

BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS

BACKGROUND

At the May meeting, SBE will consider applications for waivers from 11 school districts. Nine applications are renewals and two are new.

A table summary of the requests have been included after the Expected Action portion of the memo. The full application is available electronically. A hard copy will be available at the meeting.

At the March meeting, the SBE approved a resolution stating the following:

If a state law is enacted authorizing or mandating that a school district operate on less than the current statutory requirement of school days, and a school district reduces the number of school days in a year in response to the change in law, then the total number of days for which a waiver is granted in any year shall be automatically reduced by a number equal to the total number of school days a district reduces its schedule for that year below the current statutory requirement.

All waiver approval letters now include this language to ensure that districts are aware of possible reductions to granted waivers.

On April 21, 2011, staff approved three waivers under the 'fast track' waiver process (Option Three) for Naches Valley, Oakesdale, and Palouse.

POLICY CONSIDERATION

SBE staff has reviewed the applications and recommends them for the Board's consideration and approval. The final state budget may have a significant impact on waivers and therefore staff recommends that the Board consider possible revisions to the waiver process at the July Board meeting.

Currently, staff process waiver requests from the required 180 days under the following options:

- **Option One** is the regular request that has been available since 1995 to enhance the educational program and improve student achievement. Districts may propose the number of days to be waived and the types of activities deemed necessary to enhance the educational program and improve student achievement. This option requires Board approval. Currently 65 districts have Option One waivers and 46 of them expire after this current school year. Staff expects that most of these districts will apply for renewal at the July SBE meeting.
- **Option Two** is a pilot for purposes of economy and efficiency for eligible districts to operate one or more schools on a flexible calendar. It expires August 31, 2014. Three districts were approved for this option in 2009 and these waivers will expire after 2011-12.
- **Option Three** is a fast track process that allows districts meeting eligibility and other requirements to use up to three waived days for specified innovative strategies. This Option requires staff approval. Twelve districts have Option Three waivers.

This policy consideration discussion focuses on Option One waivers, which demand the most staff and Board member time.

The approval process for Option One is as follows:

Staff works with the interested district to explain the process. Districts must submit a school board resolution and application form at least 50 days before the SBE meeting. Staff reviews the documents, suggests clarifications, and asks for more information to ensure the application is complete, as well as provides a proposal, which contains strategies that are highly likely, if implemented thoroughly, to improve student achievement and enhance the district's educational program. Generally these proposals include professional development for staff, collaboration opportunities, and full-day parent-teacher conferences. The switch from multiple half-day to fewer full-day parent teacher conferences is an enhancement to the educational program because it can minimize disruptions. In some cases it allows for more instructional time, and is often preferred by parents. After review, staff prepares a memorandum for Board member consideration.

Board members express recurring concerns about these waivers as follows:

- Previous waivers have not resulted in increased student achievement:
 - The explicit purpose of waivers is to improve student achievement and enhance education. Although debate at Board meetings has touched on whether to expect state assessment (Measurement of Student Progress and/or High School Proficiency Exam) performance to increase as a direct result of waiver days, it is important to consider that waiver days are only one possible influence on student achievement among others, including staff turnover, leadership, new standards, new curriculum adoptions, changing demographics, and whether or not the plan was implemented as intended. The Board's approach has been to judge waiver applications at face value and approve waivers that are highly likely to result in improved student achievement.
- Some applications are for too many waiver days:
 - Current waivers range from one to 12 days with an average of three to four days. Generally districts that request higher numbers of days are subjected, appropriately, to additional discussion by the Board. Board members are reluctant to reduce instruction time, but recognize that with the elimination of state funded Learning Improvement Days, many districts lack capacity to provide time for professional development and collaboration.
- Some districts have resources for additional time for teachers and have written additional days in to their collective bargaining agreements, but lack control over that additional time, and therefore must request waiver days for professional development and collaboration. Table B on page seven illustrates the variability in the number of waiver days and additional teacher days for districts that have applied for Option One waivers this calendar year.
- Some districts have more resources than others, and Board members may be reluctant to grant waiver days to districts that appear to have more funding. This information is available but can be misleading in cases of very small districts or districts with exceptional circumstances. Extreme caution is needed when considering these data.

Possible changes to the waiver process to consider:

- Cap the number of waiver days for professional development and collaboration. Only requests for days above this cap, or for unusual or innovative strategies, would need to be examined in depth by the Board.
- Increase the allowable number of days in the 'fast track' option from three to five. Only four districts have waivers for more than five days.
- Give staff authority to approve waiver requests to replace half-day parent teacher conferences with full day conferences when there is no net effect on instructional time.
- More clearly define the criteria used to approve waivers. Additional clarity about the criteria would assist staff in the guidance provided to districts, and would help districts understand how to write a compelling request.
 - Clear expectations about collective bargaining agreements and mandatory/optional teacher time.
Pro: clear direction to districts about what the Board expects and how decisions are made would enable districts to make smart choices.
Cons: the Board may want to exercise caution when coming to conclusions about collective bargaining processes.
 - Fiscal data.
Pro: this could encourage districts with more funding to fund additional teacher time outside of the 180 day calendar.
Con: there are potential pitfalls in examining district expenditures (e.g., very small districts or districts with exceptional situations) and most agree that the current economic situation has not left districts with adequate funding.
 - Expectations for increased student achievement when districts return for renewal waivers.
Pro: districts should be able to reflect upon the past use of waiver days and the impact of them.
Con: it is nearly impossible to say that a few days of professional development or collaboration should have a particular impact on student achievement due to so many other influencing factors. Some Board members believe that schools and districts that struggle need more, not less, flexibility to implement innovation.

SUMMARIES OF WAIVER APPLICATIONS

Lake Quinault is requesting four waiver days for the next three school years to implement a student assessment database, establish collaboration time to focus on student achievement, and analyze data for the purpose of improving instruction. This request is a renewal of their previous waiver of four days.

Longview is requesting three waiver days for the next three school years to provide professional development aligned with district initiatives to improve student learning, focusing on priority standards, effective instruction, and professional learning communities/data teams. This district cannot apply for a fast track Option Three waiver because it has a school on the District and School Improvement Persistently-Lowest Achieving schools list. This is a new waiver request.

Lopez Island is requesting four waiver days for the next three school years to improve student academic success by providing training to teachers on research-based instructional strategies, reviewing student data, and developing a Response to Intervention model, and to increase student safety and a supportive learning environment. This request is a renewal of their previous waiver of four days.

Marysville is requesting three waiver days for the current school year to provide additional professional development and time for collaboration. Two elementary schools, Tulalip and Quil Ceda, are

consolidating into a single building. Both of these buildings are MERIT schools. Because of the consolidation, other programs will be affected as well. This is a new, one-year request.

Napavine is requesting four waiver days for the next three school years for professional development for staff focused on reading, math, writing, and science, as well as using data to identify and plan for students at risk and increase the on-time graduation rate. This request is a renewal of their previous waiver of four days.

Onion Creek is requesting five waiver days for the next three years to analyze data and align curriculum, and improve instruction. The District recently adopted a new math curriculum and is planning to implement a standards-based grading system. This is a renewal of their previous waiver of five days.

Orient is requesting five waiver days for the next three years to focus on professional development on research-based instruction and curriculum. This is a renewal of their previous waiver of five days.

Othello is requesting six waiver days for the next three years to provide professional development on Sheltered Instruction Observation Protocol, High Yields Strategies, Quality Teaching and Learning, and the STAR Protocol. This is a renewal of their previous waiver of six days.

St John/Endicott is requesting five waiver days for the 2011-12 school year for improving instruction in math and science. This is a renewal of their previous waiver of five days.

Tacoma is requesting 12 waiver days for the 2011-12 school year for Tacoma School of the Arts, Science and Math Institute, and eight days for Stewart Middle School. These three schools have longer school days to allow for increased instructional time, additional classes, and increased student access to academic help and community experiences such as internships and mentor groups. This is a renewal of their previous waiver of the same number of days.

Zillah is requesting seven waiver days for the next three school years to provide three days of professional development with a focus on increasing student achievement and an additional four days for parent teacher conferences. Having four full days of conferences will eliminate nine half-days from the calendar, which increases instructional time. This is a renewal of their previous waiver of three days.

EXPECTED ACTION

Consider approval of the 11 districts' applications included in this memorandum. Provide feedback to staff on possible changes to prepare for a full discussion at the July Board meeting.

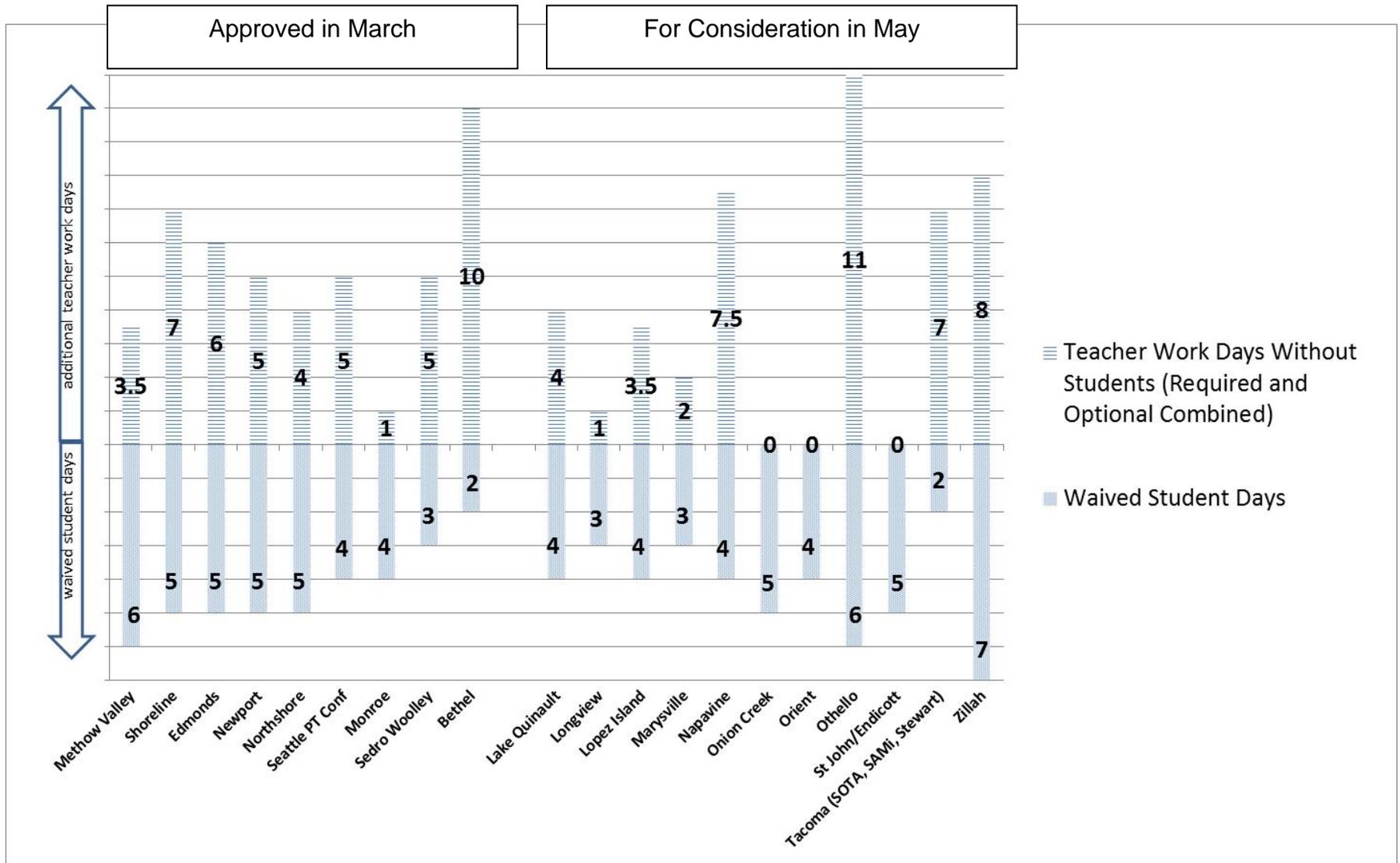
Table A: Summary of Waiver Applications

District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduct. in Half-Days	New or Renewal	Made AYP in 09-10?	In Step of Improvement?	PLA* and which year	2010 Washington Achievement Awards
Lake Quinault	2011-12, 2012-13, 2013-14	4	176	4	184	8	R	No	No	2010 and 2011: Lake Quinault HS	
Longview	2011-12, 2012-13, 2013-14	3	177	1	181	8	N	No	Step Two	2010: Monticello MS	
Lopez Island	2011-12, 2012-13, 2013-14	4	176	3.5	183.5	0	R	Yes	No		Lopez Middle/High: Extended Graduation
Marysville	2010-11	3	177	2	182	0	N	No	Step Two	2010: Tulalip Elem, Totem MS, 2011: Quil Ceda Elem	Totem MS: Improvement
Napavine	2011-12, 2012-13, 2013-14	4	176	7.5	187.5	1	R	No	No		
Onion Creek	2011-12, 2012-13, 2013-14	5	175	0	180	8	R	Yes	No		
Orient	2011-12, 2012-13, 2013-14	4	176	0	180	0	R	Yes	No		
Othello	2011-12, 2012-13, 2013-14	6	174	11	191	19	R	No	Step Two		McFarland MS: Overall Excellence Othello HS: Overall Excellence and Language Arts
St John/Endicott	2011-2012	5	175	0	180	14	R	Yes	No		St. John Elem: Overall Excellence St. John/Endicott HS: Extended Graduation

