

The Washington State Board of Education

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

Title:	Option One Basic Education Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Should the requests presented be approved, based on the criteria for evaluation of waiver requests in WAC 180-18-040(2) and (3)?	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Thirteen school districts request waivers of the basic education requirement of a minimum 180-day school year. Six of the requests are for new waivers and seven for renewals of existing waivers. Six of the seven requests for renewals are resubmittals of requests presented but not approved at the May meeting, with additional information provided by each district as requested in May. Eleven districts propose to use waiver days for staff professional development, one (Fife) for parent-teacher conferences, and another (Kelso) for transition of sixth- and ninth-graders to middle and high school. Seattle, which in May requested a total of six waiver days for professional development and parent-teacher conferences, in July requests three days for professional development only, having requested and been granted a waiver for conferences under the expedited process established by WAC 180-18-050(3).</p> <p>In your packet is a memo summarizing the waiver requests; the districts' waiver applications, with revisions or supplemental information if requests are resubmitted from May, and a copy of WAC 180-18-040.</p>	

BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Consideration

The State Board of Education has requests from thirteen school districts for Option One waivers of the basic education requirement to make accessible to all students a minimum of 180 days per school year. Eleven of the thirteen requests for waivers are for the purpose of professional development of staff. Six of the requests are resubmittals of requests presented to the Board in May that were not approved at that time. All but one of these is presented with revisions or additional material requested from the districts at the direction of the Board.

Staff have reviewed the waiver applications and provided them to the Board for its consideration. The applications are included in your packets, with supplemental documents as submitted.

Summary of Waiver Applications

Auburn requests a waiver of three days for the 2013-14 school year for staff professional development. This is a renewal of a request granted to Auburn in July 2012 for the 2012-13 school year. The three days would be used to train staff for implementation of the district's new, three-year strategic plan, authorized by the school board in September 2012 and adopted in January 2013. The goals of the plan are (1) Student achievement, (2) Community engagement, (3) Aligning district policies and resources to the strategic plan. In Part B the district provides detailed information on how the previous waiver was used and the extent to which its purposes were met, supported by assessment and other student outcome data.

Battle Ground requests a waiver of five days for the 2013-14 school year for training of staff to implement Common Core State Standards beginning in 2014-15. The district provides a description of training in Common Core that will take place during the five waiver days. The days are also intended to instruct teachers in the connections between Common Core and the new teacher and principal evaluation system. The waiver would not result in a reduction in the number of half days, of which 11 show on the proposed district calendar. The district states that it presents a new request. The State Board granted Battle Ground a waiver of five days for training in TPEP in July 2012. The number of days now requested for 2013-14 is the same; the purposes are this time directed to Common Core.

Columbia (Hunters), in Stevens County, requests a waiver of three days for the 2013-14, 2014-15, and 2015-16 school years. The first waiver day would be used on the day before school starts in September for organizational work. The other two days would be for participation in the PREP consortium, a collaboration of ten small districts in northeast Washington for professional development of staff in a central location. The objects of PREP days in 2013-14 will be training in Common Core and TPEP. Columbia Hunters has a high percentage of students in poverty and low percentages of students meeting standard on state assessments. The days for professional development link to the district's school improvement plan. The waiver would reduce the number of half days on the district calendar by six.

Columbia (Walla Walla) requests a waiver of two days for school years 2013-14, 2014-15 and 2015-16 for professional development of staff. This request is for renewal of a waiver granted to the district for school years 2010-11, 2011-12 and 2012-13. The stated goals of the waiver are: (1) Maximize district dollars by conducting two instructional staff development days within the 180-day calendar; (2) Develop web-based teaching resources for use by instructional staff; (3) Review and modify content frameworks in each subject area, embedding Common Core Standards in each, and (4) Apply selected instructional strategies designed to promote automaticity in reading, mathematics and writing. In Part B, Columbia Walla Walla lists the activities conducted on each of the waiver days under the previous waiver, analyzes the results of the previous waiver for student learning as shown by MSP/EOC/HSPE scores in relation to neighboring districts', and summarizes how the focus of the waiver plan would change under renewal.

Columbia Walla Walla's waiver request was presented to the Board at the May meeting and was not approved at that time. The district did not submit additional information for presentation at the July meeting. Superintendent Louis Gates has submitted a memo on the district's original application. The memo is included in your packet.

Davenport requests a waiver of two days for three years for professional development. The district states that the purpose is to replace the two Learning Improvement Days previously funded by the state within the 180-day calendar. The waiver days, scheduled in October and May, would be used for training of staff in transition to Common Core Standards, implementation of the new teacher and principal evaluation system (TPEP), and incorporation of Response to Intervention (RTI) in the instructional program. Goals and benchmarks for success are identified in the district's School Improvement Plan, included by subject area with the application. Davenport's RTI plan is summarized in another attachment. The waiver does not result in a reduction in the ten half-days in the calendar. The district states, however, that with the waiver it would move from two-hour late starts to one-hour late starts.

Fife requests a waiver of six days for 2013-14 and 2014-15 for the purpose of parent-teacher conferences in elementary schools. Fife is not eligible for a waiver for parent-teacher conferences through the expedited process created in WAC 189-18-050(3) because its request exceeds the limit of five days on those waivers. This is a new Option One request that would enable Fife to continue the six full days for parent-teacher conferences it has had on its calendar for the last several years. The district did not previously recognize that a BEA waiver was needed to devote full days within the 180-day calendar to conferences. The district states that prior to the 2003-04 school year, elementary school students attended ten half-days while the schools conferenced with parents. The move to six full days, the district says, has been less disruptive to instruction and less burdensome to parents. Three days are scheduled in October for setting goals for each student with input from parents, and three days in March for review of the student goals, assessment of whether the goals have been met, and identification of what needs to be done before the end of the school year to meet them. The district says it has had much higher attendance by parents at conferences in the full-day than in the old half-day format.

Kelso requests a waiver of one day for the 2013-14 and 2014-15 school years. The waiver day would be used in middle schools and the high school at the beginning of the year for

activities intended to improve the transition of sixth- and ninth-graders to their new level of school. Some students in higher grades attend to assist with the activities. The district says the waiver is motivated by the numbers of failed classes and discipline referrals in the first semester on the parts of students transitioning to the new schools. The request is for renewal of a waiver granted in July 2012 for 2012-13 only. The district reports in Part B that it found mixed results in the data on meeting the goals of the waiver in the first year. "Academically we have seen little change so far," the district says. "It is hard to properly evaluate as we are comparing different groups of students." Three years of implementing the program would allow collecting long-term as well as short-term data, it says. Staff at the high school are working on changes to the parent component of the transition day for next year.

Lyle requests a waiver of four days for school years 2013-14, 2014-15 and 2015-16 for professional development of staff. This is a renewal of a waiver granted in September 2012 for 2012-13 only. The district's elementary and middle schools have been identified as priority schools because of a lack of progress in closing achievement gaps. Through the waiver granted last year, the district says, it was able to provide training to staff in Common Core and state standards. It states a need to continue the training in these and other critical areas. The waiver plan, it says, is a continuation of efforts begun last year to align curriculum and train staff to improve student achievement.

Lyle's waiver request was presented to the Board at the May meeting and was not approved at that time. Lyle is resubmitting its request with additional information as requested by the Board. The district has provided revised responses to questions 1 and 2 in Part B of the application document, concerning whether current waiver days were used as planned and reported in the district's prior request, and how well the purposes and goals of the previous waiver were met. Lyle also provided detailed information about its school improvement plan, to respond on how the waiver request supports district or school improvement plans.

Nespelem requests a waiver of six days for professional development. The waiver implements a professional development plan that emphasizes the use of data and technology, with support from the North Central ESD, to raise student achievement. The district will schedule training in use of data for instruction, Common Core Standards, and teacher evaluation in the six days, while continuing to implement its OSPI-approved School Improvement Plan. The waiver days would be distributed across the school calendar from August through April. The number of half days would be reduced from four to two.

Nespelem's waiver request was presented to the Board at the May meeting and was not approved at that time. Nespelem has resubmitted its request with additional information as requested by the Board. The district has provided the additional information in memorandum form as an addendum to its original request. The district provides an explanation of the need for six waiver days for professional development to support its school improvement plan. Nespelem is a Priority School and is participating in the OSPI Student and School Success program. On-site Success Coaches use waiver days to help teachers review assessment data, create intervention plans, and design instruction to address areas where students need more support. Waiver days are also used to help align mathematics and reading instruction to the Common Core.

Ocean Beach requests a waiver of two days for school years 2013-14 and 2014-15. The waiver would provide two days in August, before school begins, for professional development focused on curriculum alignment with Common Core standards and training in the new teacher-principal evaluation system. School leaders and staff will also examine newly

available state assessment scores to identify deficiencies, refine instructional techniques, and agree on interventions. Ocean Beach submits the application as a renewal, but it is treated as a new application for an Option One waiver. The district has an Option Three waiver through the current year. It cannot be renewed because the State Board eliminated that option in rule last year.

Ocean Beach's waiver request was presented to the Board at the May meeting and was not approved at that time. The district has resubmitted its request with additional information as requested by the Board. The new information includes a detailed discussion, with graphics, of the student achievement data motivating the goals of the waiver. The district describes the actions it has taken, with support of its Option Three waiver, to develop responses to assessment results, particularly at the middle school level. (Part A, Item 2.) The district also provides a much fuller discussion of how the waiver supports district and school improvement plans. (Part A, Item 7.) The original application was responsive to questions in Part B about how the previous, Option Three waiver was used and how well its purposes were met.

Reardan-Edwall requests a waiver of two days for the next three years for professional development. One day would be used for staff to attend a regional professional day to work on curriculum alignment to Common Core Standards, by grade level and subject matter, and share best practices. Nine small districts will collaborate to receive coordinated training in Common Core, with the aid of an ESD specialist. The second day would be for in-district professional development. The district describes the specific goals to be achieved at the end of each of the three years of the waiver. This is a new request. The waiver would result in a reduction in half-days from 14 to 10.

Riverside requests a waiver of two days for three years for professional development. The first day would be scheduled the day before school opening and used to familiarize staff with district goals, including work on the teacher and principal evaluation system. The second day would be devoted to incorporation of the Marzano Instructional Framework into the new teacher evaluation system, and alignment of district curriculum and grade level expectations with Common Core State Standards.

Riverside's waiver request was presented to the Board at the May meeting and was not approved at that time. The district has resubmitted its request with additional information as requested by the Board. The new or revised information is indicated by italics in the resubmitted application. In Part A, Item 1, the district discusses the purpose and goals of each of the two proposed waiver days, the first focused on district instructional goals, the second on instructional strategies that align with Common Core and link Common Core with TPEP and instruction. In Item 2 it offers a fuller discussion of the student achievement data motivating the waiver plan. "As a school district we are not demonstrating consistent and constant improvement in most areas," Riverside states, "making it predictable that with the addition of CCSS our students will not be able to achieve enough growth to meet those standards." In Part B the districts adds to its original response on how well its previous waiver day was used for staff training, and how its experience with piloting SBAC reinforces the need for professional development for coming higher standards.

Riverside has separately requested and been granted a waiver of four days for parent-teacher conferences under the expedited process created last year under WAC 180-18-050(3). The district currently has an Option One waiver of five days – one for staff professional development and four for parent-teacher conferences. It expires this year.

Seattle has revised its waiver request from the original request presented in May. It previously submitted two separate requests, each for three years, differing by grade level: one request for three days for professional development, and a second request for four days for parent teacher conferences. Because of the location of the days on the proposed school calendar, this represented, under the statutory definition of “school day,” a net request for waiver of six days from the 180-day school year requirement. The district has since requested and been granted a waiver of three days for parent-teacher conferences in elementary and middle schools. The present request is therefore three days for professional development of staff. The professional development days would be devoted to support of the Strategic Plan adopted by the Seattle School Board in June 2008 and revised for June 2013. The Strategic Plan is summarized in the application.

Seattle’s waiver request was not approved at the May meeting. The district has resubmitted its request, using the correct application form, with additional information requested by the Board. In Part A, Item 2, Seattle provides more detailed information on the student achievement data motivating the goals of the waiver, and on how professional development is targeted to areas identified for improvement. In Item 3, it discusses with specificity the measures and standards used to determine success under the previous waiver. It attributes identified improvements in student achievement from 2007-08 to 2011-12 to the work done on district-wide curriculum alignment, supported by professional development days.

In Part B, the Seattle provides information, absent from the original application, on proposed changes in the waiver plan and the reasons for the changes. It explains how the district’s multi-year professional development plan supports implementation of the four district initiatives in the Strategic Plan: Multi-Tiered Support Systems, Professional Growth and Evaluation, Race and Equity Framework and Common Core State Standards. A major change is that previously the use of the professional development days was left to the discretion of each building. In the new plan the three days are at the discretion of the district, to implement district initiatives, while three contract days are maintained for building-based professional development.

In Part B, Item 4, Seattle explains why continuation of the district’s current three days for professional development would advance the waiver goals. “The SPS professional development plan integrates all of the four initiatives and implements job-embedded practices, but there remains a great deal of PD necessary to meet the demands of a diverse student population. . . With the shift of the PD waiver days to district-focused work, the level of accountability increases by ensuring the fidelity and consistency of professional development content across the district.”

The Seattle request does not result in a reduction in half days, as it enables continuation of a district calendar adopted through approval of a waiver by the State Board in March 2011.

Summary of Option One Waiver Applications

District	School Years	Waiver Days Requested	Purpose of Waiver	Student Instruc. Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Auburn	2013-14	3	Prof. Dev.	177	0	180	0	R
Battle Ground	2013-14	5	Prof. Dev.	175	3	183	0	N
Columbia Hunters	2013-14 2014-15 2015-16	3	Prof. Dev.	177	0	180	6	N
Columbia Walla Walla <i>Resubmitted</i>	2013-14 2014-15 2015-16	2	Prof. Dev.	178	2	182	0	R
Davenport	2013-14 2014-15 2015-16	2	Prof. Dev.	176	4	184	0	N
Fife	2013-14 2014-15	6	Parent-Teacher Conf.	180 sec. 174 elem.	0	180 sec. 174 elem.	10	N
Lyle <i>Revised and Resubmitted</i>	2013-14 2014-15 2015-16	4	Prof. Dev.	176	0	180	2	R
Kelso	2013-14 2014-15	1	Student Transition	179	4	183	0	R
Nespelem <i>Revised and Resubmitted</i>	2013-14 2014-15 2015-16	6	Prof. Dev.	174	1	181	2	R
Ocean Beach <i>Revised and Resubmitted</i>	2013-14 2014-15	2	Prof. Dev.	178	0	180	0	N

District	School Years	Waiver Days Requested	Purpose of Waiver	Student Instruc. Days	Additional Teacher Days w/o Students	Total Teacher Days	Reduction in Half-Days	New or Renewal
Reardan-Edwall	2013-14 2014-15 2015-16	2	Prof. Dev.	178	1	181	4	N
Riverside <i>Revised and Resubmitted</i>	2013-14 2014-15 2015-16	2	Prof. Dev.	175	10	190	0	R
Seattle <i>Revised and Resubmitted</i>	2013-14 2014-15 2015-16	3	Prof. Dev.	174	3	180	0	R

Background

Option One is the regular 180-day waiver request that has been available to districts since 1995. The State Board of Education is authorized by RCW 28A.305.140 to grant waivers to school districts from the minimum 180-day school year requirement in RCW 28A.150.220 on the basis that such waivers are necessary to “implement successfully a local plan to provide for all students in the district an effective educational system that is designed to enhance the educational program for each student.”

Districts may propose the number of days to be waived and the activities deemed necessary under the waiver to enhance the educational program. The State Board may grant waiver requests for up to three years. Districts granted 180-day waivers must still meet the requirement of 28A.150.220 to make available instructional offerings of at least a district-wide average of 1,000 hours.

Rules adopted by the State Board in November 2012 require a district requesting an Option One waiver to provide, together with the application and school board resolution, 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 amount of other non-instruction time. [WAC 180-18-040](#) establishes criteria for evaluation of the need for a new waiver and for renewal of an existing waiver. The rule is included in your packet.

Action

The Board will consider whether to approve the district applications summarized in this memorandum.

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Auburn School District #408
Superintendent	Dr. Dennis "Kip" Herren
County	King County
Phone	253-931-4917
Mailing Address	James P. Fugate Administration Center Auburn School District #408 915 Fourth Street NE Auburn, WA 98002
Contact Person Information	
Name	Rod Luke
Title	Associate Superintendent
Phone	253-931-4903
Email	rluke@auburn.wednet.edu
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Three (3) Days
School Years	2013-2014 School Year
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	Two Half Days
Reduction	None
Remaining number of half days in calendar	Two Half Days
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

The district, schools, departments and individual teachers need time within the 180 day school year to continue restructuring initiatives and implement fully-revised school improvement plans in accordance with and alignment to our new 2013-2016 Auburn School District Strategic Plan. The 2013-2016 district strategic plan sets the expectation and accountability to assure that each student, regardless of ethnicity, language, disability, or income level, achieves high standards of learning. Strategies incorporated into the strategic plan are designed to accelerate students from where they are in their learning, ensure they meet and exceed standards, graduate on time, and are prepared for career, college and success beyond high school.

In September 2012, the Auburn School Board of Directors authorized a new three-year District Strategic Plan be developed to replace the current 2009-2012 strategic plan, which sunsets August 31, 2013. A committee consisting of parents, community members, teachers, administrators, classified and certificated staff was commissioned on October 17, 2012. A new three-year strategic plan to address the number one priority of the Auburn School District “student academic achievement” was completed by the committee in January 2013 for recommendation to the school board for adoption. On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted the new 2013-2016 Auburn School District Strategic Plan for implementation beginning September 2013.

[Click here](#) to access the 2013 -2016 district strategic plan

Goal One—Student Achievement

All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

Goal Two—Community Engagement

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

Goal Three—Policies and Resource Management

Auburn School District polices and resources are aligned to the strategic plan.

The district strategic improvement plan provides for a systemic assessment system to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their professional learning communities (PLCs). The district strategic improvement plan calls for deep alignment of instruction to standards. Aligning classroom instruction to standards requires additional opportunities for teachers to articulate instruction and to collaborate through professional learning communities. This will result in increased personalization for student learners, refined curricula and effective instructional strategies, greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. Statistically, only 30% of students in the fifth grade will remain in the Auburn School District when they reach the 12th grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in conjunction with high standards. The 2013-2016 district strategic improvement plan stresses the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Days waived from the 180 day school year are also needed to increase parent and community partnerships for students who come from families of poverty. Nearly 63% (62.9%) percent of the district’s elementary student body qualify for free and reduced lunch.

