



# THE WASHINGTON STATE BOARD OF EDUCATION

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

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|---|--|--|
| <b>Title:</b>                                 | <u>Option One BEA Waiver Requests</u>  |  |
| <b>As Related To:</b>                         | <input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.<br><br><input type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.   | <input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.<br><br><input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.<br><br><input type="checkbox"/> Other |
| <b>Relevant To Board Roles:</b>               | <input type="checkbox"/> Policy Leadership<br><input checked="" type="checkbox"/> System Oversight<br><input type="checkbox"/> Advocacy  | <input type="checkbox"/> Communication<br><input type="checkbox"/> Convening and Facilitating  |
| <b>Policy Considerations / Key Questions:</b> | <p>Should each of the Option One requests for waiver of the basic education requirement of a minimum 180-day school year presented at this meeting be approved, based on the criteria adopted by the Board in WAC 180-18-040?</p> <p>Are there deficiencies in any application that may warrant resubmittal, with additional information, for consideration at a subsequent board meeting per WAC 180-18-050(2)?</p>   |  |
| <b>Possible Board Action:</b>                 | <input type="checkbox"/> Review<br><input checked="" type="checkbox"/> Approve   | <input type="checkbox"/> Adopt<br><input type="checkbox"/> Other   |
| <b>Materials Included in Packet:</b>          | <input checked="" type="checkbox"/> Memo<br><input type="checkbox"/> Graphs / Graphics<br><input checked="" type="checkbox"/> Third-Party Materials<br><input type="checkbox"/> PowerPoint   |  |
| <b>Synopsis:</b>                              | <p>The Board is presented with requests by four school districts for waiver under RCW 28A.305.140 of the minimum 180-day school year requirement. <b>Columbia</b> (Walla Walla) requests waiver of two days for each of the next three school years for professional development of staff. This is a new request. <b>Davenport</b> requests waiver of two days for each of the next three school years for professional development of staff. This is a request for renewal of a waiver granted by the Board in 2013. <b>Mukilteo</b> requests waiver of two days for each of the next three years for staff development. This is a request for renewal of a waiver granted in 2013. <b>Riverside</b> requests waiver of two days for the each of the next two school years for professional development of staff. This is a request for renewal of a waiver granted in 2013.</p> <p>In your board packet you will find:</p> <ul style="list-style-type: none"> <li>• A memo summarizing the waiver requests;</li> <li>• The districts' waiver applications with school board resolutions;</li> <li>• WACs 180-18-040 (Waivers from minimum one hundred eighty-day school year requirement) and 180-18-050 (Procedure to obtain waiver); and</li> <li>• An evaluation worksheet for each application.</li> </ul> |  |



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## OPTION ONE BASIC EDUCATION PROGRAM WAIVER: CURRENT REQUESTS

### Policy Considerations

Do the requests presented at this meeting for waiver of the minimum 180-school day requirement merit approval by the Board, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, with reference to the criteria in rule, for denial of the request?

If a request is not approved, what deficiencies are there in the application or required documentation that the district might correct for resubmittal at a subsequent board meeting under WAC 180-18-050(2)?

### Background: Option One Waivers

The SBE uses the term “Option One” to distinguish the 180-day waiver available to any district under [RCW 28A.305.140](#) from the “Option Two” waiver available to a limited number of small districts for purposes of economy and efficiency under RCW 28A.305.141. RCW 28A.305.140 authorizes the Board to grant waivers from the minimum 180-day requirement of RCW 28A.150.220 (5) “on the basis that such waivers are necessary to implement a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student. “

WACs 180-18-040 and 180-18-050 implement this authority. [WAC 180-18-040](#) provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a waiver request for up to three school years. There is no limit on the number of waiver days that may be requested. Rules adopted in November 2012 as WAC 180-18-040(2) and (3) establish criteria to evaluate the need for a new waiver or the continuation of an existing one for additional years.

[WAC 180-18-050](#) specifies the procedures a district must follow in requesting a waiver. In addition to the waiver application, the district must submit:

- A resolution adopted by the school board stating how the waiver will improve student achievement and attesting that the district will meet the minimum instructional hours requirement for basic education under the waiver plan;
- A proposed school calendar under the waiver plan; and
- A summary of the collective bargaining agreement with the local education association providing certain information specified in the rule.

### Summary of Current Option One Waiver Requests

**Columbia District #400 (Walla Walla)** requests waiver of two school days for the 2016-17, 2017-18 and 2018-19 school years for professional development of staff. “The intent of the waiver is to provide quality time for teachers to plan for improving instruction and for providing higher quality content and more engaging teaching strategies.” The district states that it has developed a robust model of teaching

and learning, called the Unified Instructional Core (UIC), which requires planning time to implement. Attached to the application is an article in the *Washington Principals Journal* by the district superintendent and district principals, “The Unified Instructional Core: Weaving a Reinvented Content Model into a Powerful Instructional Framework,” which discusses this model.

Columbia #400 describes in detail five specific purposes related to the waiver request, grounded in the Unified Instructional Core, and accompanied by specific goals:

- Teaching Framework Purpose
- Content Framework Purpose
- Reading Automaticity Purpose
- Writing Automaticity Purpose
- Math Fact Automaticity Purpose

The Writing Automaticity Goal, for example, is “To teach students to automatically write coherent sentences that begin with a capital letter and end with proper punctuation, and to teach students to automatically write five-part paragraphs or essays when prompted or as relevant.”

For each there is a description of how time would be used in the two proposed waiver days to help achieve the goals. For example, for the Teaching Framework, staff would collaboratively review specific web-based instructional resources, study beta drafts of look-alike test items on Smarter Balanced Assessments and instructional strategies aligned with them, and refine district goals.

The School Improvement Plan for Columbia High School and the District Strategic Plan emphasize alignment with Columbia’s Unified Instructional Core. They are linked in the application.

The district uses the automaticity skill measures and standards, DIBELS at the elementary school and MAPS at the middle school level, Smarter Balanced assessments and interim assessments, and others to establish measurable goals of the waiver for student achievement. It uses a software platform called [Silverback Mileposts](#) to chart progress of individual students toward learning goals and identify needs for interventions. Columbia says that the lack of available time for quality staff development disadvantages the district setting goals and measuring progress on assessments. “Data are present, but time to bring all staff together to evaluate and apply is at a premium.”

Columbia #400 has attached its 2015-16 assessment schedule, showing both state and local assessments, including the tests of automaticity in reading, writing and math described above.

The district states that the focus over the three years of the waiver plan will move from reading, writing and math automaticities to SBA results on ELA and math, as students and groups of students gain proficiency. The 2016-17 school year will be focused on ELA instruction, with support from ESD 123.

Columbia #400 says that it is seeking to reduce the number of half days on its calendar, currently six at the elementary school and ten at its high school. While not required, the district has attached its computation of instructional hours for BEA compliance. It is available on request.

**Davenport** requests waiver of two school days for the 2016-17, 2017-18 and 2018-19 school years. This is a request for renewal of a waiver granted by the Board in July 2013. That waiver continued a waiver of two days for three years granted by the Board in 2010.

The purpose of the request is professional development and collaboration time for staff. “We are very committed to improving student achievement and we need to continue [to] provide time and focused training to our staff as we continue the transition to the Common Core Standards, the teacher and principal evaluation system (TPEP) and incorporating Response to Intervention (RTI),” the district states.

Davenport attaches to its application its 2015-16 [District Improvement Plan](#), which shows baseline assessment results and goals, by grade, in ELA, math and science, and outlines improvement strategies including RTI.

The first waiver day, before the beginning of the school year, is used to review state assessment goals, review school improvement goals, and refine action plans to achieve them in math, ELA and science. On the second waiver day, in October, the district participates in a bi-county professional development day in which small districts in the region collaborate on TPEP, implementation of the Common Core State Standards, and improving student achievement. The activities conducted under the new waiver would be the same as under the prior one.

Davenport lists in item 5 the assessments, together with on-time graduation rates, that will be used to collect evidence of the degree to which the goals of the waiver for student achievement are being attained. Local assessments include Measurement of Academic Progress (MAP) and [AIMSWEB](#), used to identify students at risk, monitor performance, and set goals.

In Part B, the district points to increases in five-year average scores on state assessments and an uptick in graduation rates over the last three years as evidence of achievement gains from the current waiver. There are no proposed changes in activities. Annual goals are reviewed and periodically revised.

At the front of its application Davenport states that the two waiver days result in avoidance of eight half days, with nine half days remaining on the calendar. The district has one-hour late starts each Monday for staff to engage in Professional Learning Communities. “We realize that two waiver days will not provide all the time needed to implement, monitor and adjust our instructional program and our responses and interventions needed to assist students needing additional assistance.”

**Mukilteo** requests waiver of two days for the next three years for professional development of staff. This is a request for renewal of the waiver of two days granted in May 2013. The district states that approval of the waiver would avoid having to add four half-days to the school calendar to do the same work. It would retain 17 half-days (early dismissals) in grades K-12, and five additional half-days in elementary grades for parent-teacher conferences.

Mukilteo states it is requesting the two waiver days to provide a longer block of time to align its curriculum and instructional materials and practices to state learning standards and its TPEP framework, the 5 Dimensions of Teaching and Learning. It is in the process of aligning school improvement plans to new state learning and content standards. The waiver days would be used to further that alignment and meet the goals of emerging new school improvement plans. Three-year goals will be set at each grade for student performance on required state assessments, aimed at reaching a 25 percent reduction in the percentage of students not meeting standard in 2015.

In Appendix A, Mukilteo notes that because of the very high refusal rates last year on the grade 11 ELA and math SBA’s, which dramatically reduced the percentage of 11<sup>th</sup> graders meeting standard, 2016 SBA results will be used as the baseline for three-year performance goals for that grade, rather than 2015

results. The district provides tables and charts showing the three-year goals for other grades in SBA English Language Arts and math and in science.

In Item 4 of the application the district describes the work that would take place through professional learning communities on the waiver days. While activities will vary by group and day, they would include, for example, aligning instructional materials to the standards specific to each teacher's content area, and analysis to identify and fill gaps in materials. The district cites research on the importance of collaborative work to implement curricula meeting learning expectations for each grade and course.

Benchmarks for meeting the goals of the waiver would include, in addition to state assessments, a reduced need for professional development in curriculum alignment and the 5 Dimensions, determined through an annual survey of staff.

In Item 6 the district describes a three-year plan for activities to be conducted under the waiver, with full implementation of the new aligned curriculum expected by the end of the third year.

**Riverside** School District requests waiver of two school days for the 2016-17 and 2017-18 school years for professional development. This is a request for renewal of a waiver of two days granted in July 2013, and avoids the need for four half-days. A district calendar indicates there would be 12 half days remaining with the waiver, not including the last day of school.

The purpose of the waiver is to bring all instructional staff together on two days – one before the first day of school and the second in February – to focus on district-wide initiatives and provide professional development in alignment with the goals of the district. Specific goals for staff include:

- Understand their role in teaching around the Washington State Learning Standards, which incorporate the Common Core State Standards.
- Reflect on best instructional practices as evidenced in the [Marzano Instructional Framework](#).
- Understand and implement PBIS (Positive Behavioral Interventions and Support).

The first waiver day would include work on Washington State Learning Standards in English Language Arts, math and science, PBIS, special education, the Marzano Framework, and integrating technology to meet the state's standards, with differentiation of focus by staff need. The second day would be mostly a follow-up to the first, but with the benefit of current assessment data for students.

In the table at Item 3, Riverside lists the measures and goals of the waiver plan for student achievement. Benchmarks for success are unspecified measures of student growth and reduction of achievement gaps.

Riverside states that a principle for the waiver plan is consistency during the next two years with the waiver-assisted calendar of the last two. "We have developed the calendar for these [next two] years and would like to stay consistent with the format. As a leadership team we have found great success in both the climate of these waiver days as professional development and in the application of instructional strategies post-professional development days." The main strands of the waiver days in the next two years would be consistent with those of the prior two, as cited above.

In the table at item 9, the district shows a requested six waiver days in this application. The present request is for two days, not six. Riverside also has a waiver of four days for parent-teacher conferences, granted through the expedited process in WAC 180-18-050(3). In addition to the waiver days, the

district has 11 teacher work days without students, 8.5 of them teacher-directed, granted through a TRI contract. It discusses the reasons for this structure in item 11.

In Part B of the application Riverside states that the two waiver days granted in 2013 were used to meet the goals set out in the prior waiver plan. Feedback from staff has led to adjustments in professional development related to Washington State Learning Standards and TPEP, the district notes, and additional time has been made available after school to meet those needs.

Assessment results in math and reading demonstrate that Riverside students are making progress against Washington State Learning Standards, the district says. “Given that we gave the Smarter Balanced assessment for the first time in grades 3-8, 10 and 11, significant collaboration and professional development will continue to be necessary to assure teachers are equipped to help students meet the more rigorous standards . . . .”

The main change in the proposed new waiver plan is the addition of a goal around PBIS. Staff in each building t will be engaged in creating a positive school climate and consistent expectations for student behavior.

**Summary Table of Option One Waiver Requests**

| School District | Number of Waiver Days Requested | Number of School Years Requested | Purpose of Waiver Request | Student Days | Additional Work Days Without Students | New or Renewal Request |
|-----------------|---------------------------------|----------------------------------|---------------------------|--------------|---------------------------------------|------------------------|
| Columbia #400   | 2                               | 3                                | Professional development  | 178          | 2                                     | N                      |
| Davenport       | 2                               | 3                                | Professional development  | 178          | 4                                     | R                      |
| Mukilteo        | 2                               | 3                                | Professional development  | 178          | 3                                     | R                      |
| Riverside       | 2                               | 2                                | Professional development  | 174          | 11                                    | R                      |

**Action**

The Board will consider whether to approve the requests for Option One waivers as presented in the district applications and summarized in this memo.

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

## **WAC 180-18-040**

### **Waivers from minimum one hundred eighty-day school year requirement.**

(1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) and WAC [180-16-215](#) while offering the equivalent in annual minimum instructional hours as prescribed in RCW [28A.150.220](#) in such grades as are conducted by such school district. The state board of education may grant said waiver requests for up to three school years.

(2) The state board of education, pursuant to RCW [28A.305.140\(2\)](#), shall evaluate the need for a waiver based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW [28A.150.220\(2\)](#) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC [180-16-220](#) and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

(3) In addition to the requirements of subsection (2) of this section, the state board of education shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;

(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

(c) Any proposed changes in the plan to achieve the stated goals;

(d) The likelihood that approval of the request would result in advancement of the goals;

(e) Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW [28A.305.140\(2\)](#) and [28A.305.141\(3\)](#). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220\(4\)](#), [28A.305.140](#), [28A.305.130\(6\)](#), [28A.655.180](#). WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

## **WAC 180-18-050**

### **Procedure to obtain waiver.**

(1) State board of education approval of district waiver requests pursuant to WAC [180-18-030](#) and [180-18-040](#) shall occur at a state board meeting prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other noninstruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW [28A.150.220\(2\)](#) under the waiver plan. The resolution shall be accompanied by information detailed in the guidelines and application form available on the state board of education's web site.

(2) The application for a waiver and all supporting documentation must be received by the state board of education at least forty days prior to the state board of education meeting where consideration of the waiver shall occur. The state board of education shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek state board approval at a subsequent meeting.

(3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW [28A.305.140](#) solely for the purpose of conducting parent-teacher conferences shall provide notification of the district request to the state board of education at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the state board under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the state board. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW [28A.150.220\(2\)](#) under the waiver plan.

(b) A detailed explanation of how the parent-teacher conferences to be conducted under the waiver plan will be used to improve student achievement;

(c) The district's reasons for electing to conduct parent-teacher conferences through full days rather than partial days;

(d) The number of partial days that will be reduced as a result of implementing the waiver plan;

(e) A description of participation by administrators, teachers, other staff and parents in the development of the waiver request;

(f) An electronic link to the collective bargaining agreement with the local education association.

Within thirty days of receipt of the notification, the state board will, on a determination that the required information and documentation have been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted. [Statutory Authority: RCW [28A.305.140](#)(2) and [28A.305.141](#)(3). WSR 12-24-049, § 180-18-050, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter [28A.305](#) RCW, RCW [28A.150.220](#), [28A.230.090](#), [28A.310.020](#), [28A.210.160](#), and [28A.195.040](#). WSR 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). WSR 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), [28A.305.130](#)(6), [28A.655.180](#). WSR 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW [28A.150.220](#)(4), [28A.305.140](#), and [28A.305.130](#)(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]



## Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

### Instructions:

#### Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

#### Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
  - The basic education program requirement for which the waiver is requested.
  - The school year(s) for which the waiver is requested.
  - The number of days in each school year for which the waiver is requested.
  - Information on how the waiver will support improving student achievement.
  - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.  
Applications for renewal of current waivers require completion of Sections A, B, and C.

#### Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

**Part A: For all new and renewal applications:**

The spaces provided below each question for answers will expand as you enter or paste text.

|   |  |
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| <b>School District Information</b>  |  |
| District  | Columbia School District #400  |
| Superintendent  | Dr. Louis Gates  |
| County  | Walla Walla  |
| Phone   | 509-547-2136   |
| Mailing Address   | 755 Maple St.<br>Burbank, WA   |
| <b>Contact Person Information</b>   |  |
| Name  | Dr. Louis Gates  |
| Title   | Superintendent   |
| Phone   | 509-547-2136   |
| Email   | Lou.gates@csd400.org   |
| <b>Application type:</b>  |  |
| New Application or Renewal Application  | New Application  |
| <b>Is the request for all schools in the district?</b>  |  |
| Yes or No   | Yes  |
| If no, then which schools or grades is the request for?   |  |
| <b>How many days are requested to be waived, and for which school years?</b>  |  |
| Number of Days  | 2  |
| School Years  | 16-17' 17-18; 18-19  |
| <b>Will the waiver days result in a school calendar with fewer half-days?</b>   |  |
| Number of half-days reduced or avoided through the proposed waiver plan   | We are currently looking at reducing half days at middle and high schools through a change in final testing schedules and student led conferences. These decisions have not been made final. |
| Remaining number of half days in calendar   | Six for elementary and middle school plus parent-teacher conferences (waiver in place) and ten for the high school (see attachment: <i>16/17 Academic Calendar</i> )                         |
| <b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b> |  |
| Yes or No   | Yes (see attachment: <i>Computation of Total Program Hour Offerings</i> )  |

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

**General Purpose:** Simply, put, the intent of the waiver is to provide quality time for teachers to plan for improving instruction and for providing higher quality content and more engaging teaching strategies. At one time, the state provided three Learning Improvement Days (LID) for

instructional staff to collaboratively design teaching-learning-content goals. However, the number of LID days were first reduced and then dropped. In addition, our school district is experiencing severe substitute shortages, along with many districts in the state. To meet with teachers for development, while providing substitutes, has become nearly impossible. To help with the important task of teacher collaboration, our District requests that the Washington State Board of Education approve two waiver days. We developed a robust model of teaching and learning, the *Unified Instructional Core* (UIC), which provides (1) a clear vision and mission for student engagement, (2) a teaching framework, (3) a content framework, and (4/5) two support frameworks requiring time to plan and live our vision (see attachment: *The Washington Principals Journal* which publish an article that describes this work as written by our local administrators.) Below we describe purposes of the District as they relate to our waiver request; each statement is followed by a specific goal or goals.

**Teaching Framework Purpose:** With approval, the waiver will provide time to purposefully meet our vision, mission and goals for student engagement. These begin with a teaching framework that includes three primary elements—Plan, Teach, Increase Effectiveness—each of these are divided into specific subcategories. The subcategories, in turn, reference web-based, practical instructional resources that we termed *Fingertip Resources*; these provide practical resources for veteran teachers, newly hired teachers and teachers transferred to new grade level or subject assignments. In addition, the Smarter Balanced Assessment and Interim Assessments include beta drafts of powerful data-informed instruction elements that allow teachers to easily see specific look-a-like test items and to reference instructional strategies that align with these test items. The waiver days will provide time to collaboratively review and implement these resources and to refine our goals.

**Teaching Framework Goal:** *To utilize and develop additional web-based, practical teaching resources for use by all instructional staff.*

**Content Framework Purpose:** We also developed a content framework that includes three learning parameters—(1) *Basic Learning* (see details under reading, math fact and writing automaticity below), (2) *Subject Learning*, and (3) *Integrated Learning*. Our District organized the seven subjects that we teach into seven major areas—(1) **C**areer and technical education, (2) **L**anguage arts, (3) the **A**rts, (4) **S**cience, (5) **S**ocial science, and (6) **M**ath, and **P**hysical education/health that we dubbed with the acronym CLASSMaPs. Within these broad subjects, our teachers will use the waiver days, in part, to learn how to use data to better inform instruction.