District	School Years	Waiver Days Req.	Student Days	Additional Teacher Days W/O Students	Total Teacher Days	Reduct. in Half-Days	New or Renewal	Made AYP in 09-10?	In Step of Improvement?	PLA* and which year	2010 Washington Achievement Awards
Tacoma	2011-12	TSOT A/SAMI – 12 Stewart - 8	TSOTA/SAMI – 168 Stewart – 172	7	TSOTA/SAMI-175 Stewart-179	0	R	No	Step Two	2010: Giadrone MS, Hunt MS, Stewart MS, Jason Lee MS, 2011: Baker MS	Lincoln HS: Improvement
Zillah	2011-12, 2012-13, 2013-14	7	173	8	188	0	R	No	Step One		

*Persistently-lowest achieving schools: Schools with three consecutive years of data in the lowest five percent in both reading and mathematics and secondary schools with a weighted average of graduation rates less than 60 percent over a three-year period.

Table B: 2011 Waiver Requests



Appendix A: Full Waiver Applications

Lake Quinault

1. District	Lake Quinault
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	Four
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	Eight
Reduction	Eight
Remaining number of half days in calendar	Zero

8. What are the purpose and goals of the waiver?

To continue to work on our goal developed at the Washington State Leadership Academy and through the Washington Improvement and Implementation Network (WIIN). The goal of our district is to improve the learning community within our schools to support increased student and staff learning. The District's Leadership Team develops the agenda for each professional development day in support of the goal. We, in coordination with the WIIN and ESD 113, have developed three actions plans to support our goals. The first action plan is: implement a single, student database that is readily available to district staff to use effectively for improvement of student achievement. The second action plan is: establish a frequent and consistent time period to collaborate as large and small groups to analyze data for the purpose of implementing quality instruction strategies. The third action plan is: identify, present and implement effective core instructional strategies used by all teachers to improve student achievement with a focus on language deficient students. Each action plan has a team that will meet to coordinate the implementation of their plans. We will also schedule professional development courses to support the requirements of the action plans.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Assessment of State Assessment Scores and results of twice yearly administration of Measurements of Student Progress (MAP) test show that in reading and math our students were achieving below state standards. During the past three years we have taken steps to correct this. Assessment results have begun to show improvement. Our HSPE and MSP scores from last year began to show an increased improvement in math (5 out of 7 grades improved), reading (4 out of 7 grades improved) and writing (2 out of 3 grades improved). Our MAP testing which is done each fall and spring has shown an increase in student ability in reading and math.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We will continue to use State Assessment and MAP results.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

District will continue to review student data from assessment tests, as well as results from teacher based classroom assessments and annual feedback graduates entering high education institutes.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

We are currently using Professional Learning Communities to develop action plans based upon three areas developed during our needs assessment through WIIN. The areas are:

1. Create a frequent, regular time period to implement continued collaborative data analysis to inform instruction and program instructions. (Provide adequate time for teachers to collaborate about quality classroom instruction and effective differentiation strategies.)
2. Create a universal database readily available to district staff for analysis, interpretation and application of student achievement and related data.
3. Implement effective intervention systems for ELL. One major focus will be in the implementation of GLAD (Guided Language Acquisition Design) at the elementary level. We are sending two teachers for training this school year.

13. Describe the innovative nature of the proposed strategies.

The action plans are being built to continue progress that was developed during our participation in the Washington State Leadership Academy. This is a long term process that is beginning to develop 2nd order change (sustainment) within the district in how we do business in the learning of our students.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The district's leadership team is responsible to develop professional development days that support the district's goals. Each year plans are refined to adjust to current needs of the staff.

15. Describe how the waiver directly supports the district and/or school improvement plans?

The district needs were developed this year through our participation in the WIIN grant. These needs support the continued action plan we developed in our participation through the Washington State Leadership Academy. We have used the past three years with waiver days to target our professional development to improve our staff instructional skills. This year's waiver days were focused on developing an action plan that will continue our push forward in improvement. The action plan is on the Washington Plan and Monitoring Tracker at <http://wasummit.wested.org>. Please contact this organization to be able to access data.

16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

The Leadership Team consists of the Principal/Superintendent and three teacher leaders. This team initially developed the needs to keep the waiver days ongoing. The

Principal/Superintendent has worked with the local association to get their input. Students have a representative on the School Board and had input to the waiver. The community was provided time to comment at our January 2011 meeting.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

All teachers only get four TRI days, one which is mandatory and used to open school. The other three days are optional for teachers to use for work beyond the school day. A new teacher (first year in district) will get one additional day to come in and go over items, etc to help prepare for school.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	4
The district or schools directs some or all of the activities for <u> 1 </u> of the additional days listed in #3 above	
Total	184

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	x		
2	Optional			x
3	Optional			x
4	Optional			x

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The extra day is used at the beginning of the year to begin the school year, provide updated guidance to the faculty and discuss in general the school year plan.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

For the past three school years the four waiver days were used as Teacher Training Days. Days were used to have professional development for staff to enhance ways to increase student learning. Time was used each year to review and comment on student data and make adjustments to our plans. The days were used as planned in the original waiver request.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

Over the past three years we have used the waiver days to improve our professional development. One major result was achieving the 2010 School of Distinction award from the Center of Educational Effectiveness and Phi Delta Kappa. We were able to plan for and execute full training days. Allowing time for professional presentations, dialogue between administration and staff and finally conversation between colleagues on student learning. The goal of our first waiver request was to enhance our professional development and focus on school needs. This was accomplished and continues.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

The main way parents and the community were kept informed on an on-going basis was through board reports by the Superintendent/Principal and teachers who had special projects going on.

Longview

1. District	Longview School District
2. New or Renewal	New
3. Is the request for all schools in the district?	Yes
4. Number of Days	Three
5. School Years	2011-12, 2012-13, and 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

<i>7. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	14 (<i>late start/early release & parent/teacher conference days</i>)
Reduction	8 (<i>change of late start/early release professional dev. model</i>)
Remaining number of half days in calendar	6 (<i>elementary parent/teacher conference half days</i>)

8. What are the purpose and goals of the waiver?

The purpose is to provide teacher professional development focused on the three district initiatives to improve student learning. The three initiatives are:

- Priority Standards: What to teach
- Effective Instruction: How to teach more effectively including use of the District's effective instructional model (CASA)
 - Clear objectives
 - Aligned activities
 - Student engagement
 - Assessment
- Professional Learning Communities/Data Teams: The vehicle for student data analysis and continued teacher professional development

The goal is to improve student achievement in the District's 14 Pre-K-12 schools. This will be accomplished through weekly Professional Learning Community/Data Team meetings and three professional development days focused on the district's initiatives.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Students in the Longview School District in grades four, seven, and ten fall below the state bar in reading and math at all levels except grade ten reading. Student cohort growth information for grades three through eight provides additional information. With just two exceptions, students who are continuously enrolled in our District make gains ranging from 1.4% to 26.3%. Nevertheless, gaps remain when Longview students are compared with state-wide assessment data ranging from -3.9% to -17.8%. At the present time, Longview School District MSP/HSPE results do not reflect the degree of system-wide improvement needed to meet District goals. The District Improvement Plan and the School and Site Action Plans describe in detail the necessary action steps for continuous improvement in student achievement.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The measures and standards used to determine success and identification of expected benchmarks and results include, but are not limited to, the following:

- Development of well-articulated curriculum guides that highlight the priority standards that have been identified by content-area teams. Priority standards are those essential standards for students to be successful at the next level, to be successful on state assessments, and to be ready for a post high school experience. They are based on state requirements and district curriculum and were developed in every content area by district teacher teams.
- District benchmark assessments to measure student growth and mastery of standards. As one example, the district is currently working with OSPI on math benchmarking. Secondary math teachers are enthusiastic about the potential impact on their daily instruction, and know they will benefit from continued work with OSPI staff in refining the assessment tools and utilization of the data that the benchmarks provide. We plan to do the same with all content groups. Another example is Measurement of Academic Progress (MAP) in reading, mathematics, and language usage that is currently being piloted at Monticello Middle School – a MERIT school. MAP will be used in all district K-12 schools beginning in fall 2011. The 2011-2012 school year will be the baseline year for MAP with the exception of Monticello Middle School whose baseline is being established this year. DIBELS and ORF are used and will continue to be used at all K-8 schools. DIBELS and ORF data are used to modify and differentiate instruction resulting in Response to Intervention (RTI) flexible, small group instruction.
- Ultimately, we expect to see intentional instruction aligned to standards, quarterly benchmarking to monitor instruction, and improved student achievement on state assessments as noted in the District Improvement Plan.
 - Data is collected to monitor instruction aligned to standards through classroom walkthroughs or instructional rounds. Principal and teacher teams collect data, use the data in Professional Learning Communities/Data Teams. Currently schools report 33 percent of teachers have instruction aligned to standards. The goal is 90% effective instruction in three years as measured by the District's CASA rubric. CASA is Clear Targets, Aligned Activities, Student Active Engagement and Assessment and is based on the work of Bob Marzano.
 - The District Improvement Goals are as follows:
 - 3rd, 4th, 5th, 6th, 7th, 8th, and 10th grade scores on the 2011 Reading and Math (MSP/HSPE) will increase by 10% over 2010 scores.

100% of district buildings and sites will have highly functioning Professional Learning communities in place as evidenced by the effective use of data resulting in increased student achievement.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Evidence includes, but is not limited to, the following:

- Published district curriculum guides based on state standards for each content area designed by district teachers with support from OSPI.
- Creation and use of benchmarks K-10 for Reading, Writing, Math, Science, Social Studies and the Arts.
- Measurement of Academic Progress (MAP) data.

- DIBELS and other formative assessments.
- Data gathered on instructional practices at all school sites using the Classroom Walkthrough process.
- Sample agendas and minutes from weekly Professional Learning Communities and Data Teams.
- Teacher-generated formative assessments based on student data and needs.
- Analysis of MSP and HSPE data.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The three professional development days will focus on district initiatives which include development of priority standards, more effective teaching in every classroom every day, and 100% highly effective Professional Learning Communities.

The content of professional development will be determined through teacher surveys, student achievement data, Classroom Walkthrough data and other sources. Collaboration will occur between district staff, principals, and teachers so that professional development is timely and meaningful for participants. All professional development in the District is research-based relying heavily on the work of Dr. Robert Marzano, Dr. Brian McNulty, Larry Ainsworth, Dr. Douglas Reeves, and Dr. Rick Stiggins.

13. Describe the innovative nature of the proposed strategies.

The three district initiatives provide a comprehensive framework or theory of action for improving student achievement. Thirty-five years of educational research has provided ample resources from which to draw. The combination of intense day-long professional development opportunities combined with weekly Professional Learning Communities focused on student data will ensure teachers increase their instructional efficacy and teach to the priority or essential standards.

