

**THE WASHINGTON STATE BOARD OF EDUCATION**

Accountability | Graduation Requirements | Math | Science

**BASIC EDUCATION PROGRAM REQUIREMENTS WAIVERS**

**SUMMARY OF POLICY ISSUE /STATE BOARD OF EDUCATION (SBE) STRATEGIC PLAN GOALS**

The State Board of Education (SBE) may grant to schools and districts waivers from the requirements of the Basic Education Act (RCW 28A.150.200 through 28A.150.220). The waivers allow schools and districts to implement a local plan to enhance the educational program for each student (RCW 28A.305.140).

**BACKGROUND**

At this meeting, SBE will be considering the following eight applications for waivers from the 180 school-day calendar requirement of the Basic Education Act:

District	Number of days	School years	New or renewal	Accountability Information	School Awards Information
<a href="#">Colton</a> (page 1)	2	2010-11	New	Made AYP Overall	Colton School - Overall Excellence and Extended Graduation Rate
<a href="#">Elma</a> (p. 5)	3	2010-11, 2011-12, 2012-13	New	Step 1 Improvement	
<a href="#">Granite Falls</a> (p. 11)	2	2010-11, 2010-12	Renewal	Step 1 Improvement	
<a href="#">Oakesdale</a> (p.17)	2	2010-11	New	Made AYP Overall	
<a href="#">Riverside</a> (p.21)	1	2010-11	Renewal	Made AYP Overall	Riverside High - Extended Graduation Rate Special Recognition
<a href="#">Rosalia</a> (p. 27)	2	2010-11, 2011-12, 2012-13	New	Made AYP Overall	
<a href="#">St John- Endicott</a> (p. 31)	5	2010-11	Renewal	Made AYP Overall	
<a href="#">White Pass</a> (p.38)	5	2010-11	New	Made AYP Overall	

**POLICY CONSIDERATION**

The attached applications and supporting documentation, listed below, are accurate and the purposes of the proposals are to improve student achievement by enhancing the educational program for all students. At the July 2009 retreat, Board members requested the supporting documents on each request. In the future, a number of requests will only go to staff for review and approval because the Board set parameters at its March 2010 Board meeting to create a streamlined process, through a revision to WAC 180-18-040 and WAC 180-18-050 that goes into effect at the end of May.

## **EXPECTED ACTION**

Approval of the applications.

<b>1. School District: Colton School District</b>	
2. Resolution complete: Complete for a one year waiver Application revised	
3. <i>Application type:</i> 180-day school year requirements	
New Application or Renewal Application	New Application
4. <i>Is the request is for all schools in the district?</i>	
Yes or No	Yes, All schools
If no, then which schools or grades is the request for?	
5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	2
School Years	2010-2011
6. <i>Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	6
Reduction	
Remaining number of half days in calendar	6 Including Thanksgiving and the last day of school.
7. <i>Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes
8. <i>What are the purpose and goals of the waiver?</i>	
<p>The Colton School District is seeking approval of two waiver days in order to attend the Whitman County Professional Learning Community (PLC) Program. The two day waiver will allow every teacher in our K-12 building to attend the two county-wide in-service events as well as the individual (grade level and subject level) group meetings throughout the year. For the 2010-11, the PLC group discussion topics will primarily be focused on mathematics K-12. However, it is also our goal to see the benefits of the PLC filter through our other curricula. Below is a small list of those benefits:</p> <ul style="list-style-type: none"><li>• Networking (telecommunications, video conferencing, and group meetings).</li><li>• Curriculum alignment with standards. In the area of math our county is primarily using the Math Connects curriculum (one of the OSPI's approved curriculum).</li><li>• Assessment.</li><li>• Review and present a variety of "best practices."</li><li>• Technology integration.</li><li>• Data and its role in assessment and future planning.</li></ul>	

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

The Colton School District has seen a slight decrease in our state testing math scores. We have taken steps to remedy this by purchasing a new math curriculum K-12. We have also found that our teachers need more collaboration time among grade level and subject specific professionals. This is not possible within our small school. It is our goal to put math as our first objective but knowing full well that a commitment to the PLC philosophy will help across the curriculum.

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

The Colton School District will monitor our State Test results, DIBLS testing, and National Tests (ACT, SAT) to determine the success rate of our students. We are currently researching the MAPS testing program to see if it would enhance our testing data. Administrators will also measure the success of this program by the level of PLC commitment we see through our staff.

Currently, our state wide math scores have dropped to a school average of 54.5 percent in tested grades 3-10. We hope to see a five percent increase in this average after participation within the county-wide PLC program: (3<sup>rd</sup> 70%, 4<sup>th</sup> 60%, 6<sup>th</sup> 35%, 7<sup>th</sup> 42%, 8<sup>th</sup> 58%, and 10<sup>th</sup> 62%). We also expect to see an increase in state testing results across the curriculum as we look further in to best practices.

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

Currently, the Colton School District uses state testing data, and DIBLS to asses our learning goals. We are currently in our first year of a K-12 math curriculum adoption, which has realigned the curriculum to better meet state testing criteria. As funding allows we will purchase the MAPPs testing program that will enable our district to asses our students throughout the school year. As our PLC work continues, it will be the Colton administration's goal to assess our schools performance and the success of the county-wide collaboration. At the county level, the Whitman County Principals Association will evaluate the PLC program at the conclusion of the second professional development session. This meeting will be to assess the two county-wide sessions, collaborate with ESD 101 presenters, and look into future planning. It is our goal for every teacher to gain a network of teachers for PLC collaboration that will increase student achievement.

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

The Colton Administration and School Board feel that participating in the Whitman County PLC program will allow our teachers the opportunity to grow professionally by participating in grade level and subject level PLC's. In addition to the two waiver days, the District will promote and fund the process of our teachers participating in PLC discussion groups across the county. Subjects such as assessment, curriculum review, common standards, and best teaching practices, will be discussed. As an administration we will also participate in select discussion and work to incorporate the PLC philosophy into our school's structure and planning and school improvement process.

*13. Describe the innovative nature of the proposed strategies.*

The Whitman County Principals Association has worked hard to promote the PLC environment within our small town/school atmospheres. Organizing a county-wide PLC professional development program will not only promote common standards, curriculum, and assessment throughout our county, it will do so in an economic friendly manner. Many of our county schools

have only one teacher/two grade levels. Colton currently has grades: K, 1-2, 3-4, and 5-6. Teachers will now have the opportunity to work within grade level PLC's to enhance all levels of student performance.

*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

*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).*

Our SIP plan stresses grade level and subject level collaboration. We have found a need for a new and better collaboration method. Our district currently consists of three elementary combination classes (1-2, 3, 4, and 5-6). Our junior high and high school is comprised of single teachers within subject area. It is our mission to allow our teachers better access to subject and grade level collaboration.

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

Our staff and administrators, across the county, have spent a great deal of time coming up with our county-wide model for PLC. Our district has promoted our goal for professional development in our newsletter and on our website. Our board has also taken the necessary steps to make this opportunity reality.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

The Colton School District has participated in all state funded LID days. Our district has also been very proactive in sending our teachers to individual professional development opportunities throughout the Northwest. Participation in the January conference was also a great benefit to our small school. However, with decreased state apportionment we are striving to find ways to provide quality professional development with a smaller budget. We think that the Whitman County PLC project will do that. These two waiver days would be our only opportunity for district-wide professional development.