The Auburn School District strategic plan for closing the achievement gap includes aligning instruction to the common core state standards; implementation of the Center for Educational Leadership Five Dimensions of Teaching (CEL 5D) Instructional Framework and accompanying Teacher Evaluation Rubric; collaboration for student learning; increased instructional rigor pre-k-12 in math, literacy, and science; utilization of classroom based assessments including (CBA/CBPA) in social studies, health, P.E. and the arts; instructional models that address student mobility; application of technology for differentiated instruction, assessment of student achievement, and to address teaching and learning; increase accelerated program offerings such as pre-advanced placement courses and high school algebra, geometry and biology offerings at the middle school; enrichment, advanced placement (AP), career and technical education (CTE), science, technology, engineering and mathematics (STEM), and fine arts; college board assessments for all grade 8 students (ReadiStep), PSAT for all grade 9,10 and 11 students, and SAT for all grade 11 and 12 students to prepare all students for career, college and life beyond high school. Waiver days will be utilized in these targeted areas for continued restructuring.

The implementation of school math and literacy improvement plans is paramount. The Auburn School District targets the alignment and delivery of mathematics between the sixth and tenth grade as critical for addressing the achievement of students to the high standards of mathematics. Mathematics instructional resources for middle school grade 6, 7, and 8 core instruction and high school Algebra 1, Geometry, and Algebra 2 were adopted and implemented in 2011. Math and reading intervention models are being developed to address early learning pre-k – 12, the challenges of mobility, and our low performing demographics.

A different system of delivering math instruction is warranted to address our students with mathematical learning needs. The scope and sequence of the traditional mathematics model for college eligibility needs to be supported by a system of mathematical learning that aligns more intensely with the new common core mathematics standards and addresses the episodic learning needs of a transitory, low-income demographic. Currently, time is needed to implement the goals and strategies of fully-revised individual school improvement plans into every classroom culture.

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

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

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

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

The 2013-2016 District Strategic Plan Committee conducted an extensive study of student performance data and school perceptual data. The committee reviewed district and state assessment results, attendance data, discipline records, student and staff demographics, on-time graduation rates, extended graduation rates, drop-out rates, high school credit earned at grade 9, and college completion data for the Auburn School District for the school years: 2008-2009, 2009-2010, 2010-2011, and 2011-2012. Additionally, school perceptual survey data aligned to the Nine Characteristics of High Performing Schools was collected from thousands of district staff, students, parents, and community members. The Center for Educational Effectiveness in Bellevue, WA conducted and tabulated the perceptual survey results for the district and each of our twenty-two schools. The extensive survey results were correlated to the Nine Characteristics of High Performing Schools. Data from student assessments and the school and district perceptual surveys was triangulated to develop a clear picture of the overall performance of the district. Although the perceptual survey results portrayed our schools favorably, the District Strategic Plan committee focused on overall student academic performance levels, achievement gaps, and accelerated learning. Therefore, the 2013-2016 District Strategic Plan was developed to address these areas and for the Auburn School District to be recognized as a world-class education system preparing all students to be globally competitive for career, college, and for life in the twenty-first century.

[Click here](#) to access the Auburn School District results of the 2008, 2010, and 2012 staff, parent, and student Center for Educational Effectiveness (CEE) surveys.

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

The District Strategic Plan requires district-wide progress monitoring of our students in early literacy skills, reading, and mathematics. Beginning with the 2009-2010 school year the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a requirement for all students in grades K-5 and the Measurement of Academic Progress (MAP) assessments in reading and mathematics are required for all grade 3, 5, 6, 7, 8, and 9 students. The 2009-2010 school year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

DIBELS - The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. DIBELS is designed as one-minute long fluency (the ability to read text accurately and quickly) measures used to regularly monitor the development of early literacy and early reading skills. The DIBELS measures were designed to assess the big ideas of early literacy: *Phonological Awareness, Alphabetic Principle and Phonics, Accuracy and Fluency with Connected Text, Vocabulary and Oral Language, and Comprehension*. Combined, these measures form an assessment system of early literacy development that allows teachers to readily and reliably determine student progress.

[Click here](#) to learn more about DIBELS

MAP - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to the State of Washington's content standards and can be used as an indicator of preparedness for the state assessments (Note: MAP assessments are being re-aligned and

normed to the Math and English Language Arts common core state standards). The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter, and spring all third, fifth, sixth, seventh, eighth and ninth grade students are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement, and growth provide perspective on an individual student's learning.

[Click here](#) to learn more about MAPs.

NWEA has aligned their End of Course Exams for Algebra and Geometry with the Washington State End of Course Assessments. Beginning with the 2012-2013 school year all middle and high school students completing Algebra 1 and/or Geometry will be assessed using the MAP end-of-course assessments for algebra and geometry.

Data from our DIBELS and MAP assessments is organized as meaningful information and reported in a dashboard format. The dashboards are organized as individual school and district-wide dashboards. Dashboards are disaggregated by grade level and demographics. To assure district and school level accountability to these required assessments, the district-wide results of the DIBELS and MAP assessments are presented and interpreted for the school board (following the fall, winter, and spring assessment windows) during regular scheduled school board meetings. The district-wide results are posted to our district website to inform parents and community members. Individual school and student level results are presented to the principals during principal cadre meetings and are used as a component of the principals professional learning communities (PLC). Teachers have access to their student assessment results via the DIBELS and NWEA websites.

[Click here](#) to access the Auburn School District DIBELS dashboards.

[Click here](#) to access the Auburn School District MAP dashboards.

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

The expectation of the school board and district is that each student will meet or exceed state and district standards and graduate on time prepared for career and college. In order to accomplish this goal, both formative and summative assessment data will be vital to monitor student progress and indicate attainment of learning goals throughout the school year. A variety of local assessment tools are needed to appropriately gauge learning and provide assurance that gains have been realized. Instructional resources, core instruction, and common formative assessments aligned to the common core state standards areas are being developed by the schools to monitor student learning progress to standard. The 2013-2016 district strategic plan provides support for schools to develop and implement the tools for monitoring and adjusting classroom instruction and to assess student attainment of common core standards. From the 2009-2010 school year forward, the Auburn School Board is presented with quarterly updates reporting student academic achievement district-wide. The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is being used to indicate progress in reading fluency for kindergarten through grade five students. Progress in mathematics and reading at grades three, five, six, seven, eight, and nine is monitored using Northwest Evaluation Association's Measurement of Academic Progress (MAP) assessments. Attainment of high school credit earned toward graduation for ninth, and beginning with the 2012-2013 school year, tenth grade students is reported at each semester

as are enrollments in Advanced Career and Technical Education, Honors, and Advanced Placement courses. High school dropout, on-time graduation, and extended graduation rates are closely monitored as evidence.

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

The Auburn School District Strategic Plan provides the framework through which the district will support our twenty-two schools to ensure the academic success of each student. The vision and goals set forth by the school board and superintendent are articulated within the school improvement plans developed by each of the twenty-two schools. These processes are dependent upon all stakeholders contributing to improve learning opportunities for all students. The 2009-2012 strategic plan initiated a collaborative process that linked the vision and goals set forth by the school board and the superintendent with the revised school improvement plans developed by each of our twenty-two schools. The 2013-2016 strategic plan continues this emphasis. The school board defines the “what,” or destination, the central office and the schools determine the “how,” or the best approach to get there. This is a shared commitment to reciprocal accountability based on collaboration and distributed leadership to improve and accelerate learning for each student. The framework of the strategic plan supports student achievement through the application of professional learning communities. A professional learning community supports a culture of collaboration, mutual trust, openness to improve, disciplined inquiry, and distributed leadership. The strategic plan includes strategies to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, and our community, which is characterized by trust and mutual respect.

District Aspiration

The Auburn School District aspires to be a world-class education system preparing all students to be globally competitive for career, for college, and for life in the twenty-first century.

District Mission

In a safe environment, all students will achieve high standards of learning in order to become ethically responsible decision makers and lifelong learners.

District Vision

The vision of the Auburn School District is to develop in students the skills and attitudes that will maximize their potential for lifelong learning and ethically responsible decision-making.

School Board Beliefs

A comprehensive public education is paramount. Effective leadership and high quality student learning are essential. Listed below are our core beliefs for improving student achievement and closing learning gaps:

- We believe every student can achieve high standards of learning
- We believe public schools are the foundation of good citizenship
- We believe in the responsible stewardship of resources
- We believe in sustainable community partnerships
- We believe in family and advocate involvement
- We believe public schools must value diversity
- We believe in safe and positive learning environments
- We believe in shared accountability for student success
- We believe in a culture of professional collaboration
- We believe in preparing students for success beyond high school

The 2013-2016 district strategic plan contains three goals each with objectives, strategies, accountability reporting mechanisms, and success indicators. The three goals and accompanying objectives are:

Goal 1: Student Achievement

All staff in the Auburn School District provide support, leadership, and guidance to ensure each student meets or exceeds state and district standards, graduates on time, and is prepared for career and college.

Objective 1

Professional Learning Communities will be employed with integrity to plan, monitor, and adjust instruction to impact student learning.

Objective 2

All school improvement plans will align with the district strategic plan and the nine characteristics of high performing schools.

Objective 3

The Auburn School District will utilize the Center for Educational Leadership's Five Dimensions of Teaching (CEL 5D) as the Instructional Framework.

Objective 4

Technology will be integral to administration and teaching and learning to prepare all students for career, college, and life beyond high school.

Objective 5

The Auburn School District will increase and continue to exceed the State of Washington's on-time and extended high school graduation rates.

Goal 2: Community Engagement

All staff in the Auburn School District are accountable for engaging its diverse community as partners to support and sustain a world-class education system.

Objective

All Auburn School District employees will engage patrons through cultural awareness and a respectful customer service environment.

Goal 3: Policies and Resource Management

Auburn School District policies and resources are aligned to the strategic plan.

Objective

The district will prioritize resources to support the strategic plan, provide safe learning environments, close learning gaps, and accelerate academic achievement for every student.

[Click here](#) to access the 2013 -2016 district strategic plan

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

As established on Monday, January 28, 2013 by the Auburn School District Board of Directors, our district focus and emphasis will be the goals and objectives described in the 2013-2016 Auburn School District Strategic Plan. All priorities, activities, and initiatives engaged at both the district level and school level will align to this plan.

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

In order to accomplish the goals outlined within the strategic plan and individual school improvement plans, time within the 180-day school year to restructure and implement is essential. Our district, schools, departments, and individual staff require time within the 180-day school year for collaboration centered on student learning and achievement. We hold ourselves accountable for the academic success of each student pre-K-12, and in their meeting or exceeding the standards of learning as measured by the State assessment system.

The Auburn School District Strategic Plan is the blueprint for our district's continuous improvement, transformation, and cultural change necessary to address the academic success for all students. It is the framework for our planning, resource allocation, staff development, and decision making. The school board defines the "tights" while allowing for the "loose" essential to individual schools, departments, and instructional staff needed to implement the best practices and available resources to address the learning needs of all students. This is distributed leadership and shared accountability based on collaborative structures and process to improve and accelerate learning for each student. The district improvement plan includes strategies characterized by trust and mutual respect to support teams within buildings; relationships between and among schools; and a culture between schools, the school district, parents/guardians, and the community.

As defined in the district strategic improvement plan, all Auburn elementary, middle, and high schools will fully revise their school improvement plans. The revision work began in September 2009 with one third of our schools fully revising their improvement plans each year. The fully revised process reached full-circle at the end of the 2011-2012 school year with completion of full SIP revisions by all twenty-two schools. In September of 2012 the fully-revised school improvement cycle began again. Over one hundred administrators, teachers, parents, and community members representing the schools are working with central office staff, school improvement facilitators, and nationally recognized educational consultants to fully revise their school improvement plans. Each month a school and their school improvement team are scheduled to present their school improvement plan to the school board for approval and adoption. Every year all Auburn schools not in full-revision continue to align their improvement plans to the goals of the district strategic plan using their current student assessment data and perceptual data.

School improvement and reform efforts are important work requiring time within the 180-day school year to implement. Our district, schools, departments, and individual staff need the waiver time within the 180-day school year to carry out collaboration centered on student achievement and to restructure and implement school improvement efforts within their schools.

[Click here](#) to access individual school improvement plans.

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

In October 2012, the Auburn School District Board of Directors commissioned a committee of twenty-one members to develop a new three-year 2013-2016 District Strategic Plan to replace the 2009-2012 plan which sunsets on August 31, 2013. The new plan addresses the learning needs of all students and accelerates students from where they are in their learning to close gaps and enrich learning. Membership of the District Strategic Plan Development Committee

represented a diverse group of stakeholders, including a strategic planning consultant-facilitator, education consultants, parents, community members, teachers, administrators, and certificated and classified staff. The committee met twice each month from October 2012 through January 2013. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementation. The strategic plan development committee presented their work and recommendations to the school board during their January 2013 school board meeting. The committee recommendations were adopted for implementation by the Auburn School District Board of Directors on January 28, 2013. The 2013-2016 District Strategic Improvement committee will reconvene in the fall of 2016 to review progress and make recommendations to recalibrate the plan for another three – five years.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our district negotiated agreement for September 1, 2011 through August 31, 2013 provides for the following (see attached PDF of Auburn School District CBA):

District Designated Time -

District designated time totals 44.5 hours per diem; 3.5 hours for district/building meetings; 7.0 hours for elementary report card/conference preparation or for secondary grading day; 21 hours for building determined days; 6.0 hours for principal determined time; and 7.0 hours for individual determined day (occurs immediately after Labor Day). District Determined Time is prorated based upon an employee's FTE status.

Individual Responsibility Contract –

Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 135 Individual Responsibility hours for the 2012-2013 school year. Employees who are on Steps 7 and above on the State Allocation Model have a total of 157.5 Individual Responsibility hours for the 2012-2013 school year. Individual Responsibility Hours are prorated based upon an employee's FTE status.

Responsibility Contract activities can be documented from August 1 through July 31. These individual responsibilities are outlined below:

1. Attendance at meetings (i.e., faculty meetings, open house, grade-level/department meetings)
2. Individual professional development (i.e. Impact of School Improvement Plans, ESEA, new adoption curricula, education reform, best practice standards)
3. Student assessments
4. Classroom, lesson, and job preparation
5. Parent contacts

Commitment Stipend –

Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM). In the 2011-2013 Negotiated Agreement, employees who were on Steps 0-3 of the SAM received a commitment stipend of \$100. Employees who were on Steps 5-6 of the SAM received a commitment stipend of 9 per diem days. Employees who were on Steps 7 and above of the SAM received a commitment stipend of 10 per diem days.

In addition to the above, a longevity commitment stipend of \$1,500 will be added to every staff member beyond year 16 on the SAM in columns 1-9.

Early Release Days

The Auburn School District has two early release days during the school year. The day before Thanksgiving vacation and the last day of the school year.

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	0
Total	180

11. 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:

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

[Click here](#) to access the Collective Bargaining Agreement.

[Click here](#) to access the 2013-2014 Proposed Calendar.

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

The Auburn School District does not have work days over and above the 180 school days.
New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

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

The activities of 2012-2013 waiver days focused on the implementation of the school improvement plan to address these essential questions: (#1) what is it we want our students to learn? (#2) How will we know if each student has learned it? (#3) How will we respond when some students do not learn it? ; (#4) How will we extend and enrich the learning for students who have demonstrated proficiency?

During the 2012-2013 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 12, 2012, March 11, 2013, and May 13, 2013.

The following describe school improvement waiver day activities conducted:

- Aligning instruction to the district identified Power Standards: In the Auburn School District, the Power Standards are the most essential learning outcomes based on the Washington State Standards. The Power Standards are our district's guaranteed and viable curriculum at each grade level and have been established for mathematics, reading, language arts, science, writing, communication, social studies, physical education, music, ELL, arts, library, career and technical education, and electives. The Power Standards are what we guarantee our students will learn from classroom to classroom and grade level to grade level. Teacher and content teams are currently meeting to develop power standards aligned to the Mathematics and English Language Arts Common Core State Standards and Next Generation Science Standards.
- Provided training and developed weekly mathematics problem solver lessons, activities, and assessments aligned with the State Performance Expectations for Mathematics at grades 3, 4, 5, 6, 7, and 8 and high school Algebra and Geometry. These are all being realigned and rewritten to the common core state standards.
- Developing classroom based common formative assessments in reading, mathematics, Algebra 1, Algebra 1 End of Course Assessments, Geometry, Geometry End of Course Assessments, Algebra 2, and science aligned to Power Standards. These will be realigned and rewritten to the common core state standards.
- Restructuring enrichment and extended learning programs for alignment with math, reading, writing, and science standards.
- Focus on student learning plans in math, with emphasis on content essentials, pedagogy, and student personalization. (Math targets focused on achievement gap learner, including low income, Hispanic and Native American student groups.)
- Differentiating learning for low-income demographics aligned with State standards and best practices.
- Continued implementation of Guided Language Acquisition Design (GLAD) strategies at the elementary level and Sheltered Instruction Observation Protocol (SIOP) at the secondary level for English Language Learners (ELL) students within our classrooms to improve learning and performance on the WELPA, MSP, and HSPE.

- Restructuring schools to provide tier-one, tier-two, and tier-three student intervention models for the 2012-2013 school year.
 - Analyzing student performance data obtained from DIBELS, MAP, and classroom developed common assessments for instructional decisions, intervention, extended learning, and regrouping of Walk-to-Math and Walk-to-Read intervention/enrichment groups.
 - Preparing for student led – parent/teacher conferences and senior portfolio presentation at the high school level.
 - Develop programs and services for parents of students in the graduating class of 2013 regarding graduation standards.
 - Provided training on standards-based teaching, learning, and reporting, professional learning communities, and interpreting assessment data and information.
 - Alignments with State mathematics, reading, and science standards at elementary and secondary levels. Introduction and exploration of Mathematics, English Language Arts Common Core State Standards, and Next Generation Science Standards.
 - Implementation of high school biology at the middle schools for grade 7 and 8 students. These students will take the high school end of course Biology state assessment this spring.
 - Preparation for sixth year implementation of OSPI CBAs and CBPAs in social studies, health and fitness, and the arts.
 - Integration of technology into the classroom (electronic data bases, moving teacher websites to the new district standard Schoolwires website program, web accessible library collections, document cameras, student response systems, LCD projectors, grade scan, wireless laptop carts, iPads, and organizing classroom websites) for student learning and increased communication with parents, students, and our community.
2. How well were the purposes and goals for the previous waiver met? Using the measures and standards, describe the district's success at meeting each of the expected benchmarks and results of the previous waiver.

The wavier days provide time within the 180 day school year to systemically and strategically restructure our schools to address students who are beyond standard, Tier 1 and Tier 2 learners, and to develop intensive strategies necessary for our Tier 3 learners to become successful.