Using a model from Marzano, our teachers will use the Washington State K-12 Learning Standards (WaLS), the textbook terms, and terms drawn from different courses within the subject areas, the instructional staff to review and refine the core terms, which we label as Columbia's Content terms or simply C-terms. These terms help to vertically and horizontally align the subject areas. The third part of the content framework blends *Basic* and *Subject Learning* into *Integrated Learning*. Ultimately, student engaged *Integrated Learning* is the goal of all of our teaching and learning. The waiver days will be used to continue to review and modify the C-Terms as well as to develop teaching strategies to improve student learning. In addition, the waiver days will be used to help embed State K-12 Learning Standards (WaLS)—the Washington version of the Common Core State Standards (CCSS).

**Content Framework Goal:** *To review and modify the C-Terms; to develop teaching strategies to improve student learning and to embed the WaLS.*

**Reading Automaticity Purpose:** Reading, with little argument, is the most essential gateway skill to formal learning. The National Reading Panel identified five broad areas of reading skills:

phonemic awareness, phonics, fluency (this is bifurcated into *fluency* and *prosody*), vocabulary and comprehension. To understand the world of print students must automatically break the code. The district implemented a program, *Phonugage*, which promotes automaticity—the superintendent and elementary principal describe this program in the February 2011 issue of *The Reading Teacher* at the following URL:

<http://elementaryreading.wiki.hempfieldsd.org/file/view/Five+Phonics+Generalizations.pdf>

In short, the application of Phonugage shows promise. We also recognize that reading automaticity is only the first step, but a crucial one, to reading comprehension and to subject and integrated learning.

***Reading Automaticity Goal:*** *To teach students to automatically break the reading code.*

**Writing Automaticity Purpose:** Some years ago, the District adopted writing rubrics and writing expectations for our senior high school. These will be continued and modified to reflect goals within the High School Proficiency Exam (HSPE) and the Smarter Balanced Exam (SBE). Last year the scores state-wide at the high school were skewed because many skipped the test. Thus we looked at writing at the eighth grade—our district scored over 10 points higher in comparison to six other districts in our region and exceeds the state average. While the scores from one cohort do not set a trend, over the years our students in the higher grades tend to score well in writing. Regardless, we have greater expectations. Encouraged, we defined two writing automaticity essentials. We defined the first essential as automatically writing coherent sentences that begin with a capital letter and end with a period, question mark, or exclamation point; we defined the second automaticity essential as writing five-part paragraphs and essays. The waiver days will provide time to purposefully continue to design and apply our writing automaticity essentials district-wide.

***Writing Automaticity Goal:*** *To teach students to automatically write coherent sentences that begin with a capital letter and end with proper punctuation; and to teach students to automatically write five-part paragraphs or essays when prompted or as relevant.*

**Math Fact Automaticity Purpose:** Research (D. Ansari, 2013. *The Journal of Neuroscience* (<http://www.jneurosci.org/content/33/1.abstract.pdf>)) shows that students who know math facts score better in the PSAT math section. Our elementary and middle schools, in particular, developed strategies and efficiencies to insure that our students master automaticity of the basic addition and multiplication facts. The elementary school adopted MobyMax coupled with our elementary music specialist who teaches a multiplication fact RAP song to our third grade students; our middle school adopted FASTT Math, an acronym for Fluency and Automaticity through Systemic Teaching with Technology, which is a research and computer-based program that provides ten-minutes of daily intervention designed to teach math basic facts and fluency. Math teachers at the middle school will discuss how to use information from this FASTT Math to design and implement math strategies and to guide instruction that will meet the needs of students who lack number sense and fluency that FASTT math helps build.

The waiver days will also provide time for staff to identify preferred algorithms for a four-by-three grid representing addition, subtraction, multiplication and division on a vertical axis and whole numbers, fractions and decimals on a horizontal axis. Clearly, to develop quality applications of these math initiatives requires collaborative time. Our teaching staff acknowledges that learning math automaticity and algorithms, though critically important, is but an initial step toward applying math concepts and ideas as laid out, for example, in the (WaLS). Data-informed instruction is a key part of working toward our school and district goals. These items provide us

with quality data, but time to process data and plan strategies for dealing with the needs data shows us is vital.

***Math Fact Automaticity Goal:*** *To develop strategies and efficiencies which help insure that our students master automaticity of the basic addition and multiplication facts; and to help our students learn the algorithms within the four-by-three math grid.*

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The school and district improvement plans are found at the following URL links:

Columbia Elementary: <http://www.csd400.org/CSD/district/docs/SIPPlanElementary1516.pdf>

Columbia Middle School: <http://www.csd400.org/CSD/district/docs/SIPPlanMiddle1516.pdf>

Columbia High School: <http://www.csd400.org/CSD/district/docs/SIPPlanHigh1516.pdf>

Columbia School District: <http://www.csd400.org/CSD/district/docs/StrategicPlan.pdf>

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

Also noted above, our District uses the three automaticity skill measures and standards. In addition, we use the benchmarks and results from DIBELS for reading at the elementary school and adopted MAPs measures and standards at the middle school. Furthermore, our staff adopted Silverback Mileposts to post the completions of subcategories of the three automaticity gateway skills, SBA, SBA interim tests, and more (see under question 5 below). Due to lack of available time for quality staff development we have those conversations in isolation presently, not during a building-wide discussion. The issue with the elementary, specifically, lies in serving students from pre-school through fifth grades. Data is present, but time to bring all staff together to evaluate and apply is at a premium. By tracking our assessments, we hypothesize that our basic, subject, and integrated learning will show improvement, particularly improvement in engaged student learning and student-initiated learning.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

For the coming school year we have contracted with an ELA specialist from our local Educational Service District to facilitate conversations related to readopting and embedding new English Language Arts adoptions. We also will tie our content and instruction to new standards in ELA adoption.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

The districts' assessments vary according to grade and level, as indicated within the 2015-16 Assessment Schedule shown below. The instructional staff is particularly interested in data-informed instruction, such as the promising beta interim tests for the SBAC. For a full schedule

of the district's assessment (see attachment: *Columbia School District 2015-16 Assessment Schedule*).

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

At the primary and remediation levels, the teaching-learning focus will center on reading, writing and math fact automaticities. As individual and groups of students gain proficiency, the focus will move to the SBA results (summary and interim) for language arts and mathematics. The ultimate goal is to use automaticities and subject learning to bolster integrated learning (see attachment: *Washington Principal Journal* as noted above for greater detail.) The focus through the 2016-17 school years will bring scaffolding and supports to the instruction of ELA throughout the district. With support of ESD 123 the new school year will solidify instructional fidelity.

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

The waiver is predicated upon our English/Language Arts adoption and implementation. All referenced groups are a vital component of this cycle of adoption and implementation. Further, while administrative staff prepared this document, the local teacher's union, public school employees and community were instrumental in providing input and support of the waiver.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The link to our annual calendar that highlights student days, professional development days, and attendant issues is found at the following URL:

<http://www.csd400.org/CSD/district/docs/1516AcademicCalendar.pdf>

Our CBA with teachers is linked to our district webpage as follows:

<http://www.csd400.org/CSD/district/docs/CEAContract1516.pdf>

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

The calendar is attached for next year. In addition, we analyzed our district for minimum minutes per year. The program hour attachment (see attachment: *Computation of Total Program Hour Offerings*) shows that we exceed the minimum hours at all levels.

|  |     |
|--|-----|
| Student instructional days (as requested in application) | 178 |
| Waiver days (as requested in application)                | 2   |
| Additional teacher work days without students            | 2   |
| Total  | 182 |

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

The two days described below, district pays full per diem for teacher involvement. Virtually all teachers in our district have historically participated since the district offered these days.

| Day                    | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|------------------------|---|------------------------------|----------------------------|-----------------------------|
| 1                      | 100   | X                            |                            | X                           |
| 2                      | 100   |                              | X                          | X                           |
| Check those that apply |   |                              |                            |                             |

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

The first of these days is the first in the series of the planned screening, adopting, and embedding of the new ELA materials. The district assumes the cost of teacher pay for these days. The second day, the district supports moving up, where teachers begin the process of transitioning students from grade level to grade level, from pre-school through grade eight. The high school utilizes the time to support senior projects.

*New 180 Day Applications- Stop here and skip to Section C, "Last Steps".*

**Part B: For Applications for Renewal of Waivers for Additional Years.**

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.
  
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.
  
3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.
  
4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.
  
5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

**C. Last Steps:**

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

## COLUMBIA SCHOOL DISTRICT No. 400

### Resolution 1516-02

WHEREAS, at a regular meeting of the Columbia School District #400 Board of Directors held on the 14th day of March, 2016, a resolution was passed to request a waiver for grades K-12 of the minimum 180-day school year (WAC 180-16-215).

WHEREAS, the Columbia School District #400 Development Team is working with the Columbia School District #400 Board of Directors to restructure education and to improve learning.

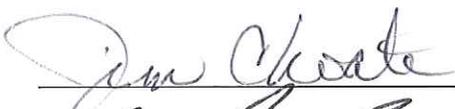
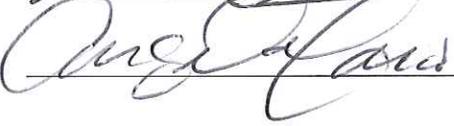
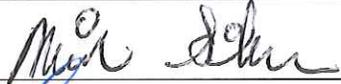
WHEREAS, the Columbia School District #400 Board of Directors recognize that:

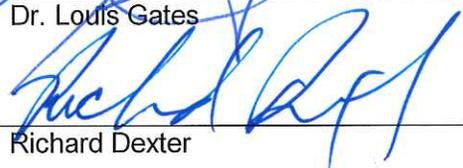
1. Attendance at the Columbia School District #400 is lower on partial days and the learning processes are disrupted.
2. Full days designated for planning and in-service training would facilitate training opportunities for both certificated and classified staff, and;
3. The core staff development goals for the in-service training include:
  - a. To utilize and develop additional web-based, practical teaching resources for use by all instructional staff.
  - b. To review and modify the C-Terms; to develop teaching strategies to improve student learning; and to embed the WaLS.
  - c. To teach students to automatically break the reading code.
  - d. To teach students to automatically write coherent sentences that begin with a capital letter and end with proper punctuation; and to teach students to automatically write five-part paragraphs or essays when prompted or as relevant.
  - e. To develop strategies and efficiencies which help insure that our students master automaticity of the basic addition and multiplication facts' and to help our students learn the algorithms within the four-by-three math grid.
4. Planning time is needed for our 49 certificated staff members to implement the identified goals and to align curriculum with State guidelines for instruction and assessment, and; calculating our requested 178-day school year, Grade K-8 will be 51 hours beyond compliance, and 9-12 will be 49 hours beyond compliance with the waiver.

WHEREAS, the Washington State Board of Education has recognized the importance of, and has established waivers for, restructuring purposes (WAC 180-18-050).

THEREFORE, the request of a waiver for grades K-12 from the minimum 180-day school year requirement (RCW 28A,150.220) was reviewed by the Board of Directors so that two full school days per year can be devoted to instructional planning; the dates for such planning have been determined by the Columbia School District #400 to be October 14, 2016 and March 10, 2017, and the waiver also includes two days per year for the 2017-2018 on October 13, 2017 and March 9, 2018, and 2018-2019 school years on October 12, 2018 and March 8, 2019, and that students in grades K-12 will not attend school on those waiver days.

THEREFORE, the foregoing resolution was adopted by the Board of Directors of the aforesaid school district on the 14<sup>th</sup> day of March 2016, the undersigned directors being present and voting.

|                   |   |                  |      |
|-------------------|---|------------------|------|
| Jim Choate        |  | Member           | 2017 |
| Brad O'Brien      |  | Chair            | 2019 |
| Angel Garcia      |  | Vice Chair       | 2017 |
| Sonny Townsend    | _____   | Member           | 2017 |
| Michael Scrimsher |  | Legislative Rep. | 2019 |

|   |       |  |
|---|-------|--|
|  | _____ | Columbia School District #400 Secretary of the Board |
| Dr. Louis Gates   |       |  |
|  | _____ | Columbia Education Association President             |
| Richard Dexter  |       |  |

**Columbia School District #400**  
 755 Maple Street, Burbank, WA 99323  
 Dr. Lou Gates, Superintendent 509-547-2136

**16/17 Academic Calendar**

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

| September |    |    |    |    |
|-----------|----|----|----|----|
| M         | T  | W  | TH | F  |
|           |    |    | 1  | 2  |
| 5         | 6  | 7  | 8  | 9  |
| 12        | 13 | 14 | 15 | 16 |
| 19        | 20 | 21 | 22 | 23 |
| 26        | 27 | 28 | 29 | 30 |

| October |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | TH | F  |
|         |    |    |    |    |
| 3       | 4  | 5  | 6  | 7  |
| 10      | 11 | 12 | 13 | 14 |
| 17      | 18 | 19 | 20 | 21 |
| 24      | 25 | 26 | 27 | 28 |
| 31      |    |    |    |    |

| November |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
|          | 1  | 2  | 3  | 4  |
| 7        | 8  | 9  | 10 | 11 |
| 14       | 15 | 16 | 17 | 18 |
| 21       | 22 | 23 | 24 | 25 |
| 28       | 29 | 30 |    |    |

| December |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
|          |    |    | 1  | 2  |
| 5        | 6  | 7  | 8  | 9  |
| 12       | 13 | 14 | 15 | 16 |
| 19       | 20 | 21 | 22 | 23 |
| 26       | 27 | 28 | 29 | 30 |

|  |
|--|
| <b>Columbia School District #400</b><br>547-2136   |
| <b>Columbia High School</b><br>545-8573  |
| <b>Columbia Middle School</b><br>545-8571  |
| <b>Columbia Elementary School</b><br>547-9393  |
| <b>Early Release Times</b><br>Elementary 11:10<br>Middle School 11:15<br>High School 11:20 |
| <b>Regular Release Times</b><br>Elementary 2:25<br>Middle School 2:30<br>High School 2:35  |

**August** (1 days)  
 29 Staff Development – Schools Closed (Teacher Optional Per Diem Day-3hrs)  
 30 Staff Development - Schools Closed - (Teacher Required Per Diem Day)  
 31 Students First Day of School K – 12<sup>th</sup> (Full Day)

**September** (21 days)  
 5 Labor Day - Schools Closed

**October** (21 days)  
 14 State Board of Education Waiver Day\*\* – Schools Closed (All staff in-service)

**November** (19 days)  
 4 End of First Quarter –Early Release (47 days)  
 11 Observance of Veteran’s Day - Schools Closed  
 16 Elementary School Early Release – Conferences  
 17 Elementary & Middle School Closed – Conferences  
 18 Elementary & Middle School Closed - Conferences  
 23 Thanksgiving –Early Release  
 24 & 25 Thanksgiving - Schools Closed

**December** (15 days)  
 21 Winter Break – Early Release  
 22-30 Winter Break - Schools Closed

**January** (20 days)  
 2 Winter Break – Schools Closed  
 16 Martin L. King Jr. Day - Schools Closed  
 18 & 19 High School Semester Testing – Early Release  
 20 End of Second Quarter - Early Release (43 days)

**February** (19 days)  
 13 President’s Day – No School

**March** (23 days)  
 10 State Board of Education Waiver Day\*\* – Schools Closed (All staff in-service)  
 31 End of Third Quarter – Early Release (49 days)

**April** (15 days)  
 3-7 Spring Break – Schools Closed  
 13 Elementary & Middle School Early Release – Conferences  
 14 Elementary & Middle School Closed – Conferences

**May** (21 days)  
 19 Staff Development – Schools Closed (Teacher Required Per Diem Day) (Student Transition Day & Senior Projects)  
 29 Memorial Day - Schools Closed  
 30 CHS Academic Awards Night

**June** (5 days)  
 1 Baccalaureate  
 2 High School Commencement  
 5 Kindergarten Graduation  
 5 & 6 High School Semester Testing – Early Release  
 6 8<sup>th</sup> Grade Moving-Up Ceremony  
 7 Last Day of School - Early Release End of Fourth Quarter (41 days)  
 8, 9 & 12 Make Up Snow Day or No School

Approved CEA and School Board of Directors  
 \*\*Pending State Board of Education approval

Any application and any required policies, procedures, evaluations, plans, and reports relating to special education will be made readily available to parents and other members of the general public through the district’s administration office.

| January |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | TH | F  |
| 2       | 3  | 4  | 5  | 6  |
| 9       | 10 | 11 | 12 | 13 |
| 16      | 17 | 18 | 19 | 20 |
| 23      | 24 | 25 | 26 | 27 |
| 30      | 31 |    |    |    |

| February |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
|          |    | 1  | 2  | 3  |
| 6        | 7  | 8  | 9  | 10 |
| 13       | 14 | 15 | 16 | 17 |
| 20       | 21 | 22 | 23 | 24 |
| 27       | 28 |    |    |    |

| March |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | TH | F  |
|       |    | 1  | 2  | 3  |
| 6     | 7  | 8  | 9  | 10 |
| 13    | 14 | 15 | 16 | 17 |
| 20    | 21 | 22 | 23 | 24 |
| 27    | 28 | 29 | 30 | 31 |

| April |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | TH | F  |
|       |    |    |    |    |
| 3     | 4  | 5  | 6  | 7  |
| 10    | 11 | 12 | 13 | 14 |
| 17    | 18 | 19 | 20 | 21 |
| 24    | 25 | 26 | 27 | 28 |

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

| June |    |    |    |    |
|------|----|----|----|----|
| M    | T  | W  | TH | F  |
|      |    |    | 1  | 2  |
| 5    | 6  | 7  | 8  | 9  |
| 12   | 13 | 14 | 15 | 16 |
| 19   | 20 | 21 | 22 | 23 |
| 26   | 27 | 28 | 29 | 30 |

|   |
|---|
| Schools Closed                          |
| Early Release                           |
| Staff Development Schools Closed        |
| Make up snow day or no school           |
| Teacher Collaboration 1-hour late start |
| SBE Waiver Day Schools Closed           |

**Columbia School District #400**  
 755 Maple Street, Burbank, WA 99323  
 Dr. Lou Gates, Superintendent 509-547-2136

**17/18 Academic Calendar**

| August |    |    |    |    |
|--------|----|----|----|----|
| M      | T  | W  | TH | F  |
|        | 1  | 2  | 3  | 4  |
| 7      | 8  | 9  | 10 | 11 |
| 14     | 15 | 16 | 17 | 18 |
| 21     | 22 | 23 | 24 | 25 |
| 28     | 29 | 30 | 31 |    |

| September |    |    |    |    |
|-----------|----|----|----|----|
| M         | T  | W  | TH | F  |
|           |    |    |    | 1  |
| 4         | 5  | 6  | 7  | 8  |
| 11        | 12 | 13 | 14 | 15 |
| 18        | 19 | 20 | 21 | 22 |
| 25        | 26 | 27 | 28 | 29 |

| October |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | TH | F  |
|         |    |    |    |    |
| 2       | 3  | 4  | 5  | 6  |
| 9       | 10 | 11 | 12 | 13 |
| 16      | 17 | 18 | 19 | 20 |
| 23      | 24 | 25 | 26 | 27 |
| 30      | 31 |    |    |    |

| November |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
|          |    | 1  | 2  | 3  |
| 6        | 7  | 8  | 9  | 10 |
| 13       | 14 | 15 | 16 | 17 |
| 20       | 21 | 22 | 23 | 24 |
| 27       | 28 | 29 | 30 |    |

| December |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
|          |    |    |    | 1  |
| 4        | 5  | 6  | 7  | 8  |
| 11       | 12 | 13 | 14 | 15 |
| 18       | 19 | 20 | 21 | 22 |
| 25       | 26 | 27 | 28 | 29 |

|  |
|--|
| <b>Columbia School District #400</b><br>547-2136   |
| <b>Columbia High School</b><br>545-8573  |
| <b>Columbia Middle School</b><br>545-8571  |
| <b>Columbia Elementary School</b><br>547-9393  |
| <b>Early Release Times</b><br>Elementary 11:10<br>Middle School 11:15<br>High School 11:20 |
| <b>Regular Release Times</b><br>Elementary 2:25<br>Middle School 2:30<br>High School 2:35  |

August (2 days)  
 28 Staff Development – Schools Closed (Teacher Optional Per Diem Day-3hrs)  
 29 Staff Development - Schools Closed - (Teacher Required Per Diem Day)  
 30 Students First Day of School K – 12<sup>th</sup> (Full Day)

September (20 days)  
 4 Labor Day - Schools Closed

October (22 days)  
 13 State Board of Education Waiver Day – Schools Closed (All staff in-service)

November (19 days)  
 3 End of First Quarter –Early Release (47 days)  
 10 Observance of Veteran’s Day - Schools Closed  
 15 Elementary School Early Release – Conferences  
 16 Elementary & Middle School Closed – Conferences  
 17 Elementary & Middle School Closed - Conferences  
 22 Thanksgiving –Early Release  
 23 & 24 Thanksgiving - Schools Closed

December (14 days)  
 20 Winter Break – Early Release  
 21-29 Winter Break - Schools Closed

January (21 days)  
 1 Winter Break – Schools Closed  
 15 Martin L. King Jr. Day - Schools Closed  
 17 & 18 High School Semester Testing – Early Release  
 19 End of Second Quarter - Early Release (43 days)

February (19 days)  
 19 President’s Day – No School

March (22 days)  
 9 State Board of Education Waiver Day – Schools Closed (All staff in-service)  
 30 End of Third Quarter – Early Release (49 days)

April (16 days)  
 2-6 Spring Break – Schools Closed  
 12 Elementary & Middle School Early Release – Conferences  
 13 Elementary & Middle School Closed – Conferences

May (21 days)  
 18 Staff Development – Schools Closed (Teacher Required Per Diem Day) (Student Transition Day & Senior Projects)  
 28 Memorial Day - Schools Closed  
 29 CHS Academic Awards Night  
 30 Baccalaureate

June (4 days)  
 1 High School Commencement  
 4 Kindergarten Graduation  
 4 & 5 High School Semester Testing – Early Release  
 5 8th Grade Moving-Up Ceremony  
 6 Last Day of School - Early Release End of Fourth Quarter (41 days)  
 7, 8 & 11 Make Up Snow Day or No School

Any application and any required policies, procedures, evaluations, plans, and reports relating to special education will be made readily available to parents and other members of the general public through the district’s administration office.

