused by late arrival days embedded in the calendar. Parents preferred the inclusion of more full-days in the academic calendar for staff learning and school improvement efforts in lieu of fewer late arrival dates. We believe this above requested waiver will satisfy the stakeholders of our districts by providing better outcomes for students while maintaining the strong instructional program already available to students in the St. John and Endicott Schools.

Attached is a sampling of achievement results for students in the WASL tested areas over the past ten years. These results serve as evidence that the Cooperative Schools are highly committed to excellence for our students and have the capacity, given the time, to continuously improve student performance.

Summary

In summary, the St. John and Endicott Cooperative School Districts request a waiver of five (5) school days to be implemented during the next school year 2007/2008. School improvement plans will be implemented that promote the characteristics of high-performing schools, enhance teachers' use of differentiated instruction that will close the achievement gap, deeply align school instruction across districts and assessments to state standards, develop intervention models across grade levels and promote cultural competency and ELL accommodations in classroom learning.

The time will be used for teachers to implement district-wide improvement plans at the classroom level and change the current culture of classroom instruction to be more targeted and effectively designed to State standards. Schools will collaborate and utilize intervention models to increase achievement in literacy, math and science. Teachers will work individually and collaboratively to develop models that will provide the sustainability of instruction to bring each student to higher standards of educational reform.

The nine (9) teacher in-service days will be utilized using the following programs:

- Hazardous materials training
- Blood Borne Pathogens training
- First Aid
- CPR
- Safe Interactions with Students
- Restraint Training
- Computerized IEP's
- Aligning IEP's with Washington State EALR's and GLE's
- Training in Adaptive PE techniques
- Developmentally Appropriate WASL Implementation
- Classroom Based Assessments
- Six Trait Writing Training
- Scoring student writing on rubrics
- Developing Reading,/Writing Lessons aligned with Writing EALR's and GLE's
- Science kit development
- Individual Reading Assessments
- DIBELS
- Portfolio Assessment
- Reading/Writing adoption implementation
- Curriculum Mapping
- Implementation of the Learning Community Model
- Creation of lessons/assessments
- Analyzing student work
- Working on instructional practice.

St. John-Endicott Cooperative Schools

2007/2008 Calendar

Aug/Sept				
M	T	W	T	F
	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
19				23

October				
M	T	W	T	F
1	2	3	4	
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
22				23

November				
M	T	W	T	F
			1	
5	6	PT	8	9
	13	14	15	16
19	20			
26	27	28	29	30
17				18

December				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
15				15

January				
M	T	W	T	F
		2	3	4
7	8	9	10	11
	15	16	17	18
21	22	23	24	25
28	29	30	31	
21				21

February				
M	T	W	T	F
				1
4	5	6		
11	12	13	14	15
	19	20		
25	26	27	28	29
16				16

March				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	PT
24	25	PT	27	28
19				20

April				
M	T	W	T	F
7	8	9	10	11
14	15	16	17	18
21	22	23	24	
28	29	30		
17				17

May				
M	T	W	T	F
			1	2
5	6	7	8	PT
12	13	14	15	16
19	20	21	22	23
	27	28	29	30
20				21

June				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	PT
16	17	18	19	20
23	24	25	26	27
30				
9				10

August 28th thru 31st - Teacher Workdays
 September 3rd - Labor Day
 September 4th - First Day of School
 October 5th - Teacher Inservice
 November 2nd - Teacher Inservice
 November 7th - Parent/Teacher Conferences - No School for P-12
 November 12th - Veterans day
 November 21st thru 23rd - Thanksgiving Break
 December 24th thru January 1st - Winter Holiday Break
 January 14th - Martin Luther King Day
 January 28th - Start of Second Semester
 February 7th & 8th - County BB Tournament - No School
 February 18th - Presidents Day
 February 21st & 22nd - Mid Winter Break
 March 10-13 - 1st WASL Test Window - HS Only
 March 21st - Teacher Inservice
 March 26th - Parent/Teacher Conferences - No School for Grades P-8
 March 31st thru April 4th - Spring Break
 April 14th thru May 2nd - WASL Test Window
 April 25th - St. John Stock Show - No School
 May 9th - Teacher Inservice
 May 26th - Memorial Day
 June 8th - Graduation
 June 12th - Last Day of School
 June 13th - Teachers Last Day

KEY:



No School
 Teacher Inservice
 Parent Teacher Conferences

175 Student Days
 184 Teacher Days

St. John-Endicott Cooperative Schools

2006/2007 Calendar

Aug./Sept

M	T	W	T	F
			30	31
	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November

M	T	W	T	F
			2	3
6	7	8		
13	14	15	16	17
20	21	22		
27	28	29	30	

December

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January

M	T	W	T	F
	2	3	4	5
8	9	10	11	12
		15	18	19
22	23	24	25	26
29	30	31		

February

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

March

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April

M	T	W	T	F
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 28th & 29th - Teacher Workdays

August 30th - First day of school

September 4th - Labor day

September 20th - Late start, Teacher Inservice

October 18th - Late start, Curriculum Development

November 1st - Late start - Prep for Parent Conferences/End of quarter grades

November 2nd - Start of second quarter

November 9th - Parent/teacher conferences - No School for P - 12.