*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?*

N/A

*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.*

N/A

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

N/A

**School Report Card Information from OSPI**

**School District Information from OSPI Report Card Web Page**

May 2009 Student Count	200	
Free or Reduced-Price Meals (May 2009)	22	11.0%

	2007-08	2006-07	2005-06
Annual Dropout Rate			
On-Time Graduation Rate	100%	100%	100%
Extended Graduation Rate	100%	100%	100%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	70.0%	60.0%	80.0%	
7th Grade	50.0%	42.9%	85.7%	
10th Grade	100.0%	62.5%	100.0%	50.0%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
7th Grade	78.6%	57.1%	100.0%	
10th Grade	100.0%	80.0%	94.7%	71.4%

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	100.0%	66.7%	91.7%	
10th Grade	93.8%	75.0%	100.0%	68.8%

**Accountability**

School Improvement Status	Made AYP Overall
School Award Status	Colton School (Multi-Level)- Overall Excellence and Extended Graduation Rate

1. School District: **Elma School District**
2. Resolution complete: Complete  
Application revised

3. *Application type:* 180 day waiver

New Application or Renewal Application	New (we had a waiver five years ago, which expired two years ago)
--	---

4. *Is the request is for all schools in the district?*

Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	

<i>5. How many days are being requested to be waived and for which school years?</i>	
Number of Days	3
School Years	2010/11, 2011/12, 2012/13

<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

<i>7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes

<i>8. What are the purpose and goals of the waiver?</i>	
<p>The purpose and goals of the waiver flow directly from our district's two-year involvement with the Leadership Academy. During our first year in the Academy we developed our District Instructional Team, (DIT), consisting of teacher and administrative representatives of all schools. The DIT is charged with designing staff development activities related to our Academy goals of improving student learning in all areas, and specifically in the areas of reading and math.</p> <p>The DIT planned and implemented our first-ever Summer Institute, which included all teachers, and ran for four days. The Institute organized all teachers into K-12 curriculum groups in order to promote collaboration and stronger connections between grades and schools. All teams were required to focus on five steps:</p> <ul style="list-style-type: none"> <li>• Develop group norms.</li> <li>• Strengthen understanding of state standards.</li> <li>• Develop goals within curriculum areas which would be supported by all grades.</li> <li>• Strengthen our knowledge of formative assessments relative to these goals.</li> <li>• Design interventions meeting the needs of students as demonstrated by assessments.</li> </ul> <p>The Institute was an extremely successful start to a process we strongly believe will improve both instruction and student learning. The intent of the waiver days is to continue the work begun at our Institute throughout the school year, focusing primarily on the areas of assessment and interventions.</p> <p>Specifically we plan to use the waiver to provide an intentional framework for curriculum teams and grade-level teams to analyze assessment data; using this information to develop specific interventions relative to student needs. It is our intent to use the waiver times to study assessment, beginning early fall of 2010, to implement interventions immediately, and to revisit assessments early winter, design appropriate interventions again, and to continue the process in mid-winter.</p> <p>In preparation for this we have been doing the following:</p> <ul style="list-style-type: none"> <li>• We have sent our facilitators to formative assessment training.</li> <li>• We are sending our facilitators to another training for facilitating formative assessment strategies.</li> <li>• We are currently planning our next Summer Institute, focusing on analysis of assessment, which we plan to put into place in the fall, with the assistance of our waiver time.</li> </ul>	

Planning for interventions beyond assessment we have:

- Formed an intervention team, which is studying meaningful interventions in other school districts.
- Sent teams to RTI Training and will continue this during the summer, focusing on aspects of the RTI model which we can implement effectively.

In summary, the purpose and goals of the waiver are to continue the process we have begun with our entire district teaching staff, specifically in the areas of assessment and interventions. We believe our focus in these areas will help us progress with our goal of increasing student learning in all areas, specifically reading and math.

For supporting material and to illustrate the completed which we desire to continue with time provided by a waiver, I have included summaries of K-12 team efforts completed during our Summer Institute.

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

Our teachers and administrators are not satisfied with our current student achievement scores. Specifically, while noting some gains in WASL reading, the gains are not enough. Also we desire higher gains in math, particularly at the secondary level. Furthermore, ongoing assessments in classrooms note nominal improvements; we are capable of more. In order to address this, we began this reorganization over a year ago by instituting a district-wide approach focusing on standards, goals, assessment, and interventions. Currently, all teachers in our district are working on these areas, and their collaboration has already resulted in improved instruction and a stronger focus on the needs of our kids. In order to take this to the next level we are in desperate need of quality time for our teams to study the data we have so that we can design intentional interventions leading to greater student achievement. The three waiver days we request would provide us the time necessary to do this.

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

Currently, our measures fall into two categories: 1) ongoing assessments, which include Gates McGinnity, Dibbles (for both reading & math), Developmental Reading Assessment (DRA), and Qualitative Reading Inventory (QRI); 2) state standards, which our entire district staff intently focused on during our recent four-day Summer Institute. At this time teachers clarified specific grade level standards, and explored goals for each grade which supported those standards. Currently, we are continuing to explore other assessments such as MAPS and Benchmarks, and are involved in discussions with a number of other districts regarding how specific assessments are measuring progress in their districts.

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

We have discussed the following measurable and, we believe, attainable goals for next year for our two main areas of reading and math (current WASL scores in parenthesis, projected goals not in parenthesis):

Grade 3 Reading	(69.6)	75
Grade 4 Reading	(70.3)	75
Grade 5 Reading	(67)	75
Grade 6 Reading	(50.3)	60
Grade 7 Reading	(52.1)	60
Grade 8 Reading	(51.1)	60
Grade 10 Reading	(73.5)	80

Grade 3 Math	(60)	65
Grade 4 Math	(40.5)	55
Grade 5 Math	(59.8)	65
Grade 6 Math	(33.6)	50
Grade 7 Math	(50.4)	55
Grade 8 Math	(40.6)	50
Grade 10 Math	(27.9)	40

Accurate comparison of the goals will rely on the correlation scores currently being developed by OSPI, which relate previously-used WASL scores and the new MSP/HSPE scores. Given that these correlation scores have not been developed as of yet, we have noted our projected gains based on WASL scores.

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

As mentioned in number eight, our district has established a staff development protocol developed for our Summer Institute, which works well for our people, and which they believe in. All district teachers were in one of seven curriculum teams, consisting of K-12 teachers, and all teams focused on the same steps outlined in number eight.

Our waiver times would follow this structure of using K-12 curriculum teams to analyze assessment data, identify specific student need, and design appropriate interventions for particular lengths of time. Assessment results from these interventions would then be analyzed at subsequent waiver times, leading to future interventions and/or instructional strategies.

*13. Describe the innovative nature of the proposed strategies.*

Our strategies are innovative in the following ways. First, we have already begun actively promoting ongoing collaboration between grades and schools by enacting K-12 teams. For instance, our math team consists of teachers from K-12. This makeup is mirrored in all other curriculum areas. We believe that connections among our teachers provide stronger consistency and meaning for our students.

Secondly, we have established a District Instructional Team (DIT), which monitors and adjusts district-wide staff development activities. The DIT, which consists of teachers and administrators from all district schools, provides input on planning specific activities related to refining instruction, and would continue to play a major role in the design of our waiver days.

Third, we have relied on research which speaks to standards, assessment, interventions, and instructional skills to design a staff development protocol, which our teachers believe in. Teacher ownership of our protocols promotes a more sustainable system.

Fourth, we have established a specific series of steps our teachers are working on in order to strengthen our instructional skills. All of these steps involve intense collaboration. The waiver days would provide us with the time we need to work on these steps.

We would be using the times provided by the waiver days to focus specifically on student assessment, interventions and effective instruction, and to plan for our next Summer Institute.



*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?*

A major structural group in our district is our District Instructional Team (DIT), mentioned in question number thirteen, which meets throughout the year to examine progress being made in our staff development efforts. The DIT reviews attainment of projected goals, and adjusts future staff development plans as needed. With this structure already in place, we would continue to monitor progress made during waiver times, thus allowing the DIT to refine future activities and appropriate use of waiver time.

Regardless of the pacing of our efforts, we would continue to focus on standards, goals, assessments, and interventions aimed at promoting student learning.

*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).*

All of our improvement plans deal directly with improving student learning in all curriculums, with particular focus on reading and math. Waiver day activities directly support this, focusing on student assessment which drives future instruction and interventions. All schools are also involved with effective research-based intervention systems such as RTI, which support student growth. Waiver day activities directly support aspects of school improvement plans, which include differentiated instruction, formative assessment strategies, understanding assessment, interventions, and curriculum alignment. Our schools engage in ongoing discussions and study of these topics.