We know what to do, so let's do it. We know focusing on priority standards will ensure we teach the standards in all content areas and at every grade level so students are prepared for the next step. We know student academic achievement increases dramatically when teachers use effective instruction every day. We know teachers need time to work in collaborative teams to analyze student data, to differentiate instruction, and to refine instructional strategies.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The work we are attempting to complete cannot be accomplished in one year. Each year will build on the preceding one. Efforts in the first year of the waiver will focus on identification of the priority standards, benchmarking, and improving instructional strategies. In years two and three staff will refine their strategies and expertise in the classroom and deepen their understanding of data analysis and the instructional process.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

Recently, Dr. Mike Schmoker wrote in his book *Focus: Elevating the Essentials to Radically Improve Student Learning*, "If we choose to take just a few well-known, straightforward actions, in every subject area, we can make swift, dramatic improvements in schools." This waiver request is all about focus and choosing a few well-known and straightforward actions.

The District Improvement Plan and every school improvement plan in Longview Public Schools targets improved student performance. For more information about the Strategic Plan Review Process including the Executive Summary, the District Improvement Plan and school improvement plans for each school, please go to the link:

<http://www.longview.k12.wa.us/PDF/Strategic%20Plan%202010%20posted%20to%20web%2011.18.10.pdf>

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

Longview Education Association, site action teams, principals, and district office staff have been involved in the development of this waiver. The request for weekly Professional Learning Community time arose from contract negotiations in August 2010. The Strategic Plan Review Committee comprised of union representatives, community members, parents and administrators recommended a more robust implementation of PLC's, strengthening of effective teaching practices, and refinement and implementation of priority standards.

The three waiver days are specifically designed to support the weekly Professional Learning Communities' work. These three days will provide training in effective data team processes, selecting and analyzing data that inform instruction, the identification of common instructional targets, and strategies that effectively research concepts students have not mastered.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

We have lost three learning improvement days as a result of state budget reductions. Teachers have access to an optional one day of professional development/in-service during the year. There are currently eight three-hour late start/early release days. In addition, under the current collective bargaining agreement, elementary schools are released for six half-days for parent-teacher conferences.

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

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3
3. Additional teacher work days without students	1 (optional)
The district or schools directs some or all of the activities for _0_ of the additional days listed in #3 above	
Total	181

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	optional		

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17.B), please also explain the rationale for the additional need of waiver days.

Due to budget reductions, loss of Learning Improvement Days (LID), and the need for improved student achievement, additional teacher professional development is essential, as described elsewhere in this application.

Lopez Island

1. District	Lopez Island School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	Four
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days? No

Number of half-days before any reduction	Six
Reduction	Zero
Remaining number of half days in calendar	Zero

8. What are the purpose and goals of the waiver?

Our goals are to:

1. Improve student academic success.
 - a. Provide training for teachers on research-based instructional strategies in literacy and mathematics.
 - b. Review student achievement assessment data.
 - c. Develop plans to continue to implement a Response to Intervention model to assist students who are struggling.
2. Increase student safety and supportive learning environment.
 - a. Provide training to staff about bullying and harassment, boundary invasion, and the principles of Love and Logic.
 - b. Develop and maintain school-wide strategies to encourage student responsibility and to increase student self-confidence through mastery of subject matter.
 - c. Strengthen school-wide communications and climate.

9. What is the student achievement data motivating the purpose and goals of the waiver?

An analysis of fourth grade WASL (and now MSP) trend data indicates an erratic pattern of student achievement. It is hypothesized that much of the erratic trend can be attributed to the low numbers of students taking the test, and therefore extreme caution should be used when weighing the reliability of the data. Given this caution, a careful study of the data indicates several patterns which do seem to emerge. First, it is clear that since 2003 fourth grade Lopez Island students have consistently scored below the state average in reading, mathematics, and writing. Secondly, prior to 2003, fourth grade Lopez Island students generally scored above the state average in all subject areas. Seventh grade students also have consistently scored at or below the state average in reading, mathematics, and writing, and that trend has continued since 2007. During the same period of time, tenth grade students scored at or above the state average for the same subjects.

As indicated by these scores, and an analysis of other assessment data such as M.A.P. and teacher-generated assessments, we have work to do at grade levels throughout our system to further increase our potential for even greater student academic success. Our goals for the requested waiver days reflect a district-wide commitment to addressing our students' needs by focusing both upon academic as well as climate issues.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Success in reaching stated goals will be measured as follows:

- 1a. Training will be provided.
- 1b. Staff will review student data such as MSP/HSPE scores, M.A.P. testing results, and DIBELS assessments.
- 1c. A plan will be developed with three tiers of intervention strategies identified, and specific students will be identified for extra assistance.
- 2a. Staff members will participate in online training modules with topic such as bullying and harassment and boundary invasion. Staff members will conduct peer training about the principles of Love and Logic.
- 2b. Staff discussions will take place about ways to encourage greater student responsibility, self-confidence, through mastery of subject matter.
- 2c. Discussions and/or surveys will take place to determine strengths and challenges with communication and climate.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The School Board, school administrators, and staff leadership will monitor progress related to this plan. Staff members will continue to evaluate student achievement scores. From these scores, we will review and revise our plan to meet student needs. HSPE, MSP and MAP scores will be reported to students, parents and the community.

An observable increase in assessment scores and other data will provide positive evaluative evidence that we are being successful in our effort to improve student learning. Graduation rates will provide additional data about the success of the plan. Less than expected increases in test scores and other assessment data will provide prescriptive information to further inform instruction.

Student safety and supportive learning environment data will be collected by surveys, and by reviewing student discipline data.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Lopez Island School District is committed to increasing student achievement as the goal of any educational initiative such as this waiver application. Research from Sanders and Horn confirms that the level of skill of a teacher is a critical factor in the academic success of students. This research implies that an effective teacher can influence a student's academic learning by helping that student achieve 1.5 years of growth in only one year. This waiver is intended to allow for professional development of our instructional staff in order to give them the tools needed to continue to positively impact student learning. Specifically, we intend to investigate those research-based strategies related to increased student achievement in literacy and mathematics. Investigations may include book studies with such texts as Marzano's *Classroom Instruction That Works*, the use of professional development DVD's such as Heinemann's Fountas and Pinnell *Leveled Literacy* series, and tapping into our own instructional staff for presentations on their subjects of expertise. In addition, supportive learning environment content will be delivered through a "train the trainer" method, where selected members will

receive Love and Logic training followed by those members training their colleagues. Processes may include such things as direct instruction, text renderings, active reflection, the use of World Café responses to key questions, etc.

13. Describe the innovative nature of the proposed strategies.

Lopez Island is an isolated and remote learning community. Providing quality professional development opportunities is challenging due to our location. In addition, like all districts in Washington, financial constraints threaten to hamper the ability to provide innovative solutions to meet the staff development needs of our staff. However, we have begun to network with other island districts to provide professional development for all of our staffs. The waiver days will be crucial to the successful collaboration among the districts so that we can find common time to meet.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

At the conclusion of the school year and again in professional activities in the fall of each school year, the staff will collaborate in a variety of activities and venues. This time will include opportunities for reflection and planning regarding the activities associated with the waiver days. After the first year of the requested waiver (2011-12), plans will be modified and adjusted for subsequent years, based upon evaluative assessment of the first year, to further enhance the effectiveness of the intended activities in years two and three.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The need for ongoing professional development of our staff is critical. At this time, the state has eliminated the funding for two days that were previously used for staff development. Therefore the waiver days represented in this application, if granted, will serve as the primary means whereby staff of Lopez Island will be able to meet for this purpose. The secondary and elementary Learning Improvement Plans are published on the District's web site. The site is located at: <http://www.lopezislandschool.org>. The goals of the waiver directly support the school improvement plans, and you will note that the current waiver days are referenced within the plans.

16. Describe how administrators, teachers, other staff, parents, students, and the community have been involved in the development of the request for this waiver.

The Lopez Island School District is a small close-knit community, as evidenced by the numerous community volunteers and school/community based committees involved with our District working to create a stronger school for our students. Parents and community members were active participants in the development of our District Strategic Plan, and are currently active in our ongoing improvement plans. Discussion and official consideration of this specific waiver request were provided in an open public board meeting.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences,

and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our collective bargaining agreement for 2011-13 includes one professional development day for 2011-12, and zero professional development days for 2012-13. We have two "start up" days at the beginning of each school year for required training on such things as Bloodborn Pathogens, HIV/Aids, Sexual Harassment, etc. In addition, teachers have half a day to be used at their discretion to set up classrooms, etc. Teachers at the secondary level have time for collaboration once per week for two hours. Teachers at the elementary level have collaboration time once per month for one and a half hours. Parent-teacher conferences at the elementary level take place twice in the school year and during those two weeks students are dismissed two and a half hours early.

Finally, there are four days prior to holidays and two days at the beginning and end of the school year where students are dismissed three hours early.

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	3.5
The district or schools directs some or all of the activities for <u>3</u> of the additional days listed in #3 above	
Total	183.5

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X		
2	100%	X		
3	100%	x		
.5	100%			x

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

Research verifies that effective professional development for teachers has a positive impact on student learning. In most cases, effective professional development takes place over time, rather than solely at the beginning of the school year. The addition of waiver days will allow teachers to meet throughout the school year to work on the action steps laid out in our Learning Improvement Plans. The days at the beginning of the school year are typically spent with mandatory training such as HIV/Aids, Sexual Harassment, etc. We will use the additional days for activities such as reviewing student achievement data, researching best practices in various

content areas, and learning specific teaching strategies and techniques.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

The District has used its last three years of waiver days in close alignment to its intended plans as projected in the application form. Four days were scheduled into each year's school calendar as planned and professional development activities were carried out to address the stated intent. The activities were intentional, meaningful, and specific to the goals and objectives stated in the application. The staff was universally appreciative of the opportunities provided by the waiver days. Such opportunities included cross-grade collaboration in planning instruction, cross-grade and transitional-grade collaborative review of student academic data, development of building-level themes and strategies to enhance instruction, and individual teacher professional development.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

The purposes and goals of the District's previous waiver were met by the consistent adherence to stated intended activities and provision of professional development opportunities. Staff used the four previous waiver days with efficiency and a high degree of commitment to the stated intent.

During the course of the previous waiver, improvements in student learning were varied. Tenth grade students continued to perform at or above the state average in all subject areas. Seventh grade students experienced a slight decrease in reading and writing scores, but the trend was upward in mathematics. Elementary students at the fourth grade have not shown improvement in reading or mathematics, and in fact the opposite is true. However writing scores have shown encouraging growth.

These fluctuating scores demonstrate a continued need for further professional development and continued collaboration between grade levels, to be addressed by the opportunities presented by the desired approval of this renewal request.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Parents and community members are kept informed of student academic progress by newsletters, parent-teacher conferences, student report cards, and through our web site. Professional work days without students are posted on the school web site calendar, and are publicized in a weekly newsletter and on the school reader board. The general purposes/goals/activities for those days are also publicized. The School Board is consistently apprised of the professional development activities during public board meetings, to which the public and parents are always invited.

Marysville

1. District	Marysville School District
2. New or Renewal	New
3. Is the request for all schools in the district?	Only for the following: Tulalip Elementary Quil Ceda Elementary Marysville Cooperative Education Program Marshall Elementary
4. Number of Days	3
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days? No

8. What are the purpose and goals of the waiver?

Background Information: The Tulalip Tribes is in the process of purchasing the Tulalip Elementary School building for an Early Childhood Center to serve 500 children. The decision to purchase the Tulalip Elementary building was only a very recent decision, occurring in February. This purchase will result in the relocation of Tulalip Elementary School staff and students to the Quil Ceda Elementary School site beginning with the 2011-12 school year. This relocation also requires 250 students of the Marysville Cooperative Education Program (MCEP) currently housed at Quil Ceda to move to Marshall Elementary School. Both Tulalip Elementary and Quil Ceda Elementary are recipients of a school Improvement Grant which has significant requirements. Tulalip is a Turnaround School and Quil Ceda is a Transformation School. In order to achieve the requirement of the grants, staff need additional professional development time as well as time for collegial teaming and collaboration activities to further develop the new school culture which this opportunity presents. Additionally, Tulalip serves 75% Native American Students and Quil Ceda Serves 43% Native American Students. The average Free and Reduced lunch of both schools is 77%. The relocation of the 250 students of MCEP to Marshall Elementary, which serves a significant population of students with special needs, will also require additional professional development and collegial collaboration.