District leadership has provided teachers with on-going professional development and training on "Understanding by Design," Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, Visible Learning, Building Common Assessments, using MAP assessment data for instructional decisions, professional collaboration, revising school improvement plans, and implementation of strategies of the Auburn Teacher Leadership Academy (ATLA). The infusion of these training opportunities continue to provide support and targeted professional development needed for individual teachers and schools to improve academic performance for all students.

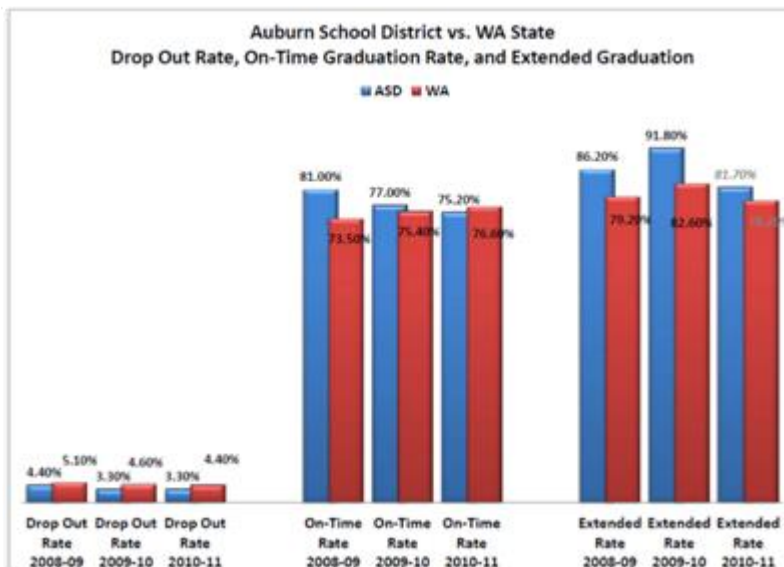
In fidelity with the district strategic plan, implementation of PLCs, common assessments, standards alignment, and interventions, student achievement continues to improve. For the third consecutive year, the Auburn School District grades 3-5 outperformed the state average in math and reading. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners. On K-5 winter DIBELS, assessment for reading continued to improve with an average decrease of 5.99% at-risk readers and 8.85% increase in on-target readers for a combined improvement average of 14.84%. Our only longitudinal comparison data for 2008 is second grade DIBELS which shows a 12.52% decrease in at-risk readers and a 25.81% increase in on-target reading performance for a combined improvement average of 38.33%.

At the middle school, grades 6, 7, and 8, MSP scores for 2012 showed a mixture of increases and decreases. Sixth grade reading scores increased slightly from 68.3% to 71.3% while math scores decreased from 60.9% meeting standard to 53.4% meeting standard. In 7th grade, reading scores increased dramatically from 49% to 64.3%, writing improved from 58.2% to 65.5%, and math improved slightly from 50.1% to 51.6% meeting standard. Eighth grade scores decreased in reading and math, reading from 63.7% to 57.6% and math from 44.5% to 42%. While science increased from 52.0% to 58.0%.

Middle school MAP math score compared to 2009 demonstrated slight decreases. Combined 6-7-8 MAP math comparisons show an average increase of 4.6% for at-risk performance. Grade 6-7-8 Reading MAP comparisons demonstrate a decrease of 2.56% in at-risk performance.

2012 HSPE results showed an increase in reading from 78.6% to 80.8% and a slight decrease in writing from 85.8% to 83.6%. State End of Course (EOC) Algebra scores increased from 66.3% to 71.2% and EOC Geometry increased from 68.6% to 81.6%, meeting standard.

High school annual drop-out rates remained the same from 3.3% to 3.3%, while on-time graduation decreased slightly from 77% to 75.2% and extended graduation rates decreased from 91.8% to 81.7%.



Ninth grade comparison MAP math scores show an increase in at-risk performance of 4.63%. At-risk MAP reading scores decreased 3.39% and on-target results increased 5.86%.

Comparisons of 9th grade first semester credit completion to 2012 are essentially flat.

Middle school honors course enrollments increased from 1,536 in 2009 to 1686 in 2012. Enrollments in honors programs at the middle level are represented by about 36% of students from diverse heritage.

In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw an 9.23% increase in diverse population participation from 2009-2010 to 2012-13. High school advanced placement courses had a 11% increase in diverse population enrollment from 2009-10 to 2012-13. High school honors courses had a 7.68% increase in diverse population enrollment from 2009-2010 to 2012-13.

Extended learning interventions are a standard intervention model at all fourteen elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include monitoring credit attainment and credit retrieval. Beginning with the 2010-2011 school year to present, 2,167 students have completed 3,020 APEX on-line learning course enrollments recapturing credit toward graduation. The use of professional collaboration to align instruction to standards, analyze student assessment data, monitor student progress, adjust instruction, develop common assessments, and assign students to intervention and/or enrichment programs to address individual learning needs continues to be a successful model to improve and accelerate student learning.

Throughout the 2011-2012 school year the school board was presented with an abundance of reports and dashboards from schools and departments regarding school improvement plan progress, professional learning communities work, district and state assessment data and analysis, intervention and enrichment programs, and updates on strategic plan implementation. A majority of school board meeting time is dedicated to academic achievement priorities.

The following District Dashboard are posted on the Auburn School District website at:

[Click here](#) for quarterly reporting dashboards monitoring implementation of the 2009-2012 District Strategic Improvement Plan.

[Click here](#) for DIBELS assessment dashboards.

[Click here](#) for MAP assessment dashboards.

[Click here](#) for Advanced Career and Technical Enrollments; Honors and Advanced Placement; and Ninth Grade Credits Earned dashboards.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted a new 2013-2016 Auburn School District Strategic Plan for implementation beginning September 2013. (The current 2009-2012 strategic plan will sunset on August 31, 2013.) The work of the 2013-2014 Waiver day plan aligns to the goals, objectives, and strategies outlined in the new 2013-2016 strategic plan. Our twenty-two schools and staff are held accountable through their individual school improvement plans to address the number one priority of the Auburn School District "student academic achievement." Waiver days will be dedicated to fully-revising, aligning, and implementing the individual school improvement plans in context of the new 2013-2016 strategic plan.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

Fidelity to the 2013-2016 strategic plan is paramount. All staff district-wide are held accountable to the outcomes defined within the plan. The accountability reporting defined for each objective within each of the three goals of the 2013-2016 strategic plan is an expectation of the school board. Reports monitoring progress of the 2013-2016 strategic plan implementation will be widely and regularly communicated to the school board, parents, our community, and staff district-wide.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District through approval process of the State Board of Education. Hard copies of the 2012-2013 school year calendar were distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during the parent and teacher conferences and student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised with the focus, integration, implementation, and impact of this time.

[Click here](#) to access the 2012-2013 calendar for parents

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Battle Ground Public Schools
Superintendent	Dr. Shonny Bria
County	Clark
Phone	360-885-5389
Mailing Address	P.O. Box 200 Battle Ground, WA 98604
Contact Person Information	
Name	Dr. Paula Koehler-Martin
Title	Chief Academic Officer
Phone	360-885-5389
Email	Koehlermartin.paula@battlegroundps.org
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	5
School Years	2013-2014
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	10, 8 of which are for parent-teacher conferences
Reduction	0
Remaining number of half days in calendar	10
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

With our state moving towards the implementation of the Common Core State Standards in the 2014-2015 school year, our goal is to instruct our teaching staff in the Common Core State Standards, the instructional shifts that will be required for our students to successfully employ these new standards, the required habits of mind and standards for mathematical practice, and the new assessment tools which will accompany the new standards. We also intend to help our teachers see the connections between the Common Core State Standards and the new Teacher and Principal Evaluation System.

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

It is our belief that our students' best opportunity for success using and being measured by the new Common Core State Standards and the new assessments is a well prepared teacher corps. It is not the new standards that will increase student achievement, but rather the more rigorous teaching and learning students will experience under the guidance of teachers who are well trained in the standards and who are using the highly effective teaching and assessment practices that this new system demands.

Currently, our student achievement is measured using the Washington Comprehensive Assessment System. Our current percentages of students testing at the proficient level or above are as follows: Reading: 73%; Mathematics: 63%; Writing: 75%; and Science: 61%. We believe that with appropriate training and support, our student achievement will increase.

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

We intend to use the following three measures to determine success:

- 1) Increased percentage of students scoring at or above the proficient level on the MSP, HSPE, and EOC exams;*
- 2) Improvement in school scores on the Washington State Achievement Index (current average score: 4.39);*
- 3) Favorable responses on after action surveys to be conducted at the conclusion of each training session.*

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

All of our in-service activities are evaluated by participants at the conclusion of each training session. This data, which is submitted anonymously, is collected, reviewed and analyzed for the purpose of improving the next session. This information is shared with the in-service designers and the presenters so that positive outcomes can be reinforced and improvements can be made to subsequent presentations.

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

Training during our five waiver days will include examination of the Common Core State Standards beginning with an overview and introduction of the Standards, an examination of the impact on classroom instructional practices, the Standards for Mathematical Practice, timelines for transition to full implementation, and training in the various instructional strategies that will need to be utilized to effectively implement the Standards.

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

Our waiver request is for one year only. However, the activities and training we engage in during this single year will lay the groundwork for on-going work in subsequent years as we move toward full implementation of the Common Core State Standards.

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

All of our schools recognize the need to become familiar with the Common Core State Standards and their use. This need is identified in our schools' annual improvement plans, the link to which we have embedded here: <http://www.battlegroundps.org/node/367> In the future all of our school improvement plans will be based on the Common Core State Standards and their implementation.

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

Our school improvement plans are developed with the input and engagement of our parent community. Our district also conducted a survey of our parent population and community in which the need for more teacher training was identified as a theme. The development of our district-wide strategic plan involved members from all constituent groups.

9.

10. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Our district surveyed a cross-section of our parent and community population to gather input on various aspects of our district's performance. One theme that emerged was "Increase training for teachers and substitutes to improve instruction". We also engaged with parents in discussions regarding school improvement efforts including teacher professional development time. The development of our district-wide strategic plan involved members from all constituent groups. An email copy of our CBA accompanies this application.

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

Student instructional days (as requested in application)	175
Waiver days (as requested in application)	5
Additional teacher work days without students	3
Total	183

12. 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:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		1.0	
2	Optional		1.0	
3	Optional		.5	.5
4	Optional			
5	Optional			
6	Optional			
7	Optional			
Check those that apply				

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

The three days over the 180 required school days are building start-up days and stipulated in the CBA (Collective Bargaining Agreement) for building and teacher directed activities. They cannot be used for district-wide training as requested in this waiver application.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

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

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

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Columbia #206
Superintendent	Chuck Wyborney
County	Stevens
Phone	(509) 722-3311
Mailing Address	4961 B Hunters Shop Road Hunters, WA 99137
Contact Person Information	
Name	Chuck Wyborney
Title	Superintendent/Principal
Phone	(509) 722-3311
Email	cwyborney@columbia206.com
Application type:	
New Application or Renewal Application	New for option one
Is the request for all schools in the district?	
Yes or No	yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	3
School Years	2013-2014, 2014-2015 and 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	12
Reduction	6
Remaining number of half days in calendar	6
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes...1015 hours

1. What are the purpose and goals of the Waiver?

Our teachers' contract is exactly 180 days. The waiver days provide one full day of local in-service the day before kids arrive to cover all of the organizational work needed to get the year off to a good start. There is no additional funding to provide our teachers paid time to do this work. Our teachers already volunteer countless hours throughout the summer, wrapping up the previous school year and preparing for the next one. Without the waiver day, we require them to volunteer additional time to attend mandatory training, including updates from our school nurse about critical health issues.

Two of the waiver days provide our teachers the opportunity to participate in the PREP consortium, which includes 10 small districts who meet at a central location to provide in-service and a chance to collaborate with other teachers who teach like courses. Many of our teachers are either the only instructor at their grade level or the sole content area department. These days allow them to collaborate and network with other professionals in their specialty area. The topics for next year's PREP days include Common Core curriculum work and T-PEP training, which are both monumental changes for small schools (who don't employ curriculum directors or instructional coaches) to implement successfully.

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

74% of our students are living in poverty, many of which are in constant crisis. Teaching students with these types of risk factors requires very high levels of expertise from both administration and staff.

Last year, 23.5% of our 8th graders met standard on the Math MSP; 11.8% of those same students met standard on the Science MSP and 41.2% in Reading. We have a passionate and caring staff who face the threat of isolation, due to our location and size. Providing these professional growth opportunities removes some of those hurdles to help facilitate increased staff expertise and student achievement.

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

Teachers will learn about best practices at PREP trainings, then bring that knowledge back to their Professional Learning Communities here at school. Teachers meet weekly in these PLCs to continue explore these concepts in depth and implement them into their daily teaching routines. Teachers will be evaluated on our adopted instructional framework: **CEL 5d+Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning**, which specifically measures teachers' professional collaboration and communication.

We hope to develop individual teacher growth goals for TPEP, as well as samples of assessments and other ways to document student growth for **Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs** and **Criterion 6: Using multiple student data elements to modify instruction and improve student learning**.

The remaining criterion are observable, and address teaching practice. We also hope to build our local list of 'possible observables' under each of these criteria.

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

As we increase our bank of observable evidence of teaching practice and possible means to gather student growth data, we will built our local school framework database which teachers and administrators will use to discuss evaluation and teacher growth.

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

ESD 101, will work in close consultation with area principals, to plan the PREP training days.

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

This format of 10 schools meeting twice a year for common in-service has been in place for at least the last 8 years. We expect this partnership to continue. One of the reasons it has lasted has been that the planning has been linked to current needs and hot topics. We expect this to continue as we implement Common Core and TPEP.

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

View Columbia's Strategic plan: <http://columbia206.com/Page/176>

Our School Improvement Plan and Title I Plan both focus on student learning. **Objective 2.2: Develop and maintain professional development for all staff that is collegial, job-embedded, goal specific and linked to targeted improvement of student learning.**

One of the best ways to improve student performance is to improve teaching practices. These training opportunities provide low cost local training and an opportunity to improve our practices to meet our student learning goals.

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

We have a leadership team which consists of volunteer teachers, classified staff and administrators who meet weekly. Their job is to review all of our planning documents to provide a clear focus for the year. With this focus we can plan our professional development activities. Our leadership team is involved in the decision to apply for these waiver days as well as reviewing the application to determine their purpose.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Other Non-Instruction Time:

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	0
Total	180

11. 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:

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

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

We do not have any additional days built into our teacher contract.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

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

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

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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

Columbia School District #400 (Walla Walla County)

1. What are the purpose and goals of the Waiver?

Before the state ended its support, three Learning Improvement Days (LID) provided time for our instructional staff to collaboratively design teaching-learning-content goals and strategies to better meet the needs of our students. Our District requests that the Washington State Board of Education approve two waiver days to replace the lost LID 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. Below we describe purposes of the District as they relate to our waiver request; each statement is followed by a specific goal or goals.

Budget Purpose/Goals: Our overarching purpose is to leverage dollars by conducting two staff development days within the 180 student-day calendar. This will afford valuable in-service days for our instructional staff. Specifically, the cost of one additional day for teachers in our district is approximately \$16,000. Multiplied by two days, the savings represents about 50% of the average salary and benefits for one teacher, a costly expenditure for a district just under 1000 students.

Goal: To maximize district dollars by conducting two collaborative instructional staff development days within the 180 student-day calendar.

Teaching Framework/Goals: Upon 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. The waiver days provide time to collaboratively review and implement these resources and to refine our goals.

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

Content Framework/Goals: We also developed a content framework that includes three learning parameters—(1) *Basic Learning* (see details under reading, math fact and writing automaticity on pages 2/3), (2) *Subject Learning*, and (3) *Integrated Learning*. Over the past year, 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, the teachers will continue to use the waiver days to focus on Marzano’s third commitment—vocabulary. From reviewing the Common Core State Standards (CCSS), the textbook terms, and terms drawn from different courses within the subject areas, the instructional staff developed up to 30 core terms—labeled 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 CCSS.

Goals: *To review and modify the C-Terms; to develop teaching strategies to improve student learning; and to embed the Common Core State Standards.*

Reading Automaticity Purpose/Goals: 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 an article in the February 2011 issue of *The Reading Teacher*. The application of Phonugage shows promise. For example, last spring our fifth and sixth grade students scored the second highest and highest on the MSP in comparison with other districts within the Columbia region. We also recognize that reading automaticity is only the first step, but a crucial one, to reading comprehension and to subject and integrated learning.

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

Math Fact Automaticity Purpose/Goals: Recent 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. The elementary and middle schools, in particular, are developing strategies and efficiencies to insure that our students master automaticity of the basic addition and multiplication facts. The elementary school adopted MOBY Math; the 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. As with reading, our 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 CCSS.

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.*

Writing Automaticity Purpose/Goals: 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, when it becomes available, the Smarter Balance Exam (SBE). Last year sophomores within our District passed the HSPE writing seven points ahead of the nearest district within our region. While one cohort's scores should not be interpreted as a trend, the indicators suggest successes in writing. 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.

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.*

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

As is briefly described above, HSPE, MSP and other data suggest that our District automaticity efforts are showing results that lead to improvement in the subject learning—a desired outcome. Specifically, while we are tracking more closely the three automaticity skills, our target is to see results in improved subject learning, such as we are seeing in the following:

- All but two students within the eighth grade of cohorts enrolled in algebra passed the End of Course (EOC) within the past two years.
- Our fifth grade and eighth grade students led the region in science.
- Our sophomores received the highest scores in writing in comparison to other districts within our region.

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

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, recently adopted MAPs measures and standards at the middle school, and began to pilot the Home Room Data Dashboard at all levels. Deeper, we are currently working with Informational Technology personnel in ESD 105 to post the completions of subcategories of the three automaticity gateway skills—reading, math fact and writing. We also envision using measurements and standards from the CCSS frameworks and have discussed the possibility of benchmarking our results on the Homeroom Data Dashboard. By tracking fundamentals—automaticity and common core—we hypothesize that our subject learning and integrated learning will show improvement, particularly improvement in engaged student learning and student-initiated learning.

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

As alluded to in the preceding answers, our District collects benchmarks with a variety of indicators that include information that we glean from the following:

- Measuring reading automaticity trends using Phonage, MAPS and DIBELS tools;
- Tracking reading comprehension using DIBELS, MAPS, MSP, and HSPE;
- Determining math fact automaticity using the Essential 28, MOBY and FASTT Math;
- Measuring math content using DIBELS, STAR, MAPS, MSP and EOC;
- Tracking writing automaticity using teacher reports and writing rubrics; and
- Piloting data dashboard for tracking all of the preceding.