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

| February |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
|          |    |    | 1  | 2  |
| 5        | 6  | 7  | 8  | 9  |
| 12       | 13 | 14 | 15 | 16 |
| 19       | 20 | 21 | 22 | 23 |
| 26       | 27 | 28 |    |    |

| March |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | TH | F  |
|       |    |    | 1  | 2  |
| 5     | 6  | 7  | 8  | 9  |
| 12    | 13 | 14 | 15 | 16 |
| 19    | 20 | 21 | 22 | 23 |
| 26    | 27 | 28 | 29 | 30 |

| April |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | TH | F  |
|       |    |    |    |    |
| 2     | 3  | 4  | 5  | 6  |
| 9     | 10 | 11 | 12 | 13 |
| 16    | 17 | 18 | 19 | 20 |
| 23    | 24 | 25 | 26 | 27 |
| 30    |    |    |    |    |

| May |    |    |    |    |
|-----|----|----|----|----|
| M   | T  | W  | TH | F  |
|     | 1  | 2  | 3  | 4  |
| 7   | 8  | 9  | 10 | 11 |
| 14  | 15 | 16 | 17 | 18 |
| 21  | 22 | 23 | 24 | 25 |
| 28  | 29 | 30 | 31 |    |

| June |    |    |    |    |
|------|----|----|----|----|
| M    | T  | W  | TH | F  |
|      |    |    |    | 1  |
| 4    | 5  | 6  | 7  | 8  |
| 11   | 12 | 13 | 14 | 15 |

|   |
|---|
| School Closed                           |
| Early Release                           |
| Staff Development Schools Closed        |
| Make up snow day or no school           |
| Teacher Collaboration 1 hour late start |
| SBE Waiver Day Schools Closed           |

**Columbia School District #400**  
 755 Maple Street, Burbank, WA 99323  
 Dr. Lou Gates, Superintendent 509-547-2136

**18/19 Academic Calendar**

| August |    |    |    |    |
|--------|----|----|----|----|
| M      | T  | W  | TH | F  |
|        |    | 1  | 2  | 3  |
| 6      | 7  | 8  | 9  | 10 |
| 13     | 14 | 15 | 16 | 17 |
| 20     | 21 | 22 | 23 | 24 |
| 27     | 28 | 29 | 30 | 31 |

| September |    |    |    |    |
|-----------|----|----|----|----|
| M         | T  | W  | TH | F  |
| 3         | 4  | 5  | 6  | 7  |
| 10        | 11 | 12 | 13 | 14 |
| 17        | 18 | 19 | 20 | 21 |
| 24        | 25 | 26 | 27 | 28 |

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

| November |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
|          |    |    | 1  | 2  |
| 5        | 6  | 7  | 8  | 9  |
| 12       | 13 | 14 | 15 | 16 |
| 19       | 20 | 21 | 22 | 23 |
| 26       | 27 | 28 | 29 | 30 |

| December |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
| 3        | 4  | 5  | 6  | 7  |
| 10       | 11 | 12 | 13 | 14 |
| 17       | 18 | 19 | 20 | 21 |
| 24       | 25 | 26 | 27 | 28 |
| 31       |    |    |    |    |

|  |
|--|
| <b>Columbia School District #400</b><br>547-2136   |
| <b>Columbia High School</b><br>545-8573  |
| <b>Columbia Middle School</b><br>545-8571  |
| <b>Columbia Elementary School</b><br>547-9393  |
| <b>Early Release Times</b><br>Elementary 11:10<br>Middle School 11:15<br>High School 11:20 |
| <b>Regular Release Times</b><br>Elementary 2:25<br>Middle School 2:30<br>High School 2:35  |

August (3 days)  
 27 Staff Development – Schools Closed (Teacher Optional Per Diem Day-3hrs)  
 28 Staff Development - Schools Closed - (Teacher Required Per Diem Day)  
 29 Students First Day of School K – 12<sup>th</sup> (Full Day)

September (19 days)  
 3 Labor Day - Schools Closed

October (23 days)  
 12 State Board of Education Waiver Day\*\* – Schools Closed (All staff in-service)

November (19 days)  
 2 End of First Quarter –Early Release (47 days)  
 12 Observance of Veteran’s Day - Schools Closed  
 14 Elementary School Early Release – Conferences\*\*  
 15 Elementary & Middle School Closed – Conferences\*\*  
 16 Elementary & Middle School Closed – Conferences\*\*  
 21 Thanksgiving –Early Release  
 22 & 23 Thanksgiving - Schools Closed

December (13 days)  
 19 Winter Break – Early Release  
 20-31 Winter Break - Schools Closed

January (20 days)  
 1 & 2 Winter Break – Schools Closed  
 21 Martin L. King Jr. Day - Schools Closed  
 23 & 24 High School Semester Testing – Early Release  
 25 End of Second Quarter - Early Release (46 days)

February (19 days)  
 18 President’s Day – No School

March (21 days)  
 8 State Board of Education Waiver Day\*\* – Schools Closed (All staff in-service)  
 29 End of Third Quarter – Early Release (44 days)

April (17 days)  
 1-5 Spring Break – Schools Closed  
 11 Elementary & Middle School Early Release – Conferences\*\*  
 12 Elementary & Middle School Closed – Conferences\*\*

May (21 days)  
 17 Staff Development – Schools Closed (Teacher Required Per Diem Day) (Student Transition Day & Senior Projects)  
 27 Memorial Day - Schools Closed  
 28 CHS Academic Awards Night  
 30 Baccalaureate  
 31 High School Commencement

June (3 days)  
 4 Kindergarten Graduation  
 5 & 6 High School Semester Testing – Early Release  
 6 8th Grade Moving-Up Ceremony  
 7 Last Day of School - Early Release End of Fourth Quarter (43 days)  
 10, 11 & 12 Make Up Snow Day or No School

\*\*Pending State Board of Education Approval

Any application and any required policies, procedures, evaluations, plans, and reports relating to special education will be made readily available to parents and other members of the general public through the district’s administration office.

| January |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | TH | F  |
|         | 1  | 2  | 3  | 4  |
| 7       | 8  | 9  | 10 | 11 |
| 14      | 15 | 16 | 17 | 18 |
| 21      | 22 | 23 | 24 | 25 |
| 28      | 29 | 30 | 31 |    |

| February |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | TH | F  |
|          |    |    |    | 1  |
| 4        | 5  | 6  | 7  | 8  |
| 11       | 12 | 13 | 14 | 15 |
| 18       | 19 | 20 | 21 | 22 |
| 25       | 26 | 27 | 28 |    |

| March |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | TH | F  |
|       |    |    |    | 1  |
| 4     | 5  | 6  | 7  | 8  |
| 11    | 12 | 13 | 14 | 15 |
| 18    | 19 | 20 | 21 | 22 |
| 25    | 26 | 27 | 28 | 29 |

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

| May |    |    |    |    |
|-----|----|----|----|----|
| M   | T  | W  | TH | F  |
|     |    | 1  | 2  | 3  |
| 6   | 7  | 8  | 9  | 10 |
| 13  | 14 | 15 | 16 | 17 |
| 20  | 21 | 22 | 23 | 24 |
| 27  | 28 | 29 | 30 | 31 |

| June |    |    |    |    |
|------|----|----|----|----|
| M    | T  | W  | TH | F  |
| 3    | 4  | 5  | 6  | 7  |
| 10   | 11 | 12 | 13 | 14 |

|   |
|---|
| School Closed                           |
| Early Release                           |
| Staff Development Schools Closed        |
| Make up snow day or no school           |
| Teacher Collaboration 1 hour late start |
| SBE Waiver Day Schools Closed           |

**COMPUTATION OF TOTAL PROGRAM HOUR OFFERINGS**

| Minute and Hour Calculation             |   | Elementary School |              |              |              |              | Middle School |              |              | High School  |              |              |              |              |
|---|---|-------------------|--------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|   |   | K                 | 1            | 2            | 3            | 4            | 5             | 6            | 7            | 8            | 9            | 10           | 11           | 12           |
| A.                                      | Total minutes from start to end of school day: From Step 1 (see instructions on page 16). | 395               | 395          | 395          | 395          | 395          | 395           | 395          | 395          | 395          | 405          | 405          | 405          | 405          |
| B.                                      | Minutes actually spent for eating lunch time meals: From Step 2                           | 20                | 20           | 20           | 20           | 20           | 20            | 20           | 20           | 20           | 31           | 31           | 31           | 31           |
| C.                                      | Net minutes in "Total Program Offering" per day: Line A - Line B =                        | 375               | 375          | 375          | 375          | 375          | 375           | 375          | 375          | 375          | 374          | 374          | 374          | 374          |
| D.                                      | "Total Program Offerig" per year: Line C x (180) days = _____                             | 67,500            | 67,500       | 67,500       | 67,500       | 67,500       | 67,500        | 67,500       | 67,500       | 67,500       | 67,320       | 67,320       | 67,320       | 67,320       |
| E.                                      | Annual minutes lost to noncountable release time per year:                                |                   |              |              |              |              |               |              |              |              |              |              |              |              |
|   | *Collaboration -Late Start (60 min x 32 wks =)  | 1920              | 1920         | 1920         | 1920         | 1920         | 1920          | 1920         | 1920         | 1920         | 1920         | 1920         | 1920         | 1920         |
|   | *Early Release (6 x _____ = _____)  | 1380              | 1380         | 1380         | 1380         | 1380         | 1380          | 1410         | 1410         | 1410         | 1470         | 1470         | 1470         | 1470         |
|   | *Conference Early Release - Not Counted <small>(RCW 28A.150.205)</small>                  | 0                 | 0            | 0            | 0            | 0            | 0             | 0            | 0            | 0            | 0            | 0            | 0            | 0            |
|   | *High School Testing Early Release - 4 Days Counted                                       | 0                 | 0            | 0            | 0            | 0            | 0             | 0            | 0            | 0            | 980          | 980          | 980          | 980          |
|   | *Staff Development Waiver Days (3 Days)   | 0                 | 0            | 0            | 0            | 0            | 0             | 0            | 0            | 0            | 0            | 0            | 0            | 0            |
|   | <b>*Requested Parent/Teacher Waiver Days (3 Days)</b>                                     | <b>1125</b>       | <b>1125</b>  | <b>1125</b>  | <b>1125</b>  | <b>1125</b>  | <b>1125</b>   | <b>1125</b>  | <b>1125</b>  | <b>1125</b>  | <b>0</b>     | <b>0</b>     | <b>0</b>     | <b>0</b>     |
| F.                                      | Net minutes in "Total Program Offering" per year:   | 63,075            | 63,075       | 63,075       | 63,075       | 63,075       | 63,075        | 63,045       | 63,045       | 63,045       | 62,950       | 62,950       | 62,950       | 62,950       |
|   | Indicate N/A (not applicable) for any grade(s) not offered at this school.                | K                 | 1            | 2            | 3            | 4            | 5             | 6            | 7            | 8            | 9            | 10           | 11           | 12           |
|   | Totals by grade level groupings:  |                   |              |              |              |              |               |              |              |              |              |              |              |              |
|   | <b>Total Hours</b>  | <b>1,051</b>      | <b>1,051</b> | <b>1,051</b> | <b>1,051</b> | <b>1,051</b> | <b>1,051</b>  | <b>1,051</b> | <b>1,051</b> | <b>1,051</b> | <b>1,049</b> | <b>1,049</b> | <b>1,049</b> | <b>1,049</b> |
| <b>AVERAGE ANNUAL HOURS BY DISTRICT</b> |   |                   |              |              |              |              |               | <b>1,050</b> |              |              |              |              |              |              |

\* Elementary & Middle School - 2 Days Conference Early Release

## Columbia School District . 2015-16 Assessment Schedule

| Assessment Type                    | Dates of Assessments/Grade Level |               |               |               |               |               |               |               |               |               |               |               |               |
|------------------------------------|----------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                                    | K                                | 1             | 2             | 3             | 4             | 5             | 6             | 7             | 8             | 9             | 10            | 11            | 12            |
| <b>WA Kids</b>                     | Sep                              |               |               |               |               |               |               |               |               |               |               |               |               |
| <b>Reading Automaticity</b>        |                                  |               |               |               |               |               |               |               |               |               |               |               |               |
| DIBLES                             |                                  | Sep; Jan; May |               |               |               |               |               |               |               |
| Oral Reading Passage               |                                  |               |               |               |               |               |               |               |               | Nov; Jan; Apr | Nov; Jan; Apr | Nov; Jan; Apr | Nov; Jan; Apr |
| <b>Language Arts</b>               |                                  |               |               |               |               |               |               |               |               |               |               |               |               |
| SBAC                               |                                  |               |               | May           | May           | May           | March-May     | March-May     | March-May     |               | March-May     | Nov. Retakes  | Nov. Retakes  |
| <b>Reading Comprehension</b>       |                                  |               |               |               |               |               |               |               |               |               |               |               |               |
| AR                                 |                                  | On-going      | On-going      | On-going      | On-going      | On-going      |               |               |               |               |               |               |               |
| DIBLES                             |                                  | Sep; Jan; May |               |               |               |               |               |               |               |
| MAPs                               |                                  |               |               |               |               |               | Sep; Jan; May | Sep; Jan; May | Sep; Jan; May |               |               |               |               |
| SBAC                               |                                  |               |               | May           | May           | May           | March-May     | March-May     | March-May     |               | March-May     | Nov. Retakes  | Nov. Retakes  |
| STAR                               |                                  | Sep; Feb; May | On-going      | On-going      | On-going      |               |               |               |               |
| <b>Math Automaticity, 28 Facts</b> |                                  |               |               |               |               |               |               |               |               |               |               |               |               |
| Addition                           |                                  |               | On-going      | On-going      |               |               |               |               |               |               |               |               |               |
| Multiplication                     |                                  |               |               | On-going      | On-going      | On-going      | Nov; Jan; Apr | Nov; Jan; Apr | Nov; Jan; Apr | Dec/Mar       | Dec/Mar       | Dec/Mar       | Dec/Mar       |
| <b>Math, General</b>               |                                  |               |               |               |               |               |               |               |               |               |               |               |               |
| EOC Algebra or Geometry            |                                  |               |               |               |               |               |               |               |               | May           | May           |               |               |
| MAPs                               |                                  |               |               |               |               |               | Sep; Jan; May | Sep; Jan; May | Sep; Jan; May |               |               |               |               |
| MOBY                               |                                  | On-going      | On-going      | On-going      | On-going      | On-going      |               |               |               |               |               |               |               |
| SBAC                               |                                  |               |               | May           | May           | May           | March-May     | March-May     | March-May     |               | March-May     |               | Nov. Retakes  |
| <b>Science</b>                     |                                  |               |               |               |               |               |               |               |               |               |               |               |               |
| SBAC                               |                                  |               |               |               |               | May           |               |               | March-May     |               | May           |               |               |
| <b>Writing Rubric</b>              |                                  |               |               |               |               |               |               |               |               |               |               |               |               |
| Five-Part Paragraph                |                                  | Fall, Spring  | Nov; Jan; Apr | Nov; Jan; Apr | Nov; Jan; Apr |               |               |               |               |
| Five-Part Essay                    |                                  |               |               |               | Fall, Spring  | Fall, Spring  |               |               |               | Dec/Mar       | Oct/Jan/Apr   | Oct/Jan/Apr   | Dec           |

|                     |   |
|---------------------|---|
| <b>Acronym Key:</b> |   |
| AR:                 | Accelerated Reading   |
| Automaticity:       | Automaticity, a fluency subset, means automatic decoding or response      |
| Cut Scores:         | Break point between no pass/pass scores                                   |
| DIBLES:             | Dynamic Indicators of Basic Early Literacy Skills                         |
| EOC:                | End of Course   |
| HSPE:               | High School Proficiency Examination                                       |
| MAPs:               | Measures of Academic Progress   |
| MOBY:               | Name of company, apparently from Moby Dick                                |
| RIT:                | Rausch Unit, a level when students answer questions correctly 50% of time |
| SBAC:               | Smarter Balanced Assessment Consortium Test                               |
| STAR:               | Standardized Test for the Assessment of Reading                           |

## **The Unified Instructional Core:**

### **Weaving a Reinvented Content Model into a Powerful Instructional Framework**

Dr. Louis Gates, Superintendent Columbia School District, Ian Yale, Principal, Columbia Elementary School; and Kyle Miller, Principal, Columbia High School

“How can schools consistently build basic knowledge and skills (which is the beginning of any journey toward deeper learning) *and* foster the kind of open-ended problem solving and creative thinking that is the hallmark of powerful learning at its best?” asked Metha and Fine (2014, p. 8) in the *Harvard Education Letter*. They added, “We saw schools and classrooms that had made headway toward each of these things, but rarely did we see places where they were fused together.” The question posed by Metha and Fine relates most closely to content within the three broad school-related frameworks—(1) *teaching/learning*; (2) *content*; and (3) *core support*.

Our staff wrestled with the same content dilemma: How could we meld the learning of basic knowledge and skills *with* powerful student learning? Ultimately, we designed a content triad for concurrent (1) *Automaticity*; (2) *Subject*, and (3) *Integrated* learning; we coined the acronym *AS/* for this framework. Below we discuss this content model followed by a discussion about how we weave this framework into a unified triad of educational frameworks.

### **Automaticity Learning**

Clearly, students must master the three gateway *automaticities*—reading, math fact, and writing—to efficiently engage in *subject* and *integrated learning*. A description of the

basic learning portion of our content triad, facilitating the learning of these automaticities, follows.

### ***Reading Automaticity***

The National Reading Panel identified five components of reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension. Rasinski (2012) rightly separated fluent reading into two parts: reading automaticity and prosaic reading. Using this differentiation, vocabulary, comprehension, and prosaic reading fall within subject and integrated learning; whereas phonemic awareness and phonics undergird reading automaticity. Gates and Yale (2011) describe an exhaustive study of a children’s list of 16,928 words that represent 86,745 discrete phonic cells consisting of single letters, di/trigraphs, and phonograms. These cells neatly segmented into one of five comprehensive categories—*Single Vowels*, *Final-Single Vowel-Consonant-E*, *Vowel Digraphs*, *Single Consonants*, and *Consonant Di/Trigraphs*. For each classification the authors wrote one phonic generalization. Apart from the 11 categories of unfit phonic cells (the single vowel **o** category accounted for all but 841 of these 3895 discrete cells), the five generalizations, which range from 91% to 99% transparency, describe a highly predictable, scientific decoding system that consists of 54 basic phonic cell patterns (**cat**, **see**, **ship**) and 39 phonogram patterns (**ball**, **night**, **book**). As showcased within these parentheses, the authors highlight the simplest possible pattern words to teach the phonic cells and phonograms. They stress reading in connected text which helps typically developing beginning readers to effortlessly embed the highly transparent phonic cell patterns and, as needed, the utilization of *repeated readings*, a

powerful pedagogical tool that promotes reading automaticity students who struggle with automaticity.

### ***Math Fact Automaticity***

Like the separation of reading comprehension from reading automaticity, our framework isolates the study of mathematics from math fact automaticity. Research by Price, Mazzocco, & Ansari (2013) demonstrates that students who know math facts score better in general mathematics as measured by the Preliminary Scholastic Attitude Test.