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

All district administrators and teachers have been intensely involved in our Summer Institute and resulting staff development activities focusing on standards, goals, assessments, and interventions. Along with our focus in these areas has come a growing appreciation for the necessity of quality time. Currently, our calendar does not include the time we need to collaborate on issues of assessment and interventions, hence our request for this waiver. Schools and the district have communicated our process to the community in district and local publications, and we have discussed our request with parent leadership groups, who support our efforts to create intentional uses of time aimed at improving student learning.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

Previously our time for building-wide and district-wide collaboration depended on LID days and I-728 days. Beyond that we have not had early or late-release days built into our calendar. With the recent loss of both LID days and I-728 support, we will have no non-instruction time for our teachers and administrators to work together on the issues we need to. We view the waiver days as crucial to our need to focus intentionally on examining student progress, leading to future instruction, and interventions which positively impact student learning and achievement. We appreciate your consideration of our sincere request.

*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?*

We do not currently have a waiver from the State Board of Education. However, five years ago during the initial waiver, the days were used as planned to focus primarily on reading, writing, and literacy skills within buildings. Intensive trainings were conducted on "Step Up To Writing,"

“Six Traits”, “Reading Across the Curriculum.” The secondary schools also focused on math training relative to effective instructional strategies and Segmented Math.

*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 initial use of the waiver days contributed to student growth as noted by the steady increase in reading and math, particularly at the elementary level. The growth noted at the secondary level was not as strong. In order to study this, we did not apply for additional waiver days, but rather joined the Washington State Leadership Academy two years ago in an effort to contribute to our improvement efforts, and found the following research. Sustainable change results from a system-wide approach to staff development, as opposed to a building-wide approach (which we employed during our earlier waiver days. Based on this we developed our District Instructional Team, which designed our Summer Institute, which promotes state standards, goals, assessment, and interventions on a district-wide basis. From this comes our commitment to a district-wide approach to staff development and intentional use of time provided by waiver days.

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

Five years ago, during the initial waivers, school and district newsletters communicated our work to our community. Along with this we included regular updates on our district website. During this past year we have continued these communications, and have also started an instructional newsletter, which we anticipate will grow with time. We have shared our progress and plans with the PTA, and solicit ideas from them regarding best use of our request for a waiver. The Board is in full support of waiver days as an effective way to provide time for our teachers to improve instruction and student learning. Throughout our communications we emphasize that given the economic challenges resulting in the decrease of I-728 and LID days, we depend more than ever on waiver days, which allow our teachers and administrators to work collaboratively to bring about the growth in student learning we aim for.

*School Report Card Information from OSPI*

<b>School District Information from OSPI Report Card Web Page</b>				
May 2009 Student Count	1,787			
Free or Reduced-Price Meals (May 2009)	838	46.9%		
	2007-08	2006-07	2005-06	
Annual Dropout Rate	4.5%	9.0%	6.7%	
On-Time Graduation Rate	79.3%	62.3%	74.4%	
Extended Graduation Rate	86.9%	69.9%	83.5%	
<b>2008-09 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	70.3%	40.5%	55.9%	
7th Grade	52.1%	50.4%	74.6%	
10th Grade	73.5%	27.9%	78.4%	28.8%
<b>2007-08 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	74.1%	51.8%	57.6%	

7th Grade	48.0%	43.3%	63.8%	
10th Grade	81.4%	40.7%	78.1%	29.3%
<b>2006-07 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	62.7%	39.3%	35.8%	
7th Grade	59.7%	59.7%	68.2%	
10th Grade	84.0%	45.3%	85.0%	28.7%
<b>Accountability</b>				
School Improvement Status	Step 1			
School Award Status				

1. School District: **Granite Falls School District**  
2. Resolution complete: Complete

3. *Application type: 180-day school calendar*  
New Application or Renewal Application      Renewal

4. *Is the request is for all schools in the district?*  
Yes or No      Yes, all schools  
If no, then which schools or grades is the request for?

5. *How many days are being requested to be waived and for which school years?*  
Number of Days      2  
School Years      2010-11, 2011-12

6. *Will the waiver days result in a school calendar with fewer half-days?*  
Number of half-days before any reduction      9 late arrivals  
Reduction      0  
Remaining number of half days in calendar      9 late arrivals

7. *Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?*  
Yes or No      Yes

8. *What are the purpose and goals of the waiver?*  
To improve student learning, staff instructional methods, and curriculum delivery. Our newly developed strategic plan for the district targets the improvement of the instructional core, which includes the connection between teachers' knowledge and skill, students' engagement with own learning, and academically challenging curriculum. Our goal is to improve student achievement through aligned curriculum, intentional instruction, and charting data to analyze our work.  
  
Teacher Knowledge and Skill:  
Time will be used to continue the work of the Rock Solid Instructional Framework (attached) and the district assessment strand. Time will be allocated to content area teachers to align with the PE's and continue professional development in the use of the new instructional materials.

Common assessments will be designed and time will be allocated for data teams to meet, compare results, and adjust instructional strategies.

**Student Engagement in Own Learning:**

Time will be used to provide systems for student assessment and for teachers to design curriculum that is relevant, engaging, challenging, and includes rubrics for student use. We believe that students' knowledge of their own mastery of skill will enhance their learning. Our students will chart their progress toward their learning goals. We are designing instructional strategies that are more engaging to students and have them actively involved in the lesson rather than passively receiving the information.

**Academically Challenging Curriculum:**

After deep alignment study last year, we determined that our current materials did not meet the scope of the new performance expectations. Since we are a district with no discretionary funding, we started a campaign "Adopt a Book" (attached). Community members and organizations have donated \$77 a book for our students. To date, we have collected \$27,000 toward purchasing math materials aligned to state standards. We adopted one of the top three state recommended math curriculums, Math Connects. We intend to use the waiver days to continue with the familiarization of the new materials and to enhance with supplemental materials in areas which do not address the standards.

We asked for one day last year, a reduction from three days in previous years. We found that one day was not sufficient to complete the work that was planned. We need time to continue our work on Rock Solid Instruction, the assessment work, and using the new math materials.

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

The results of the 2009 WASL summary demonstrates that the areas in which we focused our professional development, alignment of curriculum, and common assessments created a rise in test scores:

- Reading – at the 3<sup>rd</sup> grade, increased by 9.4%, 4<sup>th</sup> grade by 3.5%, and 8<sup>th</sup> grade by 6.7%.
- Writing – at the 4<sup>th</sup> grade, increased by 13.9%, 7<sup>th</sup> grade by 6.1%, and 10<sup>th</sup> grade by 18.6%.

Both of these areas are examples of teachers working together to align curriculum and instruction.

We have slight increases in math due to the alignment but need to see greater gains. After a deep alignment, we determined that the math materials currently in the district did not match the state PE's. New materials were purchased for grades 9-12 and we have a campaign to collect money to purchase books in grades K-8. We will use the time to continue the horizontal and vertical alignment throughout the district. We will collect student progress throughout the district as we progress in our work.

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

We have gathered data on math results from students who have taken part in our intervention math program. We are charting their progress on pre and post intervention classes. It is our goal to increase math scores by ten points at each grade level. We took baseline data on teachers according to the Rock Solid Instruction Framework and will assess at the end of the year. Each teacher determined where on the continuum they are currently functioning and set a goal for the end of the year. They charted whether they are at: 1) Basic Awareness; 2) Common Language; 3) Common Understanding; or 4) Common Practice. Each school also set goals by adding the

language of “in all classrooms”. Our goal is to reach common practice in all classrooms.

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

We are collecting pre and post scores of students from each individual teacher's classroom. We are charting the growth of students as they move from elementary to middle to high school. We are testing the students so we can assure proper placement in classes based on mastery of skill rather than letter grades.

We are developing common assessments that can be used to adjust instruction in the classrooms and assure mastery at each level. We will collect test scores from these diagnostic assessments.

Intervention classrooms for math have been implemented and we are collecting data based on the entry scores and the exit scores. We are also collecting data based on success of students who have received classroom instructional support in addition to the regularly scheduled classroom instruction.