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

Both the content and the process that the District used to meet the goals of the waiver are succinctly described within the article, *Building Instructional Coherence from Theory to Practice*, which is under review for possible publication by *Kappan*. We wrote this to describe our application of the student-teacher-content core developed by Richard Elmore from Harvard University. Specifically, in this paper we (1) present our *Student Vision and Mission*, (2) describe our *Teaching Framework* that we truncated from Washington DC Public Schools; (3) present the *Content Framework* that we minted and which includes *Basic Learning* (automaticity), *Subject Learning* (CLASSMaPs), and *Integrated Learning*; (4) develop a *Support Framework for Personnel and Other Resources*; and (5) identify *Community Resources*. Deeper, we also describe in the article how we developed practical

web-based *Fingertip Resources* to meet our teaching and content frameworks. These provide our teachers and instructional staff with instant resources. All-in-all, our *Unified Instructional Core* brings unity; our *Teaching and Content Frameworks* add substance; and our *Fingertip Resources* breathe life to our engaged student vision. (A draft of this article is available upon request; however, while it is under review, it is not found on our webpage per request of the editors of *Kappan*. We included our model of the Unified Instructional Core at the end of this waiver request.)

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

We believe that holding to our *Unified Instructional Core* model and applying with fidelity the activities and goals that we developed will bring success to our vision and mission for deep student engagement. Thus, we will use the second and third year of our waiver to provide the essential and ongoing consistency to meet our goals. With modest modification of our goals, we will move toward realizing our student vision. In addition, we used the UIC framework to design our strategic plan, which is framed within the five parts of our UIC. Thus, coupling the UIC and strategic plan brought coherence to the direction and goals of our District and will help build the connections between the first year and the next two years for which we are requesting a waiver.

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

The district used previous waivers to help give the focus upon the Unified Instructional Core and Strategic Plan, as noted throughout this request. The direct correlation is that the waiver provided think time and action planning time. In addition, the School Improvement Plans (SIP) for each building directly references the UIC; the middle school, for example, models the format of both the SIP and the strategic plan. The links to the district and school improvement plans are found within the following:

- <http://www.csd400.org/CSD/elem/docs/SIPElem2013.pdf>
- <http://www.csd400.org/CSD/middle/docs/SIPPlanMS2013.pdf>
- <http://www.csd400.org/CSD/high/docs/SIPPlanHS2013.pdf>
- <http://www.csd400.org/CSD/district/docs/StrategicPlan.pdf>
- http://www.csd400.org/CSD/DO_Newsletter.php

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

Our administrators, teachers, other district staff, parents and the community have been involved in a number of ways in the development of this waiver, as the following suggests:

- Our school board provides input and remains informed regarding our waiver days and to their purposes and specific activities. Furthermore, the overall waiver plan was presented and adopted by the board March 25, 2013.
 - Our school administrators have been involved with the development of the waiver through collaborative discussions—we meet weekly and often discuss the waiver or attendant issues, the UIC, and the accompanying goals.
 - Our teachers, administrators and a school board representative meet as a *Guiding Coalition* and provide input regarding the waiver and its related issues. In addition, the teachers association meets with the superintendent and discusses topics and ideas that directly relate to the waiver days.
 - Other staff, particularly the paraprofessional staff, is invited to help develop the agendas and to participate in a number of the waiver days; all staff are introduced to the vision, mission and purpose of the UIC.
 - Parents and the community are informed about different topics for the waiver day through the monthly district newsletter. In addition, the community offers input to the waiver days through School Board meetings, Parent Teacher Organization (PTO), and Coffee Talk—a monthly community meeting with the superintendent.
9. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Based on the 2012-13 school year, the District provides the following days/year:

- We had 139 full instructional days;
- We added 2 professional days beyond the 180 days—one day before school starts and one that provides elementary/middle school in-service and a high school day for senior projects;
- We held 32 Monday morning one hour delayed start days for collaboration;
- We had 6 early release days; and
- We scheduled 2.5 days for elementary and middle school parent-teacher conferences.
- See the attachment titled Computation of Total Program Hour Offerings

The link to the CBA is:

10. 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	2
Total	182

11. 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:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	All Required	Yes	No	
2	All Required	No	Yes	

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

We designed the two District per diem days that are in addition to the 180 days. On the first of these additional days we welcome back all staff and provide an array of activities, such as time (a) to work and plan with each principal or department head, (b) to set up classrooms, (c) to plan in job-alike teacher assignments, and (d) to prepare the kitchens and the busses. The second day we used for the elementary and middle school staff to plan student transitions while the high school staff scheduled senior projects.

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

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

CSD used the waiver days as planned and reported in our prior request. Specifically, the District supported the following activities:

- February 15, 2013 – Homeroom Training, Common Core Writing and RTI with Dr. Craig Bailey and others

- October 12, 2012 – Washington DCPS Frameworks with Carolyn Lint
- May 18, 2012 – Response to Intervention School Sites
- October 14, 2011 – Focus upon CCSS, DCPS Frameworks, UIC, and student learning
- August 29, 2011 – DCPS Frameworks with Carolyn Lint
- January 3, 2011 – RTI with Dr. Bob Smart, Beth Harrington and Erich Bolz
- October 9, 2010 – Vocabulary with Diane Paynter form Marzano & Associates
- August 30, 2010 – RTI with Dr. Bob Smart and Erich Bolz

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

Since the test changed from the WASL to the MSP/EOC/HSPE, it is difficult to make comparisons that satisfy psychometricians. Furthermore, we anticipate a *wobble effect* with smaller groups. With this in mind, the following compares results between cohorts within districts in our region with the following focus:

- Reading scores at the 5th and 6th grades reflects our District’s reading automaticity and comprehension efforts.
- Writing at the 10th grade reflects a long-held focus on writing exits at the high school.
- Elementary and middle school science reflects a new science focus and a connection with Washington State LASER.
- EOC Math 1 (Algebra) reflects successes in teaching algebra that we also offer to students in the eighth grade.

Spring Assessments 2012

Grade Level	Columbia	Finley	Kennewick	Kiona-Benton	N. Franklin	Pasco	Richland
Reading 5 th	**74.6	42.6	*67.1	43.0	57.3	57.9	***77.6
Reading 6 th	***75.0	51.2	66.5	50.4	*67.3	59.3	**73.0
Writing 10 th	***92.1	81.2	*84.2	75.5	84.1	73.0	**84.6
Science 5 th	*63.4	43.9	**65.1	37.7	45.2	49.3	***77.2
Science 8 th	***73.6	29.9	*57.0	45.2	42.4	44.7	**69.9
EOC Math 1	**70.1	60.0	*69.1	56.7	62.4	45.0	***71.5

- *** Highest score
- ** 2nd highest score
- * 3rd highest score

Reflecting upon these scores, the trends suggest that our goals are being realized in reading and writing automaticity, science education and algebra. These trends also support the notions that (1) our goals should be met for writing and math automaticity with additional interventions; and (2) additional planning and implementation for all CCSS subjects will show results, much like the gains we see in science and algebra. The evidence suggests that our District is on the right track; the waiver will help pave the way to the success of these initiatives.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

We propose the following change or targeted focus for the following reasons:

- Change: Emphasize math fact automaticity and algorithms at the elementary and middle school as needed.
Reason: We hypothesize that teaching math fact automaticity and the algorithms will improve work within the CCSS for mathematics
- Change: Focus upon writing automaticity at the elementary and middle schools.
Reason: We hypothesize that teaching this writing gateway skill will improve our assessments in writing and, more importantly, our writing within the CLASS MaPs and *Integrated Learning*.
- Change: Provide more focus upon integrating the CCSS within our curriculum.
Reason: The CCSS, which were approved since our last waiver request, will require staff time to align with our UIC and to implement.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

We see what appears to be significant change in targeted areas of instruction—elementary reading automaticity, science at the elementary and middle schools, and writing at the high school—and these results suggest that similar targeting with the items enumerated under the preceding description will yield similar positive gains.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

We use a number of forums and means to keep our parents informed about the use and impacts of our waivers, including through the following:

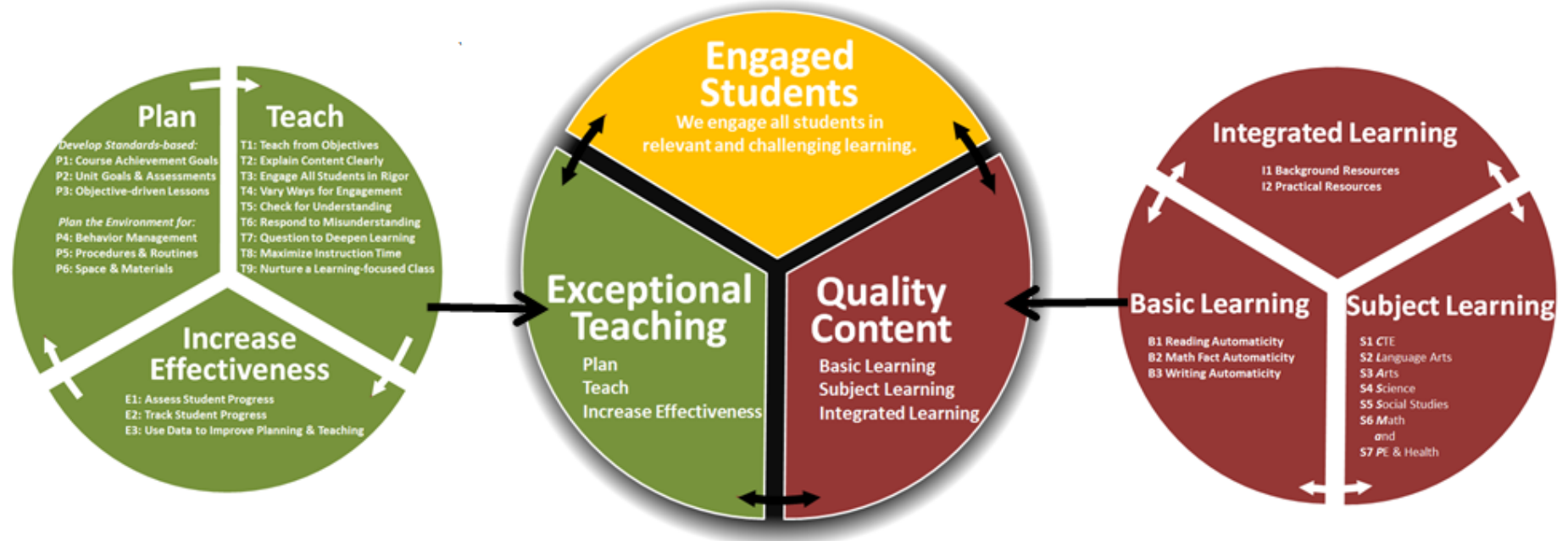
- Weekly web logs of our collaboration and other meetings;
- Coffee Talk where the superintendent meets with community members;
- Board Meetings where teachers, staff and the public are welcome to meet and discuss;
- Informal conversations with many patrons;
- Parent Teacher Conferences;
- PAC (Title I) Meetings;
- Monthly Newsletters from the District Office;
- The District webpage;
- The High School Facebook;

- PTO meetings; and
- Booster meetings.

A number of groups or forums offered input relating to the development of the renewal of our waiver, including the following:

- Coffee Talk discussions with the superintendent;
- Board Meetings;
- Information Conversations;
- Parent Teacher Conferences;
- PAC Meetings;
- PTO; and
- Boosters.

**COLUMBIA SCHOOL DISTRICT
UNIFIED INSTRUCTIONAL CORE**



Core Support, Personnel & Other Resources			Core Support, Community		
Staff & Board SB1: School Board SB2: Administration SB3: Certified Staff SB4: Classified Staff SB5: Extracurricular Staff	Budget & Finance BF1: General Funds BF2: Capital Projects BF3: Debt Service BF4: Assoc. Student Body (ASB) BF5: Transportation	Facilities & Equipment FE1: Buildings/Grounds FE2: Assets FE3: Supplies	Parents & Families PF1: Parents PF2: Students' Families	Community Volunteers CV1: Student Volunteers CV2: Classroom Volunteers CV3: Extracurricular Volunteers CV4: PTO & Boosters	Community Connections CC1: Local Community CC2: Greater Communities CC3: Businesses & Services

COMPUTATION OF TOTAL PROGRAM HOUR OFFERINGS

COLUMBIA SCHOOL DISTRICT #400

		1	2	3	4	5	6	7	8	9	10	11	12
A.	Total minutes from start to end of school day:	390	390	390	390	390	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	31	31	31	31
C.	Net minutes in "Total Program Offering" per day: Line A - Line B =	370	370	370	370	370	375	375	375	374	374	374	374
D.	"Total Program Offering" per year: Line C x (180) days = _____	66,600	66,600	66,600	66,600	66,600	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
	*Early Release (6 x _____ = _____)	1380	1380	1380	1380	1380	1410	1410	1410	1470	1470	1470	1470
	*Conference Early Release - Not Counted (RCW 28A.150.205)	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	980	980	980	980
	*Staff Development Waiver Days (2 Days)	740	740	740	740	740	750	750	750	748	748	748	748
	*Requested Parent/Teacher Waiver Days (3 Days)	1110	1110	1110	1110	1110	1125	1125	1125	0	0	0	0
F.	Net minutes in "Total Program Offering" per year:	61,450	61,450	61,450	61,450	61,450	62,295	62,295	62,295	62,202	62,202	62,202	62,202
	Indicate N/A (not applicable) for any grade(s) not offered at this school.	1	2	3	4	5	6	7	8	9	10	11	12
	Totals by grade level groupings:												
	Total Hours	1,024	1,024	1,024	1,024	1,024	1,038	1,038	1,038	1,037	1,037	1,037	1,037
	AVERAGE ANNUAL HOURS BY DISTRICT	1,032											

MEMO



To: Jack Archer, Washington State Board of Education
From: Lou Gates, Superintendent
Date: June 25, 2013
RE: Waiver Application

Mr. Archer:

We believe the plan that we submitted to the SBE already addressed the issues of concern by the SBE members as we understand them. This includes a district-wide improvement plan that contains (1) a systemic use of our Unified Instructional Core (UIC) to hold our compass and to guide our progress toward student improvement, and (2) a quality plan for deeper embedding and tracking (using Homeroom from OSPI) of our automaticity of basic skills of reading, writing and math. These directly support subject and integrated learning. (See our UIC Framework that we included in our original proposal.) Positive student results should follow based upon experiences of educational practitioners and researchers, including my own. However, this plan requires a multiyear effort, including the requisite staff development that the waiver days provide. In short, we believe our plan represents a quality blueprint for our students and teachers and it was curious that it was rejected. Rather than resubmitting information already contained within our request, we urge that the SBE board members reconsider our plan as submitted. We also believe that a deeper dive into our plan will show that it is a quality one and addresses the issues of apparent concern to some of the SBE members and urge these SBE members to take this deeper dive.

Thank you for your question and make a great day.

Lou Gates, Ed.D.

Lou Gates, Superintendent
Columbia School District
755 Maple St.
Burbank, WA 99323
Ph. 509-547-2136
Fx. 509-546-0603

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Davenport School District
Superintendent	Jim Kowalkowski
County	Lincoln
Phone	509-725-1481
Mailing Address	801 7 th Street 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 Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2013-14, 2014-15, & 2015-16
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	10
Reduction	See note below
Remaining number of half days in calendar	10 Note: in 2012-13, we were using 2-hour late starts to provide staff collaboration time. For the 2013-14 school year, we are moving to a one-hour late start format.
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes! We will be well over the required annual minimum instructional offerings of 1,000 hours. If our waiver request is granted, we will still be offering a minimum of 1,085 hours of instruction during each school year!

1. What are the purpose and goals of the Waiver?

Provide essential professional development and collaboration time that has been lost due to the elimination of the two Learning Improvement Days that were once funded by the State. We are a small and rural district dealing with declining enrollment and limited resources. We are committed to improving student achievement and we need to provide time and training to our staff as we transition to the Common Core Standards, implement the new teacher and principal evaluation system (TPEP), and incorporate Response to Intervention (RTI).

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

While we are making some improvement in some academic areas, we have identified specific areas of concern that need focused work. Our math MSP scores hover near or below the state averages and we are making improvement in this area a stronger focus. While our 3rd grade math MSP scores are on a consistent upward trend, our 5th grade scores have declined. Our 6th grade math scores are on upward trend yet we have inconsistent scores in 7th grade. Our science assessment scores are also low.

The waiver days will provide time for staff to meet in teams to review the student assessment data from the MSP, COE's, and MAP assessments. Strategies to provide more differentiated instruction will be developed.

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

Please refer to the attached Davenport School District Improvement Plan goal sheets for math, RTI, science, reading, and writing. **Each area has specific benchmark goals and improvement strategies.**

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

Please refer to the attached Davenport School District Improvement Plan goal sheets for math, RTI, science, reading, and writing. **Each area has specific benchmark goals and improvement strategies.**

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

During our first waiver day (Aug.27), staff will review the state assessment scores from spring 2013 testing. **We will focus on areas of improvement needed** from previous years as well as areas needing specific attention. Staff will meet in grade level bands and in specific subject area meetings to review our school improvement goals and to develop specific action plans. Another main focus on this day will be to continue our implementation of TPEP. Best practices will be shared and continued training on the Marzano Instructional Frameworks will occur.

During our second waiver day, (Oct 4), we will host a Bi-County Professional Development Day. Small and rural school districts from around the region will meet together to collaborate on best practices in regards to TPEP, improving student achievement, and implementing the Common Core Standards. ESD 101 will assist us in this endeavor and will provide math and science intervention specialists.

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

The activities regarding the waiver days that were described above will be continued in each of the subsequent years. Specific action plans will be revised depending on improvements made or not made. **Implementation of TPEP and the Common Core Standards will require much additional work well beyond the two waiver days each school year.**

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

Providing time and resources to staff to implement strategies to improve student achievement and to incorporate TPEP and the Common Core Standards is the primary way that the waiver days will support our school improvement plans. These plans are posted on our district website. Go to this link:

www.davenport.wednet.edu

Our school improvement plans are updated several times each year and these updates are also posted on our district website. In addition, update to our improvement plans are provided during various school board meetings. These updates are also posted electronically on our website.

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

The specific improvement plans are developed and revised each year with significant input from staff and school board members. Parents and community members are actively involved in our school system and serve on advisory committees and attend board meetings.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The collective bargaining agreement with our teacher's union is re-opened each year. This agreement has language which specifies that a district calendar committee will meet each spring to develop a school calendar to present to our school board for approval. This committee is made up of representatives from our classified staff, our teaching staff, the school board, and our administrators. This committee has recommended to the school board the inclusion of two state waiver days. The calendar (see attached) contains some early release days for semester testing and for parent-teacher conferences.

Note: we are sending a PDF file of our collective bargaining agreement with your teacher's union with our electronic application packet.