We emphasize addition and multiplication math fact automaticity. We also simplify the seemingly endless list of single digit math facts to the following Essential 28 that, by changing the sign, becomes effective for learning addition and multiplication facts alike:

- $3+3$ ;  $4+3$ ;  $5+3$ ;  $6+3$ ;  $7+3$ ;  $8+3$ ;  $9+3$
- $4+4$ ;  $5+4$ ;  $6+4$ ;  $7+4$ ;  $8+4$ ;  $9+4$
- $5+5$ ;  $6+5$ ;  $7+5$ ;  $8+5$ ;  $9+5$
- $6+6$ ;  $7+6$ ;  $8+6$ ;  $9+6$
- $7+7$ ;  $8+7$ ;  $9+7$
- $8+8$ ;  $9+8$
- $9+9$

We pair the introduction of the Essential 28 with the subsequent basic number concepts: the simplicity of adding 1 or 2 to any number; the zero property for multiplication (any number times 0 is 0); the identity property of addition and of multiplication (0 added to *or* 1 multiplied by any number equals that number); doubling a number is the same as multiplying the number times 2 ( $6 + 6 = 6 \times 2$ ); and inverses ( $3 + 5 = 5 + 3$ ;  $3 \times 5 = 5 \times 3$ ).

The Essential 28 includes numerous addition fact patterns. For example, since the 10s pattern is 0-back ( $10 + 4 = 14$ ), the 9s pattern is 1-back ( $9 + 4$  think 1-back from 4 = 3, then  $9 + 4 = 13$ ). Many students also easily see the similar 2-back pattern for the 8s, and some see the 3-back pattern for the 7s. The Essential 28 also includes the neighbor pattern (the sum of  $6 + 5$  is one more than the sum of  $5 + 5$ ) and the in-between pattern (the sum of  $6 + 4$  is the same as doubling the *tweener* number 5).

Multiplication fact patterns for the Essential 28, on the other hand, include the 5s pattern (the product of 5 times an even number and 5 times an odd number ends in 0 and 5 respectively), the even pattern for the 6s (6 times an even number ends in the last digit of that number:  $6 \times 4 = 24$ ), and the magic 9s pattern (for  $9 \times 4$ , think  $4 - 1 = 3$  and  $3 + 6$ , compressed to 36, equals magic 9). The charming YouTube video titled “Multiplication Memorization (and Why It’s Not so Hard), for example, offers these and other simplified multiplication fact patterns for the Essential 28. In short, condense the facts to the Essential 28 then further ease memorization of these 28 by teaching math fact patterns, such as those shown above and other patterns found in web searches.

### ***Writing Automaticity***

Writing automaticity lacks the laser-like research that supports teaching reading and math fact automaticity. Nonetheless, the selection of a writing automaticity model provides an essential *common language of writing instruction* which promotes shared writing purposes. From numerous options, we selected the five-part writing model. Clearly, the use of this writing framework for all writing exercises would lead to impossibly narrow, tedious writing; this is not the intent. Rather, the selection of this

model introduces students to one coherent writing framework. (Interestingly, Lincoln wrote the Gettysburg Address with a gripping prologue and he ended his address with five powerful sentences brilliantly crafted in what we know today as the five-part writing form.) Using this five-part model, primary students learn to write a five-sentence paragraph in which the first sentence introduces the topic, the next trio of sentences adds detail to support the topic, and the final sentence draws the paragraph together.

We couple the instruction of writing model with basic writing conventions. At the primary level, students learn to write simple sentences that begin with a capital letter and end with proper punctuation and progress toward writing with more stylistic sentences and grammatical complexity. By expanding the five sentences into five paragraphs, we introduce students to a simple five-part short essay framework. As they mature, students move from the five-part writing model to learning a myriad of writing frameworks and styles taught within subject and integrated learning.

Neuroscience reveals that learning patterns, including mastering automaticity patterns, creates neural pathways—observable physical changes in the brain. More precisely, Willis, a board-certified neurologist and certified teacher, notes, “We already know that rote memory is inefficient, but now there is visible evidence [including the building of neural pathways as shown by functional magnetic resonance imaging—fMRI] to encourage helping students make connections and see patterns.” Furthermore, she states that “Whenever new material is presented in such a way that students see relationships, they generate greater brain cell activity (forming new neural connections) and achieve more successful long-term memory storage and retrieval” (Willis, 2006, p.

15). Lastly, mastery of the three automaticities frees students to more fully engage in subject and integrated learning.

### **Subject Learning**

In the nineteenth century, the philosopher, Spencer, asked the classic question, “What knowledge is of most worth?” The enduring lack of a “corpus of disciplinary knowledge” (Metha and Fine, *Ibid.*, p. 7) continues to shroud boundary delineations between subjects and highlights the complexity of defining subject learning. While we acknowledge these philosophical and practical barriers, schools must classify subject learning as a prerequisite for the development of standards and creation of a *common language for subject instruction*. To this end, we grouped our fields of study into seven broad areas—(1) Career and Technical Education, (2) Language Arts, (3) The Arts, (4) Science, (5) Social Studies, (6), *Mathematics*, and (7), *Physical Education/Health*. We coined the acronym *CLASS MaP* to easily remember and organize these fields. To hone our shared language, we adopted Marzano’s recommendation (2004) and identified up to 30 essential terms for the subjects taught in each grade level and for all standalone courses. This simple but straightforward process weaves the horizontal and vertical content fabric from prekindergarten through senior high school. We dubbed these *Content-Terms* or simply *C-Terms* and, with a spreadsheet, we sort and revise our terms with relative ease. Moreover, each field of study spirals from its basic vocabulary and core standards toward deeper subject learning. As it deepens, subject lines blur and integrate into multiple fields of study, the final part of our content triad.

### **Integrated Learning**

Integrated learning models vary from casual connections between two subjects to marriages between multiple subjects, such as STEM (Science, Technology, Engineering, and Math), adding the Arts to STEM for STEAM, Project-Based Learning, and Humanities. Integrated learning promotes rigorous thinking skills. Bloom and his team classified a cognitive learning framework into an array that spans from the rudimentary levels of *remember* and *understand* to rigorous intellectual challenges found in *application*, *analysis*, *evaluation*, and *creation*—the updated term for synthesis. A web search provides a host of *Bloom's Taxonomy Question and Task Design Wheels*. These wheels assist teachers in the development of lessons that help catapult students into countless open-ended and cognitively differentiated questions and learning tasks which bridge the gamut of Bloom's taxonomy. Some teachers use task wheels that reorganize Bloom's taxonomy into the following three levels of Costa's questions and tasks: (1) *Text Explicit*, (2) *Text Implicit*, and (3) *Experience-Based*. The experience-based questions, in particular, allow students to concurrently work toward mastery of the automaticities, learn foundation subject standards, and engage in deeper and more challenging subject and integrated learning.

Finally, Willis (Ibid., p. 75) stated that, "When information is processed and stored in relational patterns, it is accessible for retrieval from multiple cues. That means that there are multiple ways to access the stored memories..." This suggests that deeper and more powerful learning occurs from integrating the concepts drawn from multiple academic disciplines variously stored throughout the brain.

### **Fusing the Frameworks into a Unified Instructional Core**

To leverage meaningful student engagement, we couple the ASI content model with a quality paradigm for teaching/learning. Unlike the ASI *multidirectional* content framework—students may actively engage in deepening subject and integrated learning activities *while* mastering the basic automaticities—the archetype teaching/learning framework includes the *cyclic* lesson parts of *plan*, *teach/learn*, and *monitor/adjust*. (Our district adopted the District of Columbia Public School Teaching-Learning Framework that incorporates rich teacher-ready practical resources.) Lastly, successful schools require *core support* for which we created a framework that includes *non-instructional staff*, *financial*, *facility/equipment*, and *family/community support*. For shared common language purposes, we introduced this trio of frameworks—(1) *Teaching/Learning*, (2) *ASI*, and (3) *Core Support*—as the *Unified Instructional Core*.

We close by recasting Metha and Fine’s opening question into a declarative statement: The *ASI content framework*, coupled with a robust *teaching/learning model* and a *core support framework*, provides schools with powerful yet practical tools that teachers may skillfully weave to “consistently build basic knowledge and skills...*and* foster the kind of open-ended problem solving and creative thinking that is the hallmark of powerful learning at its best.”

References

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# THE WASHINGTON STATE BOARD OF EDUCATION

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

## Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

### Instructions:

#### Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

#### Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
  - The basic education program requirement for which the waiver is requested.
  - The school year(s) for which the waiver is requested.
  - The number of days in each school year for which the waiver is requested.
  - Information on how the waiver will support improving student achievement.
  - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form. Applications for renewal of current waivers require completion of Sections A, B, and C.

#### Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

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

Old Capitol Building • 600 Washington St. SE • P.O. Box 47206 • Olympia, Washington 98504  
(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) • [www.sbe.wa.gov](http://www.sbe.wa.gov)

**Part A: For all new and renewal applications:**

The spaces provided below each question for answers will expand as you enter or paste text.

| School District Information  |  |
|--|--|
| District   | Davenport School District                        |
| Superintendent   | Jim Kowalkowski                                  |
| County   | Lincoln  |
| Phone  | 509-725-1481                                     |
| Mailing Address  | 801 7 <sup>th</sup> Street<br>Davenport WA 99122 |
| Contact Person Information   |  |
| Name   | Jim Kowalkowski                                  |
| Title  | Superintendent                                   |
| Phone  | 509-725-1481                                     |
| Email  | jimkowalkowski@davenport.wednet.edu              |
| Application type:  |  |
| New Application or<br>Renewal Application  | <b>Renewal</b>                                   |
| Is the request for all schools in the district?  |  |
| Yes or No  | Yes  |
| If no, then which<br>schools or grades is<br>the request for?  |  |
| How many days are requested to be waived, and for which school years?  |  |
| Number of Days   | <b>2</b>   |
| School Years   | 2016-17, 2017-18, & 2018-19                      |
| Will the waiver days result in a school calendar with fewer half-days? Yes!  |  |
| Number of half-days reduced or avoided<br>through the proposed waiver plan   | 8  |
| Remaining number of half days in calendar  | 9  |
| Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested? |  |
| Yes or No  | Yes!   |

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

Providing essential professional development and collaboration time that continues to be lost due to the elimination of the two Learning Improvement Days that were once funded by the State is the purpose and goal of our waiver plan. We are a small and rural district with limited resources. We are very committed to improving student achievement and we need to continue provide time and focused training to our staff as we continue the transition to the Common Core Standards, the teacher and principal evaluation system (TPEP) and incorporating Response to Intervention (RTI).

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

Improving student achievement is the overarching goal of our school and district improvement plans. We have very specific student achievement goals and targets as well as detailed improvement strategies in the math, science and ELA. Click on this link to learn more: <http://www.davenport.wednet.edu>

The screenshot shows the Davenport School District website. The header includes the district name and navigation links like 'Home', 'Employment', 'Our Community', etc. A sidebar on the left contains various shortcuts. The main content area features a 'Welcome!' message with a gorilla logo and a 'FREE CARDIAC SCREENING PROGRAM' announcement. A blue arrow points from the text on the right to a 'School Improvement Plan' link in the sidebar.

One you get to our website, click on the link in the lower left hand corner titled "School Improvement Plan".

This link will take to you a number of documents, the first one titled, "2015-16 School District Improvement Goals". That document provides considerable detail regarding our specific student achievement goals and improvement strategies.

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

Our specific, measurable, and attainable goals are included at the end of this document.

4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

For **each** of the next three school years, staff engage in a full day of training and collaboration in late August, right before we start school. **This waiver day is used to review state assessment data and to review our school improvement goals and to refine our specific action plans.** The other waiver day is used in October as part of a Bi-County Professional Development Day. Small and rural districts from around our region meet together to collaborate on best practices regarding:

- TPEP
- Implementing the Common Core Standards
- Improving Student Achievement – Best Practices

Note: Our district also provides one-hour late starts each Monday during the school year. Staff engage in PLC (Professional Learning Communities) work focused on improving student achievement. We realize that two waiver days will not provide all of the time needed to implement, monitor and adjust our instructional program and our responses and interventions needed to assist students needing additional assistance.

5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?
  - ✓ MAP (Measurement of Academic Progress) is administered three times each year.
  - ✓ SBAC & Other State Testing – Spring of Each Year
  - ✓ CBA – Classroom Based Assessments
  - ✓ On-Time & Extended Graduation Rates
  - ✓ AIMS WEB Assessments

Note: Please review the document titled, “School District Performance Report Card” for a detailed look at how we utilize some of the assessments listed above.

6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

Each of the activities listed above following Question #4 will continue in each of the next three school years. We are fully committed to this plan!

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

Each year a committee comprised of administrators, teachers, instructional paraprofessionals and school board members (who are also parents) review our professional development offerings and our school calendar. This committee. After checking with their constituents, work collaboratively to develop the school district calendar. Since implementation of our “late start Mondays” and our two waiver days, we have received positive feedback from parents, school board, staff, and community regarding the positive direction that the school district is moving in.

- Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.
- Please provide the number of days per year for the following categories:

|  |               |
|--|---------------|
| Student instructional days (as requested in application) | 178           |
| Waiver days (as requested in application)                | 2             |
| Additional teacher work days without students            | 4<br>optional |
| Total  | 184           |

- If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

| Day                    | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|------------------------|---|------------------------------|----------------------------|-----------------------------|
| 1                      | optional                                    | X                            | X                          |                             |
| 2                      | optional                                    | X                            | X                          |                             |
| 3                      | optional                                    |                              |                            | X                           |
| 4                      | optional                                    |                              |                            | X                           |
| 5                      |   |                              |                            |                             |
| 6                      |   |                              |                            |                             |
| 7                      |   |                              |                            |                             |
| Check those that apply |   |                              |                            |                             |

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

The collective bargaining agreement between the Davenport School District and the Davenport Education Association describes four **optional** professional development days for teachers. Two of these days are “district determined” with input from the teachers and two are TRI Days (Time Responsibility and Incentive). While many of our teachers take advantage of all four of these optional days, some do not. Since our district believes it is essential that all teachers work towards our school and district improvement plans, the two waiver days are **required days**. We use our two waiver days to replace the formerly state funded “Learning Improvement Days”.

*New 180 Day Applications- Stop here and skip to Section C, “Last Steps”.*

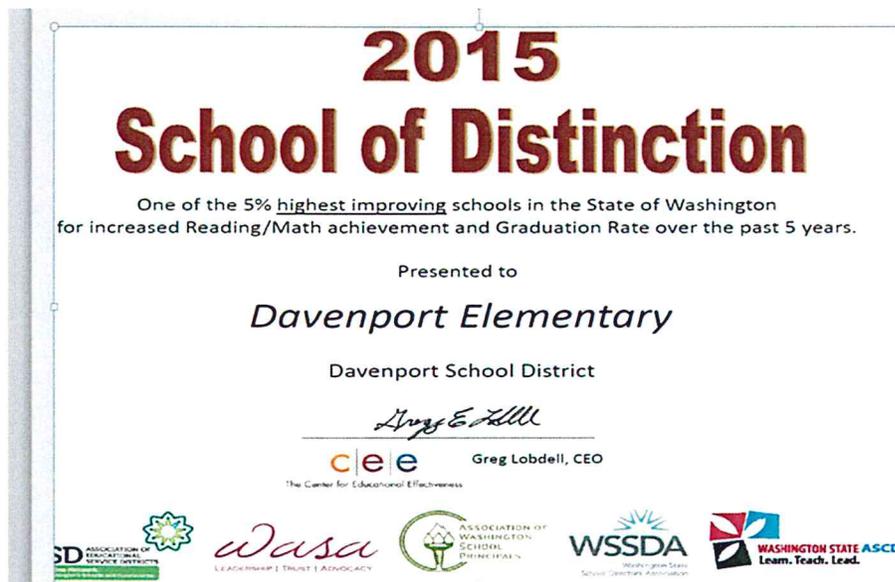
## Part B: For Applications for Renewal of Waivers for Additional Years.

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

For each of the three waiver years that were approved in 2013, we have honored the commitments we made in our prior waiver request. Specifically, we received a waiver for two school days for the 2013-14, 2014-15, and 2015-16 school years. For each of the past three school years, we have used one of these days in late August, right before we start school. This day was used to review state assessment data and to review our school improvement goals and to refine our specific action plans. The other day was used in October as part of a Bi-County Professional Development Day. Small and rural districts from around our region met together to collaborate on best practices regarding:

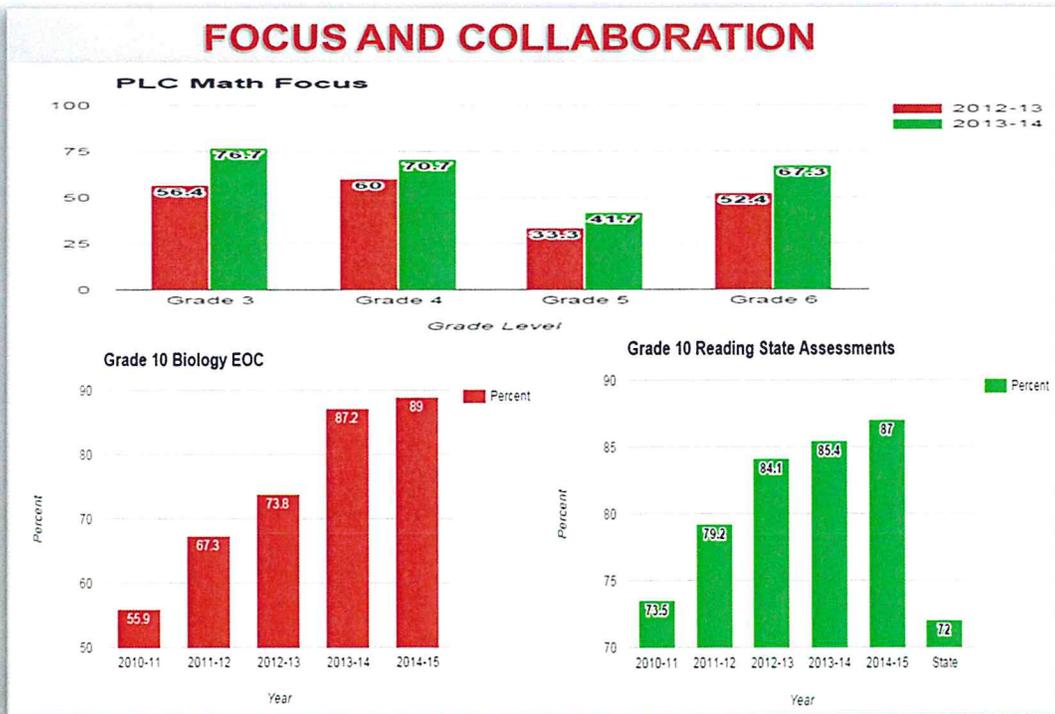
- TPEP
  - Implementing the Common Core Standards
  - Improving Student Achievement
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

As a district, we have made significant progress toward meeting our school improvement goals. We strongly feel that having the two waiver days assisted us in providing high quality professional development that contributed to the following award:

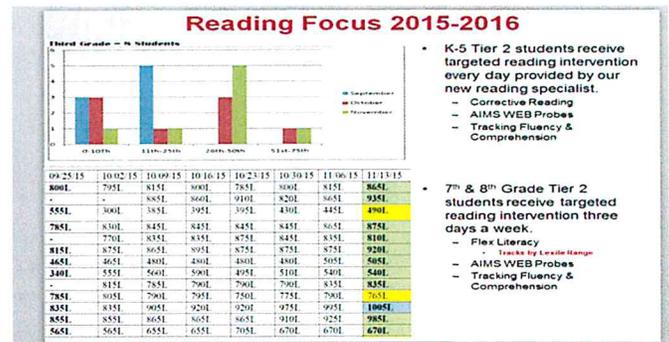


The following is a breakdown of progress made on the goals that were specifically listed in our previous waiver application:

| 2013-2016 Goals (Previous Waiver)   | Results   |
|---|---|
| Increasing student achievement on state assessment in reading, mathematics & science for all grades tests | See the details goals, benchmarks, and results that are included in our school improvement goals for 2015-16. These documents provide <b>extensive details</b> regarding each improvement goal, including benchmarks, improvement strategies, targeted results and actual results |
| Reducing the achievement gap for student subgroups.   | Refer to the documents referenced above. Note: <b>we are focusing efforts on getting every student reading at grade level—this is one of our highest priorities.</b>  |
| Improving on-time & extended high school graduation rates   | Refer to the attachment labeled,  |



The chart to the right illustrates our focus on reading. “Tier 2” students received targeted instruction each day by our reading specialist. This specialist was hired in the spring of last year after an analysis of our reading achievement results showed that a number of



our students needed targeted assistance and support.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

We are working hard to “stay the course”! Increasing student achievement in math, ELA and science along with continuing to increase our graduation rate are our main goals. We have many other goals and projects that are listed in the “Annual Goals” section of our school improvement plan link on our website. These goals are important and revisions are periodically made.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

As shown earlier in this application, our elementary school was recognized as a 2015 “School of Distinction”. We are proud of this award but we still have much work to do. Approval of the renewal of our waiver will help provide us with essential professional development to assist us in our journey toward continual improvement.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

We inform parents and our community about the progress we are making towards our established goals and targets in a variety of ways. These include:

- ✓ School Newsletters
- ✓ Submission of articles to our local weekly newspaper
- ✓ Updates and information on our school district website
- ✓ Continuation of our annual “Night of Intrigue, Learning, & Innovation”. This is an event we host each year

### C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

# Davenport School District Improvement Program 2015-16

## ELA Action Plan

### Goals:

**Reading:** By the end of the 2016-17 school year (3 years from the 2013-14 baseline spring MAP data year), there will be at least a 10% increase in the percentage of students in each grade-level cohort meeting the RIT mean score in reading on the Measurement of Academic Progress (MAP) as measured by spring test data collection on all K-10 grade level groups. This data will be obtained when we follow the same class over 3 years (14/15, 15/16, 16/17), striving for at least a 10% increase in the class percentage of students meeting the RIT mean score compared to the class's 2013-14 baseline year. It is understood that grade-level cohorts will fluctuate due to student movement in and out of district. An additional understanding is that teachers will monitor individual student scores and growth on the K-5 data cards.