A district assessment committee comprised of teachers from each level has been meeting this year. Their task is to help design formative assessments for learning rather than rely on summative assessments for grading.

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

We intend to have building level training on the morning of the waiver days in areas such as assessment, instructional strategies, aligning curriculum, and using data teams. In the afternoon, we will have collaborative teams of teachers utilizing the information gathered in the in-service sections to implement the strategies into their own department or grade level teams. Another use of the collaborative time will be to analyze student test data to determine successful academic interventions.

*13. Describe the innovative nature of the proposed strategies.*

I'm not sure that the strategies are innovative, but we have accomplished much with little funding. Surrounding districts purchased an instructional framework through UW and the BERC Group, but we created our own. Teacher teams developed the framework and have completed the roll-out in each of the buildings. Teachers are being videotaped and the tapes are used for self reflection as well as a tool for other teachers.

Our “Adopt a Book” campaign was highlighted by KOMO-TV, KING-TV, and local newspapers bringing us contributions from throughout the state. We have purchased an aligned curriculum in grades 6-12 at this time, and are now starting on grade five.

We are building our own CD library of exemplars for each of the Rock Solid categories. Teachers are inviting me in to video them, setting the focus for the lesson, formative assessment, etc. New and experienced teachers can access examples from a drop down menu on our server or check out videos for new ideas.

*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?*

This will provide for continuity in our planning and implementation of our district improvement plan. We have been asking for our waiver days on a year by year basis. With the reduction in the state LID days and 1-728 funding, we have been unable to provide adequate training and collaboration time for planning for our staff members. With a two year request, we will be able to make plans that continue from year to year. We will be able to contract for services in advance when necessary, use the ESD more efficiently and share resources/training with surrounding districts.

*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).*

Our district strategic plan (attached) is completed and each of the building improvement plans is aligned with the district strategic plan. Each month, principals with teacher support, report to the board regarding progress in each area of the plan. The waiver provides opportunity to supply the collaboration and professional development detailed in the strategic plan. The building Learning Improvement Teams are using the data collected to plan building-wide instructional changes. The Granite Falls Rock Solid Instructional Framework is a product of this planning and is used for observations, teacher to teacher as a coaching model, an informal walkthrough observation checklist guide (attached) and a guide for initiating new teachers into the "Granite Falls Way" of instruction (attached).

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

Parents, community members, certificated and classified staff all serve on the school improvement teams. The strategic planning committee was comprised of 25 members from community, parent groups, teachers, classified staff, association representatives, administrators, and an ESD representative.

The principals report on their progress in each of the areas. We also will do a year- end report to the original strategic planning committee reporting on our progress in the plan. We use this time to make the plans for the following year, which would include the requests for future waiver days.

We communicate with our stakeholders in our monthly message from the superintendent, school newsletters, newspaper, and the Tiger Pause periodical.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

We currently have 179 student days and one waiver day. We paid for an optional day on special education issues last year, and had one LID day and one I-728 day. We split the LID/I-728 days by providing in-service in the morning and collaborative time in the afternoon.

Next year, we do not have state funding for LID and I-728 days and we will need to bargain the impact on the district. Without these waiver days we will not have whole professional development days. Teachers will start school the day the students arrive, have nine late arrival days (five district directed and four teacher collaboration days). With the addition of two waiver days, we will have additional opportunities to work on our district-wide goals. Next year, if we receive the two waiver days, we will have 178 student days and 180 teacher days, with two

additional days up for bargaining.

*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?*

We had one waiver day and used it as planned. The team of teachers who had developed the waiver days framework gave an overview to the rest of the staff. We provided training in curriculum alignment and formative assessment. Grade levels were given opportunity to work on common instructional maps to assure horizontal alignment and departments worked on pacing guides and supplemental materials to fill content gaps. Departments which had completed their alignment earlier worked together to develop common assessments and instructional strategies to meet the objectives.

*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.*

We found that we did not have enough time to complete the tasks that we had planned. More time was needed to practice the use of the instructional frameworks and to completely align the curriculum. We collected data from the sections which had completed their alignment and the student achievement data showed a growth in student mastery in reading and writing. Math scores improved, but less than we had hoped. With the purchase of materials to better align with the performance expectations, we expect to see a rise in student achievement this year.

We have been charting the progress of our students enrolled in intervention classes, which were part of our long range planning. We find that they are succeeding at a higher percentage than when we used the former instructional format.

*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 are kept informed through a number of strategies. We use our district website to publicize our work, newsletters are sent home with updates of progress, and board presentations are made, which address the district and school improvement goals.

*School Report Card Information from OSPI*

**Granite Falls School District Information from OSPI Report Card Web Page**

May 2009 Student Count		2,330
Free or Reduced-Price Meals (May 2009)	839	36.0%

	2007-08	2006-07	2005-06
Annual Dropout Rate	5.4%	4.3%	4.7%
On-Time Graduation Rate	65.2%	66.3%	67.8%
Extended Graduation Rate	69.1%	69.8%	72.7%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	71.5%	38.7%	65.1%	
7th Grade	45.4%	41.5%	69.0%	
10th Grade	75.0%	46.2%	90.4%	40.5%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	68.0%	38.5%	51.2%	
7th Grade	54.9%	43.0%	62.9%	
10th Grade	76.9%	39.0%	71.3%	40.2%

  

2006-07 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	74.3%	52.5%	58.5%	
7th Grade	65.1%	54.4%	68.6%	
10th Grade	69.7%	42.0%	72.5%	36.3%

  

Accountability	
School Improvement Status	Step 1
School Award Status	

1. School District: <b>Oakesdale School District</b>
2. Resolution complete: Complete Revised application

3. <i>Application type</i> : 180 day waiver	
New Application or Renewal Application	New Application

4. <i>Is the request is for all schools in the district?</i>	
Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	

5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	2
School Years	2010-2011

6. <i>Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	0
Reduction	0
Remaining number of half days in calendar	0

7. <i>Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes

8. <i>What are the purpose and goals of the waiver?</i>	
The purposes and goals of this waiver are to increase teacher collaboration in the small schools of Whitman County where in many cases; there is one teacher in each school who teaches that grade level and/or content area. Providing networking opportunities allows them to align curriculum in a team approach to ensure alignment to standards, analyze assessment results,	



and plan next steps for the continued education for students throughout Whitman County. This is a county-wide initiative. The ultimate goal is to raise student achievement.

Networking Opportunities:

- Like content area and grade level teachers from different schools discussing curriculum.
- Teachers aligning instruction to state standards, GLEs.
- Teacher discussion of what works to help students meet the various standards.
- Sharing of lessons and assessments; analyze results and determine next steps to meet instructional goals.
- Teachers return to buildings and share alignment and teaching strategies with fellow teachers.

Intended Results of county wide PLCs:

- Raise secondary mathematics passing rate to 80%.
- Raise elementary mathematics passing rate to 90%.
- Raise secondary science passing rate to 70%.
- Raise elementary science passing rate to 75%.

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

We will look to the WASL scores from previous years and the MSP in upcoming years to indicate to us whether the overall impact of working on our School Improvement Plan goals, though the action plans for those goals have had an impact on student learning. We will continue to look to our high school scores as the biggest indicator for whether the goals were attained, while working for consistency and a higher level of meeting standard in the elementary in math and science.

Oakesdale will use state assessment data from the MSP to determine initial success, and guided direction for the classroom instruction. Standards from the assessed subjects of math and science, in all grade levels, will be monitored. The intended goal is for 80% of all assessed secondary students to receive passing scores and for 90% of all elementary students to receive passing scores.

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

The student achievement data motivating the purpose and goals of the waiver are the WASL for previous years, and will be the MSP for upcoming years. Action planning through the PLC effort will take into account areas in need of improvement for overall school scores while also working to continually improve in all areas. Science and math are focus areas of the Whitman County principals and will also be the focus areas of each PLC group at all grade levels. These areas show the greatest need of improvement in Oakesdale, and providing support for the teachers through peers and resources will aid their students in achieving greater results.