10. 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 (Please see information below on question #13)	4 optional
Total	180 required 184 optional

11. 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:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	x		
2	Optional	x	x	
3	Optional			x
4	Optional			x
5	Optional			
6	Optional			
7	Optional			
Check those that apply				

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

One of the days listed above occurs prior to the start of school. This day takes place right before school starts so teachers can finish preparing their classrooms and curriculum materials and for staff meetings to take place so that the principals in each building can review safety plans, meeting schedules, discipline procedures, student handbook changes, etc. Mandatory training (blood-borne pathogens, sexual harassment training, chemical hygiene safety, etc.), also takes place on this day.

The teachers have three optional days that they can use. The specifics are spelled out in the collective bargaining agreement. (see above link)

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

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

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

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	FIFE
Superintendent	Dr. Steve McCammon
County	Pierce
Phone	253-517-1000
Mailing Address	5802 20 th Street East Tacoma, WA 98424
Contact Person Information	
Name	Jeff Short
Title	Deputy Superintendent
Phone	253-517-1000
Email	jshort@fife.k12.wa.us
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	Grades K-5 Discovery Primary, Hedden Elementary, Endeavour Intermediate
How many days are being requested to be waived, and for which school years?	
Number of Days	6
School Years	2012-2013, 2013-2014
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	22
Reduction	10
Remaining number of half days in calendar	12 – We are presently negotiating the calendar with our union. We expect to reduce five more half days for the 2013-14 school year. That would leave us with seven half days for the elementary level and four for the secondary level.
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220 (2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

The district had historically held traditional parent/teacher conferences at the elementary level by having students attend ten half days prior to our 6 full-day schedule. This essentially takes students out of class one day more than the traditional format (our previous schedule). This format has also proven to be much less disruptive than the previous half-day format. The purpose of the waiver request is to continue to provide flexible scheduling time for student-led conference in grades K-5. This waiver allows for more time for more meaningful student/parent/teacher dialog. It also reduces the burden on families to provide alternative childcare in odd increments and for a greater number of days, thus mitigating disruption of family routines, work schedules, and possible financial impact. Our district moved to student-led conferences from the old parent/teacher conferences during the 2003-2004 school year. During the student-led conferences, the student actually is in attendance and leads the parents/guardians through the evaluation process with the teacher's help and support. The student uses some of their actual work to demonstrate what they have learned from specific instruction. In this way they can show not only what they are learning but how they are learning and the authentic product of their lessons. They can also indicate their personal likes and dislikes of the instructional strategies being used and how they help them learn and how engaged they actually were in the learning process. The fall conference is used for setting academic, social, and personal goals by the individual student. It also gives parents a chance for input into these goals. The spring conference is used for the review of the goals, whether or not met, and what still needs to be accomplished before the end of the school year for them to meet their goals. Our staff, students, and parents have found this format to be very effective and help to place some personal accountability and responsibility directly on the student. The clarification by school definition of not counting full-day conferences as one of the 180 school days may mean we will have to do away with this very effective process that we have been using for the past nine years. We most certainly think this would be a backward step in student and parent input into their education and the student being a significant part of the student evaluation process.

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

Prior to student-led conferences we offered traditional conferences with just parents and teachers and no students. In our research we have learned that students participating in their conferences had more ownership of their learning and were able to set attainable goals. There was an indication that student-led conferences were more likely to produce higher levels of student learning. We had early release days for five days each conference period (fall and spring) to allow for enough time slots for every parent to have 20 minutes for their conference. We shortened the number of days from 5 to 3 so school was less disrupted. We extended the block of time so parents were given more conference time. The additional time also allows for the increase of need for students who qualify for special education, ELL with a specialist and an interpreter participating, or Title I. This takes a three-person conversation and even more time is needed if a specialist is also involved in the conference. Prior to full days of conferences, parents were surveyed about their preferences. More parents indicated they would prefer a full day rather than a half day as daycare was easier to arrange for full than for a partial day. They also indicated that more parents are working and they need the flexibility of times before, during and after school hours. While teaching a full or half-day, the teacher's time schedule was limited. With the full-day conference schedule, we are able to offer flex time for teachers to accommodate the need for these other conference hours. After implementation of our full-day

conference schedule, we have seen a significant rise in attendance by parents and students for conferences. Where we used to get about 70-75% attendance in the old half-day format, we are now achieving 93% to 97% of conference attendance under the full-day format.

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

Obviously we offer conferences to ALL of our students and would like to have 100% participation. However, in the past, with our old format, we were getting about 70%-75% attendance with the ten early release days a year that we had. We have seen significant growth and this past year have been able to achieve 93%-97% in each of our buildings. As we go forward, we hope to work toward receiving 100% in each of our K-5 buildings. It is possible with the three full-day releases and the flex schedule we are able to give the teachers to work toward this benchmark. Based on our change in demographics, increases in ELL, and increases in special education students, there is a real need to be able to spend more time with those students and their parents in conferences to accomplish their goal setting and follow-up. The goals and benchmarks of the waiver plan are to increase family participation in the student-led conferences based on more flexibility in the schedule and to accommodate parents' needs. An additional expected outcome of the request for waiver days, although not directly attributable to increased academic scores, is to provide families with goals and strategies for supporting their children's learning at home as well as at school.

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

We will continue to monitor and document the number of parents and students who attend and participate in the conferences. We expect to see a continued rise in attendance as we have seen since implementing this all day schedule back in 2003-2004.

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

The key factor here is to maintain a flexible schedule for the conferences. By this we mean to accommodate the parents and students to attend their conference even though both parents are working and it may be impossible for them to take leave of their work during the school day. Our elementary staff is meeting with parents prior to the school and their work day, after work and school hours, and even some during their lunch hour. The same strategies are being used for every conference. During the student-led conferences, the student actually is in attendance and leads the parents/guardians through the evaluation process with the teacher's help and support. The student uses some of their actual work to demonstrate what they have learned from specific instruction. In this way they can show not only what they are learning but how they are learning and the authentic product of their lessons. They can also indicate their personal likes and dislikes of the instructional strategies being used and how they help them learn and how engaged they actually were in the learning process. The fall conference is used for setting academic, social, and personal goals by the individual student. It also gives parents a chance for input into these goals. The spring conference is used for the review of the goals, whether or not met, and what still needs to be accomplished before the end of the school year for them to meet their goals. If this waiver request is not granted, the district would likely be required to return to our previous ten half-day format or even add an additional half-day or two. Thus, the granting of the waiver potentially would keep students in class even longer.

Traditional 5 half days	Student Led 3 full days
<ul style="list-style-type: none"> • Parents and Teachers only. Teacher presented achievement data to parent. • Teachers worked half a day then started conferences for the remainder of the day • Times are only available in the afternoon after students leave. • Students missed 17.5 total hours of school (5 days X 3.5 hours) • Conferences occurred during the school day 12:00-4:00. Many parents had to take off work to attend. • Goal to conference with all families 	<ul style="list-style-type: none"> • Students attend with parents and teachers. Students have a voice or ownership in the goals that are set • Teachers are fresh with the single goal of conferencing instead of fitting it in after a morning of teaching. • Times are available when parents are available to attend. • Students miss 18 hours of school • Parents have more opportunity to attend conferences before and after school - outside their work day • Goal is to conference with all families and to build a partnership in the learning process

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

If available, we plan to continue with the full three-day release twice a year for the forseen future. If that cannot be accommodated or the laws change, then we will have to look at what may be available for us to continue on a similar format. Please note we are asking for a back waiver for the current school year and a one year forward waiver (2013-2014). Our district has never requested a waiver but missed the clarification that was made to the RCW that went into effect in 2011. One of the reasons we are only asking for the two-year waiver is that when instructional hour requirements change in the fall of 2014, we will need to take a look to see where we fit into the changes. If nothing besides instructional hours changes, we will probably reapply for a renewal at that time.

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

Each year, Fife's schools prepare and implement School Improvement Plans. These plans include goals designed to improve student achievement along with the steps necessary to accomplish these goals, as well as celebrations of successes of last year's plan. Led by the building principal, the process of developing each School Improvement Plan includes the input and involvement of many building and district staff and community members. The process used takes significant time, many drafts, and a lot of collaboration among all the stakeholders involved. Much hard work went into creating these plans, implementing them, and the actual review of data regarding the successes of the specific goals. These are tied to annual principal evaluation.

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

The waiver request was generated because of a change from regular parent-teacher conferences to student-led conferences. Administrators, teachers, support staff, and our parent-teacher organizations were included in gathering the data, rationale, and explanations for the change prior to the 2003-2004 school year. Our district has never requested a waiver. We have been doing the all-day conferencing for the past five years but missed the clarification that was made to the RCW that went into effect in the fall of 2011. Prior to implementing the full-day off for conferences, parents were surveyed about their preferences. Most parents indicated they would prefer a full day off rather than a half day as day care was easier to arrange for full-day care than for a partial day. They also stated that more parents are working and they needed to have times available before and after school and even in the evenings, if possible. With full day it is easier for the teachers to offer a wider variety of times for students and parents. After implementation of our full day school closure to accommodate student led conferences, we documented a significant increase in participation in conferences (see Question #3). We are presently in negotiations with our teacher union and expect them to want to continue with our present full-day student-led conferences. It has been very effective as previously stated and we have not heard any current complaints or concerns regarding the flex schedule we have in place for our staff and community. We also expect through this years present negotiations to eliminate an additional seven early release days thus leaving us with only five at th elementary level and four at the secondary level for the 2013-14 school year. This is still in negotiations at this time but looks VERY promising. This would also gain us more instructional time per student.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

We are in the process of negotiating a new contract for the beginning of the 2013-2014 school year. We at present have six early release professional development days. These days are used for collaboration amongst the staff within each building that focuses on their school improvement plans for that year. The secondary schools (Surprise Lake Middle school grades 6-7, Columbia Junior High grades 7-8, and Fife High School grades 10-12) have 180 school days. The elementary schools (Discovery Primary grades Pre K – 1, Hedden Elementary grades 2-5, and Endeavour Intermediate grades 2-5) have 174 school days and 6 full-day student-led conference days, which this waiver is addressing. At present the district does not have any other professional learning improvement days since funding was removed by the state. We have four elementary early release days that are used for conference preparation and report card grading at the end of each semester. The secondary schools have three early release days that are used

for alternate finals testing for each semester (2) or second semester preparation (1) prior to the start of second semester. The district (by contract with our union) also has three (3) early release days prior to Thanksgiving, Winter Holiday, and the last day of school. As I stated before, we are in the process of reviewing all of these days during our current negotiations with our union. We will either send a link or email a copy of the current contract, which expires in August 2013, with our waiver application.

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

Student instructional days (as requested in application)	180 for secondary and 174 for elementary
Waiver days (as requested in application)	6 for full day student led conferences at the elementary level
Additional teacher work days without students	0
Total	180 days secondary and 174 days elementary

11. 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:

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

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

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

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

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

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Kelso School District
Superintendent	Dr. Robert MacGregor
County	Cowlitz
Phone	360-501-1927
Mailing Address	601 Crawford Street Kelso, WA 98626
Contact Person Information	
Name	Randy Heath
Title	Director of Student Services and Supervision
Phone	360-501-1905
Email	Randy.heath@kelsosd.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	No
If no, then which schools or grades is the request for?	Huntington Middle School (7 th and 8 th grades) Coweeman Middle School (7 th and 8 th grades) Kelso High School (10 th – 12 th grades)
How many days are being requested to be waived, and for which school years?	
Number of Days	1
School Years	2013-14 and 2014-2015
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	No reduction in half days
Reduction	
Remaining number of half days in calendar	
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	yes

1. What are the purpose and goals of the Waiver?

To increase the probability that our incoming sixth and ninth graders develop a sense of connectedness and a feeling of confidence around their ability to be successful and meet the demands of their new schools. We have created a full day of activities, led by staff and older students to help orient the new students in a safe and fun environment. We expect our students to finish the day confident that they will be able to successfully navigate their new environments and knowledgeable of the many resources available to them in the coming year. We expect our parents to indicate that this has helped their child feel more welcome and that they feel more connected and knowledgeable about what is expected of them in their new school.

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

The number of failing grades and discipline referrals for our 6th and 9th grade classes. We are also looking to lessen the anxiety of both students and parents regarding these major transition times. Transition concerns were indicated as a significant concern for parents in our community forums and became an important component of our strategic plan.

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

We will examine the number of classes failed and the discipline referrals received first semester of the school year. We will also conduct perception surveys of students and parents.

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

We will track grades and discipline data first semester and compare to previous years. We will solicit parent and student feedback on the transition day activities through paper and online surveys.

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

Transition day activities will be centered around the needs of the 6th and 9th grade classes. Activities designed to welcome, build relationships, orient and inform will be developed and refined. The ability to use all staff members and upperclassmen student leaders will ensure a low student to adult ratio. One of our goal that first day is for every student to make a strong connection with at least one adult and one upperclass student.

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

We have decided to only request the waiver for two years instead of three as we are still trying to determine if this is the best strategy to use. Last years intial results were very promising and we are anxious to improve upon the program we offered this year. Successful transition is a one of the key goals of our new strategic plan and we feel that if we are able to refine our activities on this day and strengthen other transitions we do in the Spring the next two years we will have three full years worth of data to determine if this is an effective part of our transition plan.

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

As mentioned above one of the main elements under our Career, College and Community Ready goal of our Strategic Plan is successful transition between grades and especially between schools. This was a important need identified by parents and staff. The transition day for our 6th and 9th graders are just an element of this which aslo includes multiple transition activities in the spring and a comprehensive career and college plan which is being developed through the Navigation 101 Grant from OSPI.

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

This waiver request comes straight from the work on the district's strategic plan. The plan was developed though input from students, staff and the community. The identification of the need to strengthen our transition plan came from stakeholders during the development of the strategic plan. The principals and staff of both middle schools and the high school were integral in the designing of the activities for this year's transition day and in the evaluation of its effectiveness and redesign for next school year. If this year's day had not gone well or did not meet its goals we would not be requesting for its continuance. This day does not work as a district directed mandate. This came from a real need identified by students, parents and the staffs of the buildings requesting the waiver.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

This day will not impact any of the bargaining units in a negative manner. All certificated staff will have the same hours this day. Each will have specific duties during the day and planning times will be provided for all teachers. Classified staff members will be a part of the days' activities and will be expected to work their regular hours.

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

Student instructional days (as requested in application)	179
Waiver days (as requested in application)	1
Additional teacher work days without students	4
Total	183

11. 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:

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

3	Optional	X	X	
4	Optional		X	
5	Optional			
6	Optional			
7	Optional			
Check those that apply				

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

This is work that needs to be done with a group of students in attendance. The current teacher work days are used for teach and refine critical components of the new teacher evaluation system, to familiarize staff with the common core, to allow collaboration time and to examine the data and the building of each school's school improvement plan. This day allows us to have access to virtually all of our underclassmen as it is a scheduled day for them. Transportation is provided and all staff are present (both classified and certified). If we were to have this on a day that was not included in the regular school calendar less kids would attend and it would take teachers away from the important work they need to do on the initiatives above.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

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

We used the day exactly as planned in our waiver request last year. Sixth and ninth grade students were led through a series of activities designed to make them more comfortable in their new school. Students leaders from the upper grades of each school played a critical role in implementing the day.

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

We had mixed results in the data. The discipline referral rate at both middle schools decreased for non-attendance related offenses. The failure rate at both schools either remained unchanged or increased slightly. The discipline referral rate did decrease for the 9th grade class at the high school. Academically we have seen little change so far. It is hard to properly evaluate based on only one year's data as we are comparing different groups of students.

The perception surveys is where we see a large support for the transition day. Parents were asked about various aspects of the transition day. Overwhelmingly (over 90%) of the parents told us that the day was effective, that it met its objectives and that we should continue it in the future. Staff perceptions overwhelmingly felt that it was effective and met the objectives of the day.

We are obviously looking for some stronger quantifiable data, however considering our objectives perception data is also very important as the premise behind our transition activities is to impact a long term readiness to learn. When kids feel safe, welcomed and have strong

connections with their schools they do better and are more likely to graduate. Three years of doing the program would allow us to collect long term data as well as short term.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

Staff at the secondary schools are in process of planning next year's day. They have taken the feedback and will make changes. They are going to make changes to the parent component of the day. They will allow more time for parent questions and make it clearer to parents that there are specific things for them on that day. They also are looking to do some more pre-work with the upperclass student leaders to help them understand their purpose that day. One thing that will change is that this next school year the first day of school falls on a Wednesday which is a regularly scheduled early release day. What this means is that the day will be more compact for the 6th and 9th graders so we will probably remove some of the non-essential elements such as school pictures and focus more on the orientation activities we do with the students. An added benefit would be that our upper class students would only be missing a partial day instead of a full day.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

It is hard to evaluate the effectiveness of a new strategy based on one year's data. We feel like after three years if we continue to refine we should be seeing consistent, tangible results.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

A report on transition day was presented to the school board in October 2012. They were able to ask questions and make suggestions. Parents views were solicited through an online survey. Students were asked to share their thoughts on the day and were overwhelmingly in support of continuing the transition day. Staff at each school examined the data and decided that they would like to continue the transition day and make changes to make it more effective. The planning for this day happens at the building level and is supported by the district office. It will continue to be a part of regular updates to the board regarding our strategic plan.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

KELSO SCHOOL DISTRICT NO. 458
BOARD RESOLUTION
Board Resolution 12/13-4


- WHEREAS the State Board of Education's authority to grant waivers from the basic education program requirement is RCW 18A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers are WAC 180-18-030, WAS 180-18-040, and WAC 18-18-050; and
- WHEREAS, the district is requesting a waiver for the 2013/2014 and 2014/2015 school years only; and
- WHEREAS, the district is requesting a continuance of a one-day waiver of student attendance for incoming 7TH, 8TH, 10TH, 11TH and 12TH grade students that was started during the 2012/13 school year.
- WHEREAS, the district believes that by providing incoming sixth and ninth grade students with a sense of connectedness and feeling of confidence around their ability to be successful and meet the demands of their new schools, transitioning students will be able to successfully navigate their new environments and be knowledgeable of the many resources available to them in the coming year; and
- WHEREAS, the district expects greater academic success, lower disciplinary referrals, and increased satisfaction among students and parents; and
- WHEREAS, the district acknowledges that it is still required to meet the annual average of 1,000 hours of instructional offerings (RCW 28A.150.220 and WAC 180-16-215).