**Rationale:** According to research, the MAP scores are directly correlated to likelihood of meeting standard on the state test (SBA), so increasing MAP reading scores should increase the number of students meeting standard on state reading tests.

### Results to Date:

Baseline 2013-2014 Spring MAP data in bold:

**Grade K** (RIT 157.7): **65%**, Grade 1 (176.9): **85.9%**, Grade 2 (J 89.6): **\_%**, Grade 3 (199.2): **\_%**, (3-yr. avg. MAP score for K grade cohort: **\_%**)

**Grade 1** (RIT 176.9): **65.7%**, Grade 2 (J 89.6): **51.2%**. Grade 3 (J 99.2): **\_%**, Grade 4 (206.7): **\_%**, (3-yr. avg. MAP score /or 1st sr gr. cohort: **\_%**)

**Grade 2** (RIT 189.6): **23%**, Grade 3 (J 99.2): **50.0%**. Grade 4 (206.7): **\_%**, Grade 5 (2J 2.3): **\_%**, (3-yr. avg. MAP score for 2nd gr. cohort: **\_%**)

**Grade 3** (RIT 199.2): **48.7%**, Grade 4 (206.7): **65.1%**. Grade 5 (2J 2.3): **\_%**, Grade 6 (2J 6.4): **\_%**, (3-yr. avg. MAP score for 3<sup>rd</sup> gr. cohort: **\_%**)

**Grade 4** (RIT 206.7): **71.7%**, Grade 5 (2J 2.3): **55.3%**. Grade 6 (2J 6.4): **\_%**, Grade 7 (2J 9.7): **\_%**, (3-yr. avg. MAP score for 4th gr. cohort: **\_%**)

**Grade 5** (RIT 212.3): **52.7%**, Grade 6 (2J 6.4): **63.6%**, Grade 7 (2J 9.7): **\_%**, Grade 8 (222.4): **\_%**, (3-yr. avg. MAP score for 5th gr. cohort: **\_%**)

**Grade 6** (RIT 216.4): **64.5%**, Grade 7 (2J 9.7): **71.1%**. Grade 8 (222.4): **\_%**, Grade 9 (222.9): **\_%**, (3-yr. avg. MAP score for 6th gr. cohort: **\_%**)

**Grade 7** (RIT 219.7): **46.5%**, Grade 8 (222.4): **51.7%**. Grade 9 (222.9): **\_%**, Grade J O (223.8): **\_%**, (3-yr. avg. MAP score for 7th gr. cohort: **\_%**)

**Grade 8** (RIT 222.4): **61.7%**, Grade 9 (222.9): **71.1%**. Grade J O (223.8): **\_%** (2-yr. avg. MAP score for 8th grade cohort: **\_%**)

**Grade 9** (RIT 222.9): **78%**, Grade J O (223.8): **82.1%**. (2-yr. avg. MAP score for 9th grade cohort: **80%**)

**Grade 10** (RIT 223.8): **74.2%**

\*\* RIT score is 2011 end-of-year mean (national average) for each grade level as specified on the NWEA website. Most recent data available. "RIT" is an abbreviation for "Rausch Unit." The difficulty and complexity of each MAP assessment question is measured using the RIT scale. A student's RIT score indicates the level at which the student was answering questions correctly 50% of the time.

**Writing:** By the end of the 2018-19 school year, the three-year average percentage of Davenport students meeting or exceeding standard on the 4th, 7<sup>th</sup> and 10th grade writing statewide assessment, will increase at least 20-30% from the baseline data. This goal is written with the understanding that the previous MSP/HSPE changed to the SBA in 2014-15, so scores will likely be impacted.

**Rationale:** Davenport School District shows inconsistent gains at grade 4 and multiple years of below-state performance at grades 7 and 10 from 1997/98 to 2005/06.

**Results to date:** Average of 2003/04, 04105, 05106 scores for baseline:

✓ gr. 4 = baseline **58%**; 05/06, 06/07, 07/08 = **58.6%**; 06/07, 07/08, 08/09 = **60%**; 07/08, 08/09, 09/10 = **63.4%**; 08/09, 09/10, 10/11 = **60.5%**; 09/10, 10/11, 11/12 = **65.1%**; 10/11, 11/12, 12/13 = **68.4%**; 11/12, 12/13, 13/14 = **76.3%** meeting standard

✓ gr. 7 = baseline **48%**; 05/06, 06/07, 07/08 = **58%**; 06/07, 07/08, 08/09 = **62.4%**; 07/08, 08/09, 09/10 = **65.2%**; 08/09, 09/10, 10/11 = **70.7%**; 09/10, 10/11, 11/12 = **76.9%**; 10/11, 11/12, 12/13 = **78.5%**; 11/12, 12/13, 13/14 = **74.9%** meeting standard

✓ gr. 10 = baseline **58%**; 05/06, 06/07, 07/08 = **83.5%**; 06/07, 07/08, 08/09 = **90.5%**; 07/08, 08/09, 09/10 = **88.6%**; 08/09, 09/10, 10/11 = **81.9%**; 09/10, 10/11, 11/12 = **79.6%**; 10/11, 11/12, 12/13 = **78.8%**; 11/12, 12/13, 13/14 = **84.8%** meeting standard

(www.ospi.k12.wa.us)

| Improvement Strategy  | Person(s) Responsible  | Timeline                          | Evidence  |
|---|--|-----------------------------------|---|
| *Share writing best practices to address Content, Organization, and Style (COS) and conventions (Con) during PLC time   | Staff  | Ongoing                           | <ul style="list-style-type: none"> <li>Writing Samples</li> </ul>   |
| Continue the process for the current language arts curriculum to align with the CCSS K-12.  | PLC Groups   | Starting in Fall of 2013; ongoing | <ul style="list-style-type: none"> <li>Agendas/Notes from PLC groups</li> </ul>   |
| As we implement CCSS, look at separating reading and writing into 2 separate goal groups, depending on how the SBA results are reported.  | ELA Team   | End of 2015-2016 school year      | <ul style="list-style-type: none"> <li>Separating the two groups.</li> </ul>  |
| Continue to use new language/reading series that address analytical and critical reading of informational text and emphasize nonfiction organization, word choice, and author purpose to improve expository writing skills. | Building Principals/Reading Team/ALL K-12 staff in all subject areas | Ongoing                           | <ul style="list-style-type: none"> <li>Statewide Assessment Reading MAP</li> </ul>  |
| Journeys representative training with the K-12 staff on the May per diem day.   | All K-12 staff who attended (optional)                               | May 1, 2015                       | <ul style="list-style-type: none"> <li>Sign-in and changes to instructional practices</li> </ul>  |
| Focused instructional effort will be given grades 5 - 7 to improve writing skills and scores to decrease deficit trend that currently is typical between gr. 4 and gr. 7 state test   | Gr. 5-7 writing staff  | Ongoing                           | <ul style="list-style-type: none"> <li>Teacher lesson plans</li> <li>Administrator observation</li> <li>Student assignments (science journals)</li> </ul> |

|   |                                 |  |  |
|---|---------------------------------|--|--|
| scores in writing.  |                                 |  | <ul style="list-style-type: none"> <li>Increased growth in test score trend specifically between gr. 4 and gr. 7 on the writing portion of the state test</li> </ul>   |
| Classroom use of grade-level-appropriate scoring criteria aligned to state test scoring criteria to emphasize consistent expectations and language in the area of writing and reading (e.g. focus, elaboration, organization, transition, COS, Con, etc., literary terms)<br>*K-1 will use appropriate grade level scoring guides of their own. | K-12 writing and reading staff  | Ongoing  | <ul style="list-style-type: none"> <li>Teacher lesson plans</li> <li>Administrator observation</li> <li>Student assignments</li> <li>Discussion at grade-level department collaboration late starts</li> </ul> |
| At least two writing snapshots will be collected in grades K-10 using a released MSP/HSPE/SBA prompt and anchor papers to identify strengths/areas needing attention in student writers<br>*November/December is <u>required</u> District-wide/March is <i>SUQQ</i> ested for classroom use prior to state testing                              | ELA Team                        | -Assign at 1 <sup>st</sup> Per Diem Day<br>-Analyze both snapshots at one of the Dec. late starts<br>-Ongoing annually | <ul style="list-style-type: none"> <li>Student writing samples</li> </ul>  |
| Grade 10-11 RTI groups will rotate between a writing, reading, and science EOC focus to prepare for the state testing. Grade 12 students who did not pass the SBA/HSPE will be included in these literacy group rotations.  | Chad, Rawleigh, Jean and Yvonne | Annually Jan-Mar   | <ul style="list-style-type: none"> <li>RTI schedules</li> </ul>  |
| Use the District Report Card to analyze student data and set goals for future growth.   | Teachers and administration     | Periodically throughout the year; ongoing  | <ul style="list-style-type: none"> <li>PLC discussions</li> <li>3CI goal charts</li> </ul>   |
| Grade 6-8 RTI groups will be utilized to address the weakest MAP strands between the previous spring and current fall /winter MAP tests to improve skills before the current year's spring state tests and MAP  | Teachers and Administration     | Beginning 2012-2013; ongoing   | <ul style="list-style-type: none"> <li>Hall posters detailing RTI class assignments</li> </ul>   |
| Implementation of College in the Classroom Central Washington University English 101  | Admin and English Department    | 2014-2015; ongoing   | <ul style="list-style-type: none"> <li>Transcripts showing course</li> <li>Course syllabus</li> </ul>  |
| Hire a Reading Intervention Specialist  | Admin                           | May 2015   | <ul style="list-style-type: none"> <li>Jolynn was hired.</li> </ul>  |
| "Core Support" provided to struggling ELA students  | Admin, support staff            | 2014-15; ongoing   | <ul style="list-style-type: none"> <li>Justine's schedule</li> </ul>   |
| The district's new Reading Intervention Specialist will focus on assessing and  | Jolynn , administration ,       | Fall 2015; ongoing   | <ul style="list-style-type: none"> <li>Reading Interventionist</li> </ul>  |

|  |   |  |               |
|--|---|--|---------------|
| monitoring the K-10 Tier 2 reading students with the support of academic aides and teachers who are trained. These interventions will be very intentional; CCSS aligned and research based . | individuals who are trained and assigned as support (Sarah) |  | tracking form |
|--|---|--|---------------|

## Davenport School District Improvement Program 2015-16 Math

**Goal:** See attached list.

**Rationale:** Student scores can now be monitored each year for an increase or decrease since the test is given in every grade except ninth.

**Results to date:** Individual scores kept in District files and spread sheet of data for goals kept by Mr. Gunning (see attached overview). Spreadsheet of individual scores for comparison will be created to reflect new testing.

|         | Improvement Strategy  | Person(s) Responsible  | Timeline                                  | Evidence  |
|---------|---|--|---|---|
| ONGOING | Continuing to understand Smarter Balance Assessment   | Administration   | Fall 2015; in process                     | 100% of math teacher and support staff in attendance          |
|         | Improve math scores at each level tested  | Grade level teachers and administrators                              | 2015-16 school year and subsequent years, | Math scores increase on the state assessment by at least 10%. |
|         | Obtain professional development for math teaching strategies (watching one another--one day go observe other teachers in district; find school that teaches out of the same book and observe) Work with ESD to get information. | Grade level teachers and possibly ESD 101                            | 2015-2016 school year; in process         | 100 % of math teacher and support staff in attendance         |
|         | Develop targeted interventions for students struggling with math  | Middle school/High school teachers, Administration (Teresa Vesneske) | 2015-2016 school year; in process         | 100 % of math teacher and support staff in attendance         |
| ONGOING | Transition to common core..... Scope and sequence across grade levels.  | Grade level teachers   | 2015-2016 school year; in process         | 100 % of math teacher and support staff in attendance         |
| ONGOING | Every grade level (K-5) make it a priority that math  | Admin.   | 2015-2016 school year; in process         | 100% Grade level teachers                                     |

|  |   |                |                                   |  |
|--|---|----------------|-----------------------------------|--|
|  | is taught at least 60 minutes a day.  |                |                                   |  |
|  | Address all standards at each grade level.  | All math staff | 2015-2016 school year; in process | Track proficiency and struggles for each standard, discuss with other grade level teachers (quarterly) |
|  | All math teachers collaborate to discuss specific teaching techniques for various math concepts | All math staff | 2015-2016 school year; in process | Possibly, one PLC time per quarter   |

## 2015/2016 Math Goals

Class of 2019 (Currently 9<sup>th</sup> graders)

Awaiting Results

GOAL: 85% Meet Standard on the EOC Alg 1 Test

GOAL: 75% Meet Standard on the 8<sup>th</sup> Grade MSP

Class of 2018 (Currently 9<sup>th</sup> Graders)

44% have currently passed and EOC. (96% of those who took the test passed)

GOAL: 90% Meet Standard on the EOC Alg 1 Test

Class of 2017 (Currently 10<sup>th</sup> Graders)

93% Met Standard one Alg 1/Geom EOC (Missing 3 students)

GOAL: 100% Meet Standard on the EOC Alg 1 Test

Class of 2016 (Currently 11<sup>th</sup> Graders)

94% have met standard on either Alg 1 or Geometry EOC test (Missing 2 students)

GOAL: 100% meet standard on the End of Course Alg 1/Geom Test

# Davenport School District Improvement Program 2015-16

## Science Action Plan

**GOAL:** By the end of 2015/16 school year, Davenport School's 5-year average Science MSP and End-of-Course exam (EOC) scores for school year 2011/12 - 2015 /16 will meet or exceed Washington State End-of-Course Exam (EOC) / MSP scores for grades 5, 8, and 10.

**RATIONALE:**

- The District current scores fall below the state average on previous WASL, MSP, HSPE, and EOC tests and are not consistently above.
- The EOC is currently a graduation requirement for graduation years 2015 and beyond.\*
- \* Until Next Generation Science Standards (NGSS) are implemented and assessed, students will be required to pass the biology EOC. After NGSS are implemented and assessed, students will be required to pass a comprehensive NGSS Test. The timeline for NGSS is being developed." OSPI State Testing [www.k12.wa.us / assessment/StateTesting/ default.aspx](http://www.k12.wa.us/assessment/StateTesting/default.aspx)

Results to date: 5 year averages 2009/10 - 2013/14

10th Grade EOC individual year and 5-year average has been higher than the state for the last 4 years. Grades 5 and 8 have not exceeded the state consistently.

|                      |   |
|----------------------|---|
| DPSD 10th grade EOC  | 76.07% ....up 5.87% from last year's 5-year average |
| State 10th grade EOC | 72.83% ....up 6.38%                                 |
| <br>                 |   |
| DPSD 8th grade       | 48.84% ....up 2.40%                                 |
| State 8th grade      | 62.9% ....up 3.22%                                  |
| <br>                 |   |
| DPSD 5th grade       | 39.12% .....up 0.54%                                |
| State 5th grade      | 57.88% ....up 4.38%                                 |

See attached table at end of document for more detail.

| Improvement Strategy   | Person(s) Responsible  | Timeline                 | Evidence                         |
|--|--|--------------------------|----------------------------------|
| When offered, science instructors shall attend appropriate professional development. | H.S. science department and a minimum of one k-4 teacher and one 5-8 teacher | Register before deadline | Registration paperwork submitted |
| Current and new teachers participate in ongoing training opportunities               | All elementary staff, HS science department, elementary admin.               | Ongoing                  | Agenda                           |

|  |   |                     |   |
|--|---|---------------------|---|
| Update master schedule of when each classroom will teach each kit and lesson and distribute schedule to teachers   | G.S. staff (Building principal, Lorrie Bell & Roberta Hein) | Ongoing             | Finished schedule to revisit yearly cross-grade in-service required   |
| All science students will receive direct instruction in inquiry, systems and scenario based instruction.   | All Staff   | Ongoing             | Completed practice assessments  |
| Use a Late Start Monday for Elementary Staff to meet and discuss curriculum needs and NGSS   | Conference and workshop attendees                           | Continuing          | Agenda for late starts  |
| Create an integrated curriculum timeline for grades 6-12 to make sure all areas are covered. With adoption of NGSS. Create and follow transition plans for MS and HS to NGSS.  | MS and HS Science Teachers                                  | 2015/2016           | Timeline document kept by teacher and administrator   |
| Develop and participate in school wide community based projects to provide hands on opportunities for teachers and students.   | Administration and staff members                            | Ongoing             | Student work (notebooks and journals), presentation of summary of activities to staff and community projects. |
| Elementary examine and begin to integrate NGSS standards to current curriculum and "fill in" any gaps starting with Earth Space Science Standards in 1st year. Physical Science and Life Science to be updated in years 2-3. | K-8   | 2014-2015*; ongoing | To be written and kept with each teacher and with teacher and administrator.                                  |
| Review current science curriculum and materials being used.  | Elementary staff  | Deadline 2015       | Elementary staff and administrator  |
| Begin to create and implement a school-wide sustainability curriculum* To be reviewed with new curriculum material.  | K-12  | 2015 / 2016*        | Identify what is done in each classroom - turn in to building admin and 6-12 science teachers.                |
| MSP style assessments for units/ NGSS with scoring.  | All teachers teaching science                               | Ongoing             | To be written and a copy kept with Science Committee and with teacher   |
| Begin examination of NGSS aligned curriculum in 2015 / 2016.   | Science 3CI - Science committee and teachers                | 2015-2016           | 3CI -Science Committee and administration   |
| MAP Science testing beginning in 5th grade to monitor progress during the year.  | Science 3CI - Science committee and teachers                | Ongoing             | Science teachers  |

| Grade   | growth from last year's 5-yr ave. | 5 year average 2014-2009 | 13/14  | 12/13  | 11/12  | 10/11  | 09/10  | 08/09  | 07/08  | 06/07  |
|---------|-----------------------------------|--------------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| 5 DSD   | + 0.54%                           | 39.12%                   | 44.40% | 54.20% | 27.70% | 47.10% | 22.20% | 41.70% | 11.40% | 20.00% |
| 5 S     | + 4.38%                           | 57.88%                   | 66.80% | 66.60% | 66.30% | 55.70% | 34.00% | 44.90% | 43.00% | 36.50% |
| 8 DSD   | + 2.40%                           | 48.84%                   | 57.90% | 64.40% | 50.00% | 34.10% | 37.80% | 45.90% | 23.30% | 40.90% |
| 8S      | + 3.22%                           | 62.92%                   | 67.20% | 64.90% | 66.40% | 61.60% | 54.50% | 51.10% | 48.20% | 44.60% |
| EOC DSD | + 5.87%                           | 76.07%                   | 87.80% | 74.40% | 66.00% |        |        |        |        |        |
| EOC S   | + 6.38%                           | 72.83%                   | 85.60% | 68.60% | 64.30% |        |        |        |        |        |
| 10DSD   | + 3.93%                           | 44.20%                   |        |        |        | 55.90% | 32.50% | 32.40% | 44.60% | 54.80% |
| 10S     | + 2.85%                           | 47.35%                   |        |        |        | 49.90% | 44.80% | 38.80% | 40.00% | 36.40% |