There are other factors which influenced our request for consideration for three waiver days. The 2010-2011 school calendar had June 16 as the last day of school. Due to inclement weather the last day of school is June 22. Other District Professional Development had been planned for the remaining days in June. Additionally, August days have been identified for specific professional development needed at buildings, AVID training, WEA Summer University and WINN Center training for MERIT Schools. Lessons learned from last Summer was that staff were tired prior to the new year starting due to their commitment to all the Summer Professional Development getting ready to open in the Fall. As a result, we are trying not to require meetings in the month of July this summer. Currently, all four schools have been working on Saturdays. (Three hours per Saturday, for six Saturdays.)

Lastly, while having the privilege as a recipient of MERIT School grants, the grants do not have the capacity to support the impact of the unanticipated professional development needs of combining schools. The budget supports six hours at 4 days for the entire 2011-12 school year for the MERIT Schools and no additional support in time for the MCEP and Marshall teachers. The budgeted amount supports a couple of days prior to opening school and the remaining for curriculum development, intervention planning, assessment analysis.

9. What is the student achievement data motivating the purpose and goals of the waiver?

There is a major sense of urgency as reflected in the MSP Math and Reading achievement data that identified both Tulalip and Quil Ceda Elementary as in the bottom 5% of school performance in Reading and Math. Both Schools are MERIT Schools, having received SIG Grants.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The District has established grade level bench marks that align to the grade level ELARS. Additionally grades 3-8 use the Measurement of Academic Progress (MAP) as a tool to monitor student progress three times a year. On a monthly basis, Arcella Hall, OSPI MERIT Coordinators meets with Marysville School District representatives to review a multitude a assessment data to monitor student progress. For example, attendance, student discipline, Dibbles, and Fountas and Pinnell benchmarks.

MSD Goal: Accelerate of percentage of elementary student on grade level in reading and math.

Measures: 1st graders at F&P benchmarks at end of 1st grade

3rd graders proficient in state reading test (L3 on state test)

3rd graders exceeding standard on state reading test (L 4 on state test

4th graders proficient on state math test (L 3)

5th grade exceeding standard on state math test (L 4)

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

1. Students and teachers attitudes regarding the “readiness” to open schools serving new students and staff as reflected on staff attitudinal survey. (BERC Survey).
2. Staff involvement/participation in the cultural competency professional development and continued opportunity for learning. Attendance data reflecting % of participation.
3. Evidence of their instructional practice that supports classrooms that reflect a student population of diversity. Identification of the ways staff are developing relationships with students that promote student engagement in the classroom.
4. The use of differentiated instruction as a result of knowing individual student needs and analyzing individual data to provide the intervention supports needed. Monitoring student progress in meeting District achievement goals.
5. Involvement in community activities. Data collection of % of staff who attend student recognition ceremonies, art festivals and attendance at parent education meetings.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Currently, schools are working with Erin Jones, Assistant Superintendent of student achievement and Dr. Stephanie Fryberg, professor of the University of Arizona and Tulalip Tribal Member on building mindsets and culturally response teaching strategies that promote student academic growth. These individuals will be working with the staffs in the area of cultural competence by helping us develop a set of skills the professional need in order to improve practice to serve all students, and communicate effectively with families. It is our goal to enable teachers to build on the cultural and language qualities that young people bring to the classroom rather than viewing those qualities as deficits. Our plan is to continue this important work during the wavier days.

13. Describe the innovative nature of the proposed strategies.

A paramount goal is to design schools that meet the needs of their student populations who have historically been underserved—Eliminate The Achievement Gap. A paramount starting point is to start with our beliefs about students and learning with our own “mindsets”. A beginning question is: How as teachers do our beliefs impact how we teach and our beliefs about individual student achievement. As teachers we only do what we know from our own experiences. Where we want to go is to be culturally relevant in our teaching by utilizing the backgrounds, knowledge and experiences of the students to inform lessons and methodology.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

N/A Request for a waiver is 2010-11 school year only.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

MSD Goal #1: Accelerate the percentage of elementary students on grade level in reading and math.

MSD Goal #5: Close the achievement gap for Native American, Hispanic, African American, ELL Special Education and low income students.

Due to the relocation of staffs affecting four schools, the collaboration time affords the opportunity for staffs to join together to gather new insights into the populations of the students that they will be serving with particular emphasis on the specific cultural and academic needs of the new school populations. See MSD website: www.msvl.k12.wa.us

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

Through a multiple of communication channels: Building Leadership Meetings, Program meetings, Tulalip Tribes Indian Education Committee, District communication and parent meetings.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

151 full instruction days

14 (2 ½ hr.) Professional Development Days (7 days teacher directed and 7 Dist. Directed)

8 Conference Days (2 ½ hrs. early release)

3 (2 ½ hr.) Grading

3 (2 ½ hr.) holiday release

1 (2 ½ hr.)early release last day of school

Total of 180 days + 2 full professional development days prior to the first day of school+182 days

Please note the school day had been increased by 30 minutes at Tulalip Elementary as a result of the School Improvement Grant. Quil Ceda Elementary will also increase their student day next year by 30 minutes.

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

1. Student instructional days (as requested in application)	177
2. Waiver days (as requested in application)	3
3. Additional teacher work days without students	2
The district or schools directs some or all of the activities for <u>1</u> of the additional days listed in #3 above	
Total	182

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100 %	x	x	
2	100%			x

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The additional two days are scheduled by the negotiated contract as the two days prior to school starting. One day is a teacher directed day and one day is a building/district directed day. The teacher directed day is used for lesson planning and classroom setup. The one district/building day often is dedicated to operational items related to student safety. These two days do not facilitate the time needed to start the schools year with the background knowledge and cultural knowing needed to meet the needs of our students. Additional time is needed.

Napavine

1. District	Napavine School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	4
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	7
Reduction	1* previous reductions have been made as a result of waivers days
Remaining number of half days in calendar	6 (grading days and vacation release)

8. What are the purpose and goals of the waiver?

The Napavine School District is committed to the development of all students through continued intentional professional development for staff. The next three years require the same level of commitment to professional development that has been established with the effective use of waiver days in past years.

We are committed to increasing student achievement through the following goals:

Goal 1

Napavine students will continue to meet the established achievement goals in the areas of Reading, Math, Writing, and Science as established by the state for the 2012, 2013, and 2014.

Goal 2

Napavine School District will use data to identify student cell groups that are "at risk" and increase student achievement on classroom, district and state wide assessments.

Goal 3

Napavine School District will continue to support students to successfully graduate on-time from Napavine High School increasing our current on-time rate to at or above 95%.

Goal 4

Napavine School District will implement a new Teacher and Principal Evaluation System by 2014 as required by SB 6696.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Napavine School District has traditionally been successful on state wide assessments: above state average and above the uniform bar. However, with increasing standards and an increasingly diverse population (increased special education, higher free/reduced population, and more transient population) many of our grade levels have shown a decline as compared to previous years. Additionally, Napavine Elementary is in Step 1 of AYP based on the special education reading and math cells.

While some people may not view our state test scores as “in crisis” we are committed to ALL of our students’ success. We recognize that without the opportunity for professional development and opportunities to work in Professional Learning Communities, Napavine School District would not be performing at our present levels. Our struggle is increasing and we are anxious to continue to improve ourselves for the betterment of our students.

	Rdg	Rdg	Rdg	Math	Math	Math	Wtg	Wtg	Wtg	Sci	Sci
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009
Grade 3	72.4	76.9	83.1	70.7	73.8	62.7					
Grade 4	69.1	80.7	74.6	50.9	61.4	49.3	58.2	56.1	62.0		
Grade 5	77.5	89.7	78.8	64.8	69.0	74.2				43.7	62.1
Grade 6	80.8	75.0	65.4	61.5	60.3	51.9					
Grade 7	75.0	66.0	47.1	61.7	64.2	47.1	80.0	73.6	48.6		
Grade 8	72.7	74.6	74.5	63.6	68.3	56.4				52.3	61.9
Grade 10	96.0	87.9	94.0	76.0	67.6	60.0	95.8	94.0	98.0	70.0	47.8

In addition to the state data that has been collected, staff use a variety of data sources to track students. Classroom grades, common formative assessments, and district assessments (DIBELS, STAR, Etc.) are used to measure student progress throughout the school year.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Goal 1 & 2 -Ultimately, Napavine School District will measure our success in the same way the state and federal government measures our success and that is by examining our results on state assessments, HSPE and MSP, and our ability to reach the established criteria.

In reality, we will be looking at data and student growth at the classroom and district level to guide our actual success. We will be able to monitor the progress over time taking in consideration student demographics: socio-economic status, transient lifestyles, learning needs, etc. We will seek innovative measures to give every student every opportunity to reach their potential.

Goal 3 – Students are tracked through high school on credits earned; additionally middle school students are tracked on their potential to earn credits at the high school level by assessing grades.

Goal 4 – The development and implementation of a new Teacher and Principal Evaluation System will ultimately result in increased student achievement, however the implementation of this goal will be evaluated by staff for understanding of the criteria rubric. The data gathered on improved instructional strategies will benefit on students.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Goal 1 – HSPE/MSP results, DIBELS data, district assessments, classroom based assessments, and grades will be collected along with the data showing interventions that students received to reach individual goals.

Goal 2 – Student data (as mentioned above) will be gathered by demographic indicators as listed in the AYP achievement cells. This student data will be matched to interventions and classroom instruction strategies to evaluate success.

Goal 3 – Students will be tracked for their on-time graduation potential through middle school and high school. Student interventions that are in place to support students that are “at-risk” for not graduating on time will be analyzed for effectiveness.

Goal 4 – Consensus and understanding of rubric material by all staff and implementation of the Teacher/Principal Evaluation tool.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Goal 1

Napavine students will continue to meet the established achievement goals in the areas of Reading, Math, Writing, and Science as established by the state for the 2012, 2013, and 2014. This will be accomplished through district wide commitment to professional development in Professional Learning Communities, curriculum development, diverse instructional strategies, and the use of assessments to guide instruction.

Goal 2

Napavine School District will use data to identify student cell groups that are “at risk” and increase achievement on classroom, district and state wide assessments.

This will be accomplished through the collection of data, a clear plan of intervention, and targeted instruction. PLC teams will work together to create groups, plan interventions, and design instruction to promote success with “at risk” populations.

Goal 3

Napavine School District will continue to support students to successfully graduate on-time from Napavine High School.

This will be accomplished through the implementation of the state graduation requirements, tracking students to confirm on-time graduation plan, and identification and support of students that are behind each semester of high school, as well as monitoring middle school and elementary students for success indicators. Additionally, the school district will develop a plan for students to retrieve lost credits. High School administration, counseling, and teachers will use PLC groups to develop strategies to promote student on-time graduation.

Goal 4

Napavine School District will implement a new Teacher and Principal Evaluation System by 2014 as required by SB 6696.

This will be accomplished through training in effective instructional practices, intentional and

targeted curriculum development, classroom management techniques, use of student data to drive instruction, and further development of PLC groups.

13. Describe the innovative nature of the proposed strategies.

Professional Learning Communities (PLC) provide a foundation for the improvements that are expected in the next three years. Napavine School District has recently implemented PLC groups. This practice has opened a new world of professionalism amongst members. Our teachers and other staff serve on multiple PLC's based on assignment and interest areas. While serving in these learning communities staffs learn together, grow together, develop together and together promote a unified best practices approach to instruction for our students.

PLC's at NSD are taking a best practice and implementing it into our practice. Unlike professional development of old where staff were trained but never offered an opportunity to implement, teams design their own approach to making sure that the new practice is implemented, evaluated and continually developed based on student data.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Napavine School District is very intentional in the implementation of best practices into the system. It is very important for us to not only train staff in best practices but to support the implementation of practices into the classroom. In past years, Napavine teachers have studied the expectations in all curricular area, with a special emphasis on math. They have dissected the standards to determine responsibilities across the grade levels. It will take additional time to fully implement these standards effectively.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The Napavine School district and school improvement plans are based upon collaboration to make sound educational plans and effectively implement those plans. The waiver day provides the necessary element of time to make our plans a reality.