November 10th - Veterans day

November 22nd - Early release (12:30) for Thanksgiving break

November 23rd & 24th - Thanksgiving break

December 13th - Late start - Curriculum development

December 20th - Early release (12:30) for Christmas break

December 21st through January 1st - Christmas break

January 15th - Martin Luther King's Birthday

January 16th - No School - Teacher Inservice Day

January 17th - Late Start - Curriculum Development

January 22nd - Start of second semester

February 8th - Late start - Curriculum development

February 8th & 9th - Early Release - County BB Tournament

February 19th - Presidents day

February 20th through 23rd - Mid-Winter Break*

March 21st - Early release - Speech, Spelling, Math & Geography

March 27th - Late start - Prep for Parent Conferences

March 28th - Parent/teacher conferences - No school for grades P - 8.

April 2nd thru April 6th - Spring break

April 9th - Start of fourth quarter.

April 16th through May 4th - WASL Test Window

April 27th - Early release (12:30) - St. John Stock Show

May 9th - Late start, Curriculum development

May 28th - Memorial day

June 10th - Graduation

June 12th - Last day of school

June 13th - Teachers last day

KEY:



TI Teacher Inservice or Workday

No School

ER Early Release at 12:30

LS Late Start at 11:15

WL WASL Testing Window

PT Parent Teacher Conferences, No School K-8



February 12, 2007

Dear Mr. Winters,

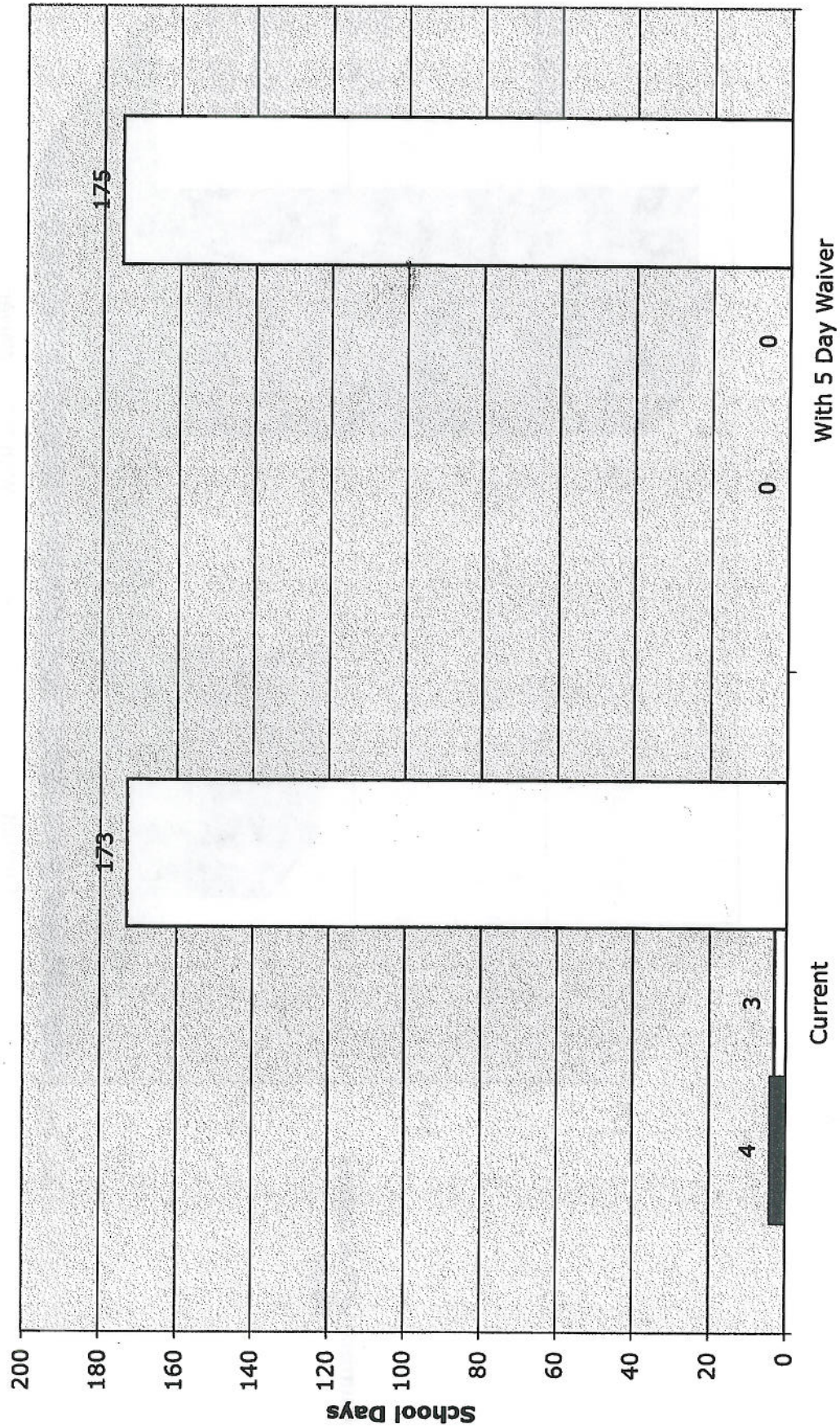
Thank you for giving me an opportunity to respond to the district's proposal to run a 176 day calendar year. After discussing the matter with many of my parent peers, I feel it is in the best interest of our community to end the practice of half-days in our district and take full advantage of full school days.