**CONTINUED**

|         | 05/06  | 04/05  | 03/04  | 02/03  |
|---------|--------|--------|--------|--------|
| 5 DSD   | 15.80% | 4.40%  | 16.70% |        |
| 5 S     | 35.70% | 35.60% | 28.20% |        |
| 8 DSD   | 43.50% | 13.80% | 20.50% | 40.00  |
| 8S      | 42.90% | 36.40% | 39.40% | 35.80% |
| EOC DSD |        |        |        |        |
| EOC S   |        |        |        |        |
| 10DSD   | 25.50% | 48.60% | 23.50% | 25.50% |
| 10S     | 35.00% | 35.80% | 32.20% | 31.80% |

Davenport School District Performance Scoreboard

| Student Learning Milestone                  | Indicator   | 2010-11 | 2011-12 | 2012-13 | 2013-14 | SBA/MAP<br>SBA 14-15 | State<br>Average |
|---|---|---------|---------|---------|---------|----------------------|------------------|
| Ready for Kindergarten                      | K % of students showing typical growth in READING on MAP - Spring Assessment          |         |         | 33.3    | 69      | 77.1                 |                  |
|   | % of students showing typical growth in MATH on MAP - Spring Assessment               |         |         | 44      | 65.1    | 58.3                 |                  |
|   | Wakids entering with skills typical of 5-6 year old kinders (MATH)                    |         |         |         | 65.9    | 36.4                 |                  |
|   | Wakids entering with skills typical of 5-6 year old kinders (Literacy)                |         |         |         | 73.2    | 56.8                 |                  |
|   | Wakids entering with skills typical of 5-6 year old kinders (Language)                |         |         |         | 56.1    | 34.1                 |                  |
| Ready for 1st Grade                         | 1st Reading at grade level benchmark on MAP- Spring Assessment                        |         |         |         |         |                      |                  |
|   | Meeting Math grade level benchmark on MAP - Spring Assessment                         |         |         |         |         |                      |                  |
|   | % of students showing typical growth in Reading on MAP - Spring Assessment            |         |         | 79.2    | 57.6    | 71.1                 |                  |
| Ready for 2nd Grade                         | 2nd Reading at grade level benchmark on MAP- Spring Assessment                        |         |         |         |         |                      |                  |
|   | Meeting Math grade level benchmark on MAP - Spring Assessment                         |         |         |         |         |                      |                  |
|   | % of students showing typical growth in Reading on MAP - Spring Assessment            |         |         | 81.8    | 57.6    | 73.3                 |                  |
| Ready for 2nd Grade                         | 2nd Reading at grade level benchmark on MAP- Spring Assessment                        |         |         |         |         |                      |                  |
|   | Meeting Math grade level benchmark on MAP - Spring Assessment                         |         |         |         |         |                      |                  |
|   | % of students showing typical growth in Reading on MAP - Spring Assessment            |         |         | 51.4    | 34.5    |                      |                  |
| Reading at grade level                      | 3rd Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/SBA) | 77.6    | 65.7    | 81.6    | 76.7    | 37                   | 53               |
|   | Meeting Reading RIT grade level benchmark on MAP - Spring Assessment                  |         | 61.8    | 75      | 67.4    |                      |                  |
|   | % of students showing typical growth in Reading on MAP - Spring Assessment            |         |         | 61.1    | 11.1    | 46.2                 |                  |
| On grade level for Math                     | 3rd Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/SBA)        | 44.9    | 57.1    | 56.4    | 76.7    | 67                   | 57               |
|   | Meeting Math RIT grade level benchmark on MAP - Spring Assessment                     |         | 50      | 61.1    | 67.4    |                      |                  |
|   | % of students showing typical growth in Reading on MAP - Spring Assessment            |         | 52.9    | 61.1    | 39      | 56.7                 |                  |
| Reading at grade level                      | 4th Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/SBA) | 50      | 82.6    | 68.6    | 78      | 52                   | 55               |
|   | Meeting Reading RIT grade level benchmark on MAP - Spring Assessment                  |         | 59.1    | 58.8    | 85      |                      |                  |
|   | % of students showing typical growth in Reading on MAP - Spring Assessment            |         | 66.7    | 62.9    | 51.2    | 72.4                 |                  |
| On grade level for Math                     | 4th Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/SBA)        | 33.3    | 50      | 60      | 70.7    | 66                   | 54               |
|   | Meeting Math RIT grade level benchmark on MAP - Spring Assessment                     |         | 51.1    | 42.9    | 80      |                      |                  |
|   | % of students showing typical growth in Reading on MAP - Spring Assessment            |         |         | 71      |         |                      |                  |
| Writing at grade level                      | 4th Meeting (L3) or exceeding (L4) standard on State Writing Assessment (MSP)         | 54.2    | 73.9    | 77.1    | 78      |                      |                  |
|   | Meeting Reading RIT grade level benchmark on MAP - Spring Assessment                  |         |         |         |         |                      |                  |
|   | % of students showing typical growth in Reading on MSP - Spring Assessment            |         |         | 63.4    | 76.3    | 83.7                 |                  |
| Reading at grade level                      | 5th Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/SBA) | 47.1    | 63.8    | 66.7    | 52.8    | 66                   | 58               |
|   | Meeting Reading RIT grade level benchmark on MAP - Spring Assessment                  |         | 60      | 65.2    | 61.1    |                      |                  |
|   | % of students showing typical growth in Reading on MAP - Spring Assessment            |         | 53.3    | 65.1    | 41.7    | 44.2                 |                  |
| On grade level for Math                     | 5th Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/SBA)        | 27.5    | 23.4    | 33.3    | 41.7    | 52                   | 49               |
|   | Meeting Math RIT grade level benchmark on MAP - Spring Assessment                     |         | 24.4    | 38.3    | 48.6    |                      |                  |
|   | % of students showing typical growth in Reading on MAP - Spring Assessment            |         |         | 41      |         |                      |                  |
| 6th graders ready for Middle School         | 6th Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/SBA) | 77.3    | 68.1    | 66.7    | 82      | 68                   | 54               |
|   | Meeting Reading RIT grade level benchmark on MAP - Spring Assessment                  |         | 53.5    | 59      | 73.5    |                      |                  |
|   | % of students showing typical growth in Reading on MAP - Spring Assessment            |         | 52.3    | 61.7    | 52.4    | 67.3                 | 59               |
| 7th graders ready for Pre-Algebra/Algebra 1 | 7th Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/SBA) | 56.8    | 81.3    | 51.9    | 50      | 74                   | 58               |
|   | Meeting Reading RIT grade level benchmark on MAP - Spring Assessment                  |         |         | 51.1    | 55.6    |                      |                  |
|   | % of students showing typical growth in Reading on MSP - Spring Assessment            |         | 68.2    | 47.9    | 55.8    | 47.8                 | 52               |
| 7th graders ready for Pre-Algebra/Algebra 1 | 7th Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/SBA)        |         |         |         |         |                      |                  |
|   | Meeting Math RIT grade level benchmark on MAP - Spring Assessment                     |         | 61.4    | 50      | 51.1    |                      |                  |
|   | % of students showing typical growth in Reading on MSP - Spring Assessment            |         |         | 52      |         |                      |                  |

|  |  |      |      |      |      |       |
|--|--|------|------|------|------|-------|
|  | % of students showing typical growth in Math on MSP - Spring Assessment                  |      |      |      | 63   |       |
|  | % of students showing typical growth in Reading on MAP - Spring Assessment               |      |      | 50   | 59.5 | 63.2  |
|  | % of students showing typical growth in Math on MAP - Spring Assessment                  |      | 53.5 | 59.5 | 66.7 | 71.4  |
|  | Meeting (L3) or exceeding (L4) on State Writing Assessment (MSP)                         | 79.5 | 83   | 73.1 | 68.9 |       |
| 8th graders ready for Algebra 1/ Geometry                                  | 8th Meeting (L3) or exceeding (L4) standard on State Reading/ELA Assessment (MSP/SBA)    | 52.3 | 66.7 | 71.1 | 58   | 60 58 |
|  | Meeting (L3) or exceeding (L4) standard on State Math Assessment (MSP/SBA)               | 27.3 | 59.5 | 51.1 | 56   | 31 48 |
|  | Meeting Reading RIT grade level benchmark on MAP - Spring Assessment                     |      | 69.7 | 84.4 | 75   |       |
|  | Meeting Math RIT grade level benchmark on MAP - Spring Assessment                        |      | 45.2 | 51.2 | 58   |       |
|  | Meeting (L3) or exceeding (L4) standard on EOC ALG Assessment                            | 52.6 | 83.8 | 100  | 96   |       |
|  | Meeting (L3) or exceeding (L4) on State Science Assessment (MSP)                         | 34.1 | 50   | 64.4 | 58   | 39    |
|  | % of students showing typical growth in Reading on MAP - Spring Assessment               |      |      | 50   | 67.4 | 61.9  |
|  | % of students showing typical growth in Math on MAP - Spring Assessment                  |      |      | 80.5 | 68.9 | 37.5  |
|  | % of students showing typical growth in Math on MSP - Spring Assessment                  |      |      | 69   |      |       |
|  | % of students showing typical growth in Reading on MSP - Spring Assessment               |      |      | 49   |      |       |
| 9th graders ready for High School  | 9th On time 9th graders earning at least 7 credits                                       | 81.1 | 79   | 92.9 |      |       |
|  | Meeting (L3) or exceeding (L4) standard on EOC ALG Assessment                            |      |      |      | 90   |       |
|  | Meeting (L3) or exceeding (L4) standard on EOC GEO Assessment                            | 80   | 80   | 100  |      |       |
|  | % of students showing typical growth Reading Spring MAP                                  |      |      |      |      | 52    |
|  | % of students showing typical growth Math Spring MAP                                     |      |      |      |      | 61.7  |
| High School students career and college ready                              | 10th 10th Gr. Meeting (L3) or exceeding (L4) standard on State Reading Assessment (HSPE) | 73.5 | 79.2 | 84.1 | 85.4 | 87 72 |
|  | 10th Gr. Meeting Reading RIT grade level benchmark on MAP - Spring Assessment            |      |      | 65   | 85.3 |       |
|  | 10th Gr. Meeting (L3) or exceeding (L4) on State Writing Assessment (HSPE)               | 69.7 | 85.4 | 81.4 | 87.8 |       |
|  | 10th Gr. Meeting (L3) or exceeding (L4) on State Science Assessment (EOC-Biology)        | 55.9 | 67.3 | 73.8 | 87.2 | 89%   |
|  | Students meeting or exceeding standard on State Math EOC Assessment - Year 2 (Geometry)  |      |      |      |      |       |
|  | % of students showing typical growth in Reading spring MAP                               |      |      |      |      | 55.8  |
|  | % of students showing typical growth in Math spring MAP                                  |      |      |      |      | 74.2  |
| Students Ready for College and Career Ready                                | HS Graduates meeting requirements to earn college credit while in high school            |      |      |      |      |       |
|  | 11th Gr. Meeting (L3) or exceeding (L4) standard on SBA ELA/Literacy Assessment          |      |      |      |      | 56 52 |
|  | 11th Gr. Meeting (L3) or exceeding (L4) standard on SBA Math Assessment                  |      |      |      |      | 55 29 |
|  | High school students enrolled in AP classes  |      |      | 38   | 49   | 51    |
|  | High school students taking AP exam  |      |      |      |      |       |
|  | High school students enrolled in SAT/ACT preparatory class                               |      |      |      |      |       |
|  | Graduates meeting highschool credit requirement for four year college acceptance         | 75   | 67   | 66.7 |      |       |
|  | On-time (4 year) graduation rate   | 84.6 | 85.7 | 75   | 80.4 | 88.9  |
|  | Extended (5 year) graduation rate  | 81   | 97   | 78.1 | 95   |       |
|  | SAT: Critical Reading  | 463  |      |      |      |       |
|  | SAT: Writing   | 471  |      |      |      |       |
| SAT: Math  | 466  |      |      |      |      |       |
| Graduates enrolled in post-secondary education (year following graduation) | 71.4   |      |      |      |      |       |

Green = Annual Growth

# DAVENPORT SCHOOL DISTRICT 207

Resolution NO. 15-04

## ADOPTION OF 2016-2019 WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

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

**WHEREAS**, the Davenport School District Improvement Plan has goals for providing an effective educational system and enhancing the educational programs for all students; and

**WHEREAS**, the District staff, parents and advisory committees have established that staff need additional professional development days to further develop curriculum and instructional practices which support the goal for all students progressing toward achieving standard:

**WHEREAS**, staff and parents recommend waiver days to support these essential professional development activities; and

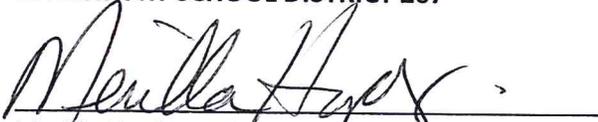
**WHEREAS**, the school district will meet or exceed the equivalent annual minimum program hour offerings are prescribed in RCW 28A.150.220; and

**WHEREAS**, we recognize that while these distribution of days results in a waiver request, the overall amount of learning time is equivalent and, in fact, more optimally structured; and

**NOW THEREFORE, BE IT RESOLVED** by the Board of Directors of the Davenport School District 207 hereby requests a two-day waiver from the 180-day school year requirement under RCW 28A.150.220, WAC 180-18-040, WAC 180-18-050 for the 2016-2019 school years resulting in a 178-day school year for all students in grades kindergarten through twelve.

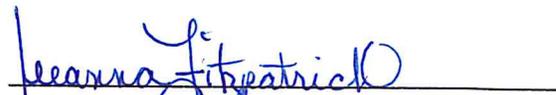
**Adopted** at a regular open public meeting of the Board of Directors held on March 28, 2016, the following Directors being present and voting therefore.

### DAVENPORT SCHOOL DISTRICT 207

  
Merilla Hopkins, Chair of the Board

  
Heather Panke, Vice Chair of the Board

  
Kristi Bell, Board Member

  
Deanna Fitzpatrick, Board Member

  
Gabe Gants, Board Member

  
Jim Kowalkowski, Secretary to the Board



## Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

### Instructions:

#### Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

#### Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
  - The basic education program requirement for which the waiver is requested.
  - The school year(s) for which the waiver is requested.
  - The number of days in each school year for which the waiver is requested.
  - Information on how the waiver will support improving student achievement.
  - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.  
Applications for renewal of current waivers require completion of Sections A, B, and C.

#### Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

**Part A: For all new and renewal applications:**

The spaces provided below each question for answers will expand as you enter or paste text.

|   |   |
|---|---|
| <b>School District Information</b>  |   |
| District  | Mukilteo School District  |
| Superintendent  | Dr. Marci Larsen  |
| County  | Snohomish   |
| Phone   | 425.356.1274  |
| Mailing Address   | 9401 Sharon Drive<br>Everett, WA 98204                                    |
| <b>Contact Person Information</b>   |   |
| Name  | Amy Nelson  |
| Title   | Executive Director of Teaching and Learning                               |
| Phone   | 425.356.1353  |
| Email   | nelsonak@mukilteo.wednet.edu  |
| <b>Application type:</b>  |   |
| New Application or Renewal Application  | New Application   |
| <b>Is the request for all schools in the district?</b>  |   |
| Yes or No   | Yes   |
| If no, then which schools or grades is the request for?   |   |
| <b>How many days are requested to be waived, and for which school years?</b>  |   |
| Number of Days  | 2   |
| School Years  | 2016-17, 2017 – 18, and 2018-19   |
| <b>Will the waiver days result in a school calendar with fewer half-days?</b>   |   |
| Number of half-days reduced or avoided through the proposed waiver plan   | We are avoiding four half-days (2 days' worth of staff development)       |
| Remaining number of half days in calendar   | 17 half days K-12, plus 5 additional half days for elementary conferences |
| <b>Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?</b> |   |
| Yes or No   | Yes   |

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

**1. What are the purposes and goals of the proposed waiver plan?**

Mukilteo School District is requesting a waiver in order to provide a longer block of instructional time to align our curriculum and instructional materials and instructional practices to the state standards (i.e. CCSS, NGSS, content areas) and the Five-Dimensions of Teaching and Learning (our TPEP framework.). These two days will provide us time to guide our teachers through this work.

The goals directly relate to the Mukilteo School Board Goals of:

- Ensuring each student has equitable access to rigorous and relevant curriculum
- Ensuring each student has access to effective instruction
- Recruiting and retaining highly-effective diverse staff
- Providing on-going, focused professional development

**2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)**

We are just concluding our three-year cycle of school and department improvement plans. Beginning in 2016-17, our schools and district departments will create new school improvement plans that align with our Board goals listed above. Schools and departments will have goals that support this waiver day goal of alignment of curriculum and instructional practices.

The adopted Common Core State Standards, the Next Generation Science Standards, OSPI content area learning standards (Social Studies, Health, etc.) all require deep alignment work with District curriculum in order for students to achieve those standards. The waiver day activities will allow teachers to collaborate around this work and meet the goals of their student improvement plans.

Link to our School Improvement Plans (2015.2016 – these are not aligned yet to the new goals above. That work is just

beginning): [http://info.mukilteo.wednet.edu/board/BrdPacket/2015\\_16/15\\_11\\_23Packet/SI\\_P2A\\_BriefingPaper.html](http://info.mukilteo.wednet.edu/board/BrdPacket/2015_16/15_11_23Packet/SI_P2A_BriefingPaper.html)

**3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.**

The Mukilteo School District will set 3-year student performance goals at each grade for the required state assessments (Smarter Balanced in English/ language arts and mathematics, Measure of Student Progress and End-of-Course for science). These goals reflect a 25% reduction in the percentage of students who did not meet standard in 2015 (baseline year). The level of improvement is rigorous yet attainable and is the same the state has used in the past and is very similar to the growth rate that was required for schools to make Safe Harbor under No Child Left Behind. See Appendix A.

**4. Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.**

Teachers will work in professional learning communities by content areas and/or grade levels. District-developed teacher leaders and occasional outside consultants with expertise in that content will lead the work for their team. Teacher leaders will have a variety of tools and resources available for their work such as curriculum experts, models of training, and/or protocols for the work. The teacher leader work is directed and guided by the Director of Curriculum and Professional Development.

Content for the days may vary by group need, but in will include:

- Gaining an understanding of their adopted instructional materials in both content and pedagogy as it relates to the standards and 5-D instructional framework.
- Aligning of their materials to the standards specific to their content area. (i.e. NGSS, CCSS, health standards). This includes gap analysis work to identify and fill gaps in their materials.
- Identifying relevant technology to support learning in their content area.

Our student achievement goals stated in #3 will be measured by the Smarter Balanced Assessment and the state science assessment. Aligning our instructional materials and our instructional practices to the standards will help students reach these standards. The following education researchers site a need for teachers to engage in work that aids in the implementation of a guaranteed and viable curriculum:

- One of the most significant factors that impacts student achievement is that teachers commit to implementing a guaranteed and viable curriculum to ensure no matter who teaches a given class, the curriculum will address certain essential content (Marzano, 2003).
- The staff in the effective school accepts responsibility for the students' learning of the essential curricular goals. (Lezotte, 2002)
- Professional learning communities are characterized by an academic focus that begins with a set of practices that bring clarity, coherence, and precision to every teacher's classroom work. Teachers work collaboratively to provide a rigorous curriculum that is crystal clear and includes a compact list of learning expectations for each grade or course and tangible exemplars of student proficiency for each learning expectation (Saphier, 2005).

**5. What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?**

| Measure   | Benchmark for Success   |
|---|---|
| State Assessments –<br>Smarter Balanced – ELA and Math<br>MSP and EOC – Science | <ul style="list-style-type: none"> <li>• 25% reduction in the percentage of students who did not meet standard each of the three years</li> </ul>   |
| Staff Development Survey  | <ul style="list-style-type: none"> <li>• Reduced need for professional development in the areas of curriculum alignment and 5 Dimensions as evidenced by the annual survey results</li> </ul> |

**6. Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?**

We will use the same teacher leader model to expand our staff development into year two and year three. The implementation plan is a three-year implementation plan. The first year will be focused on alignment of our curriculum and instructional pedagogy to the standards and beginning our gap analysis work. The second and third year will be to deepen that work by filling identified gaps, incorporating specific elements of pedagogy from the frameworks (i.e. scaffolding and differentiation) and using technology to enhance instructional effectiveness. Full implementation of our curriculum will be expected by the end of the third year of the waiver so continued support in this area will be critical to success.