Additional documents at www.napa.k12.wa.us.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

The students and staff of Napavine School District has benefited greatly in the past six years from continued, intentional professional development provided to staff during the waiver days. The implementation of Professional Learning Communities has created staffs that are prepared to have intentional discussions regarding instruction, assessment and interventions. Continuing waiver days will give Napavine School District the opportunity to continue this work.

The community has become accustomed to less early release days as a result of waiver days, which is important for working parents. The community and parents are updated regularly regarding the purpose and work that is accomplished on Waiver Days via regular newsletters, and more importantly parents can identify the results that are generated as a result of the work.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Additional Days

7.5 TRI Days

3.5 Days mandatory TRI days prior to start of school year

4.0 Days optional TRI days – timesheet throughout the year

Early Release Days

4 Early Release at Grading Periods – for grading, report card preparation

2 Early Release – Holidays, students released prior to Thanksgiving/Winter Break

10 Early Release – Teacher/Student/Parent Conferences

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

1. Student instructional days (as requested in application)	176
2. Waiver days (as requested in application)	4
3. Additional teacher work days without students	7.5
The district or schools directs some or all of the activities for <u>3.5</u> of the additional days listed in #3 above	
Total	187.5

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Mandatory	X		
2	Mandatory		X	
3 +.5	Mandatory		X	
4	Optional			X
5	Optional			X
6	Optional			X
7	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The three and a half days of mandatory TRI days are dedicated start up days. This is the opportunity for staff to work together to prepare for the year: logistics, trainings, required policy review, meeting students (reviewing IEP's and other lesson planning, parents meetings, open house), and building collaboration teams. The four optional days are at teacher discretion throughout the school year: room set-up, lesson planning, correcting, additional trainings,

parent meetings beyond scheduled day, attending school events, etc.

Best practices indicate that at least 10% of workers' time needs to be dedicated to professional growth and collaboration. The waiver days support our ability to provide the staff of Napavine School District with a greater professional development opportunity.

The waiver days are put into the school calendar for the purpose of on-going training and collaboration. The teacher PLC's will focus on the goals and action activities established in this plan. This work supports the district and school improvement plans. This work is unable to be done prior to the arrival of students. Student progress is monitored, data is analyzed and instructional plans are reviewed throughout the school year.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Napavine School district has been approved for waiver days for the past six years. During that time the district has used the professional development days for training on best practices, followed by development and then implementation. Further, the district has developed PLC's, reviewed and coordinated math standards, implemented CBA's, as well as aligned curriculum in other content areas. This work has further developed in to a data driven climate. PLC groups work on a regular basis supporting kids through data analysis and lesson development.

The work that was accomplished has exceeded the expectations set forth in past waiver requests.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

The staff of Napavine School District is committed to continual professional development of staff in an effort to support student learning. Prior to the approval of the first waiver days in Napavine School District (2005-2008) there was not a systematic approach to develop staff development. The first three years of waiver days, the staff participated in whole group instructional training. This allowed the staff to talk a common language and a unified focus. The next three years (2008-2011) staff continued to be instructed on best practices, including Professional Learning Communities. The PLC groups have created a collegial collaboration that allows groups to discuss student learning, develop instructional practices based on data, and create informative assessments at the classroom, building and district level. Today, the teachers of Napavine School District can more effectively identify students that are struggling, and diagnose instructional strategies to support them. The feedback that parents receive regarding student performance is based in facts rather than opinion.

The past waiver application indicated that students would make at least 3% yearly increase in students meeting the standard in Reading and Writing, and that students would make at least a 5% yearly increase in students meeting the standard on Mathematics and Science. By comparison of WASL and HSPE/MSP scores of the past years some grade levels in some of the subjects met those goals. However there were many unpredictable changes that have occurred over the pasts three years of state testing: the test changed dramatically (WASL to HSPE/MSP), the standards for math and science have increased, and LID Days for teacher development have been eliminated. During this time of rapid change Napavine has managed to maintain test scores at or above the state trends in most grade levels and subject areas. (See data listed in question #9) It is clear that our approach has been balanced across grade levels

and subject areas. It is an approach that we are anxious to repeat and improve for the next three years.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Napavine School District uses its quarterly newsletter to communicate regularly to parents and community members. This correspondence is also on our website for any interested party to read. Waiver days are a part of our professional development plan and making sure that our staff is involved in educational best practices is communicated. Additionally, we ask our staff to be spokespeople to our parents and community. We ask them to share new practices and explain how this work supports students in the classroom. This is done via classroom newsletters, awards and recognition assemblies, and informal conversations between staff and parents.

Onion Creek

1. District	Onion Creek School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	5
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	Yes
Reduction	8
Remaining number of half days in calendar	6 for student led conferences

8. What are the purpose and goals of the waiver?

Analyze WASL data in reading, writing, science and math. In a small school such as ours it takes every teaching staff member to do the work necessary to align curriculum, analyze data and improve instruction. Our staff would like to use future waiver days to meet without hiring substitute teachers (which are limited in availability) to develop and implement strategies and goals that would align curriculum, analyze data, research assessments in math and improve student learning in reading, writing, science and math and continue with the implementation of Classroom Based Assessments in Health and Fitness, Social Studies and the Arts.

We believe that many more of our students can meet state standards if we have the time to create and implement curriculum aligned with all the GLE's, assessment tools and instructional resources identified, and professional development provided so that staff members have the strategies to address the needs of all our students: intensive, strategic, benchmark, and advanced.

Our district adopted the new math curriculum and will need the extra time in the next year to ensure alignment with the state standards and research district data to develop supplemental math to increase student improvement.

We have adopted a new math curriculum K-8th grades (state recommended math: Math Connects) and we hope to see increased student's scores in the years 2012 and beyond. In science we are looking at alignment in 2011, 2012 to help improve instruction. We will also be looking into purchasing a more cohesive program spanning from K-8th grade. We will be providing staff development opportunities to improve instruction in writing, science and the arts.

Our staff will be researching standards-based grading systems with the intention of adopting this grading system and using it to improve our reporting of grades to parents. This work will take more time to address and research.

We will research best practices in district assessments and start implementation on the new district wide assessments in 2013. The assessments the district will research for best fit will include but not limited to: MAPS, online assessments in reading, language arts and science.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Our district uses MSP results from 2010 and district assessment data to make informed decisions on instruction. The results of the MSP indicated a need to improve in the areas of science, writing and mathematics. Our teachers work together to analyze data, attend professional development, assess individual student needs and sets the curriculum to match individual students. This work is done without TRI pay or any additional compensation. The waiver days will make this work more productive and give teachers time to do the work that is necessary for student improvement.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

We will use district assessment results, teacher data and state assessment data (MSP) to determine success. We expect to see improvements in the individual students' success on assessments due to the alignment of our curriculum to the state benchmarks and common core standards for mathematics, writing and science.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

For improving math achievement, we expect to see:

- Analyze MSP scores and strand analysis for students every spring from 2011 to 2014 in all content areas.
- Documentation of grade level alignment with the Math GLE's and common core standards.
- Implementation of district wide assessments in math, reading, writing, science and technology.
- Continue with Classroom Based Assessments (CBA's) in Social Studies, Health and Fitness, and the Arts: Teachers need time to assess, analyze and score CBAs.
- The list of CBA's to be tested at each level with the necessary resources.
- The results of students that have completed each CBA and the assessment data.
- Improving instruction, we hope to see:
 - An increase in the number of students improving their scores or meeting standard on the MSP each spring from 2011-2014.
 - An increase in the number of students at grade level, performing at level 3 and passing district assessments.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Teachers and staff will meet on specific days to work on data analysis, curriculum alignment and professional development. These will be school days with no students attending. These days will be spread out throughout the school year beginning at the start of school and a final analysis at the end of the school year.

13. Describe the innovative nature of the proposed strategies.

All staff are involved in the operation and success of our school. We all work together to provide a positive, safe and quality environment for our students. We accomplish success by involving all stake holders in the planning, analyzing and implementation of the goals. The full days without students affords us the opportunity to do this work together as a team.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

We will continue to address the district needs and update our school improvement plan which will address math, science and English Language arts. We will be aligning our curriculum with the common core standards in English language arts and math for the 2011-2012 and 2012-2013 school years then focusing on the science common core standards the following year.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The goals on this waiver application were created as a result of collaboration between teachers, parents, and the district administrator and reflect the goals in our School Improvement Plan. Our school improvement plan includes reading, writing, communication, technology and math goals. Our math goals include the need for district alignment of our math curriculum, with the state standards and researching and implementing a district wide math assessment. Our staff is working to address the needs of special education students, and other students who need academic support.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

The Board of Directors, teachers, administrator and classified employees agree that additional non-student time is needed within the school year to facilitate collaboration between different grade levels/classrooms, alignment of curriculum, analyzing WASL data and implement strategies that address individual student learning.

Support for this waiver and our School Improvement Plan goals was evident in the meetings held between the above stake holders.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our district does not have collective bargaining agreements. All our staff works very hard to ensure we have quality instruction for our students to achievement at their highest potential. We use the waiver days for training opportunities outside the district (most of the time we attend together as a team) and in the district with the training coming into the district and with a

webinar. Most of our staff work extra hours, attend training opportunities and attend meetings without compensation. All staff members serve on all committees and help develop improvement plans, Title I plans and other documentation that may be necessary. We are vested in the success of our school. Our early release days are on days for student led conferences and on the last day of school. Other non-instruction days are scheduled on holidays, winter break (10 days), and spring break (5 days).

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	0
The district or schools directs some or all of the activities for <u>0</u> of the additional days listed in #3 above	
Total	0

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

NA

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

NA

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Onion Creek School had a three-year waiver from 2008-11. During that time several improvements were made to increase student achievement:

- Alignment of reading curriculum and instruction across grade levels and classrooms.
- Improve reading instruction for all students by making changes that matched with the states standards and assessments.
- Analyze WASL/MSP data in reading to find gaps and revise instruction to close those gaps.
- Professional development in CBAs in Social Studies, and the arts.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

The goals were met according to the waiver application. Our district used these days to collaborate across grade levels looking at individual student growth over time. We analyzed data, previewed and analyzed math curriculum and aligned curriculum. We also adopted a new math series (math connects) and will be aligning this curriculum over the next 2 school years.

We will also preview supplemental materials to be used to increase student achievement. We saw individual student growth and improvement in reading on district and state assessments. The waiver made it possible for our staff to do the work to improve student achievement. We were able to look at instruction and create an environment of lifelong learning for everyone.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

We send out a monthly newsletter which informs parents and community. We show community and parents the results of the work through events held at the school. We meet and conference with parents three times a year (or more if needed) to show the improvement of their child and the improvements to the school. We will be sending out a survey in the 2011-2012 school year to parents and community on the impact of the waiver days.

Orient School District

1. District	Orient School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Only for Orient Elementary School
4. Number of Days	5
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	4
Reduction	0
Remaining number of half days in calendar	4

8. What are the purpose and goals of the waiver?

The purpose and goal of the waiver days at the Orient School is to support the continuing movement of student achievement in all academic areas. Specifically, waiver days will focus on professional development that promotes research-based methods and curricula that ensures student learning. Parents and community will be informed of the impact the waiver days have upon student learning. The staff and community prefer a full day of professional development opportunities rather than weekly early start or early release because it is less disruptive to the established routines and the staff are able to focus on student achievement for longer periods of time. Our half days are somewhat regulated by our neighboring district's calendars as we transport our resident high school students out of district.