I was pleased to learn 176 would actually give teacher greater "contact time" with students without the chaos that half-days can create for our rural families that must travel so far to get to town and our working moms that struggle to find child care on half days.

Best Regards,

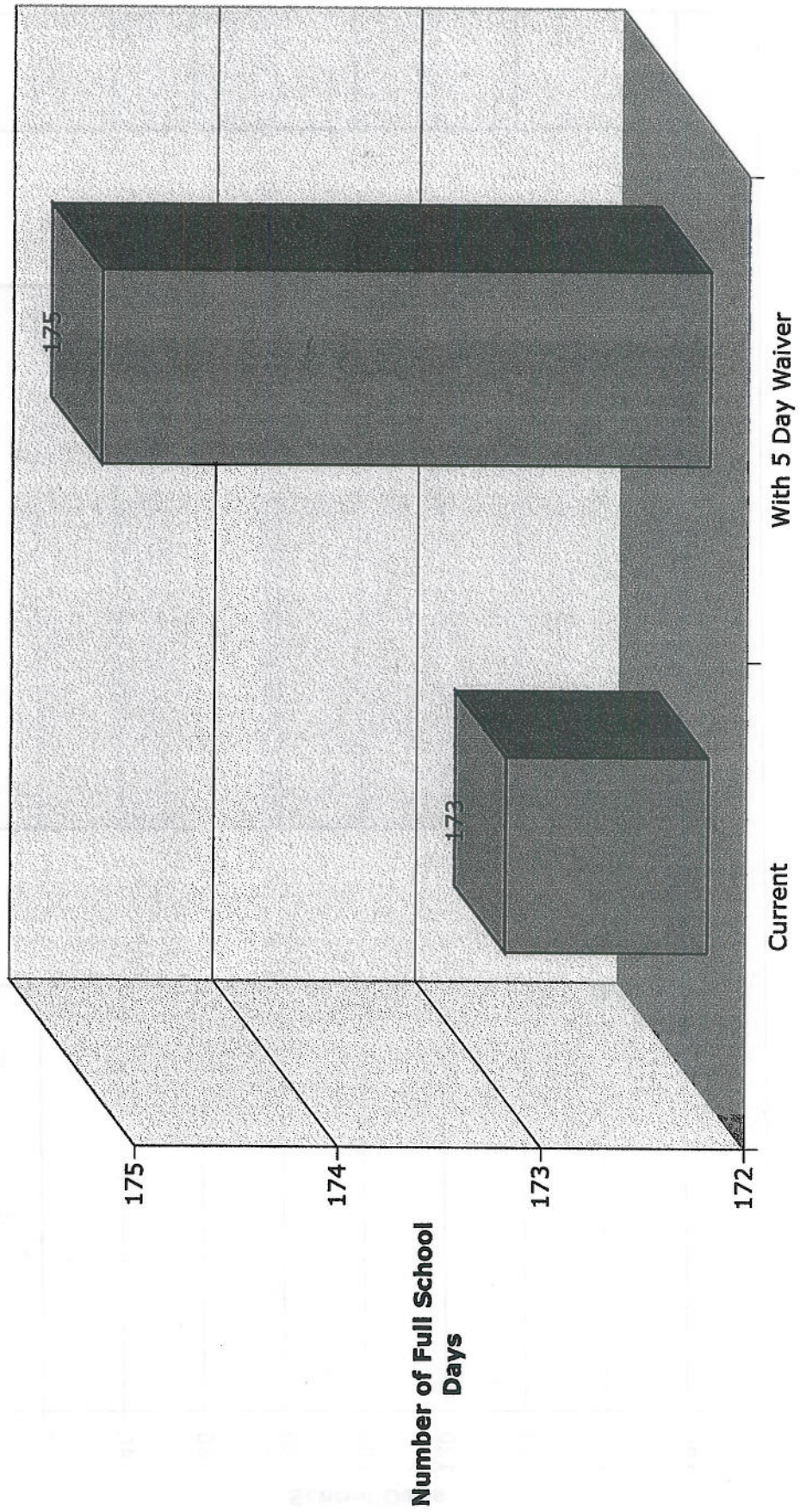

Becky Dickerson
PALS Coordinator
current@stjohncable.com
(509) 648-3264

Increase in Academic Time

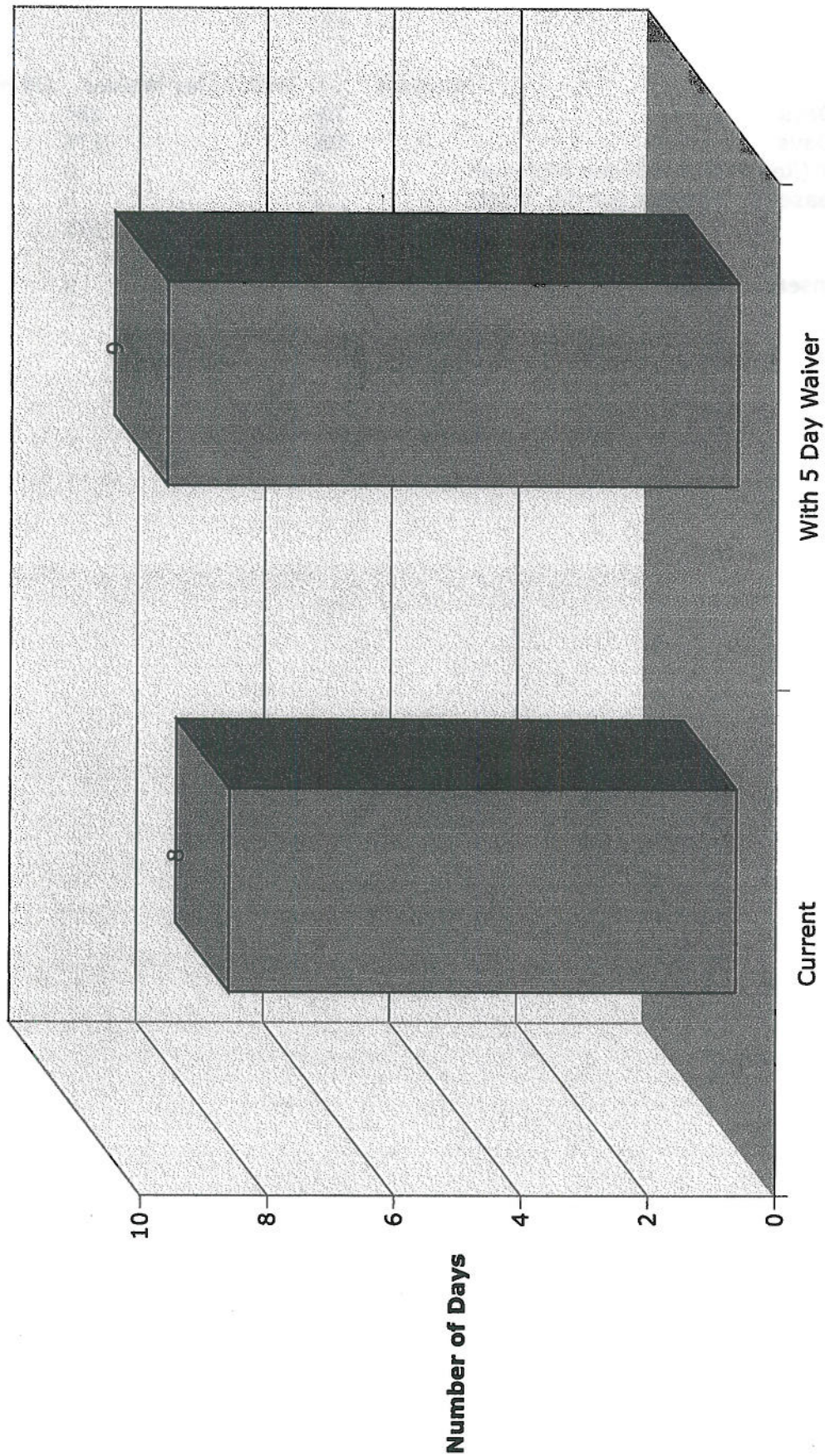


☒ Late Start (Reported in full day increments)
 ☐ Early Release (Reported in full day increments)
 ☐ Full Days

Full Days



Teacher Inservice Days



	Current	With 5 Day Waiver	Difference
Teacher Days	184	184	0
Student Days	180	175	-5
Late Start (Reported in full day incremen	4	0	-4
Early Release (Reported in full day incren	3	0	-3
Full Days	173	175	2
Teacher Inservice Days	8	9	1

St. John School District

WASL 2003

% Students Meeting Standards

Grade 4	Reading				Math			
	1997	1998	1999	2000	2001	2000	2001	2003
# of students	11	16	16	9	13	19	11	11
St John	54.5	93.8	87.5	77.8	84.6	90	90	100
State Ave	47.9	55.6	59.1	65.8	66.1	66	66.7	55.2