It is Oakesdale's intention, through this collaborative effort with other districts in aligning curriculum, teaching, and assessment practice that state assessment scores for secondary math and science will increase to 80% of students passing. Additionally, for the elementary grades that 90% of students in these assessed areas will show passing scores.

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

We will look to the WASL scores from previous years, and the MSP in upcoming years to indicate to us whether the overall impact of working on our School Improvement Plan goals, though the action plans for those goals have had an impact on student learning. We will continue to look to our high school scores as the biggest indicator for whether the goals were attained, while working for consistency and a higher level of meeting standard in the elementary in math and science.

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

Principals of the Whitman County Principal's Association, in partnership with ESD 101, are supervising the PLC meetings taking place between teachers of like content and grade levels. Teachers are surveyed following the meetings to determine time worthiness and applicability of content. Additionally, future assessment scores, whether classroom or state based, will be indicative of the successful nature of the PLC activities.

Providing teachers the opportunities to meet with like grade level and content area teachers allows for the opportunity to share methods of teaching, how curriculum is aligned, and also provide specific ideas on how to help students master specific standards as assessed through classroom activities. Oakesdale is a very small school with one or fewer teachers per grade level and content area. By providing time to meet with others who teach their grade and content area, they have an opportunity to discuss "what works" in the classrooms of other teachers, sharing classroom lessons, assessments, and planning what next steps may be.

*13. Describe the innovative nature of the proposed strategies.*

This approach is innovative in that it is inclusive of all Whitman County schools of all grade levels. This collaborative effort on the part of the Whitman County Principal's Association began in the fall of 2009 with Janell Keating, from White River School District, and the staff from ESD 101 leading a county wide development day focused on PLCs. Administrators and teachers participated and days have since been used this spring to continue the work. Math and science teachers of all grade levels have had opportunities to meet and align each of their curricula to standards, gain insight from one another on how to approach specific elements of teaching math and science, and continue to plan for future days where student work, student data, and student success will be evaluated.

*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 requested waiver days for 2010-2011, 2011-2012, and 2012-2013 are connected to the Whitman County professional development initiative driven by the Whitman County Principals, supported by the Whitman County Superintendents that are developing county-wide Professional Learning Communities (PLCs). PLCs are not short term, but rather are dependent on long term vision and planning among teachers for data analysis and student achievement recognition. Additionally, related to those two topics, are the curriculum planning and mapping based on the state standards and state assessments.

*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).*

Our school improvement plan calls for specific work to be done to raise student achievement scores on the state standardized assessments. Such a goal is met through the use of quality, research-based curriculum and quality teaching. To support the most effective use of the curriculum, teachers must be provided the opportunities to network and plan with teachers of like content and grade levels. The school improvement plan is designed with professional development designed for teachers to fully use their curriculum, allowing students all possible resources to be successful. Oakesdale's plan can be sent via email or fax upon request.

*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 superintendent/principal is a member of the Whitman County Principal's Association and plans staff development with representative teachers. The effectiveness of our plans involve the ability to coordinate in-service and waiver days. As we complete our yearly evaluation of the School Improvement Plan, we see the need for teachers and para-educators to continue to get current professional development in order to be effective in the classroom. We also clearly identify the need to spend time collaborating, working, and aligning our curriculums.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

The collective bargaining agreement of Oakesdale specifies that there will be two professional development days within the school year for teachers to take part in the PLC work of Whitman County. The bargaining agreement also includes the possibility of one early release day per month, dismissing school two hours early for professional development time. If the waiver days are received, early release time will be decreased by an equal amount.

*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?*

N/A

*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.*

N/A

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

N/A

*School Report Card Information from OSPI*

**School District Information from OSPI Report Card Web Page**

May 2009 Student Count	132	
Free or Reduced-Price Meals (May 2009)	46	34.8%
	2007-08	2006-07
Annual Dropout Rate	2.4%	
On-Time Graduation Rate	88.9%	100%
Extended Graduation Rate	88.9%	100%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
7th Grade	30.0%		50.0%	
10th Grade	92.9%	50.0%	86.7%	

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	81.8%	54.5%	45.5%	

**Accountability**

School Improvement Status	Made AYP Overall
School Award Status	

1. School District: **Riverside School District #416**

2. Resolution complete: Complete and application revised

3. *Application type:* 180 day waiver

New Application or Renewal Application	Renewal
--	---------

4. *Is the request is for all schools in the district?*

Yes or No	Yes, all schools
-----------	------------------

If no, then which schools or grades is the request for?

5. *How many days are being requested to be waived and for which school years?*

Number of Days	One
School Years	2010-11

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

Number of half-days before any reduction	12
Reduction	0
Remaining number of half days in calendar	12

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No

Yes

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

The purpose of the waiver day is to collaborate with all district staff in areas of importance to student achievement and welfare. This opportunity allows the district to communicate the focus points and priorities as set by the School Improvement Planning Teams and the District Strategic Plan.

The goals of the waiver day include:

- 1) Review building level results of state and district assessments from spring, 2010.
- 2) Communicate each building's School Improvement Plan for 2010-11 to staff.
- 3) Continue alignment and revision of Grade Level Expectations and Performance Expectations.
- 4) Train and update staff on new safety procedures for student health and welfare.
- 5) Support staff to create a culture of learning and mutual dependency among building staff at all levels.
- 6) Review the District Strategic Plan and refine timelines for 2010-11.
- 7) Develop a plan to engage district patrons along with school staff to create a learning Community.

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

The data used to address student achievement will include the HSPE and MSP assessment results of 2010, as well as the WASL results of 2008 and 2009. District wide assessment results in math, reading, and writing and specific grade level and/or content data will also be examined. District demographics and School Report Card will also be examined.

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

Riverside is using standards-based district assessments that provide more in-depth information about student learning. Reading assessments have been developed which will better define points of progress throughout the school year. Parent attendance at fall conferences will be a measure of potential increase of community involvement as well as attendance at the family nights developed by the elementary schools. All buildings, upon review of district and state assessment data, will be able to identify areas of need. School Improvement Plans have built in timelines, which will continue to be monitored by the SIP Team. Staff participation in book studies will be monitored for number involved, increasing the culture of learning at the building level.

More specifically, we will increase parent participation in fall and spring conferences. We will examine the disaggregated data of district and state assessments and align instruction accordingly. This will result in improved student achievement in reading with growth of 5% across grade levels as measured by the MSP/HSPE and mathematics with growth of 10% across grade levels as measured by the MSP/HSPE. A benchmark for student health and welfare is that our staff is trained to implement student health plans. By December of 2010, timelines for the District's Strategic Plan will be refined and presented to the Board of Directors.

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

Goal:

- 1) Each school within the district will identify areas needing improvement and develop a plan to improve those areas in preparation for state testing next spring.
- 2) The School Improvement Plan will be adjusted to reflect the needs for improving student achievement for the 2010-11 school year.
- 3) Grade Level Expectations and Performance Expectations will be modified at the building level and provided as a guideline for instruction.
- 4) Safety procedures for student health and welfare will be implemented for all staff.
- 5) Buildings will provide ongoing feedback as a staff as to the effectiveness of creating a learning culture and set up book studies to provide opportunities for discussion/learning.
- 6) Input from the building level will address the District Strategic Plan and that input will be given to the Strategic Planning committee.

Each building will present a plan to the district level administration on how they will improve relationships with the community and provide opportunities for parent involvement.

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

All staff will assemble together, classified and certificated, with training in student safety, welfare and health concern protocol. Trained staff will provide the training. Members of the Strategic Planning Team will present the timeline and focus of the district strategic plan for the upcoming school year. At each building, all staff will meet together for continued training, discussion, and collaboration in the building School Improvement Plan goals, the MSP and HSPE and district wide assessment results, a plan for developing a learning community, Grade Level Expectations and a plan for improving the building level culture of learning. Group discussions will provide input, which will be recorded and referred to in subsequent staff meetings to adjust and monitor goals.

*13. Describe the innovative nature of the proposed strategies.*

Riverside is requesting one waiver day. During this time with all staff, training on health and welfare of students will take less than an hour. Having all staff together is an important strategy to ensure the focus, district-wide, is for safety of all students. The remainder of the six hours available will be packed full of information, discussion, and collaboration, working on the aforementioned goals. Having all building staff together will allow for a clearer understanding of the strategic plan and school improvement plans. This sets the tone for the importance of all staff investing into the building and district goals.