9. What is the student achievement data motivating the purpose and goals of the waiver?

District wide and state assessment data reveal a trend of improvement school wide and in individual student's written language, mathematics, reading, and science achievement. These areas were identified in the previous waiver request. Although progress has been made in student achievement, greater progress still can be made with a continued focus on aligning and implementing statewide goals with our current curriculum and gaining further knowledge of and practice in using effective instructional practices. Also, we look to increase parent and student involvement when building and reviewing the student's improvement plans. The information acquired through assessments will provide the district with more relevant and statistically accurate information on student progress and assist both our Professional Learning Community and the School Improvement Team in developing targets, goals, evaluation criteria and measurements of success in both present and future student learning and curriculum development efforts.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

The Washington State Assessment, MSP, the MAP, and district wide and classroom assessments are used to determine the proficiencies of student learning. Goals include increasing student achievement on state assessments in reading, language arts, mathematics

and science for all grades tested and collaborating with staff, parents and others to reduce the achievement gap as a result of living in a high-poverty, rural environment. All assessment data will be used to inform and differentiate instruction to meet the needs of individual students as well as inform systematic changes school wide.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The School Improvement Team will collect and review evidence that the goals are attained in the following ways:

1. Establishing a collaborative evaluation process.
2. Data from classroom based assessments and student learning plans.
3. MSP results.
4. School Improvement Team evaluation.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.
2. Establish schedules and strategies that increase instructional time for students and time for collaboration and professional development for staff.
3. Institute a system for measuring changes in instructional practices resulting from professional development.
4. Provide ongoing, high-quality, job-embedded professional development to staff to ensure that they are equipped to provide effective teaching.
5. Develop teacher and school leader effectiveness.
6. Extend learning time and community oriented schools
7. Implement a school-wide "response to intervention" model.

13. Describe the innovative nature of the proposed strategies.

All learning strategies are approached within professional learning communities that support innovative-thinking, creativity, and collaboration. Digital technologies will be used to achieve greater access to assessment data from an online repository increasing student and teacher involvement with reaching and setting goals for learning.

Students will learn to communicate their ideas and collaborate with others using multimedia skills in projects and presentations.

Partnerships between school and community will increase with parent literacy trainings that help support the student's academic progress both in the regular school day and in the after-school programs.

Science will be integrated with technology, mathematics, and engineering to increase student engagement in learning and provide outcomes that encourage communication and collaboration.

Teachers will provide professional development to OSD staff after trainings and conferences.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The alignment of the K-8 grade-level content to the common core standards will take time for communication and collaboration between teachers, students, parents and community. We will begin with Mathematics and English Language Arts and continue with Science, Social Studies and the Arts education throughout the three waiver years.

Technology training for staff is on-going and requires some tutoring. Student data will be easy to access on an online repository. Waiver days will be used to examine and monitor the data and to develop student-learning plans during each academic year. Time is needed to examine the data at frequent intervals throughout each year in order to develop, plan, and guide students learning towards academic success.

Activities that support and enrich learning will need to be planned, developed and implemented each year.

Annual communications to parents and community will continue to inform them of events, create means of connecting to the school, and engage them as partners.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The Orient School website can be accessed at www.orient.k12.wa.us and a link to the school improvement plan can be found on this page.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

Community members, staff and parents are all represented on the School Improvement Team, which provides valuable information to the school board in establishing its educational priorities. These priorities are encapsulated in the district's goals, which are attained with the help of staff training during waiver days.

17. A. Provide details about the collective bargaining agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The district does not have a collective bargaining agreement with the teachers.

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	0
The district or schools directs some or all of the activities for <u>NA</u> of the additional days listed in #3 above	
Total	180

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

N/A

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

N/A

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Orient School District's previously granted waiver request focused on staff development in technology and teachers were trained in MAP, AR, access to the school's server, and online programs which support and facilitate student learning according to their needs.

We sustained a grant writing program which supports extended learning opportunities by writing and receiving the 21st Century grant that enabled us to extend the school day by offering an after school program 4 days a week, 2 hours each day, for all K-8 students to attend.

Healthy living habits continue to be supported with WSU as a partner in the Food Sense program and through in-service trainings provided by the ESD Nurse Corp.

Professional Learning Communities were built and professional development opportunities were shared with colleagues.

The website continues to grow and change to facilitate a user-friendly access.

Alignment of curriculum goals with the GLE's is on going.

Student Assessment data continues to drive instruction for RTI to occur effectively.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

All students showed improvements in Math, Reading, English Language Arts and Science according to classroom- based assessments. Students scoring below 35% in Reading, Math, or Written Language on MAP are targeted through LAP and receive a Student Learning Plan. Our

student's MSP math and reading scores have increased since we adopted the Saxon and Splading programs and we will continue to examine the strengths and weaknesses of these programs to increase student achievement scores. MSP written language scores in the 7th grade were all in the proficiency range resulting from specific teacher trainings which identify skills and instructional strategies to help students in written language.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Parents and community members are kept informed of the impact of the waiver days through regular newsletters and bulletins that are mailed and distributed throughout the year. They are invited to parent literacy events, the SIT meetings that occur the first Tuesday of each month, and through communications with the teachers during the bi-annual parent/teacher conferences.

Given the strides made since Orient School District began using waiver days for staff development, the Orient School District #65 respectfully requests the State Board of Education to approve its waiver day extension for the next three school year, from 2011-14.

Othello

1. District	Othello School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	6
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days? Yes

Number of half-days before any reduction	Prior to the original waiver there were approximately 19 half days.
Reduction	We have had 0 half days since the original waiver. We have reduced it from 19 to 0
Remaining number of half days in calendar	0

8. What are the purpose and goals of the waiver?

The purpose of this waiver is to allow us to utilize the six days for staff development. It is more beneficial and productive to improve learning for all students. As in the past, the district will continue to utilize the six full days to address curriculum alignment, conferencing, and grade level preparation. More time will be provided to our presenters to deliver instruction to staff effectively and teachers will have more time to collaborate.

Some of the specific trainings include: Sheltered Instruction Observation Protocol, High Yields Strategies, Quality Teaching and Learning, and STAR Protocol.

9. What is the student achievement data motivating the purpose and goals of the waiver?

The achievement data used motivating the purpose and goals of the waiver are MSP/HSPE results and other assessments such as Benchmark testing. We have seen significant improvement and growth in student achievement data. We would like to continue to provide the support, curriculum alignment, and training to continue to impact student learning and continue our upward trend.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

As we continue to provide additional training and planning time to align curriculum, we will monitor several reports to gauge student achievement. Information on MSP/HSPE scores, DIBELS scores, Measurements of Academic Progress reports, reading and math benchmark tests, and student's success on summative/formative classroom assessments will be gathered and analyzed. Teachers will continue to collaborate to review the data and make adjustments to their curriculum to increase student success.

Goals:

All students will demonstrate mastery of math standards on district benchmark assessments, MAP assessments, and formative assessments based on articulated individual student performance targets aligned to school and district improvement plans.

Math and Reading Goals: Student performance will increase yearly by 10%-12% on the math and reading benchmark assessments, MSP, and Measurements of Academic Progress (MAP). Students will meet their individual DIBELS Progress Monitoring Goals.

All Teachers will provide explicit ELL instruction in all classrooms that addresses Washington ELD standards and performance levels of individual ELL students. Our goal is that all English Language Learners will make their individual achievement targets on the WLPT II and other district measures.

Language proficiency will improve 1 or more levels on the WLPT – (Writing/& Speaking) by February 2011.

The district will develop and implement a framework for Quality Teaching and Learning to be used by all staff. Quality teaching and learning will ensure that all students receive quality instruction using a rigorous standards-based curriculum that will adequately prepare them for post-secondary education and career.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

The following data being used to measure success are as follows: MSP scores, DIBELS scores, Measurements of Academic Progress reports, reading and math benchmarks, and classroom assessments. Teachers will review data and plan lessons collaboratively to increase student achievement.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The goals of the waiver are aligned with our District Improvement Plan Objectives. Professional development workshops will be planned and implemented. We will utilize the time to invite outside speakers and consultants to train and mentor staff members. The district has set three specific objectives to ensure student improvement. The three action plans/objectives are categorized as Mathematics, English Language Learners, and Quality Teaching and Learning.

Strategies to be used to meet the goals of the waiver:

Mathematics:

- Cycle of reflection and planning on data received after each benchmark test.
- Establish a system of intervention
- Train staff members on PLC strategies, structures, and protocols.
- Develop and publish aligned pacing guides for each grade level aligned to standards
- Teachers planning lessons collaboratively

English Language Learners:

- Train all applicable teachers in *Language for Learning*
- Provide *Language for Learning* instruction for all L1 and L2 students in grades 3-5
- Provide *Spoken English* training for all applicable staff.
- Provide *Spoken English* to all L1 students in grades 6-8th grade.

Quality Teaching and Learning:

- Professional Development Programs on High Yield Strategies in Support of instructional practices.
- Continue training and implementation of classroom walkthroughs
- Continue to train teachers in process to align state standards to new materials and create pacing guides.
- Attend training workshops to increase the use and implementation of High Yield Strategies.

13. Describe the innovative nature of the proposed strategies.

Research-based strategies that are current and proven will be used to increase instruction. Administrators, teachers, and students will have access to resources on computers to support student learning. The collaboration time will be used to analyze computer generated assessment data. Teachers will continue to use computers to assess and monitor student progress. They will use this technology to access student information regarding assessments and increase their data-driven instructional strategies. To support district learning goals we have a specific technology plan in place. The Othello School District Technology goals are to increase network resources, security for staff and students, resource availability, collaboration, and reliable data.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

The data reports will be reviewed annually and we will continue to use the days for planning, conferencing, professional development and staff collaboration. Each year the staff will build on what they have learned in the past by increasing their effectiveness as an educator.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

It directly supports the district and school improvement plans by allowing the proper allocated time for professional development, staff collaboration, data analysis, and curriculum alignment.

*See the District Improvement Plan Document

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

The Othello School District Strategic Planning Team and the individual building planning teams are comprised of a diverse group of individuals. These teams include administrators, parents, citizens, certificated and classified staff, Othello Education Association and Public School

Employee representatives. The district has established multiple opportunities for all to contribute to the planning process. Our citizens are welcomed to provide input via surveys, hearings, parent advisory meetings, boards meetings, site council meetings, board workshop meetings, etc. The Othello School District and the citizens of Othello are committed to achieving the specified goals.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The details and number of professional days are stated below. Additional information is provided in the attached collective bargaining agreement document. The information regarding the length of contract will be found on page 17 of the attached CBA.

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

1. Student instructional days (as requested in application)	174
2. Waiver days (as requested in application)	6
3. Additional teacher work days without students	11
The district or schools directs some or all of the activities for <u> 1 </u> of the additional days listed in #3 above	
Total	191

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Required	X	X	
2-11	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The additional days provided to staff are teacher directed activities in exception to the one required district directed day. This day is used for staff orientation and building staff meetings. The teacher directed days are primarily used for individual planning and time for our certificated staff to attend school sponsored activities and events. The requested waiver days will be used for staff development, continued training and implementation of the high yield strategies, ELL instructional strategies and the ongoing development of the Quality Teaching and Learning components. The additional time will also be utilized to address curriculum alignment, conferencing, and grade level preparation.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Yes, we have utilized the time as reported in our previous request. We have seen gains in our overall student achievement data and test scores. Below are some of the ways that we used the extra days provided:

- Trained staff members in Professional Learning Community (PLC) strategies, structures, and protocols
- Teachers were given the opportunity to develop and publish aligned pacing guides for each grade level aligned to the standards
- Teachers planned lessons collaboratively
- Staff was trained in using High Yield Strategies in support of instructional practices
- Classroom walkthrough training was provided and walks were implemented.
- Teachers were trained to align the state standards to new materials and curriculum.
- Staff attended training workshops to increase the use and implementation of High Yield Strategies.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

The goals of the waiver were met and utilized efficiently.

- Academic improvement observed through increased assessment scores.
- Provided professional development opportunities for all staff.
- Increased partnerships with parents and community members.
- Built trust in and among the education community.
- Increased benchmark test scores.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

Parents and community members have been informed of the on-going process through mail, board meetings, parent advisory meetings, hearings, site council meetings, board workshop meetings, etc.

St John / Endicott

1. District	St. John / Endicott
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	5
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	14
Reduction	14
Remaining number of half days in calendar	0

8. What are the purpose and goals of the waiver?

Our main focus is to enhance student learning through professional development opportunities that we otherwise wouldn't be able to accomplish.