Grade 4	Writing				Listening			
	1997	1998	1999	2000	2001	2000	2001	2003
# of students	11	16	16	9	13	19	11	11
St John	72.7	62.5	31.3	44.4	53.8	63	80	90
State Ave	42.7	36.7	32.6	39.4	43.3	50	53.6	65.8

Grade 10	Reading				Math			
	1999	2000	2001	2003	1999	2000	2001	2003
# of students	33	32	33	29	18	33	32	33
SJE	72.7	68.8	72.7	68	72.2	48.5	53.1	54.5
State Ave	51.4	59.8	62.4	59	59.9	33	35	38.9

Grade 10	Writing				Listening			
	1999	2000	2001	2003	1999	2000	2001	2003
# of students	33	32	33	29	18	33	32	33
SJE	51.5	25	51.5	71	72.2	87.9	81.3	93.9
State Ave	41.1	31.7	46.9	54	60.4	72.7	77.8	84

Grade 10	Science			
	1999	2000	2001	2003
# of students	18	18	18	18
SJE	27.8	27.8	27.8	27.8
State Ave	?	?	?	?

St. John School District
WASL 2006
% Students Meeting Standards

Grade 4	Reading										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	
# of students	11	16	16	9	13	19	11	9	10	10	
St John	54.5	93.8	87.5	77.8	84.6	89.5	90	77.8	100	90	
State Ave	47.9	55.6	59.1	65.8	66.1	65.6	66.7	74.4	79.2	81.1	

Grade 4	Writing										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	
# of students	11	16	16	9	13	19	11	9	10	10	
St John	72.7	62.5	31.3	44.4	53.8	63.2	80	55.6	70	70	
State Ave	42.7	36.7	32.6	39.4	43.3	49.5	53.6	55.8	57.5	60.3	

Grade 4	Math										
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	
# of students	11	16	16	9	13	19	11	9	10	10	
St John	27.3	25	81.3	77.8	69.2	78.9	100	55.6	90	80	
State Ave	21.4	31.2	37.3	41.8	43.4	51.8	55.2	59.9	60.6	58.9	

Endicott School District

WASL 2003

% Students Meeting Standards

	READING							MATH						
	1997	1998	1999	2000	2001	2002	2003	1997	1998	1999	2000	2001	2002	2003
Grade 4														
# of student	7	7	19	11	5	11	11	7	7	19	11	5	11	11
Endicott	57.1	42.9	73.7	45.5	60	100	54.5	0	14.3	21.1	27.3	60	81.8	54.5
State Ave	47.9	55.6	59.1	65.8	66.1	65.6	66.7	21.4	31.2	37.3	41.8	43.4	51.8	55.2

	WRITING					LISTENING								
	1997	1998	1999	2000	2001	2002	2003	1997	1998	1999	2000	2001	2002	2003
Grade 4														
# of student	7	7	19	11	5	11	11	7	7	19	11	5	11	11
Endicott	57.1	28.6	42.1	9.1	20	81.8	45.5	57.1	28.6	94.7	54.5	40	81.8	36.4
State Ave	42.7	36.7	32.6	39.4	43.3	49.5	53.6	62.2	71.3	71.1	65.3	72.4	66.6	65.8

	READING						MATH					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
Grade 7												
# of students	36	30	16	21	29	19	36	30	16	21	29	19
ESJ	47.2	40	56.3	42.9	58.6	36.8	19.4	36.7	37.5	28.6	37.9	47.4
State Ave	38.4	40.8	41.5	39.8	44.5	47.9	20.1	24.2	20.1	27.4	30.4	36.8

	WRITING						LISTENING					
	1998	1999	2000	2001	2002	2003	1998	1999	2000	2001	2002	2003
Grade 7												
# of students	36	30	16	21	29	19	36	30	16	21	29	19
ESJ	44.4	60	50	57.1	62	36.8	86.1	93.3	93.8	85.7	100	94.7
State Ave	31.3	37	42.6	48.5	53	54.6	80.2	87.2	79.6	82.5	83.6	86.9

Endicott School District
WASL 2006
% Students Meeting Standards

	READING										
	1998	1999	2000	2001	2002	2003	2004	2005	2006		
Grade 7											
# of students	36	30	16	21	29	19	26		27		
ESJ	47.2	40	56.3	42.9	58.6	36.8	54	70.6	55.5		
State Ave	38.4	40.8	41.5	39.8	44.5	47.9	60.4	68.7	61.5		

	WRITING										
	1998	1999	2000	2001	2002	2003	2004	2005	2006		
Grade 7											
# of students	36	30	16	21	29	19	26		27		
ESJ	44.4	60	50	57.1	62	36.8	38.5	55.9	44.4		
State Ave	31.3	37	42.6	48.5	53	54.6	58	60.9	64.5		