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

The following groups of individuals were involved in the development and/or review of this waiver through attendance in various meetings:

- Teaching and Learning (Assessment, Curriculum and Professional Development, Career and Technical Education, Categorical Programs, Special Education, Student Services)
- Superintendent's Cabinet (Superintendent; Deputy Superintendent; Communications Specialist, Executive Directors of Business, Facilities, Secondary Education, Elementary Education, Human Resources, and Teaching and Learning)
- Professional Development Committee (joint union and district committee comprised of teachers and building principals)
- Instructional Materials Committee (administrators, teachers, parents/community members)

**8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.**

We have full openers with our teacher's union this year. Negotiations will begin this spring, but most of the work will be done and finalized this summer. We do, however, anticipate a similar calendar to what we have had over the past several years which is listed below:

- # of professional development days in the teacher calendar: 2.5 days for district-directed staff development, 1 day for building directed time. This includes the two waiver days and the TRI days before school begins.
- 161 full days of instruction (Elementary has 155 due to conferences)
- 17 half-day early dismissals
- 5 elementary conference days

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

|  |     |
|--|-----|
| Student instructional days (as requested in application) | 178 |
| Waiver days (as requested in application)                | 2   |
| *Additional teacher work days without students           | 3   |

|       |     |
|-------|-----|
| Total | 183 |
|-------|-----|

\*Our new teachers receive an additional two days.

- 10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.**

| Day                    | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|------------------------|---|------------------------------|----------------------------|-----------------------------|
| 1                      | 100%  | 50%                          |                            | 50%                         |
| 2                      |   |                              | 100%                       |                             |
| 3                      |   |                              |                            | 100%                        |
| 4                      |   |                              |                            |                             |
| 5                      |   |                              |                            |                             |
| 6                      |   |                              |                            |                             |
| 7                      |   |                              |                            |                             |
| Check those that apply |   |                              |                            |                             |

- 11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.**

The three additional days listed above are all prior to the start of school. The equivalent of one day is teacher directed and is not considered professional development. This day occurs before school begins so generally teachers are preparing their classrooms and getting ready for students. Another day is building directed. On this day, building administrators usually provide required training on the school handbook, discipline procedures, sexual harassment and bullying, introduction of new staff, etc. This day is necessary for the smooth operation of the opening of a school, school improvement planning work, and mandatory training requirements. Half of the third day is the only day that is allowed for district-directed professional development. This is not enough time for the district to provide on-going quality training.

*New 180 Day Applications- Stop here and skip to Section C, "Last Steps".*

**Part B: For Applications for Renewal of Waivers for Additional Years.**

- 1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.**

We used the waiver days as planned and proposed in our prior request. Our three-year waiver focused on giving teachers an understanding of two recent state initiatives – Common Core State Standards and the new teacher evaluation system.

We began our learning in 2013-14 with the creation of trainer-of-trainers which we called the PD Steering Team. These teams of teachers were trained by the district and provided lessons and activities related the CCSS on the waiver days to their colleagues. The activities were focused on the listening and speaking standards of the CCSS for all staff and use of evidence in Reading and Writing for language arts teachers. The activities and lessons were “tagged” to the 5D instructional framework so teachers could make the connections between the two initiatives and capitalize on the 5D training that had occurred in the summer.

The second year of our waiver, we took the general knowledge of the Common Core work from 2014 and deepened the knowledge, going more specifically into the major instructional shifts required of the standards. Again, all of these activities were connected to the 5D instructional framework. The specific focus for 2014-2015 in language arts was on building background knowledge through content-rich nonfiction, in mathematics it was on modeling and using appropriate tools strategically. Teachers not specifically teaching math or non-fiction text, spent their time exploring how to gathering student growth data as part of the TPEP while special education teachers focused on aligning their IEPs to Common Core Standards. The PD Steering Team was also utilized for this work.

In 2015-16, the training focused on the remaining instructional shifts in the Common Core State Standards. In language arts, teachers were trained in understanding complex text and academic vocabulary. Mathematics teachers were trained in the mathematical practices of the Common Core. Elementary teachers focused on connecting their updated curriculum materials with the new Common Core standards. Teams of specialists (Music, PE teachers) focused on the Curriculum and Pedagogy dimension of the 5D instructional framework, while Librarians focused on aligning their scope and sequence with the CCSS, the technology standards and the state library standards.

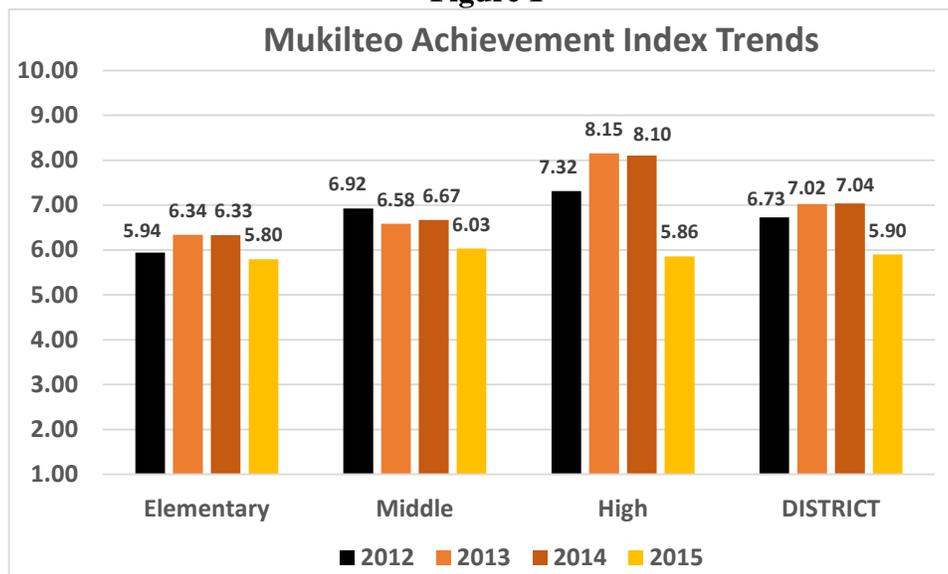
- 2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.**

The purpose and goals of the previous waiver were met to a varied degree. Our 2013 staff development survey indicated the number one need was the Common Core State Standards. The fourth highest need was our 5D instructional framework from our teacher evaluation (TPEP). By 2015, Common Core had dropped to sixth as a need and in 2016, it did not make the list as a need. Our 5D instructional framework had dropped to 6<sup>th</sup> in 2015 and in 2016 was still present as a low level need but only in specific areas.

During the 2013-16 period, significant changes took place in the state assessment system that prevent comparable student achievement data from being available. Specifically, most of the schools in the Mukilteo School District participated in the Smarter Balanced field test in 2014 and do not have student achievement results, and the Smarter Balanced results in 2015 are not directly comparable to the MSP data available from a 2012 baseline (the year before the waiver was granted). Hence, two other metrics are used to demonstrate the student achievement that took place during the waiver period.

1. The Achievement Index is used to measure changes in student achievement from the 2012 baseline and the following years. As seen in Figure 1, the Index increased in the first two years during the waiver period for the district and for elementary and high schools. The large drops in 2015 are due to the change in tests – the Smarter Balanced assessments are more difficult to pass but the Index rating system for proficiency did not change. At the high school level, most 11<sup>th</sup> grade students did not participate in the tests because they had already passed the exams needed for graduation. (The 10<sup>th</sup> graders had a 99.9% participation rate for the ELA exam and 90% met standard). There are no district and state Index results available for comparison purposes.

**Figure 1**



2. The Mukilteo School District has a more challenging demographic profile than the state as a whole (see Table 1). Nevertheless, the district outperformed the state in most grades in the three content areas assessed in 2015. Table 2 shows the results of the Smarter Balanced and science state assessments at each grade level for the district and state. The 10 shaded cells are district results that exceed the state (10 of 14). Only the earliest elementary grades did not exceed the state. This can be attributed to the high ELL population and the fact that the district has not had any state-funded full-day kindergarten classes due to a lack of space. As a result, students in the early grades on average start further behind their statewide peers.

**Table 1: Demographic Profiles, 2014-15**

|           | <b>Mukilteo</b> | <b>State</b> |
|-----------|-----------------|--------------|
| FRL       | 50.1%           | 45.0%        |
| ELL       | 18.8%           | 10.4%        |
| Spec Ed   | 13.7%           | 13.4%        |
| Non-white | 58.5%           | 43.0%        |

**Table 2: 2015 State Assessment Results, 2014-15**

*(Percent Meeting Standard)*

| <i>English/Language Arts SBA</i> |                 |              | <i>Math SBA</i> |                 |              | <i>Science</i> |                 |              |
|----------------------------------|-----------------|--------------|-----------------|-----------------|--------------|----------------|-----------------|--------------|
| <b>Grade</b>                     | <b>Mukilteo</b> | <b>State</b> | <b>Grade</b>    | <b>Mukilteo</b> | <b>State</b> | <b>Grade</b>   | <b>Mukilteo</b> | <b>State</b> |
| 3                                | 47.5%           | 52.1%        | 3               | 51.8%           | 56.7%        | 5              | 63.7%           | 63.4%        |
| 4                                | 53.4%           | 54.6%        | 4               | 53.7%           | 54.0%        | 8              | 63.7%           | 60.7%        |
| 5                                | 57.3%           | 57.6%        | 5               | 51.8%           | 48.1%        | Biology        | 79.1%           | 72.5%        |
| 6                                | 53.6%           | 54.0%        | 6               | 45.7%           | 45.5%        |                |                 |              |
| 7                                | 59.9%           | 56.9%        | 7               | 48.1%           | 48.0%        |                |                 |              |
| 8                                | 60.2%           | 56.9%        | 8               | 51.0%           | 46.1%        |                |                 |              |
| 10                               | 90.0%           | 74.0%        |                 |                 |              |                |                 |              |

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

The proposed changes in our waiver plan are outlined in Part A of this application. Specifically, we are going deeper with the Common Core State Standards and aligning them with our instructional materials so teachers can see the connection to their work every day in the classroom. In addition, our 5D work will only focus on the dimension of curriculum and pedagogy. New teachers to the district will still receive training in all dimensions prior to the start of school. All of our teachers had received 5D training over the years, and based on our staff development survey, we needed to focus more specifically on a single dimension. Some of this 5D work will take place on half-day releases and summer. We have also broadened our definition state standards to include other state standards like the Next Generation Science Standards and state health and social studies standards. This was necessary to include all of our teachers and because the Next Generation Science Standards were adopted and needed to be

implemented before the new assessment impacted students. The Common Core State Standards will still be the integral standards for the work with mathematics and language arts teachers at all levels.

**4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.**

The approval of the request for renewal is likely to result in advancement of the goals because our goals are directed related to student achievement on our new standards. Students are being tested on the new ELA and math standards and will be tested on the new science standards soon. This waiver will provide a longer block of instructional time for our teachers to align our curriculum and instructional materials and instructional practices to the state standards (i.e. CCSS, NGSS, content areas) and the Five-Dimensions of Teaching and Learning (our TPEP framework.) If teacher's daily curriculum is aligned to the standards, we can assure that the standards are being taught in a common way across the district.

**5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.**

We informed parents about the use of the waiver day in multiple ways. The website was updated to include news regarding the waiver day activities. Our school calendar, online calendar and news headlines on the front page of the website reference the waiver days as staff training days.

Most importantly, every year of the current waiver, we presented on the Waiver Day at a public school board meeting. The meetings are advertised on the website and school district news. The presentation contained an overview of what occurred and how it impacted our teachers. The presentations can be viewed on our district website at the following links:

[http://info.mukilteo.wednet.edu/board/BrdPacket/2013\\_14/13\\_10\\_14Packet/AGENDA131014.html](http://info.mukilteo.wednet.edu/board/BrdPacket/2013_14/13_10_14Packet/AGENDA131014.html)  
[http://info.mukilteo.wednet.edu/board/BrdPacket/2014\\_15/14\\_10\\_13Packet/AGENDA141013.html](http://info.mukilteo.wednet.edu/board/BrdPacket/2014_15/14_10_13Packet/AGENDA141013.html)  
[http://info.mukilteo.wednet.edu/board/BrdPacket/2015\\_16/15\\_10\\_05Packet/AGENDA151005.html](http://info.mukilteo.wednet.edu/board/BrdPacket/2015_16/15_10_05Packet/AGENDA151005.html)

The following groups of individuals were involved in the development and/or review of this waiver renewal through attendance in various meetings:

- Teaching and Learning (Assessment, Curriculum and Professional Development, Career and Technical Education, Categorical Programs, Special Education, Student Services)
- Superintendent's Cabinet (Superintendent; Deputy Superintendent; Communications Specialist, Executive Directors of Business, Facilities, Secondary Education, Elementary Education, Human Resources, and Teaching and Learning)
- Professional Development Committee (joint union and district committee comprised of teachers and building principals)
- Instructional Materials Committee (administrators, teachers, parents/community members)

**C. Last Steps:**

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)

- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

**Mukilteo School District No. 6  
Resolution No. 6/2015-16  
Waiver Day Request**

**WHEREAS**, the Mukilteo School District Board of Directors (“Board”) recognizes the importance of educational reform in Washington as set forth with the adoption of the Common Core State Standards, the Next Generation Science Standards, and the reform bill passed by the Washington State Legislature in 2010 that outlines significant changes in the teacher evaluation system;

**WHEREAS**, the Board supports the efforts of the National Governors Association Center for Best Practices and the Council of Chief State School Officers to develop common, rigorous learning expectations;

**WHEREAS**, the Board has as two of its goals to "Ensure success for every student" and "Enhance the learning environment"

- Ensure each student has equitable access to rigorous and relevant curriculum.
- Ensure each student has access to effective instruction.
- Recruit and retain highly-effective and diverse staff
- Provide on-going, focused professional development.

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

**WHEREAS**, the Board understands the need to seek a waiver from the State Board of Education from the provisions of the minimum one hundred eighty student day school year requirement of RCW 28A.150.220 (3) to allow for staff development to align our curriculum and instructional practices to state standards and the teacher evaluation instructional framework;

**NOW THEREFORE BE IT RESOLVED,**

1. there is a need for a waiver from the State Board of Education from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220 (3) to allow for two (2) staff professional development days in the 2016-17, 2017-18 and 2018-19 school years;
2. the District will make available to students at least a District-wide average 1,027 hours of instructional offerings in each year as set forth in RCW 28A.150.220 and WAC 180-16-200; and
3. that the Superintendent is authorized to immediately prepare and submit a waiver request to the State Board of Education as set forth in WAC 180-18-050 on behalf of the District.

**ADOPTED** by the Board of Directors of Mukilteo School District No. 6, Snohomish County, Washington at the meeting thereof held this 28<sup>th</sup> day of March, 2016.

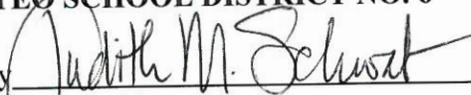
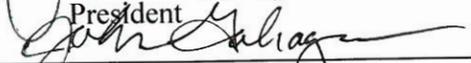
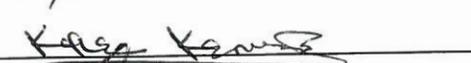
**MUKILTEO SCHOOL DISTRICT NO. 6**

By \_\_\_\_\_

President

ATTEST:

  
\_\_\_\_\_  
Marci Larsen, Board Secretary

  
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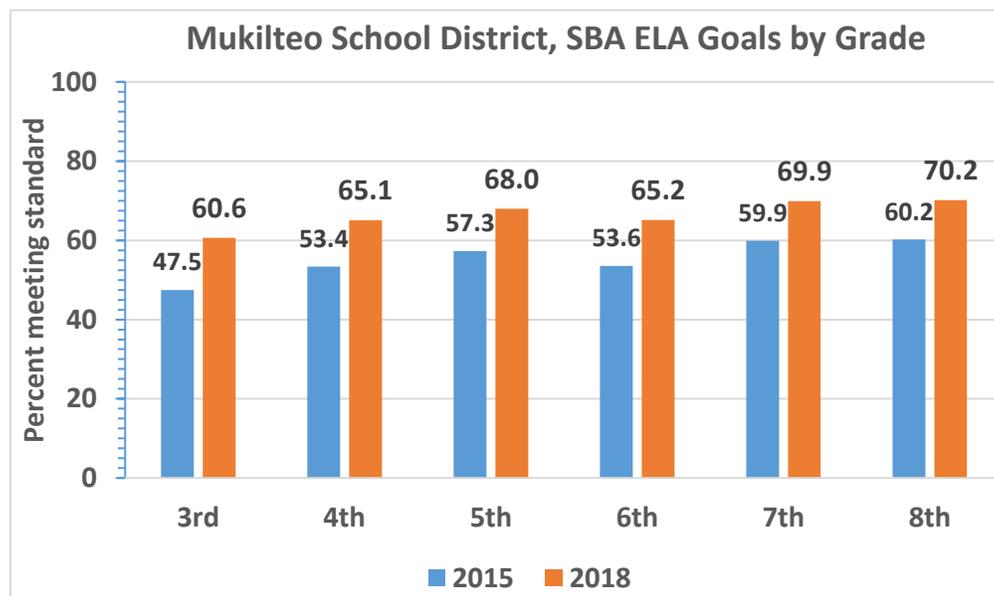
### Waiver Day Application, State Board of Education

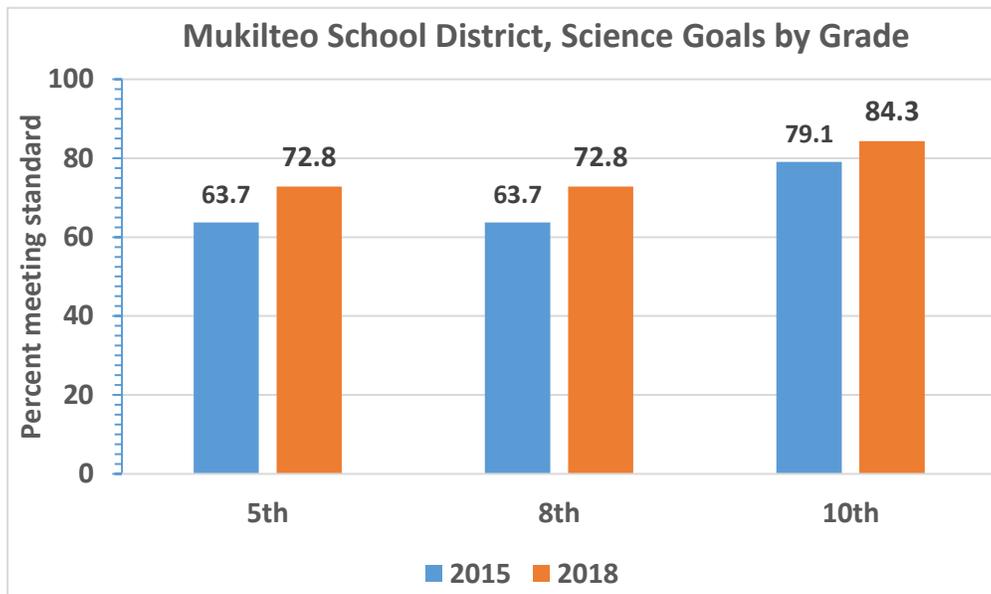
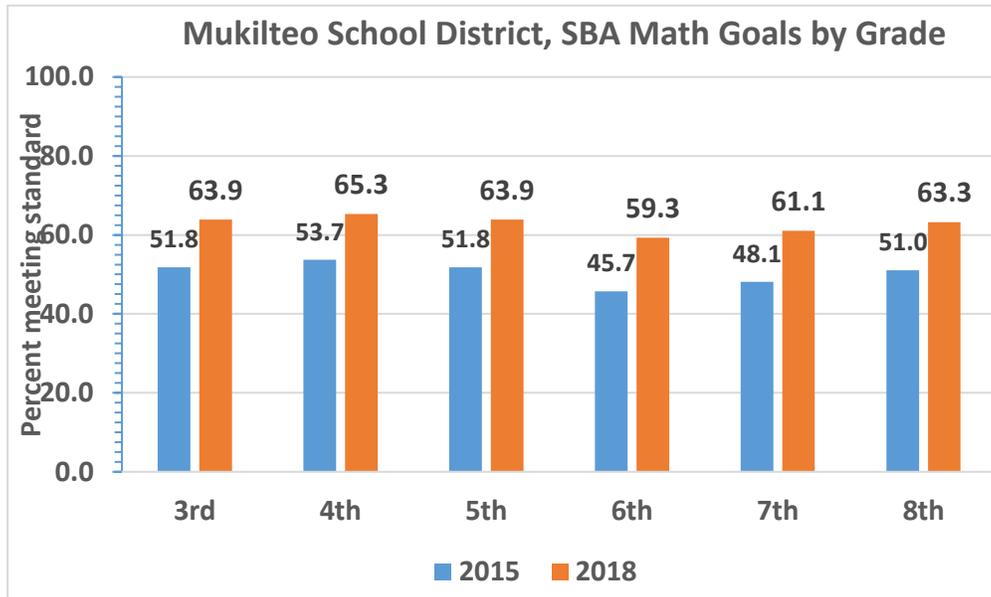
The Mukilteo School District has set 3-year student performance goals at each grade for the required state assessments (Smarter Balanced in English/language arts and mathematics, Measure of Student Progress and End-of-Course for science). These goals reflect a 25% reduction in the percentage of students who did not meet standard in 2015 (the baseline year). The level of improvement is rigorous yet attainable and is the same the state has used in the past and is very similar to the growth rate that was required for schools to make Safe Harbor under No Child Left Behind.