9. What is the student achievement data motivating the purpose and goals of the waiver?

We plan to increase the percentage of students passing the state assessment at all grade levels. Our main focus being Math and Science test scores; we feel we have made some instruction improvements that will translate into higher test scores across the board for Math and Science for our entire cooperative. The commitment to full days of school during this waiver process has helped increase our academic time and assisted our professional development efforts as well. We believe we will increase 10% in Math and Science in the next two years.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Please refer to our attached documents as we have much to say on this topic. We do plan to report at an annual board meeting our progress in meeting the standards, benchmarks and goals to enhance student learning. Our main focus being Math and Science test scores; we feel we have made some instruction improvements that will translate into higher test scores across the board for Math and Science for our entire cooperative. The commitment to full days of school during this waiver process has helped increase our academic time and assisted our professional development efforts as well. We believe we will increase 10% in Math and Science in the next two years.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

All of our assessments are important to us as evidence along with statistical analysis like drop out rates, graduation rates, college graduates, scholarships, etc.

12. Describe the content and process of the strategies to be used to meet the goals of the

waiver.

See attachment.

13. Describe the innovative nature of the proposed strategies.

We feel we are on the cutting edge with our progress and innovative nature. We are especially proud of our Professional Learning Community work. This year we organized an all county professional development day. It proved very successful. We plan to outline two days this next year for county wide professional development coordinated with our local ESD 101.

Collaboration will be the key to the innovative nature of our work. As a county we will be utilizing two of the five waiver days to have countywide professional development related to the PLC model. As a building we will utilize the additional early release days to enhance our understanding and implementation of the PLC concept. Our focus will continue to be on standards, assessment, interventions, and extensions.

14. Describe the content and process of the strategies to be used to meet the goals of the waiver.

Again, please see our attachment. Our principal / instructional leader has led us in an amazing way these last few years. We are very proud of the fact that we have held to 175 full days of instruction.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The waiver directly supports our improvement plans, mission and vision all of which can be accessed at our district website www.sje.wednet.edu/ Collaboration will be the key to the innovative nature of our work. As a county we will be utilizing two of the five waiver days to have countywide professional development related to the PLC model. As a building we will utilize the additional early release days to enhance our understanding and implementation of the PLC concept. Our focus will continue to be on standards, assessment, interventions, and extensions.

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

We all spent time together in committee meetings to develop the idea in the beginning and now continue the coordination in our steering committee meetings and allow all to be involved in the choice of several calendar options.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

5 Professional Development Days, 175 Full Days of Instruction, 1.5 Parent-Teacher Conference Days. Link to CBA is www.sje.wednet.edu

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

1. Student instructional days (as requested in application)	175
2. Waiver days (as requested in application)	5
3. Additional teacher work days without students	0
The district or schools directs some or all of the activities for _NA_ of the additional days listed in #3 above	
Total	180

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

N/A

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

N/A

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Yes, we have experienced great success in the use of the 5 waiver days and all plans were executed nicely. We used them as planned. Our district wide focus on the DuFour and Eaker professional learning community work has give us direction and guidance to create strong opportunities for improved student achievement. We have shifted from teaching to learning. This is a critical shift when dealing with creating improved student achievement and success.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

Our goals have been met and we continue to increase our benchmarks. We are thrilled with the results of the full days of instruction. Without waiver days we do not have any professional development days built into our current bargaining agreement. Consequently, the 175-day waiver is very important to our district so that we can continue our district and countywide PLC work. As a district we utilize the waiver days as full day teacher in-services and we do not have any half-day releases for students. Currently, we are exploring ways to support our teacher's implementation of the PLC concept with additional time for weekly one-hour PLC meetings. Although we consider our purposes a constant work in progress, we did have 100% of our 10th graders passed the writing portion of the WASL and 96% passing in reading. We plan to increase in Math and Science 10% in each of the 10th grade scores.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

We talk openly at our board meeting and our steering committee meetings along with reporting in our annual reports. Parents are very happy with the 175 full days of instruction. We allow for a

parent vote on the calendar options for each year. We then provide the data to the school board as they approve an actual student calendar.

During regular board meetings the administration shares with the school board and community the various professional development activities we support through our 175-day waiver. In addition, we were fortunate to have board members and community members attend the 2nd annual countywide in-service in October of 2010. As a district we also communicate our PLC progress with the community through articles and newsletters that are printed in our local newspaper.

- Newsletters
- Reader Boards
- Parent Letters Home
- Dialer System for parents
- Memos
- E-mail
- Website

Appendix to the St John/Endicott Application

With the loss of all LID days, we are down to 5 full days of professional development, all of which we plan to be district directed. Again, meaning 175 full days of instruction for students. Currently we are working on creating a district wide focus for our work. We are utilizing our district steering committee to create a district focus and district goals. Following the completion of district goals each building (St. John elementary, St. John-Endicott high school, Endicott elementary, and Endicott-St. John middle school) will create two or three goals that support the work of the district goal(s). Following the creation of building goals each PLC team will create SMART goals that directly relate to the building goals. The overall goal is to have alignment from the PLC groups all the way to the district goals so that our collective effort is aligned with achieving mission and vision of the school district. In June of 2010 we posted our district goals and building goals on our district website. In October of 2010 we made our individual PLC goals available. In March of 2011 we will focus on our Intervention Strategic work with in our PLC groups and begin a Science curriculum adoption process.

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 2011/12 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 replaced 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 has yielded more benefit to student learning than the previous fourteen half days. 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 has added one full teacher day and two full student days to the previous calendar.

Of course, you are fully aware that we have lost all LID days and are facing more cuts. Which is yet another reason we need the waiver to again be more efficient with our time.

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 eleven 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 2011/12 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 state assessment system.

How the District Plans to Achieve the Higher Standards, Including Timelines for Implementation:

Our parents, teachers, school board members, 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, which include:

1. Implementation of academic plans, 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 level grade ten. During the ensuing years we continue work 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.
2. 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.
3. Continued development of new processes and systems, which redefine teaching performance standards (best instructional practices) and their relationship to performance evaluation and professional development.

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, 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 principals, and the boards of directors, parents and the community at large.
- ❖ The boards of directors will hear continual academic plans at monthly meetings during reports from principals.
- ❖ 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 see the reduced student calendar as a viable option and they are also contributing developers of the calendar.

The St. John PALS groups support the district's request for this waiver. They are our equivalent to the PTA/PTO groups in other communities.

Administrators strongly support the continued 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.

Achievement results for students in the state tested areas over the past ten years 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 2011/12. 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 other 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.

Tacoma – SOTA, SAMI, Stewart

1. District	Tacoma School District
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Only for Tacoma School of the Arts (TSOTA) – 10-11-12 Science and Math Institute (SAMI) – 9-10-11 Stewart Middle School– 6-7-8
4. Number of Days	TSOTA – 12 days SAMI – 12 days Stewart – 8 days
5. School Years	2011-12
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days?

Number of half-days before any reduction	1
Reduction	0
Remaining number of half days in calendar	1

8. What are the purpose and goals of the waiver?

TSOTA, SAMI, and Stewart request a shorter calendar with extended daily hours which results in more opportunities for students daily and time for staff professional development. The proposed calendar exceeds the 1,000 hours of instructional time requirement. By increasing student's daily opportunity to learn and by engaging in building-based professional development, we will increase student achievement.

9. What is the student achievement data motivating the purpose and goals of the waiver?

(Refer to attachment: WASL data from Spring 2004 to 2009)

TSOTA and SAMI:

HSPE scores which are above state averages, student and placement evaluations of internships, and student surveys, are just a few ways that validate the use of this calendar and schedule for TSOTA and SAMI. These means will continue to be ways in which we judge the effectiveness of the system. Other methods that validate this calendar/schedule are the number of students continuing in post high school programs, the number of students receiving certificates of mastery within the various disciplines offered at TSOTA and SAMI, and our retention and graduation rates.

Stewart:

MSP scores, student academic success, and student/parent surveys, are just a few ways that validate the use of this calendar and schedule for Stewart. These will continue to be ways in which we judge the effectiveness of this system. The block scheduling allows for deeper investigation into classes, which will give students an invaluable learning experience.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

TSOTA:

We will continue to use state testing (HSPE) as one of our benchmarks to determine our success. We constantly strive for improvement, with the final goal being 100% achievement in Reading, Writing and Mathematics.

Reading:

The Tacoma School of the Arts' students will increase achievement in reading as measured by the reading portion of the HSPE and reach the following targets by 2013:

- 98.0% of 10th grade Tacoma School of the Arts' students will meet reading standards.
- By 2015, 100% of 10th grade Tacoma School of the Arts' students will meet reading standards.

Writing:

The Tacoma School of the Arts' students will increase achievement in writing as measured by the writing portion of the HSPE and reach the following targets by 2013:

- 98.0% of 10th grade Tacoma School of the Arts' students will meet writing standards
- By 2015, 100% of 10th grade Tacoma School of the Arts' students will meet writing standards.

Math:

Tacoma School of the Arts' students will increase achievement in math as measured by the math portion of the HSPE and reach the following targets by 2013:

- 70.0% of 10th grade Tacoma School of the Arts students will meet math standards.
- By 2015, 90.0% of 10th grade Tacoma School of the Arts students will meet math standards.

SAMI:

SAMI students will increase achievement in math as measured by the math portion of the HSPE, reaching the following targets by 2013:

- 90% of all students will meet standard.

SAMI students will increase achievement in reading as measured by the reading portion of the HSPE, reaching the following targets by 2013:

- 90% of all students will meet standard.

SAMI students will increase achievement in writing as measured by the writing portion of the HSPE, reaching the following targets by 2013:

- 90% of all students will meet standard.

Stewart:

Stewart is a transition school with mostly new staff and completely new administration. We will use our MSP scores and students academic success to measure our success. We know what works well at TSOTA and SAMI and believe these same techniques will transform Stewart.

Stewart Middle School students will increase achievement in math as measured by the math portion of the MSP, reaching the following targets by 2013:

- 80% of all students will meet standard.

Stewart Middle School students will increase achievement in reading as measured by the MSP, reaching the following targets by 2013:

- 80% of all students will meet standard.

Stewart Middle School students will increase achievement in writing as measured by the MSP, reaching the following targets by 2013:

- 80% of all students will meet standard.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

In addition to the data described in the response to question #9, SOTA, SAMI and Stewart will collect and use the HSPE as a measure of goal attainment.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The proposed calendar and extended daily schedule allow for the implementation of the following strategies to increase student achievement:

- Increased instructional time for students.
By extending the school hours daily, we increase the amount of instructional time each day which allows for more teacher-student contact time.
- Block scheduling with four 80 minute class periods per day.
Increasing class time to 80 minutes allows for regular in-depth, hands-on and authentic learning experiences.
- Students to take eight classes, two more than a traditional school calendar.
Increase student course offerings to include STEM and arts-based academic classes.
- Increased student access to curricular enrichment activities, academic help, and community experiences through internships, community partnerships, mini-term and mentor project groups.
- Weekly staff professional development.

All staff members work together in collaborative teams or Professional Learning Communities (PLC) to enhance instructional skills and focus on student achievement. During PLC time, staff members engage in academic book studies, conversations about student achievement data and sharing best practices of teaching. SOTA began PLCs in 2009-2010. SAMI and Stewart began this professional development model in 2010-2011.

13. Describe the innovative nature of the proposed strategies.

For TSOTA and SAMI our extended school day has allowed our instructors to have the time to do in-depth exploration of different subjects, which has culminated with demonstrated student success:

- High WASL/HSPE scores
- 94.9% on-time graduation rate (2007 – 2008)
- 1.5% Annual dropout rate (2007 – 2008)

Our innovative calendar allows for the following:

- Begin our school year with a 3-day instructional retreat for all students at a local camp. Goals of the retreat include introduction of coursework materials, and building a cohesive community of learners where all students are respected.
- Place students in internships at over 90 local Tacoma business.
- Increase course offerings for students.
- Collaborative interdisciplinary teaching of subjects to students in both the extended day and during the mini-terms (January and June).
- Collaborative teaming between schools and among instructors.
- Maintain consistent teacher-contract hours as agreed upon by the teacher's union.