	MATH										
	1998	1999	2000	2001	2002	2003	2004	2005	2006		
Grade 7											
# of students	36	30	16	21	29	19	26		27		
ESJ	19.4	36.7	37.5	28.6	37.9	47.4	50	64.7	62.9		
State Ave	20.1	24.2	20.1	27.4	30.4	36.8	46.3	50.5	48.5		

St. John School District
WASL 2006
% Students Meeting Standards

		Reading						
		1999	2000	2001	2002	2003	2004	2005 2006
Grade 10								
# of students		33	32	33	29	18	19	26 23
SJE		72.7	68.8	72.7	67.7	72.2	78.9	80.8 91.6
State Ave		51.4	59.8	62.4	59.2	59.9	64.4	72.4 81.9

		Writing						
		1999	2000	2001	2002	2003	2004	2005 2006
Grade 10								
# of students		33	32	33	29	18	19	26 25
SJE		51.5	25	51.5	71	72.2	84.2	80.8 69.2
State Ave		41.1	31.7	46.9	54.3	60.4	65.2	64.7 79.7

		Math						
		1999	2000	2001	2002	2003	2004	2005 2006
Grade 10								
# of students		33	32	33	29	18	19	26 25
SJE		48.5	53.1	54.5	46.7	66.7	68.4	61.5 53.8
State Ave		33	35	38.9	37.3	39.4	43.9	47.1 51

		Science						
		2003 2004 2005 2006						
Grade 10								
#/students		18	19	26	23			
SJE		27.8	42.1	30.8	12			
State Ave		31.8	32.2	35.6	34.9			

Snohomish School District



1601 Avenue D • Snohomish, WA 98290-1799
360.563-7300 • Fax 360.563-7373

Board of Directors:
Jay S. Hagen
Leah Hughes-Anderson
Cyd Nou
Tom Pendergast
Dennis V. Wick

February 9, 2007

STATE BOARD OF EDUCATION

FEB 12 2007

RECEIVED

Pat Eirish, Manager
Research and Assistance Program
Washington State Board of Education
Old Capitol Building
P.O. Box 47206
Olympia, Washington 98504-7206

Dear Ms. Eirish,

The Snohomish School District is requesting a waiver from the 180 day school year for the 2007 - 2008 school year. Enclosed please find Resolution #01-07, adopted by the Snohomish School District Board of Directors on February 9, 2007.

Approval of a waiver for these days will allow us the time needed to train district staff in the pedagogy and skills necessary to effectively deliver instruction with a focus on mathematics and the development of districtwide common assessments. It will also allow us to create conditions for collaborative planning, analyze various data sources, and research and implement highly successful practices – all of which will contribute to increased student achievement in the Snohomish School District.

Thank you in advance for your assistance in this matter.

Sincerely,

William A. Mester, Ph.D.
Superintendent

Waiver Request 2007-2008 School Year

The purpose of this document is to provide the specific information required by WAC 180-18-050 for restructuring the educational program for all schools in the Snohomish School District for the 2007-2008 year, reducing the student calendar to 174 days.

WAC 180-18-050 (1) (a) – Identification of requirement to be waived.

The Snohomish School District Board of Directors is requesting waiver for grades Kindergarten – 12 of the minimum 180-day school year.

WAC 180-18-050 (1) (b) – Specific standards for increasing student learning that the District expects to achieve.

The Snohomish School District is actively engaged in developing focused curricula and common assessments, and improving instructional practices which will lead to increased achievement for all of our students, especially in the area of mathematics. Collaborative planning, teacher training, data analysis, research, curricular alignment, and reflection are required in order for these goals to be achieved. To this end, our teachers will be trained in relevant, high quality staff development aimed at the acquisition of improved instructional skills, content knowledge and pedagogy. We believe that highly skilled teachers who are well versed in both content and effective pedagogy will have the greatest impact on increased student achievement.

Our staff will also be involved in the development and use of common assessments to assure a cohesive instructional experience for our students and a consistent evaluation system by which we can monitor their progress and performance.

We believe that this clear focus will benefit our students, not only in the classroom, where we anticipate them being more successful as a result of improved teaching practice, but that they will be able to utilize their skills –

specifically in the area of mathematics – in their lives beyond school, and that they will become, and remain, mathematically literate citizens in their future lives.

WAC 180-18-050 (1) (c) - How the district plans to achieve the higher standards, including timelines for implementation.

We intend to achieve higher standards through the extensive, intentional training of our teachers, including those who serve special populations. During the six waived days, one in each month of the school year (with the exception of December and June), teachers will be trained in the employment of effective instructional strategies, the development of content knowledge in mathematics, and in the use of materials and processes which are aligned with the state learning targets and best practices in instruction. In this way, we will systematically develop deep content knowledge and the skills necessary to make significant impacts on student performance throughout our entire K-12 system.