Due to the very high refusal rates that occurred in grade 11 in 2015 (more than 70% in ELA and math did not take the tests) which dramatically reduced the percentage of students passing the test from the previous year, the high school baseline will be set using the 2016 results where participation will be much higher. (ELA performance dropped from 88% meeting standard in 2014 in both reading and writing on the HSPE to 11% of 11<sup>th</sup> graders meeting standard on the SBA in 2015. But 90% of the district's 10<sup>th</sup> graders met the SBA ELA standard in 2015 with participation at 99.9%).

The table and charts below show the baseline results and the 3-year goals set for each grade in ELA, math, and science.

| Grade | SBA ELA |      | SBA Math |      | Science |      |
|-------|---------|------|----------|------|---------|------|
|       | 2015    | 2018 | 2015     | 2018 | 2015    | 2018 |
| 3rd   | 47.5    | 60.6 | 51.8     | 63.9 |         |      |
| 4th   | 53.4    | 65.1 | 53.7     | 65.3 |         |      |
| 5th   | 57.3    | 68.0 | 51.8     | 63.9 | 63.7    | 72.8 |
| 6th   | 53.6    | 65.2 | 45.7     | 59.3 |         |      |
| 7th   | 59.9    | 69.9 | 48.1     | 61.1 |         |      |
| 8th   | 60.2    | 70.2 | 51.0     | 63.3 | 63.7    | 72.8 |
| 10th  |         |      |          |      | 79.1    | 84.3 |
| 11th  | TBD     | TBD  | TBD      | TBD  |         |      |







# THE WASHINGTON STATE BOARD OF EDUCATION

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

## Application for Waiver under RCW 28A.305.140 from the 180-Day School Year Requirement of the Basic Education Program Requirements

The State Board of Education's authority to grant waivers from basic education program requirements is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the minimum 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

### Instructions:

#### Form and Schedule

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documents must be received by the SBE at least **forty (40)** calendar days prior to the SBE meeting at which consideration of the waiver request will occur. The Board's meeting schedule is posted on its website at <http://www.sbe.wa.gov>. It may also be obtained by calling 360.725.6029.

#### Application Contents:

The application form must include, at a minimum, the following items:

1. A proposed school calendar for each of the years for which the waiver is requested.
2. A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).
3. A resolution adopted and signed by the district board of directors requesting the waiver. The resolution must identify:
  - The basic education program requirement for which the waiver is requested.
  - The school year(s) for which the waiver is requested.
  - The number of days in each school year for which the waiver is requested.
  - Information on how the waiver will support improving student achievement.
  - A statement attesting that if the waiver is granted, the district will meet the minimum instructional hour offerings for basic education in grades one through twelve per RCW 28A.150.220(2)(a).

Applications for new waivers require completion of Sections A and C of the application form.

Applications for renewal of current waivers require completion of Sections A, B, and C.

#### Submission Process:

Submit the completed application with the local board resolution and supporting documents (preferably via e-mail) to:

Jack Archer  
Washington State Board of Education  
P.O. Box 47206  
Olympia, WA 98504-7206  
360-725-6035  
[jack.archer@k12.wa.us](mailto:jack.archer@k12.wa.us)

Old Capitol Building ⑩ 600 Washington St. SE ⑩ P.O. Box 47206 ⑩ Olympia, Washington 98504  
(360) 725-6025 ⑩ TTY (360) 664-3631 ⑩ FAX (360) 586-2357 ⑩ Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us) ⑩ [www.sbe.wa.gov](http://www.sbe.wa.gov)

The SBE will provide written confirmation (via e-mail) of receipt of the application materials.

180-day Waiver Application

Washington State Board of Education

**Part A: For all new and renewal applications:**

The spaces provided below each question for answers will expand as you enter or paste text.

|   |   |
|---|---|
| <b>School District Information</b>  |   |
| District  | Riverside                                 |
| Superintendent  | Roberta Kramer                            |
| County  | Spokane                                   |
| Phone   | 509-464-8201                              |
| Mailing Address   | 34515 N Newport Hwy<br>Chattaroy WA 99003 |
| <b>Contact Person Information</b>   |   |
| Name  | Anne Wolfley                              |
| Title   | Director of Teaching and Learning         |
| Phone   | 509-464-8369                              |
| Email   | anne.wolfley@rsdmail.org                  |
| <b>Application type:</b>  |   |
| New Application or Renewal Application  | Renewal                                   |
| <b>Is the request for all schools in the district?</b>                        |   |
| Yes or No   | Yes                                       |
| If no, then which schools or grades is the request for?                       |   |
| <b>How many days are requested to be waived, and for which school years?</b>  |   |
| Number of Days  | 2 days/year                               |
| School Years  | 2016-2017 and 2017-2018                   |
| <b>Will the waiver days result in a school calendar with fewer half-days?</b> |   |
| Number of half-days reduced or avoided through the proposed waiver plan       | 4 half days                               |
| Remaining number of half days in calendar                                     |   |

180-day Waiver Application

Washington State Board of Education

Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?

Yes or No

Yes

On the questions below please provide as much detail as you think will be helpful to the Board. Any attachments should be numbered to indicate the question(s) to which the documents apply.

The format for responses can vary to accommodate the information being provided (e.g., narrative, tabular, spreadsheet).

1. What are the purposes and goals of the proposed waiver plan?

The purpose of the proposed waiver plan is to gather all district instructional staff on two designated days each school year to focus on district wide initiatives and provide high quality professional development in alignment with the goals and mission of the district. The three major goals are:

- 1) All staff will understand and be inspired to lead the work of the goals and mission of the district.
- 2) All staff will understand their role in teaching around the Washington State Learning Standards.
- 3) All staff will reflect on best instructional practices as evidenced in the Marzano Instructional Framework.
- 4) All staff will understand and implement PBIS (Positive Behavioral Interventions and Support) as it pertains to each individual building.

The first of the two waiver days will occur the day before school begins. On this day all district staff will come together to celebrate success from the previous year, engage in professional development to prepare for the start of the school year, connect their learning and vision for the year to the goals and mission of the Riverside school district, and continue learning and expanding their knowledge and understanding of the Washington State Learning Standards and connections to the Marzano Instructional Framework.

The leadership team made up of principals, assistant principals, director of special education, director of human resources, director of teaching and learning and the superintendent will jointly present the goals for each school year and lay out a plan to inspire the instructional staff to support the goals. This will be done through whole group presentation and small breakout sessions. The breakout sessions will include choice in order to differentiate for the needs of all staff. The choices will include work around the Washington State Learning Standards in ELA, Math, and Science, PBIS, using data to inform instruction, special education updates, the Marzano Instructional

## Washington State Board of Education

Framework, and integrating technology as a means to meeting the Washington State Learning Standards.

The second waiver day will occur in the second semester. It will serve as a continuation of the goals from the first waiver day with various follow up sessions, including more strategies around using Marzano's Instructional Framework to facilitate learning around the Washington State Learning Standards. Staff will have current assessment data on students and will be able to apply immediately what they learn on this second waiver day back into the classroom in a practical way that will affect student achievement. The format will include meeting as a whole staff to review the goals and mission of the Riverside School District and then will have the opportunity for differentiated instruction based on their needs at the time. Choices will include extensions from the previous waiver day and will change based on the needs of staff and students at this time of the year.

2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

Link to School Improvement plans are located in this link:

<https://drive.google.com/drive/folders/0B9Be4dUbyrcRVWhiWIBleDIVUjQ>

3. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response.

| Measure                                | Benchmark for Success   |
|--|---|
| State Assessments (SBA, EOC, MSP, COE) | Meet district annual measureable objectives in all categories by demonstrating improvement and decreasing the achievement gap |
| SBE Achievement Index                  | Continued growth with increased attention to decreasing the achievement gap   |
| TPEP Implementation                    | Evidence of differentiated instructional strategies, evidence of continued student growth                                     |
| Washington State Learning Standards    | Evidence of student growth as measured by regular classroom, district, and state assessments                                  |

|                            |  |
|----------------------------|--|
| Student Growth proficiency | Increased student growth by a sample of students from each school as measured by increased median student growth percentile. |
|----------------------------|--|

- Describe in detail the specific activities that will be undertaken on the proposed waiver days. Please provide explanation (and evidence if available) on how these activities are likely to result in attainment of the stated goals for student achievement.

Day One: All staff will participate in a presentation lead by the leadership team that will include celebrations from the previous year including assessment scores, staff years of service and any other celebrations the leadership team deems appropriate at the time. The superintendent will then present the goals and mission of the district for the current year, reviewing continuing goals and introducing any new goals. Then the staff will be presented with small group session descriptions that they will have received in advance. Staff will then choose sessions to attend based on their own learning needs or from direction of a grade level or content team or direction from leadership. These sessions will include time for reflection and planning for the coming year. The day will come together with time for the whole staff to reflect and evaluate the day before heading off to the buildings for Open House Riverside where the community comes to start the school year off by enjoying a meal together, meeting teachers and getting ready for school the next day.

Day Two: All staff will participate in a short presentation from the leadership team reviewing the goals and mission from the beginning of the school year including some highlights of what they have accomplished thus far. Then staff will have the opportunity to select sessions based on their own instructional needs, that of their team or as directed by leadership. Each session will include time for reflection and an opportunity to plan for implementing in their instruction. The day will end with all staff gathering to reflect, evaluate the day and identify next steps.

- What state or local assessments or metrics will be used to collect evidence of the degree to which the goals of the waiver are attained?

State high school assessments  
 Smarter Balanced assessments for grades K-8, 10 and 11  
 Measurement of Academic Progress (MAP) K-8  
 District benchmark assessments  
 Healthy Youth Survey

- Waiver requests may be for up to three school years. If the request is for multiple years, how will activities conducted under the waiver in the subsequent years be connected to those in the first year?

The request for the two waiver days each year includes the 2016-2017 and 2017-2018 school years. We have developed the calendar for these years and would like to stay consistent with the format. As a leadership team we have found great success in both the climate of these waiver days as professional development and in the application of instructional strategies post professional development days. The format gives the opportunity for staff to engage in professional development designed especially for their needs. Riverside School District spans Pre-k through twelfth grade. Teachers need differentiated professional development and we have found this format lends itself very well to provide that differentiation and collaboration that is necessary.

The main strands will continue to be consistent including Washington State Learning Standards, PBIS, using assessment to guide instruction, integration of technology and the Marzano Instructional Framework. The specific content of each session will deepen as staff dig farther into their understanding of each topic. Staff surveys will be conducted and input from leadership on needs of their staff based on observations and walk throughs will be taken as input for content in each session.

7. Describe in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the waiver.
  - A. The district-wide Calendar Committee, consisting of certificated, classified and administrative staff, parents and students met and supported the Waiver Day application and the activities that would be implemented.

The 2016-17 & 2017-2018 school calendars are located in this link:

<https://drive.google.com/drive/folders/0B9Be4dUbyrcRVVWhiWIBleDIVUjQ>

- B. Labor Management meetings have involved discussions on the benefit of the Waiver Days and support the process as evidenced by the support letters from classified and certificated union leaders:

(Link to letter from REA & PSE) These documents are located in this link:

<https://drive.google.com/drive/folders/0B9Be4dUbyrcRVVWhiWIBleDIVUjQ>

- C. The district Leadership Team recognizes the need for the Waiver Days, and the opportunities these days provide for achieving the unfunded state mandates.

8. Provide information about the collective bargaining agreement (CBA) with the local education association, stating the number of professional development days, full instruction days, late-start and early-release days, parent-teacher conferences, and the amount of other non-instruction days. Please also provide a link to the district’s CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The CBA document is located in this link:

<https://drive.google.com/drive/folders/0B9Be4dUbyrcRVWhiWIBleDIVUjQ>

- # of professional development days in the teacher calendar: 1.5 days building directed; 1.5 teacher directed - lesson plan development, classroom configuration, student data review
- 11 late starts for Collaborative Time, all district/building directed Four conference days (as approved by SBE Waiver) 6 half days (as a result of the 1.9% salary reduction) 160 full days of instruction

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

|  |      |
|--|------|
| Student instructional days (as requested in application) | 174  |
| Waiver days (as requested in application)                | 6*   |
| Additional teacher work days without students            | 11** |
| Total  | 191  |

\*Four Parent Conference Days approved by SBE Waiver, two additional days requested in this waiver for a total of six days.

\*\* The Riverside School District's agreement with our teachers association includes days for Time, Responsibility, and Incentive (TRI). Other districts provide their teachers with a TRI supplemental salary that equates to far beyond 11 days. Our TRI is allocated in actual days unlike many districts that allocate TRI in a supplemental contract.

10. If the district has teacher work days over and above the 180 school days (as identified in row three of the table), please provide the following information about the days: In columns 3 – 5, describe the specific activities being directed by checking those that apply.

| Day | Percent of teachers required to participate | District directed activities | School directed activities | Teacher directed activities |
|-----|---|------------------------------|----------------------------|-----------------------------|
| 1   | Optional                                    | 1.0                          | 1.5                        | 8.5                         |

180-day Waiver Application

|                                     |          |  |  |  |
|-------------------------------------|----------|--|--|--|
| Washington State Board of Education |          |  |  |  |
| 2                                   | Optional |  |  |  |
| 3                                   | Optional |  |  |  |
| 4                                   | Optional |  |  |  |
| 5                                   | Optional |  |  |  |
| 6                                   | Optional |  |  |  |
| 7                                   | Optional |  |  |  |
| Check those that apply              |          |  |  |  |

11. If the district has teacher work days over and above the 180 school days (row three of table in item 9 above), please also explain the rationale for the additional need of waiver days.

The Collective Bargaining Agreement allows for one day prior to the start of school for certificated staff only that is district-directed. The only way for our entire staff to be together and focus on the goals of our district is to use a waiver day. This day includes all certificated and classified staff which would include the School Board and district goals implementation, the district directed Washington State Learning Standards and the district-wide TPEP implementation. As the district looks at the continued implementation of the TPEP and the Washington State Learning Standards, the need for time with staff from all grade levels is essential. The Riverside School District does not contract any additional time in days or hours that supplement the teachers' contracts. In comparison to most districts, Riverside does not have as much additional time designated for teacher as other districts in the state by way of supplemental TRI salary schedules or additional days.

*New 180 Day Applications- Stop here and skip to Section C, "Last Steps".*

**Part B: For Applications for Renewal of Waivers for Additional Years.**

1. Describe in detail how the district used the waiver days and whether the days were used as planned and proposed in your prior request.

The four conference days used in the fall and the spring were carried through as planned. As discussed in the administrative meetings, the school board meetings and Calendar Committee meeting, participation level was impressive and encouraging for continuance of this format. Parents enjoyed the schedule flexibility and teachers liked being able to have longer conferences if needed.

The other two Waiver Days (day before students started school and in October) met the goals as planned. Being able to have all district staff together in a large group setting was instrumental for all staff to understand the district level goals, the district-wide vision, the health protocol and responsibilities and the continued learning of the instructional framework. The variety of sessions around TPEP, Washington State Learning Standards and PBIS provided teachers with professional development at a critical time. The activities of the day also supported the Professional Learning Community goals. Feedback from our staff has led to adjustments in our professional development related to Washington State Learning Standards and TPEP. We have made additional professional development available after school to meet these needs.

2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

Riverside continues to use standards based district assessments that provide more in depth information about student learning. Dialogue based on the examination of the current assessment data was tracked and compared to the previous school year. Measurement of growth, as set by the SIP teams, was identified. The use of online data tools was key in these discussions.

With the two Waiver Days used for professional development to dig deeper into the instructional framework, the district was able to observe teachers throughout the year applying the new framework and using the framework for developing content maps and pacing guides.

Washington State Board of Education

Our district math and reading assessments demonstrate that our students are making progress related to current Washington State Learning Standards. Given that we gave the Smarter Balanced assessment for the first time in grades 3-8, 10 and 11 significant collaboration and professional development will continue to be necessary to assure teachers are equipped to help students meet the more rigorous standards on this assessment. The addition of performance tasks and more rigorous standards makes our students vulnerable to not meet standards unless our instructional staff have had the appropriate professional development.

This time was used as a springboard to data team meetings in each school throughout the year. Given the time intensive nature of this work and data study it is critical that we have time to kick start this work before school starts.

3. Describe any proposed changes in the waiver plan going forward, including any changes to the stated goals or the means of achieving the stated goals, and explain the reasons for proposing the changes.

This time we are adding a goal of learning around PBIS (Positive Behavioral Interventions and Support). Each building is engaged in the work of creating a positive school climate and consistent expectations. In order to meet the rigorous Washington State Learning Standards we have found that this structure and positivity is a major factor in success for students and teachers.

TPEP and continued implementation of the Washington State Learning Standards continue to be our major focus. Research tells us that in order to learn and do something well we need ongoing professional development and professional learning communities focused on a topic for a longer period of time. Continuing with two waiver days throughout the school year provides us with the opportunity to bring all K-12 staff together to learn and dig deeper into these essential topics.

4. Explain why approval of the request for renewal of the waiver is likely to result in advancement of the goals of the waiver plan.

It is absolutely essential that teachers and staff have time to fully understand the changes that are taking place in education and how they will impact them as teachers and how they will improve student achievement. The implementation of the two important systems—TPEP and Washington State Learning Standards in mathematics, ELA and Science will require a large effort on the district and schools' part to be successfully implemented.

5. How were parents and the community informed on an ongoing basis about the use and impacts of the previous waiver? Provide evidence of support by administrators, teachers, other district staff, parents, and the community for renewal of the waiver.

The district website continues to provide timely information about staff development and student achievement. Each school provides a regular newsletter to parents relating to student achievement and activities. Parent-Teacher conferences are very successful in communicating each student's individual success and needs. Automated phone calls from the Superintendent allowed the team to provide up to date information about the waivers days and continued work of all K-12 staff. Presentations to the Board of Directors also provide information to the public related to each school's progress.

The creation of this Waiver Day request involved administrators, teachers, classified staff, parents and students who created a plan and then presented the plan to the Board of Directors.

### C. Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page. (E-mail is preferable.)
- Ensure supplemental documents clearly identify the questions that the documents support.

Thank you for completing this application.

RIVERSIDE SCHOOL DISTRICT NO. 416-32  
SPOKANE AND PEND OREILLE COUNTIES, WASHINGTON

**RESOLUTION NO. 03-16-01**

**STATE WAIVER OF REQUIRED SCHOOL DAYS**

**WHEREAS**, Riverside School District requests a waiver for grades K-12 of the minimum 180-day school year (WAC 180-16-215) for the 2016-2017, 2017-2018 and 2018-2019 school years.

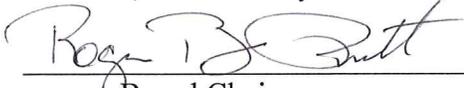
**WHEREAS**, The School Board of Riverside School District #416-32, Spokane and Pend Oreille Counties, in the State of Washington, recognizes that:

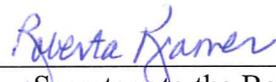
1. Planning time is needed for staff to implement the identified goals and to align curriculum with state guidelines for instruction and assessment; and
2. Focus on Writing, Science, and Math assessments.
3. Riverside School District exceeds the required minimum annual hour requirements as outlined in RCW 28A.150.220; and
4. Time designated for planning and in service training that would facilitate training opportunities for classified staff; and
5. Having full day conference options will increase the number of parents attending conferences; and
6. Provide flexibility for staff to vary the length of conferences as needed.

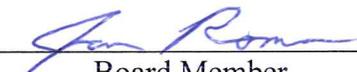
**WHEREAS**, The Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (WAC 180.18).

**THEREFORE, BE IT RESOLVED** that the Riverside School Board of Directors requests the minimum 180 school-day requirement be waived for two (2) days for the 2016-2017 and 2017-2018 school years for professional development and collaboration and four (4) days for parent teacher conferences for the 2016-2017, 2017-2018 and 2018-2019 school years.

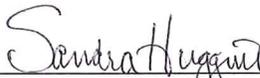
DATED, this 29th day of March, 2016.

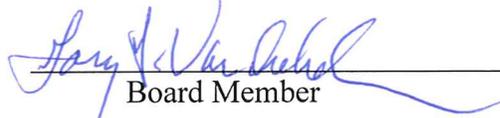
  
\_\_\_\_\_  
Board Chair

  
\_\_\_\_\_  
Secretary to the Board of Directors

  
\_\_\_\_\_  
Board Member

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Board Member

  
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Board Member