Meet regularly as Professional Learning Communities for teacher professional development. (Year 2 for PLCs at SAMI and Stewart, Year 3 for SOTA)

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

In the 2012-2013 and 2013-2014 school years, SOTA, SAMI and Stewart will continue to utilize the shorted calendar/extended day model in order to focus on student achievement through increased instructional time and collaborative teacher teams. We will maintain a strong focus on professional development as a means to increase student achievement. We will assess our progress on the stated goals yearly, making any adjustments necessary to our approach to professional development. In 2012-2013 and 2013-2014, the collaborative teacher teams (Professional Learning Communities) will engage in self progress-monitoring through data collection which will include video-taped lesson assessment and increased teacher mentoring. This work extends the introductory work of the PLCs in 2010-2011.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The measures of our success as described in question 10 (above) directly mirror the goals outlined in the school district improvement plan and each individual school's improvement plan. Our extended-day calendar allows for increased daily instructional time and increased teacher professional development, both contributing factors to student success.

Tacoma Public School's district-wide goals include:

- Increasing achievement for all students each year by 10%.
- Decreasing the gap between under performing subgroups and the district average performance on the state assessment by 10% annually.
- Decreasing the dropout rate by 10% annually.
- Reducing the number of students not graduating by 10% annually.

Links to School Improvement Plans:

Tacoma Public School District Improvement Plan:

<http://www.tacoma.k12.wa.us/information/Documents/DistrictImprovementPlan.pdf>

SAMI's School Improvement Plan:

<http://www.tacoma.k12.wa.us/Schools/SchoolImprovementPlans/TSAMI.pdf>

SOTA's School Improvement Plan:

<http://www.tacoma.k12.wa.us/Schools/SchoolImprovementPlans/TSOTA.pdf>

Stewart's School Improvement Plan:

<http://www.tacoma.k12.wa.us/Schools/ms/Pages/Stewart.aspx>

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

TSOTA:

This waiver and calendar were written collaboratively by teachers and administrators, Liz Minks, Jon Ketler, Paul Kelly, and Paul Eliot. The committee presented these documents to the whole staff for review. The work is based on what has been successful for us as well as conversations with staff, students, parents, and the community.

SAMI:

This waiver and calendar were written collaboratively by teachers and administrators Kristin Tinder, Jon Ketler, Paul McGrath, and Ralph Harrison. The committee presented these documents to the whole staff for review. The work is based on what has been successful for us and our sister school TSOTA, as well as conversations with staff, students, parents, and the community.

Stewart:

This waiver and calendar were written collaboratively by teachers and administrators Jon Ketler, Sydelle Denman, Lavonta Howard, and Cyrus Brown. This is Stewart's second year using the extended-day calendar, so the waiver will be shared with Stewart parents at their monthly meetings, through the weekly e-newsletter, and through our website.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Teachers have 4 district days, 2 building days, and 1 self-directed day in the current collective bargaining agreement which expires before next school year. A new CBA is currently being negotiated. We utilize all professional development days at our school. The district and building days are imbedded into our schedule so all staff can attend if they choose. These days are focused on improving instruction for students, filming of instructors teaching (with staff approval), and PLC discussions around student data and best practices of instruction.

Current year CBA:

<http://www.tacomaschools.org/employment/Documents/TEA20082011.pdf>

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

SOTA, SAMI:

1. Student instructional days (as requested in application)	168
2. Waiver days (as requested in application)	12
3. Additional teacher work days without students	7
The district or schools directs some or all of the activities for <u>6</u> of the additional days listed in #3 above	
Total	187

Stewart:

1. Student instructional days (as requested in application)	172
2. Waiver days (as requested in application)	8
3. Additional teacher work days without students	7
The district or schools directs some or all of the activities for <u>6</u> of the additional days listed in #3 above	
Total	183

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

All of these additional days are optional.

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	X		
2	Optional	X		
3	Optional	X		
4	Optional	X		
5	Optional		X	
6	Optional		X	
7	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The waivers are necessary because these buildings have longer instructional days and fewer days overall.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Yes, the days were used as previously planned. The waiver days were non-activity days: No students or staff. We used our shorter calendar year with extended school days to provide four-period class days of 80 minutes to our students.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

(Refer to attachment: WASL data from Spring 2004 to 2009)

- High WASL/HSPE scores
- 94.9% on-time graduation rate (2007 – 2008)
- 1.5% Annual dropout rate (2007 – 2008)

SOTA's WASL scores from 2007 – 2009 in Reading are (93, 87.1, 92.6); Writing (93.5, 95.9, 95.4); and Math (64.1, 46.3, 51.7). Although our WASL/HSPE scores are higher than most schools in our area we are always striving for 100% of our students meeting standard.

SAMI will be in its third year, so current sophomores will be taking the HSPE in spring 2011. We will be using these scores as our base. We will also be striving for 100%.

Stewart: This is a transition school with mostly new staff and totally new administration. We will be using our MSP scores from spring 2011 and students academic success to measure our success.

All three schools will continue to improve our reading, writing, and math scores but we need to make sure all our students are successful. Our extended days will allow us to continue our extended time to focus on math all three schools.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

The waiver was shared with TSOTA/SAMI/Stewart parents at their monthly meetings, through the e-newsletter, and through our school district website. Parents, students, and the community were included in the process through meetings and conversation as well as their involvement monthly in staff meetings. We also inform incoming students and their parents at our Information Nights.

Zillah

1. District	Zillah
2. New or Renewal	Renewal
3. Is the request for all schools in the district?	Yes
4. Number of Days	7
5. School Years	2011-12, 2012-13, 2013-14
6. Will the district be able to meet the required annual instructional hour offerings?	Yes

7. Will the waiver days result in a school calendar with fewer half-days? YES

Number of half-days before any reduction	0 currently; prior to first waiver it was 9
Reduction	0
Remaining number of half days in calendar	0

8. What are the purpose and goals of the waiver?

The purpose of the waiver is to provide 3 full days of professional development training for certified and classified staff and four full days of parent conferences. The goal of the professional development training is to provide the staff with skills and knowledge that will directly benefit our students and increase their academic achievement. The professional development ranges from meeting individual student needs to technology integration into instruction. The goal for four full days of parent conferences is to provide the opportunity for all parents to communicate with teachers about their child's academic progress and better engage parents in their child's education. An additional purpose of the waiver is to increase instructional time. By elimination of ½ days and going to a 173 full day calendar we have increased the amount of instructional time for our students. Without the 4 waiver days for parent teacher conferences we would have to return to 9 half days, which would not be favored by the community and would not result in a net increase of instructional time.

9. What is the student achievement data motivating the purpose and goals of the waiver?

Zillah School District student achievement data continues to show a need to meet the academic needs of all students. Specifically we are attempting to better educate those students who are the neediest; ELL, Special Education, students living in poverty, students with behavior issues, special education students, students not at grade level, etc. Many of our teachers are not prepared to work with the kind of students that we are seeing in our classrooms.

Although our assessment data shows many students are meeting the goals we need to spend additional time determining how to meet the needs of those who are not meeting goals. An additional focus on improving student achievement in math and science at the secondary level is greatly needed.

10. Describe the measures and standards used to determine success and identification of expected benchmarks and results.

Grade level MSP results, classroom based assessments, graduation rates and long term student academic progress will be used to determine success. Success will be achieved when we close the achievement gap and all students meet grade level standards and graduate with a high school diploma.

11. Describe the evidence the district and/or schools will collect to show whether the goals were attained.

Student academic data and data on the number of students meeting grade level expectations and moving to the next grade.

12. Describe the content and process of the strategies to be used to meet the goals of the waiver.

The School Improvement Team (SIT) within each school determines the needs of the children within the school using data. The SIT then determines an action plan on how to address the needs of the students based on the data. The SIT presents to the District Improvement Team (DIT) for approval. The SIT then presents the data and action plan to the school staff for further approval and by in. A timeline is developed and the action plan is implemented. Specifics within the action plans are implemented throughout the course of the school year using the three days provided by the waiver. The final stage is an evaluation at the end of the school year or when new data is available to determine if progress was made in meeting the goal. The evidence is then presented to the DIT.

13. Describe the innovative nature of the proposed strategies.

The philosophy and practice of teachers and principals collaborating on student academic achievement are not truly innovative for the Zillah School District. We have been collaborating for years and we feel the practice has helped our students.

14. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those of the first year of the waiver?

Waivers in the subsequent years were also for professional development purposes. The focus of the professional development has been and will continue to center on student achievement. How the Zillah School District determines the exact type of professional development will be determined by the needs of our students and the strengths and weaknesses of our staff. We are currently working on RTI, GLAD, SIOP and instructional practices that line up with the Five Dimensions of Teaching Model from the UW.

15. Describe how the waiver directly supports the district and/or school improvement plans? Include links or information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

The waiver supports the goals of the Board, the District Improvement Plan and the individual School Improvement Plans. The waiver supports the belief that in order for our students to be successful our staff must be highly trained. On top of the training the staff needs time to collaborate about their practice with others who share the same common goal.

Board Goals, District Improvement Plan and School Improvement Plans are located at:
www.zillahschools.org

16. Describe how administrators, teachers, other staff, parents, students, and the community been involved in the development of the request for this waiver.

The development and implementation of the waiver is done by the Zillah School District

Improvement Team. The DIT is responsible for developing the district calendar and professional development at the district level and within each school. The DIT is made up of all people listed within the question.

17. A. Provide details about the Collective Bargaining Agreements (CBA), including the number of professional development days, full instruction days, half-days, parent-teacher conferences, and the amount of other non-instruction time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

- 3.5 District Directed Optional Days (District determines agenda for the day)
- 4.5 Teacher Directed Optional Days (individual teacher choice with approval from principal)
- 173 Full Instructional Days
- 4 Student/Parent Conference Days
- 3 Required contract days (district-wide, District determines agenda for the day)
- 0 Half Days

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

1. Student instructional days (as requested in application)	173
2. Waiver days (as requested in application)	7
3. Additional teacher work days without students	8
The district or schools directs some or all of the activities for <u>3.5</u> of the additional days listed in #3 above	
Total	188

17. C. If the district has teacher work days over and above the 180 school days (as identified in row three of the table in 17. B.), please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Required	X	X	
2	Required	X	X	
3	Required	X	X	
4	Optional			X
5	Optional			X
6	Optional			X
7	Optional			X
8	Optional			X

17. D. If the district has teacher work days over and above the 180 school days (row three of table in 17. B.), please also explain the rationale for the additional need of waiver days.

The Zillah School District lost two Learning Improvement Days so the need to have days within the school calendar is extremely important. With the increasing expectation for meeting the needs of all children we need more days to provide the Zillah School District staff with

professional development and time to work together for the benefit of students. The Zillah School District also only controls 3 of the 8 days due to negotiations with the teacher's union.

18. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request?

Days were used as planned. Days were used for the professional development of the Zillah School District staff.

19. How well were the purpose and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

In my opinion we have accomplished what we set out to do many years ago and we continue to do so each and every year. The waiver has allowed our staff to gain professional development during the school year and allows us to collaborate on our instructional strategies as well as focus on individual student achievement. As for the data: A very high percentage (95%) of our student graduate from high school on time and with the skills to pursue their interests in furthering their education or a career. We look at high school graduation as the most important data and that all other data is simply benchmark/grade level data.

20. How were the parents and the community kept informed on an on-going basis about the use and impact of the waiver?

We publish our district calendar and information about the waiver on our district website. The parents of the Zillah School District are supportive of the waiver due to the elimination of ½ days of school. In my opinion it would be very difficult for the Zillah School District to go back to a school calendar with ½ days.

Table C: Expenditures by Pupil

	Exp by Pupil (2009-10)**	# Students (Oct 2009 Count)
Approved in March		
Methow Valley	\$11,822	523
Shoreline	\$9,942	9,012
Edmonds	\$9,356	20,609
Newport	\$10,006	1,099
Northshore	\$9,612	19,701
Seattle PT Conf	\$12,078	46,523
Monroe	\$8,842	7,940
Sedro Woolley	\$9,597	4,348
Bethel	\$9,257	17,651
For Consideration in May		
Lake Quinault	\$16,717	220
Longview	\$9,919	7,052
Lopez Island	\$17,727	226
Marysville	\$9,774	11,774
Napavine	\$8,890	784
Onion Creek	\$29,773	43
Orient	\$8,689	217
Othello	\$9,312	3,690
St John/Endicott	\$16,160/\$30,527	167/83
Tacoma	\$11,074	28,890
Zillah	\$8,324	1,371

**Source: OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/summary.aspx?year=2009-10>)