The key to successful student learning is assuring that teachers can make the learning clear and meaningful to the students. When teachers lack the knowledge to do this, whether it is content knowledge (as is common with mathematics) or pedagogical skill, students are less likely to achieve. Training teachers in both of these areas, as we plan to do on the waiver days, will all but assure that our students will achieve at higher levels. In addition to waiver days, we have used one of our TRI days to train teachers on the implementation of our newly developed K-12 concept map in mathematics. This included training on the effective use of the concept map, districtwide common assessments in mathematics, and unit design and delivery (pedagogy). TRI days have also been used to inservice staff on effective methods of assessment which accurately measure the mastery of learning targets. This series of trainings resulted in the development and implementation of our new standards based report card.

WAC 180-18-050 (1) (d) - How the district plans to determine if the higher standards are met.

The Snohomish School District will assess the achievement of higher standards through analysis of a variety of data. These sources will include examination of WASL results, level tests (Achievement Level Tests) and MAP tests (Measure of Academic Progress) from NWEA (Northwest Evaluation Association). Our WASL results have increased during all three of the years we have had waiver days, we believe due in large part to the focus and alignment we are able to provide for teachers on these days. We also anticipate increased enrollment in higher level mathematics coursework as a long-term result of the knowledge and skills attained by teachers on these waiver days.

Higher standards for instruction will be reviewed by principals through the analysis of in-class teaching practices and through analysis done collaboratively within the context of professional learning communities.

We use the analysis of our various data sources to inform our goal setting efforts and to guide the revision of our school improvement plans and the goals contained therein. Work done on previous waiver days has significantly influenced the development of our school improvement goals and has enabled staff to target specific areas for improvement.

WAC 180-18-050 (1) (e) - Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan

Our targeted school improvement plans are developed with the cooperation of teachers, administrators, and classified employees. To be successful, all of these groups must understand the issues surrounding student progress, the goals to be achieved, and the strategies for attainment of everyone's overall goal of increased student achievement. These school plans are submitted to school district Board of Directors annually and are reviewed and approved. In addition, the school Board

of Directors is kept apprised of plans developed by curricular groups made up of teachers through presentations and discussions at Board meeting work sessions.

WAC 180-18-050 (1) (f) -Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan.

Opportunities for parent involvement are numerous in our district. Parents and citizens have been, and continue to be, involved in the development of building level plans to address student achievement through their participation in the development of school improvement plans, the SIPTAP (School Improvement Planning Technical Assistance Program) offered through ESD 189, meetings with individual schools' parent – teacher organizations, the school board meeting process, and the district wide PLUSS! group (Parent Leaders United for Snohomish Students), whose members serve as liaisons between the school district and each school's parent organization.

We hope you will consider our application favorably. The Snohomish School District is committed to clearly defined targets for improving student achievement. With your support, we look forward to making our goal of student success in every classroom a reality.

A RESOLUTION OF THE BOARD OF DIRECTORS

**of the Snohomish School District No. 201, Snohomish, Washington,
requesting a waiver of the 180 day school year (WAC 180-18-040)
for the 2007-2008 school year.**

RESOLUTION NO. 01-07

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, high standards and expectations, high levels of collaboration and communication, supportive learning environment, and curriculum, instruction and assessment aligned with standards"; and


WHEREAS, providing full days designated for curriculum development, data analysis, and staff training are more productive than providing early release days for the same purpose; and

WHEREAS, the Snohomish School District Board of Directors recognizes that uninterrupted time is essential for school personnel to collaborate in aligning curriculum, disaggregating assessment data, and analyzing test results so they can employ the highest quality instructional practices to improve student learning; and


WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes, (WAC 180-18-040);

NOW THEREFORE BE IT RESOLVED that the Board of Directors of the Snohomish School District No. 201 does, hereby, request the minimum 180 school day requirement to be waived from 180 to 174 days for the 2007-2008 school year.

ADOPTED this 9th day of February, 2007.


Jay Hagen, President



Cyd Nourigat, Vice President


Dennis Wick

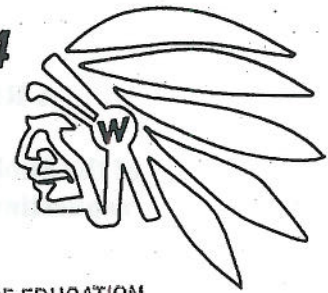

Leah Hughes Anderson


Tom Pendergast

ATTEST:


William A. Mester
Secretary to the Board

WISHRAM SCHOOL DISTRICT NO. 94



STATE BOARD OF EDUCATION

February 22, 2007

State Board of Education

The Wishram School District is requesting a waiver of four days from the 180-day school year requirement. The District is requesting that the State Board of Education allow Wishram School District to hold a 176-day school year for the next two years, starting with 2007-2008 and including the 2008-2009 school year. Enclosed you will find Resolution 3-06, adopted by the Wishram School Board of Directors and other information supporting our request.