Our district is restricted by the lack of professional development funds and ability to collaborate as an entire staff of 200. This waiver day allows everyone to come together, which is unique to our school district. Most districts do not bring classified and certificated staff together to formally address student learning and district direction. This day allows the Riverside school district to do so.

*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

*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 building School Improvement Plans are used to help develop the waiver day activities. The Board of Directors yearly adopts annual goals focused on improving student achievement. The Board also refers to the recently developed district strategic plan. This information is on the district web site: [www.riversidesd.org](http://www.riversidesd.org). The School Report Card is also linked on the district website. The building level School Improvement Plans are public information communicated at the board meetings as well as with the community at various meetings and on the district website.

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

- 1) The Calendar Committee, composed of district classified and certificated staff, administration, parents, and students works together to develop a calendar for the upcoming year. The calendar is then presented to the school board. This year, the Calendar Committee wholly recommended the usage of one waiver day for the 2010-11 school year.
- 2) The two district unions (Riverside Education Association and Public School Employees of Riverside) meet regularly with district level administration. The collaborative nature of these meetings helps keep all staff focused on improving student learning. The unions support the usage of one waiver day for this upcoming school year. (see attached support letters).
- 3) The administrative team works collaboratively to seek ways to improve student achievement and provide important instructional time with staff.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

The certificated collective bargaining agreement allows five per diem days per school year. Three of the days are placed prior to the waiver day (day prior to the first student day). One and a half of the days will be used for teachers to work in classrooms and/or collaborate with their colleagues. One day will be planned by the administrator and School Improvement Planning Team. The remaining half day will be at the discretion of the building administrator. The remaining two days will be flexible. The use of this time will be based on the SIP Team plan and approved by the building administrator. The district shall deposit any unclaimed per diem pay into a professional development fund to be utilized by employees the following year. This fund shall be managed at the discretion of the superintendent and must be used for the intended purpose. During the 2010-11 school year, there will be 12 early release days (ten of those for parent-teacher conferences, one prior to Thanksgiving and one on the last day of school). There will be fourteen late starts of two hours duration for the use of staff to work on improving student achievement and teacher effectiveness. The only time classified staff has opportunities for training are the late starts and the waiver day. Our district exceeds the required yearly contact time due to a longer school day. Students attend school from 7:50am – 2:30pm. Students are in attendance for 179 days, if the waiver day request is approved.

*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?*

During the 2009-10 school year, Riverside utilized two waiver days. Staff received training on new health and safety policies and procedures, spent time reviewing assessment results in the core academic areas and received instruction on the newly developed District Strategic Plan. Staff also had the time to look deeper into the academic state and district data and make

decisions related to the data, which would affect student achievement. The waiver day proposal and results were reported at a public school board meeting.

*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.*

Each school building's SIP Team reported student academic achievement to the Board of Directors. The School Improvement Teams regularly reviewed data and, as necessary, appointed study teams to further investigate and report issues of concern. The waiver days provided opportunities for staff to make formative assessments of the effectiveness of teaching strategies. Staff members were able to focus on improving instruction through building and grade level meetings. Data driven decision-making enhanced the quality of action plans that were reflected in the School Improvement Plans. Staff was able to complete training required for updated health policies and procedures for students. All staff received instruction on the newly developed District Strategic Plan and had opportunity to provide feedback to the Strategic Planning Team.

We have increased professional development in our district by 20%. The focus has been during the waiver and other days around student learning. In addition, each staff member in the district has been engaged in a book study (e.g., *Brain Rules*, *How to Grade for Learning*, *Choice Words*, *The Daily 5*) to improve their skills when working with students. We successfully adopted new mathematics materials by adopting district math assessments that indicate our students' math skills have improved with relationship to state standards. Most specifically, in grade three overall spring assessment scores indicated that in 2008, 47% were proficient, in 2009, 67% were proficient and in 2010, 85% were proficient. In grade four mathematics, student proficiency grew from 48% in 2008 to 67% in 2010. Students at other grade levels demonstrated similar gains. This year we embarked on developing and implementing an Algebra "along the way" assessment. In Algebra, student performance indicates an increase from the winter assessment (61% proficient) to the spring assessment (66% proficient). We are anxiously awaiting spring 2010 HSPE and MSP results. Just recently our Board of Directors adopted geometry books, which followed our adoption of new materials in grades 5-8 and algebra. During the next school year we will develop assessments for geometry and algebra II. As a result of reviewing assessment results in core academic areas we have been able to pinpoint text adoptions that align with not only state standards, but our students needs as well. The most significant change we have made is to our instructional delivery system – content is aligned, instructional sequence is defined, and students have similar experiences from math class to math class.

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

The monthly district newsletter's "Superintendent's Report" addressed the activities that related to the two waiver day usages. The Superintendent also reported to the school board regarding activities and goals developed during the two days available. Parent/teacher conferences and the building School Improvement Planning Teams were also used to communicate the activities of the waiver days. The district website also referred to the goals and activities accomplished by the Waiver Day opportunities.



**School Report Card Information from OSPI**

**School District Information from OSPI Report Card Web Page**

May 2009 Student Count	1,725	
Free or Reduced-Price Meals (May 2009)	849	49.2%

	2007-08	2006-07	2005-06
Annual Dropout Rate	2.2%	1.3%	0.9%
On-Time Graduation Rate	78.9%	86.7%	91.6%
Extended Graduation Rate	82.7%	90.2%	93.5%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	73.3%	56.9%	59.5%	
7th Grade	57.7%	51.4%	58.6%	
10th Grade	82.9%	44.4%	90.8%	32.9%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	72.5%	53.3%	68.1%	
7th Grade	66.9%	54.3%	68.5%	
10th Grade	74.3%	43.7%	86.1%	28.4%

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	77.6%	48.1%	48.7%	
7th Grade	63.2%	50.3%	60.5%	
10th Grade	86.4%	55.6%	79.2%	36.6%

**Accountability**

School Improvement Status	Made AYP Overall
School Award Status	Riverside High - Extended Graduation Rate

1. School District: **Rosalia School District**

2. Resolution complete: Complete and application revised

3. *Application type:* 180 school day waiver

New Application or Renewal Application	New Application
--	-----------------

4. *Is the request is for all schools in the district?*

Yes or No	Yes, All schools
-----------	------------------

If no, then which schools or grades is the request for?	
---	--

<i>5. How many days are being requested to be waived and for which school years?</i>	
Number of Days	2
School Years	2010-2011 , 2011-12, 2012-13

<i>6. Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	8 half days for curriculum work
Reduction	0
Remaining number of half days in calendar	8

<i>7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes

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

The purpose of this waiver is to provide training, collaboration and networking for our instructional staff. These days will allow them to attend the county-wide professional learning community consortium in Whitman County. Last year we used the Learning Improvement Day- and district per diem pay to send our staff. Rosalia School District believes that the state will not fund the learning improvement day, or days and we will not be able to fund this opportunity with our district resources. The training and collaboration that our staff receives at these in-services are vital to the continued development of their instructional skills. These waiver days will have a very positive effect on the students of Rosalia School District as teachers and para-professionals plan, study, and collaborate across district, county, grade level, and curriculum lines. This is exactly the type of work that will help Rosalia School District continue perform at a high level. Our ultimate goal for this waiver request is to raise student achievement.

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

Rosalia has been a high performing school district for the last several years. This did not just happen by accident. Much work has been done in curriculum alignment and assessment. In Rosalia we closely monitor student achievement data and we measure student achievement several ways. Like everyone else, we use the state assessment and evaluate those results annually. However, we also use the Measures of Academic Progress (MAP) testing as a resource to track our students in both math and reading in grades K-12. We have found MAP testing to be an excellent resource in driving our instruction and curriculum decisions. With this system, we track the growth of every student in our district; we identify specific problem areas, and adjust our instruction to better meet the needs of our students. Our student achievement data indicates that the students in our district overall perform well. We have a graduation rate in the high 90% range and most of our students go on to a post secondary education. The school board, administration, and instructional staff are committed to maintaining the quality education we have worked so hard to achieve.

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

We will continue working at curriculum alignment to meet the state standards, as well as continued assessment and monitoring of the academic growth of the students in our district in K-12 with MAP testing and the state assessment. We will evaluate our progress each year as we re-evaluate our School Improvement Plan. Specifically, we will collect math and reading MAP testing scores on each student in K-12. Our goal is to have 80% of our students in grades one through ten showing growth in math of at least one year over each of the next three years, as measured by the Measures of Academic Progress (MAP) test we use three times each year.

We will also use this information to diagnose, monitor, and adjust our curriculum on both an individual and group level. This same information will also help us predict student success on the Washington State assessments (MSP and HSPE).

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

We will continue working at curriculum alignment to meet the state standards as well as continued assessment and monitoring of the academic growth of the students in our district in K-12 with MAP testing and the state assessment. We will evaluate our progress each year as we re-evaluate our School Improvement Plan.

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

Principals of the Whitman County Principal's Association, in partnership with the ESD 101, are supervising the PLC meetings taking place between teachers of like content and grade levels. Teachers are surveyed following the meetings to determine time worthiness and applicability of content. Additionally, future assessment scores, whether classroom or state based, will be indicative of the successful nature of the PLC activities. Specific strategies could include but not be limited to: creating grade level lessons targeting diagnosed weaknesses, creating grade level classroom based assessments that monitor student learning, creating strategies that deal with individual students that struggle, collecting and turning data into useful information.

*13. Describe the innovative nature of the proposed strategies.*

The innovation of this approach is the inclusion of all the small schools in Whitman County at all grade levels. This collaborative effort began in the fall of 2009. Through this collaboration the Whitman County Principals were able to bring in Janell Keating from White River School District as well as the staff from ESD 101 to lead a county wide professional development day that focused on PLCs. Math and Science have been the focus at all grade levels and additional opportunities were made available for grade level collaboration on the math and science standards. Through this collaboration teachers were able to gain insight from one another on the development of power standards in math. Because Whitman county is a rural county most of the school districts are small. Most of these small districts on have one teacher at each grade level. Training the teachers to operate as a PLC across districts and creating the time for this to happen was the main goal of our first year. This next year our focus will shift to assessments and what do we do with that information (how do we respond when kids don't learn).

*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 requested waiver days will be used in a county wide professional learning community that was piloted this school year in Whitman County. This consortium of school districts was developed by the Whitman County Principal's Association and supported by the Whitman County Superintendents. As a consortium of school districts we are pooling our resources to provide quality professional development that would be difficult to provide on as individual districts. Our consortium's vision and long term goal is to continue what we have started this year over the next several years and evaluate its effectiveness annually.

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).

Rosalia School District's School improvement Plan is specific in what areas need to be improved to raise student achievement scores. These goals are met through the use of quality research-based curriculum and quality teaching. A vital component in making this happen is providing the opportunities for teachers to collaborate and network with teachers of like content and grade levels. Rosalia School District's Learning Improvement Plan can be seen on our district's website at [www.rosaliaschools.com](http://www.rosaliaschools.com)

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

Both the superintendent and principal of Rosalia School District have participated in the planning and implementation of the Whitman County professional development consortium. In order to be effective, we need the ability to be able to coordinate in-service and waiver days county-wide. Clearly, our instructional staff (administrators, teachers, and para-professionals) need to continue to get current professional development in order to be effective in the classroom.

17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.

The collective bargaining agreement of Rosalia School District allows for 1.5 days of district directed staff time. Currently this time is being use during student lead conferences in the fall and spring so we can pay staff to stay into the evening. Each teacher also receives 1.5 days of self directed paid time. This time is usually used before the school year begins as teacher prepare for the upcoming school year. However, due to reduced district resources this time might be reduced.

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?

N/A

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.

N/A

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

N/A

**School Report Card Information from OSPI**

School District Information from OSPI Report Card Web Page			
May 2009 Student Count	249		
Free or Reduced-Price Meals (May 2009)	46.6%		
	2007-08	2006-07	2005-06
Annual Dropout Rate	1.2%	2.4%	1.3%
On-Time Graduation Rate	83.5%	90.4%	96.2%

Extended Graduation Rate	83.5%	90.4%	94.7%	
<b>2008-09 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	72.2%	50.0%	44.4%	
7th Grade	63.2%	63.2%	73.7%	
10th Grade	88.2%	47.1%	100.0%	41.2%
<b>2007-08 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	80.0%	65.0%	65.0%	
7th Grade	92.6%	77.8%	85.2%	
10th Grade	94.1%	52.9%	84.2%	61.1%
<b>2006-07 WASL Results</b>				
Grade Level	Reading	Math	Writing	Science
4th Grade	94.7%	63.2%	78.9%	
7th Grade	85.7%	64.3%	85.7%	
10th Grade	87.0%	59.1%	95.2%	50.0%
<b>Accountability</b>				
School Improvement Status	Made AYP Overall			
School Award Status				

1. School District: St. John-Endicott
2. Resolution complete: Complete

3. <i>Application type</i> : 180 day waiver	
New Application or Renewal Application	Renewal Application

4. <i>Is the request is for all schools in the district?</i>	
Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	

5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	5
School Years	2010-2011

6. <i>Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	14
Reduction	14
Remaining number of half days in calendar	0

7. Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?

Yes or No	Yes
-----------	-----

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

In summary, the St. John and Endicott Cooperative School Districts request a waiver of five school days to be implemented during the next school year 2010/11. 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.

Our main focus is to enhance student learning through professional development opportunities that we otherwise wouldn't be able to accomplish. 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 requested five-day waiver replaced the fourteen late start and early release days previously scheduled for professional development and collaborative activities in grades K-12. 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 14 half days. 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.

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. Since we moved to the waiver we increased our academic time. We moved from a 180 day calendar with 14 half days to a 175 full day calendar. That's an increase of two full academic days. We are committed to full days as long as we can continue with the waiver. It would be a travesty to lose this momentum now.

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 ten percent 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, benchmark, and goals to enhance student learning.

Specific Standards for Increased Student Learning that the Districts Expect to Achieve:  
During the 2010/11 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.

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 ten percent 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 earned, etc.

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, 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.

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

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.

Please see our attachment. Our principal/instructional leader leaded 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.

How the district plans to achieve the higher standards, including timelines for implementation: Our parents, teachers, school board member 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.

The five teacher in-service days will be utilized using the following programs:

- Hazardous materials training.
- Blood Borne Pathogens training.
- First Aid.
- CPR.
- Safe Interactions with Students.
- Restraint Training.
- Developmentally Appropriate of State Test Implementation.
- Classroom Based Assessments.
- Writing Workshop Training.
- Scoring student writing on rubrics.
- Developing Reading/Writing Lessons aligned with Writing EALR's and GLE's.
- Science kit development.
- Individual Reading Assessments.
- DIBELS Evaluation.
- Portfolio Assessment.
- Readers Workshop Training.
- Curriculum Mapping.
- Implementation of the Learning Community Model.
- Creation of lessons/assessments.
- Analyzing student work.
- Working on instructional practice.
- Implementing new Math curriculum.

*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 county-wide 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. 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?*

They will be very connected to what we accomplish in this first year. We are beginning Professional Learning Communities and feel we need the three years to really make a difference.

*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/](http://www.sje.wednet.edu/). 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. By June of 2010, we will post our district goals and building goals on our district website. By October of 2010, we will also make our individual PLC goals available.

*16. Describe how administrators, teachers, other staff, parents, students, and the community have 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.

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 contributes significantly to the improvement of performance shown by our students.

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.

*17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.*

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 county-wide 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.

*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 used them as planned. Our district-wide focus on the DuFour and Eaker professional learning community work has given 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. 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 by ten percent in each of the 10th grade scores.