We will be using those days to focus on methods to improve the math and science skills of our students. It is crucial for all of us, teachers, classified staff, students, and parents, to meet and collaborate together if we are to make improvements in these areas. Staff training, curriculum adoptions and curriculum aligning to state standards will be the goals for these days. Having a solid block of time to do this will be the key to our success.

Thank you for your consideration of this matter.

Sincerely,

Duane Grams
Superintendent/Principal

WISHRAM SCHOOL DISTRICT 094
180-DAY WAIVER
RESOLUTION 3-06

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A RESOLUTION of the Board of Directors of Wishram School District 094, Klickitat County, Washington, requesting a waiver of the 180-school-day requirement for student attendance in Wishram School District 094.

WHEREAS, pursuant to WAC 180-18-050 districts may request a waiver of the 180-student day requirement to provide time for district restructuring of the educational program; and,

WHEREAS, it is imperative for Wishram School students to improve their math and science skills to reach state and district improvement goals; and,

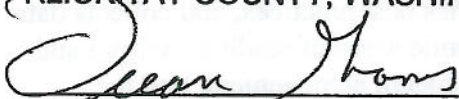
WHEREAS, in order to achieve these goals, it is necessary to allow time for teachers, classified staff, students, Board members, and parents to meet to align our curriculum, plan curriculum adoptions and to provide staff development.

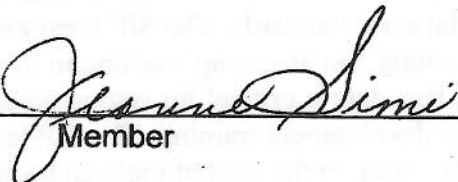
WHEREAS, four full days would be beneficial for this endeavor.

NOW, THEREFORE, BE IT RESOLVED that the Wishram School District 094 is requesting a waiver of the 180-school-day requirement for student attendance to 176 school days.

WISHRAM SCHOOL DISTRICT NO. 94

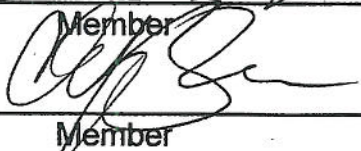
Klickitat County, Washington, by:


DUANE GRAMS, Secretary


Member


Member

Member


Member

Member

Wishram School
180 School Day Wavier Request
2007-2009

The purpose of this document is to provide the specific information required by WAC 180-18-050 for restructuring the educational program for all schools in the Wishram School District for the 2007-2008 through 2008-2009 school years. The Wishram School District is specifically requesting a wavier of the 180-day requirement for this period of time (reducing the student calendar to 176 days).

WAC 180-18-050 (1) (a) – Identification of requirements to be waived.

The Wishram School District Board of Directors is requesting a waiver for Grades 1-12 of the minimum 180-day school year. Specifically, the Wishram School District is requesting that four days be waived for the 2007-2008 and 2008-2009 school years.

WAC 180-18-050 (1) (b) – Specific standards for increased student learning that the district expects to achieve.

The Wishram School District is in the process of adopting, aligning, collecting data, and mapping curriculum for math and science. By 2009, Wishram School District expects our math and science curricula to be totally aligned with state standards for grades K – 12.

By 2009, the Wishram School District will expect to see the achievement level of students in math and science increase to reach state and district school improvement goals based on WASL assessment.

The Wishram School District will narrow the achievement gap for identified groups of students who are not currently meeting standard.

WAC 180-18-050 (1) (c) – How the district plans to achieve the higher standards, including timelines for implementation.

The School Improvement Team, comprised of teachers, assistants, parents, and students, has been established to focus on critical issues and determine direction of the district for meeting state standards. The SIP team gathers, researches best practices, and collects data for teaching and assessing learning in the critical academic areas of reading, writing and math. This data is critical for setting goals, improving student achievement, and for teacher development training. The SIP team will have the data ready to address the district's need in the area of math and science by the fall of 2007.

WAC 180-18-050 (1) (d) – How the district plans to determine if higher standards are met.

The Wishram School District will use its SIP process for collection of evidence and data for all areas of improvement and report this information to all stake holders. The district will also use state and district assessment information including the WASL, ITBS, and classroom assessments in reading, writing, and math.

WAC 180-18-050 (1) (e) – Evidence that the Board of Directors, teachers, administrators and classified employees are committed to working cooperatively on implementing the plan.

The Board of Directors, teachers, administrators, and classified employees all agree that additional non-student time is needed within the school year to facilitate collegial planning and collaborative activities which require staff release or collaboration among staff of different grade levels, including curriculum alignment, vertical teaming, and planning for the current or following school year.

WAC 180-18-050 (1) (f) Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan.

Parents and citizens have been and will continue to be involved in the development of plans that address student achievement at Wishram School District. The SIP team, parent organizations, school board meetings, and school activities are all samples of how we include parents and community members in activities in the Wishram School District.