Over the past ten years we have made progress in the areas of curriculum, instruction, and assessment. In accordance with state and local testing standards, our students are focusing on math, reading, writing, and science areas. However, there is still much work to be done to build a coherent, focused system-wide instructional program that will maximize student learning and manage staff workload. We will continue to ensure that our organizational decisions, policies, and procedures are aligned in support of enhancing student learning and our management of staff workload.

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

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 first county-wide in-service in October of 2009. 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

**School Report Card Information from OSPI**

School District Information from OSPI Report Card Web Page		
May 2009 Student Count	210	
Free or Reduced-Price Meals (May 2009)	65	31.0%

	2007-08	2006-07	2005-06
Annual Dropout Rate	1.9%	4.2%	3.9%
On-Time Graduation Rate	92.6%	80.5%	85.5%
Extended Graduation Rate	92.6%	80.5%	85.7%

2008-09 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	92.3%	76.9%	46.2%	
10th Grade	96.0%	54.2%	100.0%	30.4%

2007-08 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	92.3%	61.5%	69.2%	
10th Grade	89.7%	55.2%	96.6%	41.4%

2006-07 WASL Results				
Grade Level	Reading	Math	Writing	Science
4th Grade	85.0%	65.0%	60.0%	
10th Grade	82.6%	75.0%	91.3%	33.3%

Accountability	
School Improvement Status	Made AYP Overall
School Award Status	

--

1. School District: White Pass School District
2. Resolution complete: Complete Application revised

3. <i>Application type:</i> 180 day waiver	
New Application or Renewal Application	New Application

4. <i>Is the request is for all schools in the district?</i>	
Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	

5. <i>How many days are being requested to be waived and for which school years?</i>	
Number of Days	5
School Years	2010 -11

6. <i>Will the waiver days result in a school calendar with fewer half-days?</i>	
Number of half-days before any reduction	15
Reduction	5
Remaining number of half days in calendar	10

7. <i>Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 and WAC 180-16-215) for the school years for which the waiver is requested?</i>	
Yes or No	Yes

8. <i>What are the purpose and goals of the waiver?</i>	
<p>Our school district has been one of the 15 schools on the west side of the state that has piloted the Washington State Leadership Academy. This has given us the opportunity to create a problem of practice for our district using the research and student data. This led us to establish a district-wide focus to increase our academic vocabulary. The following was our initial work in establishing our “problem of practice”:</p> <p>Problem statement: How do we increase the academic vocabulary based on best practices and research so our lower socio-economic students achieve at standard in all curricular areas.</p> <p>root causes:</p> <ul style="list-style-type: none"><li>• Non-unified belief that all kids can achieve at standard.</li><li>• Lack of high expectations.</li><li>• Acceptance of less than our best.</li><li>• Inadequate communication with parents/guardians at times.</li><li>• Non-unified belief in commitment to continual improvement at all levels.</li><li>• Lack of connection with students.</li><li>• Lack of time for curriculum development on instructional strategies and assessment.</li><li>• Assessment practices and grading policies inconsistent with high student achievement and motivation.</li></ul>	

- Dealing with past history of accepted practices.
- The need to keep motivated and positive from the top down.
- Lack of celebrations for successes for students and staff.
- Inclination to resort to the blame game.
- Research says there is a 4,700 word difference between high and low SES.
- No clear expectation for academics in K-12.

What more do you need to know to understand the problem as fully as possible:

- Understand the personal histories of friction between employees and get beyond that to make the focus on all kids reaching standards.
- Data needed:
  - Grades and discipline and attendance need to be correlated.
  - Number of lower socio-economic students enrolled in higher level classes.
  - Test data both standardized and CBA.
  - Number of Fs.
  - Number of years in district.
  - Participation in athletic/extracurricular activities.
  - Credit retrieval.
  - Over a period of years show a pattern between failure and the above .

What are we doing now?

- In our effort to improve both teaching and learning, we have implemented the Professional Learning Communities model, based on the Dufour's and Mazano and Stiggins research-based data. We are now in our third year of working in collaborative teams, rather than in isolation.
- Written grants to pay the teachers for meetings.
- Ample Pro-dev opportunities.
- Pro-dev committees established to approve requests.
- Starting collaborative teams.
- Present learning's to other faculty members.
- Using teacher's expertise more often.
- Reading first grant has developed reading instructional strategies.
- GEAR UP grant provides visitations to other successful schools.

What would be different, and for which students, if the problem were solved:

- We hope that the lower socio-economic students will achieve at standard K-12, pass all their classes, be prepared for the next level and graduate on time ready for the work place or post secondary education.
- Change culture of school by raising and clearing the bar which will allow systemic advances.

Brain storming on things we could do to help:

- Progress monitoring with formative assessment of this plan.
- Track students that leave system.
- Meet with K-12 staff to communicate the POP and get excited about the good job in what we have accomplished and what we are striving towards.

All of the work and professional development of teacher pedagogy to increase student learning and K-12 Academic vocabulary.

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

We did not meet adequate yearly progress in math and our desire to overall increase our MSP and HSPE along with DIBELS scores.

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

The Marzano research has shown that districts who are consistent with the K-12 vertically aligned academic vocabulary should have the following results:

- Measurement of Student Progress will increase ten percent.
- DIBELS scores increase at K-6 grade levels will achieve at 80 % benchmark.
- High School Proficiency Exam will increase by ten percent.

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

- White Pass MSP and HSPE scores will increase ten percent.
- The DIBELS scores will be at 80% benchmark.

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

District-wide, vertically aligned K-12 academic vocabulary will be developed and implemented. Vertically Aligned curriculum in all disciplines and the use of professional learning communities to align teacher pedagogy in accordance with these goals. We have used ten percent of our title I building budget on professional development that we did not meet AYP, which is the math discipline. We are in the process of development and implementation of the formative and summative assessment K-12 in reading, writing and math.

*13. Describe the innovative nature of the proposed strategies.*

Professional Learning Communities have been established and will have the time to meet and develop teaching methods which align with our goals for improved student learning.

*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?*

Our reading, math and Positive Behavioral Intervention Support (PBIS), professional development is an ongoing process. Each year will build on the previous year's work.

*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 will help to improve student learning and will ensure that all students achieve at state standards. Time will be spent in professional learning communities for development and implementation of K-12 vertically aligned disciplines.

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

We have been working with the communities of Morton School District and White Pass School District to have similar schedules to help improve student learning in our communities. For the past two years there have been no fewer than 20 meetings to have the same calendar to let the waiver days work for both districts. Our unions have agreed, along with community members, that this will give us the time we need to develop our teaching staffs.

17. Provide details about the collective bargaining agreements, including the number of professional development days (district-wide and for individual teacher choice), full instruction days, early-release days, and the amount of other non-instruction time.

The union has agreed to five fewer half days so we can use the waiver days for professional development. We do still have ten half days for student led conferences in the fall and spring. The waiver days will allow teachers to collaboratively work together in district-directed professional development. Without the waiver days, professional development will be individually directed by the teachers.

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?

N/A

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.

N/A

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

N/A

**School Report Card Information from OSPI**

**School District Information from OSPI Report Card Web Page**

May 2009 Student Count	461	
Free or Reduced-Price Meals (May 2009)	239	51.8%

	2007-08	2006-07	2005-06
Annual Dropout Rate	0.4%	8.1%	4.4%
On-Time Graduation Rate	72.9%	72.3%	80.0%
Extended Graduation Rate	74.4%	75.6%	79.7%

**2008-09 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	61.8%	32.4%	41.2%	
7th Grade	29.0%	22.6%	41.9%	
10th Grade	85.3%	39.5%	91.9%	42.1%

**2007-08 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	56.3%	25.0%	53.1%	
7th Grade	58.3%	41.7%	41.7%	
10th Grade	86.5%	39.5%	88.9%	28.9%

**2006-07 WASL Results**

Grade Level	Reading	Math	Writing	Science
4th Grade	60.6%	30.3%	39.4%	

7th Grade	55.3%	41.3%	55.3%	
10th Grade	88.6%	47.7%	84.8%	23.3%
<b>Accountability</b>				
School Improvement Status	Made AYP Overall			
School Award Status				