THEREFORE BE IT RESOLVED that the Kelso School District requests from the State Board of Education a waiver of one day's attendance for incoming 7th, 8th, 10th, 11th and 12th grade students for the 2013-2014 and 2014-2015 school years, dated this 22nd day of April, 2013


Attest:





Dr. Robert R. MacGregor, Secretary



Board President







Part B - Q-1

"Committed To Graduate"

25 min Break Out Sessions (4)

10 min Class Periods

8:00-8:10 – Schedule Pick-Up

8:10-8:40 – Intro/Welcome

8:45-10:40 – Break Out Sessions

10:45-11:30 –Past, Present, Future

11:30-11:40—Debrief

11:45-12:15 – Lunch

12:20-2:00 – Class Schedule

2:05-2:30 – Pep Assembly

Break Out Sessions

1—8:45-9:10

2—9:15-9:40

3—9:45-10:10

4—10:15-10:40

Class Schedule

1st—12:20-12:30

2nd—12:35-12:45

SSR—12:50-1:00

3rd—1:05-1:15

4th—1:20-1:30

5th—1:35-1:45

6th—1:50-2:00

Break Out Sessions:

Drama Performances—Auditorium

(Dave Crayk & Advanced Drama)

Pictures/Activities Fair—South Gym

Have students enter the gym and have picture taken then proceed to the activities fair. (Amy Scheller)

Computer Usage—Library

Split large group into three smaller groups of 25-30. (Cody Walke)

Building Tours—Start on Main Street

Have Leadership students plan and implement the tours groups of 10-15. (Rick Davis & Leadership)

Class Schedule Topics:

(David Killian will put PPT together)

1st—Closed Campus/Authorized Areas

2nd—Hall Passes/Behavior

SSR—Culminating Project/Best Works

3rd—Cell Phone/Electronics Policy

4th—Lunch Schedules

5th—Dance/Activities Behavior

6th—Assembly Behavior

*Prepare a PowerPoint presentation that covers all of the areas and have for each teacher. 2-4 slides per topic, teachers just move to the proper point in presentation for each period.

Other Information

8:10-8:40—Intro/Welcome

- Introduction by Mr. Gardner
- Freshmen Class Update w/ Kevin Gustafson and Class Officers
- Introduce Counselors
- Directions for rest of morning

10:45-11:30—Past, Present and Future

11:30-11:40—Debrief

- Lunch Behavior and expectations
- What they are doing after lunch

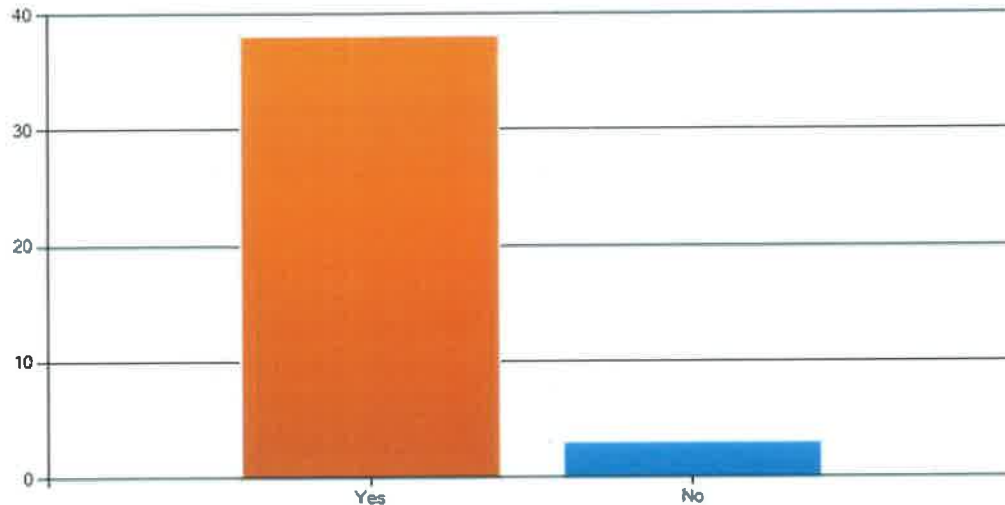
2:05-2:30—Pep Assembly

- Have entire staff visible (Sally Hembree & Pep Club)

Part B Q. 2 - a sample of the full report given to the school board.

Coweeman Middle School

During our listening posts with the community last spring it became evident that the transition between elementary and middle school and middle school and high school were important times in the lives of our children and that more intentional activities should be planned to make this transition smoother. With this in mind, staff at all three schools developed this year's Transition Day. This day allowed the new grade level at each school to spend the day becoming acquainted with the school without older students present. It allowed our teachers and student leaders to help orient the new students and allowed staff to dedicate their full attention to this new class of students. Considering what we set out to accomplish, did we meet our objective to help your child feel welcome at their new school, learn about what is expected of them and feel more comfortable about the experience?



My student was VERY nervous about middle school and this transition day was a great way for her to ease into the new surroundings and come home with a different outlook than she entered with. Thank you!

He loved the day with just his age group.

My child was so nervous about going into middle school. After the transition day she became excited to know where her classes were her locker and to have practice getting around the school. I have two more children coming up one in 2 years and one in 5 years. I hope and anticipate that this will continue. Thank you for making my child feel extremely comfortable with her new school.

Transition day was a day for them to iron out any problems/fears they may have had. My son had some difficulty with his locker. A teacher helped out and there was no further difficulties with getting his combo right.

There was less stress with the "upper classmen" present.

my son said it was easy to get around, not as much stress and more time figuring things out

It was nice.. Thank you.. 1 day was great but, 2 would be better.. Again this was nice..

She felt ready for her new school

Yes! This was a great change and it helped my son and me feel better about the first day of school.

Was my 3rd child to enter middle school and relieved a lot of the anxiety of not knowing where to go and when to go and how to get there. very nice to not have all the 'bigger' kids around while trying to figure this out. Lockers and 'how-to' open them still a problem. Would be nice to have older helpers thereto make sure each and every child is comfortable and can get it open. Took my son the whole first week to figure it out and he's still trying to help a couple friends who can't do it.

Was great for her to get to know the building without the larger group of students.

My daughter was nervous and this day really helped her feel more at ease.

I thought this day was a WASTE OF TIME AND MONEY!!!!!!!!!!

My daughter felt less anxious on her first day. I felt it was an excellent idea to have the 6th graders be the only ones on campus for the first day.

Daughter was sick due to nerves the following day.

Less kids allowed staff to make kids feel important and more time was spent with them

Yes and No. The initial day did show them the school and tell them what was expected, however it seems advisable to have a second alone day so the students can experience a full day of school from start to finish. This will allow them more time to get familiar with the bussing, lockers, and class changes. The transition day shows them around the school but does not give them a "dry run" of their actual school day. Additionally it might be beneficial to at the end of the school year to provide the 5th graders with some combination locks (these can rotate from class to class and school to school) for them to practice unlocking their lockers. This might help with some of the anxiety on their transition to the new school.

It was less pressure without the older kids there.

nice easy way to get used to things first day.

She was very nervous about attending 6th gradethat fact that she was able to have a day to get to know her new surroundings made her more comfortable ..

My sixth grade son was warmly welcomed, engaged with the activities, was assisted by staff and volunteers to the nuts and bolts - lockers, bathrooms, classrooms, - and to the fun that middle school is. The "What I like..." in the gym was a great icebreaker for many of the students.

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Lyle
Superintendent	Dr. Glenys Hill
County	Klickitat
Phone	509-365-2191
Mailing Address	PO Box 380 Lyle, WA 98635
Contact Person Information	
Name	Glenys Hill
Title	Superintendent
Phone	509-365-2191
Email	ghill@lyle.wednet.edu
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4
School Years	2013-2015
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	0
Reduction	
Remaining number of half days in calendar	176
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	yes

1. What are the purpose and goals of the Waiver?

Dallesport Elementary and Lyle Middle School are identified as “emerging/ priority” schools due to lack of progress in closing the achievement gap. The district has been placed in “binding conditions” by the state. Last year it experienced a double levy failure. The superintendent left the district and I have been hired on a part time basis to begin the process of moving the district forward –both financially and programmatically.

This year – as a result of the waiver obtained previously -- we have been able to provide training to our staff in common core and state standards. We have adopted an Instructional Framework. We also spent a day on effective teaching practices, utilizing material that we purchased from the UW CEL program. We were able to use grant money (TPEP) to continue to train staff (on a volunteer basis) for one day after school was out.

In the future, we need to continue the training in these areas (common core, effective teaching practices), as well as target others that are critical. We need training to address the needs of our high numbers of students in poverty as well as our special education population. In short, the waiver goals are:

- Improve student achievement in the areas of language and mathematics
- Provide a program to students with tighter alignment with state common core standards
- Increase interventions strategies to better target areas of student deficit

REACH funding allowed us to offer after school support for students on a voluntary basis as well as to provide summer school math support for targeted students. Sadly, this funding is gone and we are unsure if we will receive additional funding in the future.

Lyle has close to 80% of its students who are in poverty. Our Headstart Program – critical to the success of our primary aged students – has also been cut for next year. We will need to develop strategies and programs to supplement our kindergarten program in the future.

The district lacks the resources to provide the needed training for staff. The waiver is critical because without it we will be unable to continue the process of providing critical training and collaboration for our staff.

If we are successful in obtaining the waiver, our hope is to supplement this training with collaboration time that we can access within the structure of the student school day. This spring, we identified PLC teams. We will design/structure time to insure teams use it to review student progress, set goals, monitor instruction and collaborate for the purpose of improved student learning.

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

As noted above, our elementary and middle schools have been identified as “emerging/ priority” schools due to lack of progress in closing the achievement gap. This is reflected in state achievement scores, on the State Board Achievement Index and on local measures of reading and mathematics.

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

- State assessments
 - Local assessments in reading, writing and mathematics
 - Annual staff and parent surveys
 - The State Board of Education Achievement Index
 - OSPI calculations of MAO
4. Describe the evidence the district and/or schools will collect to show whether the goals were attained.
- Student progress in closing the achievement gap (AMO, State Board Accountability Index)
 - Local assessments in Reading and Writing
 - Student, staff and community surveys
 - Graduation statistics
 - Discipline statistics
 - A review of student grades/progress
5. Describe the content and process of the strategies to be used to meet the goals of the waiver.
- Training in Common core standards by ESD112 staff (Math and English/Language Arts)
 - Work with independent consultant on Math Core Curriculum alignment K-12
 - Training in poverty utilizing ASCD Materials
 - Training in the new TPEP 5D's evaluation system
 - Training in PLC's to allow teachers to provide collaborative support to one another
 - Revision of systems for interventions in mathematics at Dallesport Elementary
 - Implementation of program for intervention/acceleration at Lyle Secondary
 - Training in Powerful Teaching and Learning Practices
6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?

These trainings, and others that arise related to student growth, will continue annually. A group of staff members will work with the superintendent to do this planning. Staff will evaluate each session on effectiveness and we will continue to modify and refine to insure professional development is responding to teacher and student needs.

We currently have approximately 13 staff members and hope to add one staff member next year. Our staff has been here many years but we are beginning the process of "turnover". As this happens, it will be critical that we continue this training to insure new staff are "on board" with Common Core, Powerful Teaching and learning and other research based practices.

We will closely monitor student progress using state and local assessments and staff, student and parent surveys. We will make programmatic and staff development modifications based on these assessments.

We also need to "revisit" issues of poverty and the need to be culturally responsive to our Native American populations.

7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).
- Each of our 3 schools has a school improvement plan that addresses the need to close the achievement gap. Each speaks to the need to improve curriculum alignment with the Common Core standards and align teaching with the principles of Powerful Teaching and Learning. This is also addressed in the district's Indistar plan.
 - Here is a snapshot of the District Improvement Plan:

Lyle School District Improvement Plan
2013-2017

Lyle School District #406 is located in the Columbia River Gorge and serves the residents of the communities of Lyle, Dallesport, Appleton, High Prairie, Timber Valley, Murdock and the surrounding areas. Lyle School District offers a K-12 educational system for approximately 270 students.

Unemployment in Klickitat County is among the highest in the nation, based on the Bureau of Labor Statistics.

The Mid Columbia area has a dwindling middle class population. This area has experienced closures of sawmills, reduction in force of the lumber industry, and closure of two aluminum plants. Our poverty rates have increased to nearly 80% of our total population. Approximately 10% of our students are Hispanic and approximately 10% Native American.

Lyle School District goals

Academics:

- 1) **Have all schools provide evidence of significantly improved student success (50%) over the next four years in:**
 - **Reading**
 - **Math**
 - **Writing**

This will be measured by state and locally developed and adopted assessments.

The School District will support the efforts of schools in making these gains by:

- **Allowing time and resources for assessment review, teacher training, teacher collaboration, program revision, strategies, implementation of the district Leadership Framework and of Powerful Teaching and Learning strategies.**
- **Updating this plan with a staff/community Goal Setting to be scheduled in summer, 2013.**
- **Encouraging the participation of all stakeholders (Administration, School Board, Staff, Parents and where applicable Students) in the decision making process.**
- **Promoting professional development consistent with schoolwide and district plans.**
- **Ensuring that college and career-readiness standards, curriculum and assessments are in place for each student in each school.**

- **Supporting interventions in the areas of literacy and mathematics; supporting acceleration in these areas as well.**

Community Involvement:

2) Increase parental Involvement.

- **Revamp the district website to make it more “friendly” for parent access and to insure it contains information pertinent to parent needs**
- **Implement a “parent messaging” system for improved parent communication**
- **Consider a district Facebook/Twitter program for improved dialogue with parents**
- **Conduct regular parent surveys, share results with community/staff Leadership Teams and consider additional ways to respond to parent concerns/needs**
- **Generate and promote opportunities to volunteer**
- **Make meetings/events accessible to all**
- **Identify a liaison with our Native American parents to build closer relations and stronger ties to these families these are some of our most “at risk” students).**

School Culture

3) Discipline policies in both the elementary and secondary have been revised. PBS has been implemented at Dallesport Elementary.

- **Their implementation will be monitored for improved student self discipline and reduced incidents of bullying and harassment**
- **This will also be monitored through yearly staff and community surveys**
- **This will also be assessed through TPEP and the new principal evaluation protocol**

Communication

3) Communication with community and parents will be improved.

- **The district website will be “revamped” to provide better and more timely information for parent and staff access**
- **A parent messaging program will be implemented to provide better and more timely information to parents**
- **Parent surveys will be disseminated annually to obtain parent perspectives on key school issues; these will be shared with community/staff Leadership Teams and the School Board**

Financial

4) The district will regain financial stability

- **It will be removed from “binding” conditions by the State of Washington**

- **The fund balance will be rebuilt annually by an amount of approximately \$50,000 until it reaches a point of sufficiency to cover 3-4 months of operating costs**

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

- A committee of staff meet with the superintendent to plan for district trainings
- A staff survey is completed annually
- A parent/community survey is completed annually
- District leadership teams which include staff and community and parents meet monthly to review district progress and provide input into staff trainings and related issues pertinent to closing the achievement gap. These are the same teams that review student assessment data and program recommendations. In addition to the trainings, these teams have recommended a staff/community/board goal setting scheduled for August 24, 2013 (Saturday). At that time we will be developing a Profile of a Lyle Graduate and updating our district school improvement plan. This will serve to further inform the content and format of our trainings for next year as well as our collaboration time.

10. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	1
Total	181

12. 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:

- NA

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		x	x
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
Check those that apply NA				

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

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

1. Describe how the district or schools used the waiver days and whether the days were used as planned and reported in your prior request.
 1. Day #1: All staff: Staff reviewed multiple assessment data in teams and developed a district profile. The data sources reviewed included the following:
 - State assessment data (multi-year)
 - Graduation statistics
 - Achievement index data
 - A report compiled by ESD112 staff reviewing past test results and highlighting areas for improvement in Lyle
 - Staff also participated in the “colors in service” in preparation for creating PLC teams (Facilitator: Dr. Glenys Hill, superintendent with assistance from ESD112 research team)
 2. Day #2: All staff: ESD112 presenter on Language Arts Common Core Standards; staff reviewed Language Arts Common Core Standards and met in teams to set goals for aligning with the standards (Facilitator: Marilyn Irvine Melville with ESD112)
 3. Day #3: All staff: Review of TPEP 5D’s teacher evaluation instrument to be implemented in 2012-2014 (Facilitators: District TPEP team)
 4. Day #4: Elementary: Common Core Math Standards (work with ESD112 experts to align curriculum with state standards); Secondary: Working effectively with Special Education Students in a Mainstreamed setting; Creating SMART goals and monitoring student progress using SMART goals (Facilitators: Phil Williams, Principal; Dr. Glenys Hill, superintendent, district TPEP team)

Note: Last year’s request was submitted by the previous superintendent. I did not arrive until August. The specifics of planning were handled by me and out local school/community teams. I believe that our implementation was consistent with the intent of the previous superintendent in his waiver request. The fact that we were identified as “emerging/priority” brought urgency to our need to use the days for maximum effect on student learning. Our first day, in which we reviewed our assessment data, made this evident.

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

As a district with two schools identified as “emerging/ priority” this time has been critical for staff training and staff realignment of curriculum.

Staff have identified district strengths and weaknesses – which has caused us to revamp our middle school and high school schedules for next year to provide more intention focus on interventions and acceleration for Lyle secondary students.

We worked with our REACH program to provide a math intervention summer school opportunity for each student who was failing secondary mathematics.

We implemented the math benchmarks test at the middle school – and commensurately a focused intervention program. We believe we will see dramatic improvements in student assessments this August as a result of this change.

In addition to these days, we were able to provide 4 release days within the school year for grade level teams at Dallesport to meet with ESD112 math specialists to fully align the math curriculum with the Common Core. Full implementation is planned for the 2013-2014 school year. All needed materials are being purchased this summer.

The district is also using its limited funding to pay for staff to attend a Math Institute in neighboring district White Salmon and to follow up with 1-2 days to align their math curriculum for next year with the new standards and material purchased to implement the standards. Teachers are volunteering their time to do this. They will receive clock hours for their work but no remuneration. I believe this is a clear statement as to the commitment our staff has made to improving student performance .

6. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

This year's plan builds on that from last year. It is a continuation of the efforts begun in the work of aligning curriculum, training staff and calibrating the new TPEP instrument. Our work this year as been excellent, however, there is much more to be done in order to insure maximum student achievement for Lyle students.

As a result of budget cuts last year, many elective offerings for our small student body were eliminated. This resulted in the loss of student enrollment.

As funding permits, we will add electives back. However, we realize that if we are to endure and thrive as a small district we need to put extraordinary effort into shoring up our basic academic programs and build a reputation built on academic excellence for ALL students. Our staff/community goal setting planned for August 24, 2013 will (hopefully) reaffirm this as a district goal and provide additional impetus for our training programs next year.

7. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

Lyle students made academic progress last spring as evidenced by state assessments. We expect to see similar trends when test results are released this August.

We have worked hard on math this year and expect to see continuing growth and improvement.

Our local assessments also indicate that at the elementary we have made strong progress in reading.

As a district with two levy failures last year, we are operating on a “shoestring” budget. Although we hope to be out of “binding conditions “ this summer, we do not have the means to pay teachers to receive this training outside of the school year. Without time for staff to increase their skill levels and collaborate regarding curriculum realignment, we will be unable to improve student learning in Lyle. With this training and these collaboration opportunities, we will struggle to improve student learning. Many of our staff are older and while they are experienced and committed educators, they are sorely in need of new knowledge and training regarding our adopted instructional framework and student and school success rubrics.

8. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Parents and community have been kept informed through our monthly Leadership Team meetings held at both Dallesport Elementary and Lyle Secondary. Additionally, reports are made at public board meetings following each LID (release day) to keep the board and the public informed regarding the trainings teachers are receiving. Finally, the waiver request was presented at a public board meeting where several patrons were present.

Although we do not have the funds for a communication specialist, we are in the process of revising the district website and will purchasing a “parent messaging” system for next year. We believe that both of these will help us get the word out about the trainings we are providing for staff and the program improvements we are making for students.

In general, our community supports their schools and wants the best for their students. This spring they passed a levy that will take effect in 2014-15. Although we frequently discuss these topics at board and staff/community Leadership Team meetings, our August 24 goal setting will help us to further communicate the “changing face” of education in Lyle and our need to continue to train staff to meet the changing needs of Lyle students.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Nespelem School District #14
Superintendent	John M. Adkins
County	Okanogan
Phone	509.634.4541
Mailing Address	PO Box 291 Nespelem, WA 99155
Contact Person Information	
Name	Jenny Hare
Title	Programs Facilitator
Phone	509.634.4541
Email	jhare@nsdeagles.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes – one building district
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Six days
School Years	2013-2014, 2014-2015, 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	Four
Reduction	Two
Remaining number of half days in calendar	Two
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

We are committed to increasing the achievement of all of the students in our District. Our Superintendent is providing the consistent and transformational leadership necessary to maintain and sustain this focus. Our Professional Learning Communities stress building relationships with parents and students to increase student motivation to achieve. Teachers focus on the use of specific interventions from our curriculums to create differentiated instructional groups based on data derived from multiple assessments. Teachers identify the intentions of their lessons, measure the success of their teaching, and know where to go next in the curriculum. We are now implementing the new Common Core State Standards (CCSS), which must be addressed across grade levels. We are increasing our use of technology as a student motivator. This requires our staff to understand how to carefully analyze and use data, to create and monitor differentiated groupings within their classrooms, to effectively utilize new technology and motivate their students to higher achievement. To accomplish these tasks our Superintendent has carefully thought out the needs of our staff and students, and has come up with a professional development plan, which incorporates the use of data experts and reading/math/science coaches from NCESD as we analyze MSP, MBAs, Dibels and NWEA data. Technology experts from NCESD comprise a sequential, methodical, and comprehensive program for improvement. We schedule expert data, CCSS, and teacher evaluation training for our proposed waiver days in advance to improve and plan for the individual needs of students. We will follow up with additional consultation and training after each MAP testing window with further data analysis and alterations and modifications suggested by student growth in the new CCSS. Teachers will be provided the assistance they need to create relevant CCSS lessons and to create CCSS rubrics to assess the efficacy of their efforts. **We'll continue to implement our OSPI approved School Improvement Plan with emphasis on TPEP with the Marzano framework, pacing calendars with CCSS/Vocab and assessments, progress monitoring of students, interventions and RTI. The smarter balanced assessment will be added in the future.**

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

We recognize the need for change based on the results of MSP, MBA, Dibels, NWEA (Maps) and CBA data. **We'll also need this waiver time as we prep for the change to the smarter balanced assessment system**

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

All of the achievement data above will be used, but here is a specific example... The NWEA assessment is aligned to the new Common Core State Standards. Reading and Math RIT scores are broken down into the strands identified in CCSS. We will use student scores on the different strands to target specific academic weaknesses, strategically targeting instruction in differentiated classroom groups, before and after school tutoring, and in pull-out interventions. Success will be measured by increasing to 60% the students meeting standard on the MSP in reading and math, and increasing RIT scores to nationally normed levels on the MBA.

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

On proposed waiver days, the teaching staff will carefully monitor growth based on the MSP, MBA, Dibels, NWEA, (administered three times per year) and classroom-based assessments, to measure student scores and adjust interventions as appropriate.

5. Describe the content and process of the strategies to be used to meet the goals of the waiver. **These are outlined in the Indistar Tool from our OSPI approved School Improvement Plan.**

Strategy 1: The use of assessment data to target interventions for struggling students.

Content: Identification of students scoring below standard on specific strands in reading and math, science and language usage.

Processes: Differentiated grouping based on identified needs of students. Movement of students through curriculum levels with intentional teaching and careful assessment of meaningful learning. Additional intervention, in the form of before and after school programs for those students requiring additional assistance.

Strategy 2: Intentional, differentiated teaching methods

Content: Teacher awareness of student knowledge, development of intentional lessons and corresponding rubrics to measure student mastery, and differentiated learning models.

Processes: Use of the NWEA learning continuum, OSPI resources, curriculum guides, supplemental materials, and experts in curriculum to create lesson plans and rubrics.

Strategy 3: Development of an actively engaged, success-oriented, staff with high expectations for all students.

Content: Support for shared leadership and decision-making, development of a collective vision for the school, a sharing of ideas and wisdom, and cooperation and support among colleagues.

Processes: Professional Learning Communities

Strategy 4: Technology as a supplemental and motivational tool

Content: Teachers need to view technology as adding diversity to the classroom, allowing students to learn by doing.

Process: Teachers will be exposed to a variety of techniques to integrate technology in the classroom through specific training by technology experts.

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

We know that the second-order changes implemented by our Superintendent and staff will not result in immediately dramatic improvement in student achievement. On proposed waiver days, we will continue to emphasize the acquisition of a thorough knowledge of our students' academic progress through analysis of data in conjunction with expert help, and will plan and model (with guidance from NWEA (a learning continuum aligned to CCSS), OSPI, Math Connects consultants, and NCESD Reading, Math, and Science specialists) relevant, experiential lessons targeted to student learning levels.

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

All of the goals, objectives and activities outlined in this application are in our OSPI approved improvement plans which are available in our supporting documents.

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

We are supported in our request for this waiver by all stake holders because we are all in agreement that student achievement is our #1 priority. Annual needs assessments support this position. The methods we are proposing to achieve our goal are supported by the most current educational research, and have proved successful in other schools. We all recognize that the efforts required to achieve this success require considerable time and effort beyond the school day and the assistance of experts to help with analysis of data, creation of differentiated learning models,

development of rubrics measure effective teaching, and the latest technology to motivate and engage students. For these reasons, our community fully endorses this effort.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The Collective Bargaining Unit has four half-days to prepare report cards, 50 minutes to plan and organize each day, two early-release days on Thanksgiving and Christmas and 1 day of staff orientation and preparation before school begins.

10. 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	1
Total	181

11. 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:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional	✓	✓	✓
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
Check those that apply				

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

Additional waiver days are needed because one day at the beginning of the year does not entail the needs of teachers to plan for the needs of students.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

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

We used two waiver days to receive more NWEA training in the many resources and CCSS alignment, with emphasis on a thorough understanding of the relationship between the CCSS and the data gathered, which is inherent in the activities in the curriculum. We analyzed the assessments and interventions available in the program to determine their usefulness. Those faculty not involved in the math curriculum worked on analysis of reading and science data to target student needs. We used two waiver days to get extensive all-staff training from NWEA experts on data analysis and interventions using MAP reports. Two other waiver days were devoted to statistics experts from the NCESD to analyze MAP and MSP data to target interventions for individual students. Another ½ day was used for the analysis of reading assessment data to pinpoint necessary interventions based on student scores. Because we had a change in administration and in strategic planning, direction and educational philosophy, our planned waiver days strictly adhered to our application request. **Our focus now has shifted to our improvement plans with OSPI.**

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

Nespelem School is located on the Colville Indian Reservation, has an almost 80% Free and Reduced Lunch rate, is 99% Native American, and almost without exception, our students have scored well below grade level from Kindergarten through 8th grade for many years. Due to our relationship with NWEA, we have started to view our student progress in terms of growth in RIT scores between the Fall and Spring of the school year. The testing process was new to both the staff and the students so we were cautioned not to draw too many conclusions from our first year. Additionally, we had to schedule MAP testing and MSP testing on consecutive weeks in May which probably affected scores, especially for the older students. **Our recent needs assessment from OSPI, the BERC Group and OSPI showed that we are doing the right practices for future progress.**

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

Please see our OSPI approved improvement plans in our supporting documents.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

Please see our OSPI approved improvement plans in our supporting documents.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

We have frequent contact with families in this small community. They are often in the building and involved in the Parent Education Committee. We explain our process and procedure for improving academic success through activities on Waiver Days in letters home, at parent/teacher/student conferences, and on our school website.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

To: The Washington State Board of Education
From: The Nespalem School District
Subject: Approval of Wavier Days for 2013-14, 2014-15, 2015-16

Mr. Archer and Board members:

Thanks for asking for specific information and helping us with this approval process. We have to have these waiver days so we can continue to adjust our School & Student Success Action Plan and make progress with our students.

In the past the State Board of Education has approved the waiver days request for a three year period and then we fill in the days on the calendar. I've attached the waiver days for the 2013-2014 school year for you.

We've hired success coaches for reading, math and science that are here for waiver days. The reading and math coaches are here for 36 days per year averaging one day per week.

Our current Student & School Success Action Plan is attached. We have progressed in all areas. The OSPI Needs Assessment audit conducted this school year by the BERG Group and the Center for Education Effectiveness is also attached showing the success we're having and relation to the Nine Characteristics of Effective Schools. Our waiver day agendas for this current school year are also attached. Please let me know if you need more information than what was requested. We have to have these days approved.

1. **SBE:** In item 1 of Part A, please provide an explanation of the need for six days to implement professional development to support the district's OSPI-approved School Improvement Plan. If you could correlate the work planned with the six days proposed on the school calendar, it would be helpful to members in understanding the request. I recognize that the district currently has a waiver of six days for professional development, granted in July 2010. An effort to connect the planned activities with the days requested, however, is desirable.

Responses from our Success Coaches. Nespalem School is currently identified as a "Priority" school and is participating in the OSPI Student & School Success Program. As their on-site Success Coaches we have strategically used the waiver days to provide professional development in looking at current data from several areas. These areas are MSP, State Math Benchmark Assessments, NWEA MAP, Dibels and student work. Teachers create intervention plans based *on* this data and design instruction to address areas where students need more support. The waiver days have made it possible to embed ongoing professional development on instructional strategies for reading and math as a whole staff that will provide a foundation for teachers as they work to turn around their low achievement scores for students. The waiver days have also been used to help teachers align pacing calendars in mathematics and reading to the Common Core Standards. During this year the coaches have also seen a need for a stronger writing program school-wide. We are hoping to use waiver days this year to embed that missing piece into what they are already doing. We appreciate Superintendent John Adkins

support in keeping these waiver days all about school improvement and have archived all training day agendas as part of their school improvement plan. The Nespelem School serves Native American students who are also dealing with critical social issues that impact their learning at school. The waiver days help provide a way for teachers to receive on-site support as a whole staff to meet all of the challenges.

2. **SBE.** In its responses to item 7 in Part A and items 3 and 4 in Part B, the district refers the Board to its improvement plan without further explanation. This placed more of a burden on members and staff to review the plan and identify the pertinent information than they were prepared to do for action on the 9th. If the district could provide some narrative in response to those questions, particularly for Part B, 3 and 4 it would help the Board in consideration of the application. (Responses from the Leadership Team)

Responses from the Leadership Team. When our Student & School Success Action Plan was submitted to OSPI it was accepted as is. Here is a brief summary of each area:

Leadership - The leadership team and grade band meetings happen on a weekly basis.

Reading - Pacing calendars align teaching, curriculum, CCS and assessments. Paraphrasing, summarizing and relating are practiced. Various student data is analyzed on a regular basis and adjustments to instruction and interventions are made.

TPEP - The Leadership team has a dozen TPEP trainings this year. Weekly walkthroughs, and each teacher has several, are based on the Marzano Washington State Criteria.

Community - Expectations, cultures, customs and values are integrated into learning. Parent meetings are held monthly and conferences are well attended. School contacts focus around learning and an effective school environment.

Math - As with reading pacing calendars align teaching, curriculum, CCS and assessments. Adjustments to instruction and interventions are made based on student data.

The requested waiver days will directly support the ongoing school improvement goals. We are proud of the progress that has been accomplished so far and hope that the State Board will continue to support this ongoing critical work.

Thank you for your time and patience with this process.

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Ocean Beach School District
Superintendent	Mark Hottowe
County	Pacific
Phone	360-642-3739
Mailing Address	PO Box 778 Long Beach WA 98631
Contact Person Information	
Name	Mark Hottowe
Title	Superintendent
Phone	360-642-3739
Email	mark.hottowe@oceanbeachschools.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in these district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2013-14 and 2014-15
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	2
Reduction	0
Remaining number of half days in calendar	2
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

The purpose of the waiver request is to provide two days before school begins for focused professional development. Staff will engage in peer conversations around the Common Core Standards and alignment of curricula with the standards in literacy, and math. Additionally, staff will engage in focused conversations on the Teacher Principal Evaluation Project. As staff begin the new evaluation system, these two days allow for focused inservice on use of the evidence collection tool, review/familiarity of the criteria (especially 3,6 and 8 for teachers and 3,5, and 8 for Principals- as these most directly relate to student learning).

The goal of the two days of inservice is to create an instructional focus for the school year with agreement on how we will provide clear and consistent instruction to our students and how we will utilize both summative and formative assessment to inform our instruction. The desired end result is continued improvement of student learning.

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

Our recent State assessment results are as follows:

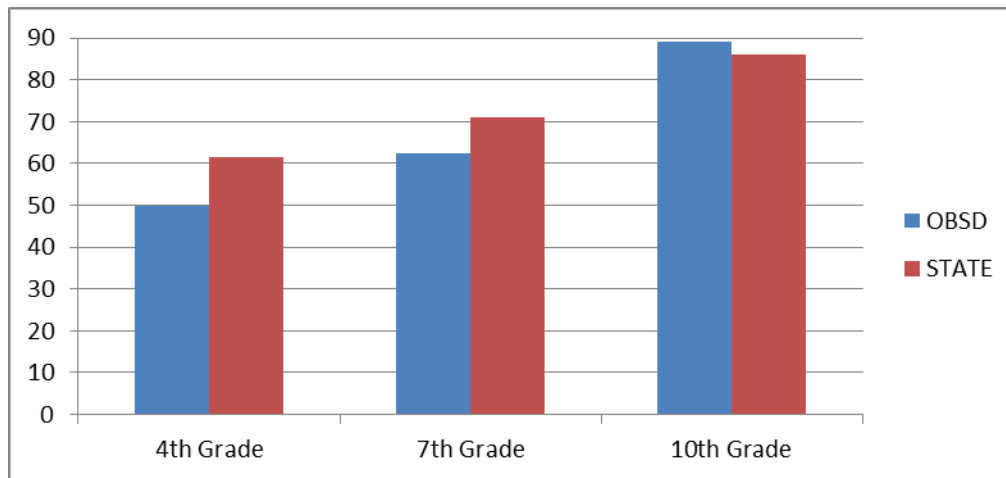


Figure 1-WRITING-Percentage of Students Passing-2012 Data

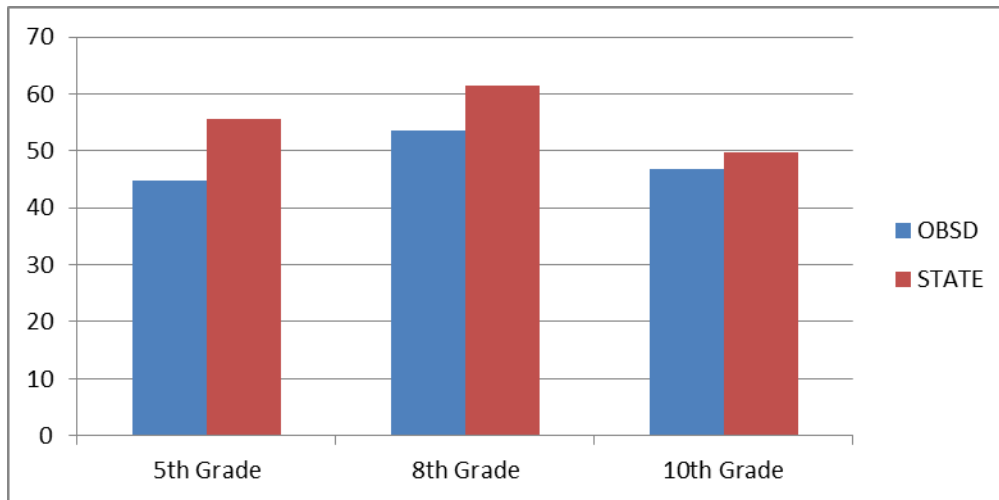


Figure 2-SCIENCE-Percentage of Students Passing- 2012 Data

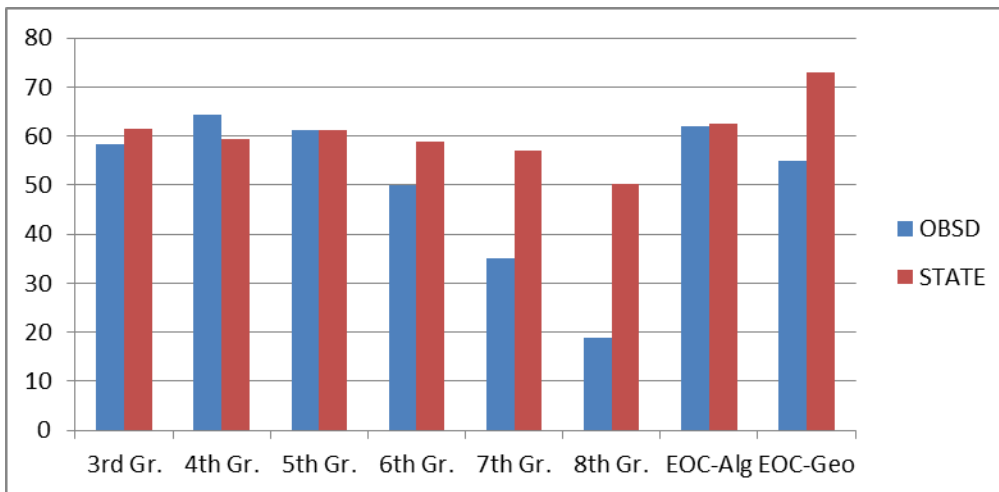


Figure 3-MATH-Percentage of Students Passing-2012 Data

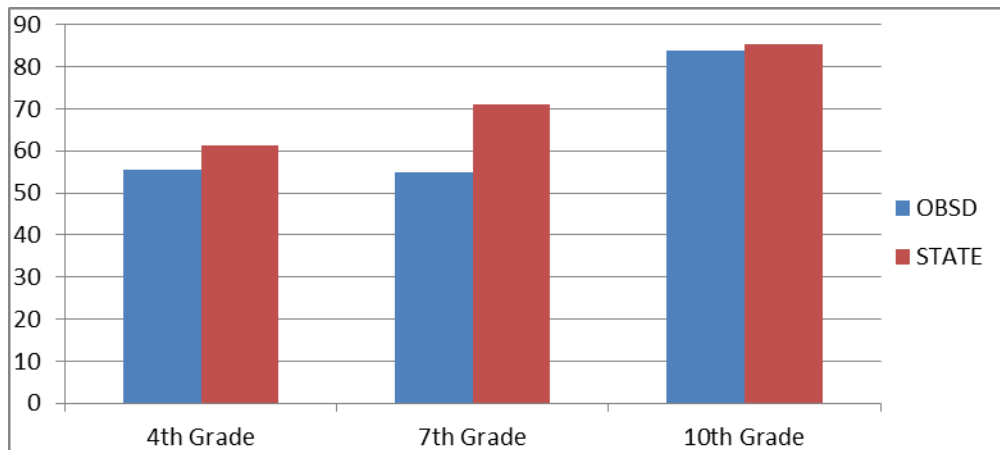


Figure 4-WRITING-Percentage of Students Passing-2013 Data

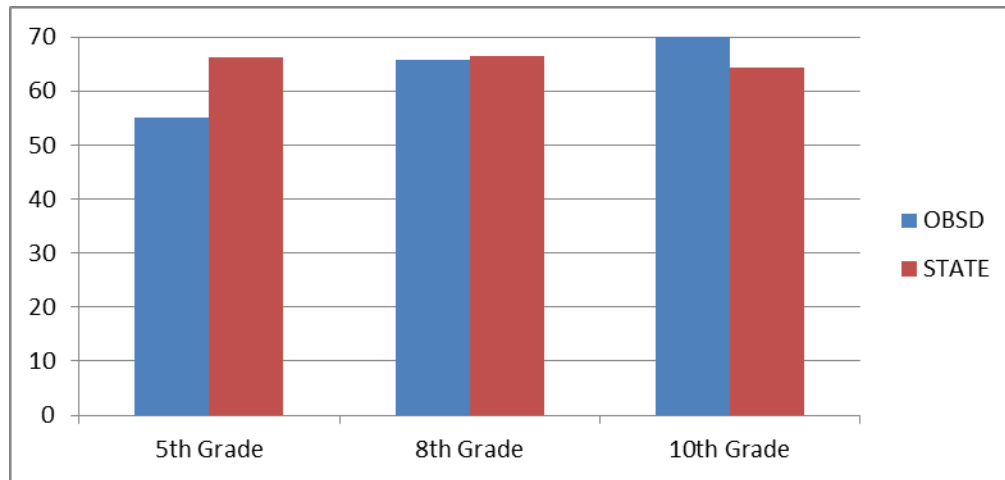


Figure 5-SCIENCE-Percentage of Students Passing-2013 Data

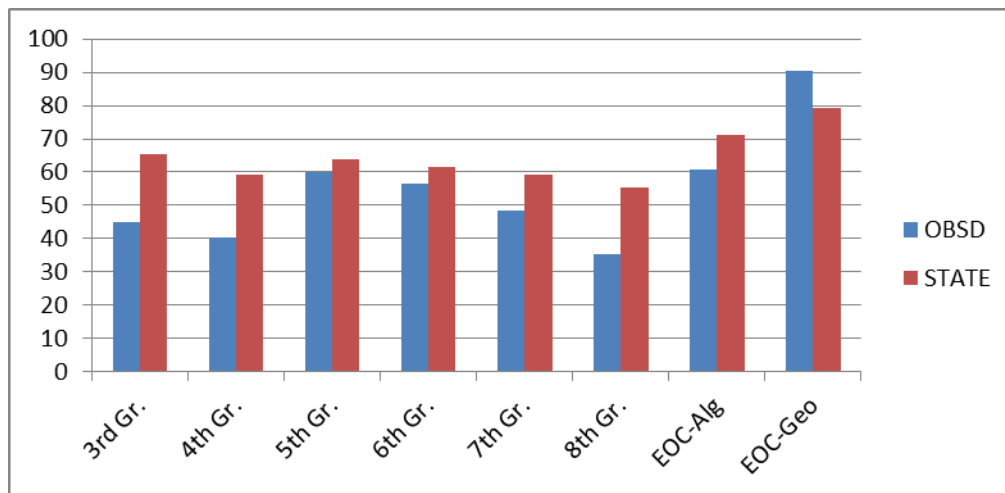


Figure 6-MATH-Percentage of Students Passing-2013 Data

The Waiver Days have allowed us to review student data for the previous year that is just being released as we come together in August. As an example, we noted a definite disparity between our students and the State at the middle school level. We addressed this concern by providing an additional staff member to the middle school for the 2012-13 school year to allow the middle school to have independence from high school staff who, in the past, had taught sporadically in the middle school to make staffing balance. In addition, the middle school re-vamped their program, adding an additional period and advisory periods at both ends of the day. Waiver Days, Professional Learning Community (PLC) time and time outside the work day were utilized by middle school staff to provide more focused lesson plans, modeled after the Common Core Standards, and review student progress on several formative assessments on a regular basis during the school year. The staff created a large chart last fall, on which all middle school student's names are posted. Staff track each student's progress throughout the year, adjusting program to ensure continued progress.

Our State assessment results show we have made progress in several areas, particularly high school math. However, we have been inconsistent in other areas and grades. Continued analysis

of assessment data, both summative and formative, will guide staff to understand where we need to refine our instructional practices and identify students for targeted intervention.

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

We will continue to analyze our state assessment results, as well as formative assessment results (e.g. MAP and Renaissance-STAR) to determine our continued progress toward meeting state requirements and showing continued growth.

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

Evidence to determine whether our goals are achieved are our state assessment scores (MSP and HSPE) as well as the formative assessments we use throughout our system to monitor growth during the school year. As Smarter-Balanced assessments replace current summative assessments, we will increase our attention to these tests and the evidence they provide for improvement of teacher instruction and student learning.

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

We will provide two full days of professional development for staff and principals. Analysis of assessment data by peers will illuminate instructional areas in need of attention. Staff will discuss modifications of instructional strategies and curricular focus to address identified areas. Additionally, staff will utilize the assessment analysis as a vehicle to discuss and understand how the Common Core Standards will be aligned with State assessment and how the new evaluation system will both assist in continuing to improve student learning and hold educators more accountable for student learning growth as measured by both state assessments and agreed upon internal assessments.

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

Assessments, both formative and summative offer continuing opportunities to understand and “drill down” to learn how to further utilize the full extent of the tools to provide focused instruction for individual students. Additionally, Smarter-Balanced state assessments are under development and will replace current State assessments. Our work to efficiently analyze these new assessments will be made possible by use of the waiver days. The new teacher-principal evaluation system is a dramatic change from the current system that has been in effect for over 30 years. Focused time to collaborate as school staffs on the new system will allow for a deeper understanding of participating in the system and a more enhanced product. Finally, developing an understanding of the Common Core Standards, as well as congruent instructional activities is an ongoing process where teachers and students will benefit from the collaboration and conversations in which they will engage during the two full days before school begins.

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

Our district staff has agreed upon a focus that has a fundamental understanding that teacher/principal conversations around learning will be defined as either improvement of teacher instruction or improvement of student learning. We have implemented a Professional Learning Communities (PLC) model that is collaboratively based. The waiver days will be focused on teacher instruction and student learning. Our district Title 1 Student Learning Plan is available on our district website.

In addition to the district Title 1 School Improvement Plan (SIP), each school has developed a plan that includes goals directly related to improvement of student learning. Examples of goals that are included in Waiver Day activities include:

Elementary School-

1. Discuss and utilize various formative and summative assessments to adjust educational programs for individual student needs.
2. Implement and become proficient with Common Core Standards.
3. Focus attention on students scoring near benchmark to determine individualized interventions to help students achieve benchmarks.
4. Develop "Student Learning Plans" for students who have not passed MSP.
5. Provide time for Guided Language Acquisition Design (GLAD) training by a certified Specialist.

Secondary (Ilwaco Middle/High School)-

1. Analyze formative and summative assessment data to provide for individualized intervention and instruction during the 2013-14 school year.
2. Develop instructional units "rooted" in the Common Core Standards, including Learning targets, student learning activities, and unit assessments.
3. Develop "authentic" assessment that specifically measures student' performance of the Common Core Standards.
4. Develop strategies to promote a positive school climate conducive to and encouraging student learning in a safe and nurturing learning environment.

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

Members of the Ocean Beach Education Association, as well as all Principals and a School Board representative have met to discuss the value of waiver days, how they are used, their benefit to student learning, and where to place them in the school calendar to be most effective. Our School Board, representing the community, voted unanimously to approve the request (see Resolution No. 2-2012-2013 attached).

9.

10. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The attached summary, under "Work Year," stipulates the contract will be for 180 days. In section 'B' the contract provides for one half TRI day to be used by the Principal for professional development. Finally, under "Calendar" a three hour early release is granted for Thanksgiving break. The bargaining agreement is silent with regard to other stipulations in WAC 180-18-050 (1).

11. 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	0
Total	180

12. 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:

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

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

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

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

The waiver days were used as per our application to provide professional development and collaborative opportunities for staff to analyze state assessments to provide focused instruction, learn about and develop instructional strategies and lessons aligned to the Common Core Standards, and begin the process of understanding the new evaluation system, select a framework and begin defining terms and agreeing upon what defines “unsatisfactory,” “basic,” “proficient,” and “distinguished.”

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

We saw some growth in several areas of the MSP and HSPE this past fall, particularly in secondary math. Our 8th grade scores, which were abysmal, nearly doubled and our EOC scores in geometry were above the state standards. In some areas of the MSP, we fell off from the previous year. Our attention to formative assessment led to a pilot at the middle school with the use of both MAP and Renaissance STAR to gather data on which assessment provides the more relevant and useful information to provide individualized instruction. The elementary schools are using an expanded version of the Renaissance STAR protocol and are finding that it provides enhanced student’ information to provide for more individualization. We made substantial progress in the new evaluation system. We quickly came to agreement of the selected framework, defined terms and have spent considerable time throughout the year ensuring staff have the tools they need to provide evidence for their evaluation. Finally, Common Core Standards are more often than not, the basis for lesson design in classrooms, largely because we have had time to meet in grade level teams, as well as vertically in disciplinary teams to develop learning targets, lessons, and in class assessments.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

Our professional growth goals will remain the same as this past year (TPEP, Common Core Standards, and data analysis). What is more clarified is how we arrive at an agenda, what conversation will look like, and a more “flattened” leadership paradigm. Our work with PLC this year has had a profound effect on how we design meetings. As mentioned, we are all in agreement that professional growth opportunities are grounded in collaborative conversations on improvement of teacher instruction and/or improvement of student learning. Our agendas are now established by teams of administrators and teachers and facilitation of meetings is more frequently done by teacher than in the past.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

Our district lacks the resources to provide for additional paid time for teachers and principals to come together for any sustained amount of time to collaborate and provide professional growth opportunities. We have utilized this time in a judicious manner this year. With our PLC focus, we see more effective, focused, and collaborative use of time together. Renewal of the waiver allows

our district the opportunity to continue with the work we believe has had and will continue to have a substantial impact on teacher instruction and student learning.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Our website (e.g. Superintendent message) often contains information on how district staff are using release time to improve student learning. We also provide information in school newsletters and parent conferences.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

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The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Reardan-Edwall School District
Superintendent	Marcus Morgan
County	Lincoln
Phone	509-796-2701 x124
Mailing Address	PO Box 225 Reardan, WA 99029
Contact Person Information	
Name	Marcus Morgan
Title	Superintendent
Phone	509-796-2701 x124
Email	mmorgan@reardan.net
Application type:	
New Application or Renewal Application	New application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2 day
School Years	2013-14, 2014-15, 2015-16
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	14
Reduction	4
Remaining number of half days in calendar	10
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes

1. What are the purpose and goals of the Waiver?

This waiver will provide one day to attend a regional professional development day to work on curriculum alignment to common core standards and share best practices. Our District formerly used a Plan 3 waiver to conduct this training with good success. One additional day will be used for in-district professional development for all staff.

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

Due to the small size of our school district, teachers have little opportunity to share and learn from teachers at their same grade level/subject areas. The waiver will allow nine school districts to work together and receive coordinated training in common core standards.

While our academic scores are improving in many areas, in order to continue the work, we need more time to work together to develop strategies to improve teaching and learning.

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

Increased achievement in each grade level/subject area assessment will be used to gauge continuing success of the plan. As a result of our collaboration for the past three years, our students have had significant improvement on state assessments through the alignment of curriculum and the sharing of best practices.

Year one benchmark – Common core standards are aligned by grade level and subject matter

Year two benchmark – Curriculum is aligned to common core standards.

Year three benchmark – Curriculum is integrated at all grade levels and subject areas affected.

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

At the end of the professional development day, teachers will have completed a framework of grade level goals for common core in the form of revised “power standards” for each grade level/subject area. In addition, each teacher will receive have an implementation schedule for the revision of course work. At the end of year two, curriculum is aligned to the common core, gaps are identified and instructional materials are purchased to fill these gaps.

Year three, student assessment data will be utilized from Smarter Balanced Assessments to identify necessary remediation and changes to curriculum.

Evidence of goal attainment will ultimately be measured through increased student achievement on state assessments.

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

Building upon the foundation of Professional Learning Communities from the previous three years, our emphasis for the next three years will be adapting Common Core Standards, next Generation Science Standards, and Teacher/Principal Evaluation Systems. In each of the next three waiver years, our focus will be primarily on the vertical and horizontal alignment of these new standards. We will do this in a consortium process utilizing the content specialist from ESD as well as “in house” experts from each of the nine school districts participating in the in-service. The work of alignment, best practices and remediation, form the basis of our continuing professional development in our respective districts for the remainder of the year.

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

Each year will continue with a county wide day in collaboration with ESD specialist to refine curriculum, share best practices, and continue to build upon previous work.

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

The goals of curriculum alignment to standards, collaboration of staff, and remediation are closely aligned with our school improvement plans. The primary goals of the plan are 1) Math action plan 2) collaboration, and 3) assessment development and analysis. Our plans can be reviewed at: www.reardan.net

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

Administrators, teachers and district staff have been consulted through staff meetings. Community including parents was consulted through an online survey to develop our school calendar.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The CBA for certified staff has one day of per diem for District directed activities. This has been traditionally used as an in-service day immediately preceding the first day of school to review handbooks, cover mandatory trainings, and review policies. An additional one half day of per diem is allocated if the District chooses to hold an open house. If it is not used for this purpose, the day is lost.

10. 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	1
Total	182

11. 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:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1.5	Mandatory	xx	xx	
2	Optional			xx
3	Optional			xx
4	Optional			xx
5	Optional			xx
6	Optional			xx
Check those that apply				

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

All staff are required to attend a district directed day preceding the start of school. One-half day is for in-service and review of mandatory policy and practices as a district employee. The second half of the day is for school directed in-service activities. In addition, there is a mandatory open house provision that is mandatory if the District elects to have an open house.

The additional days are used as teacher discretionary days they may use for attending in-service classes of their choice, preparing their classrooms and materials, or other professional activities at their discretion.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

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

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

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

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The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Riverside #416
Superintendent	Roberta Kramer
County	Spokane
Phone	(509) 464-8203
Mailing Address	34515 North Newport Highway Chattaroy, WA 99003
Contact Person Information	
Name	Roberta Kramer
Title	Superintendent
Phone	(509) 464-8203
Email	roberta.kramer@rsdmail.org
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	2
School Years	2013-14, 2014-15, and 2015-16
Will the waiver days result in a school calendar with fewer half-days? NO	
Number of half-days before any reduction	6
Reduction	0
Remaining number of half days in calendar	6
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	YES

1. What are the purpose and goals of the Waiver?

The purpose of the first Waiver Day (day prior to the first student day) is to provide training and dialogue for all district staff on specific instructional goals. We are committed to increase the achievement of all students in our district. Our Superintendent, building administration, and teacher leaders are providing the consistent and transformational leadership necessary to maintain and sustain this focus. All staff will be convened in a large group setting. The annual board goals and review of the district Strategic Plan will be presented. The Teacher Principal Evaluation Project (TPEP) will be expanded upon from the introductory work that has been done during the 2012-2013 school year. As we implement TPEP with our administrators and first group of teachers, it will be critical for all staff to have a clear understanding of the evaluation's content and process. Perhaps the most significant element will be to ensure staff have a clear understanding of the instructional components related to the district's selected framework: Marzano. Our staff began work with the Common Core Standards framework two years ago. One specific identified need related to CCSS is developing an understanding of the depth of knowledge needed to create learning activities that increases student growth rate percentages. During the 2012-2013 school year we expanded upon this by developing curriculum maps and pacing guides. This work will align with TPEP as it is the means to the Common Core State Standards. Further, on the first day, new staff will be introduced and our health and safety protocol will be a part of the agenda. The district goals will include:

- All staff will understand the safety and health protocols and how they relate to their position and responsibilities.*
- All staff will understand the timeline for the development of the instructional framework in the TPEP requirements.*
- The staff will understand how the Marzano Instructional Framework will be incorporated into the pilot teacher evaluation system.*
- All staff will further their understanding of the Common Core State Standards and how the standards integrate with the current curriculum used and the impact it will have on the delivery of instruction to students.*
- All staff will understand Student Growth Rate State Achievement Index and the depth of knowledge needed to create aligned lessons*

The purpose of the second Waiver Day, January 27 2014, is to focus on instructional strategies that align with the Common Core Standards, update staff on the implementation of TPEP and study the relationship between evaluation, CCSS, and instruction. Certified staff will meet in a large group setting initially for instruction prior to working in subject and grade level groupings with the focus on HOW this work will improve student achievement by better defining instructional strategies that align with CCSS. The goals for this second Waiver Day are:

- All certified staff will have a deeper understanding of the 42 criterion that are part of the evaluation system; specifically criterion related to instruction.*
- Staff will examine what evidence will be collected throughout the year for those related to the evaluation criterion.*

- *In grade or subject level grouping, the goal will be for all staff to be able to understand, through comparison and discussion, the differences in Common Core Standards and what is currently taught. Because the Common Core Standards affect how you teach more than what you teach, these standards will be woven within the new instructional framework.*
- *As a result of the Waiver Day focused on CCSS and TPEP, student achievement will increase as will teacher effectiveness.*
- *Follow-up on Student Growth Rate understanding and levels of assimilation of new instructional approaches in the classroom.*

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

- *An analysis of our data indicate that student achievement lacks growth in most areas based on MSP data from 2009-2012. For example, our growth in math at the middle school level is only at 23%, middle school reading 43%, elementary math 42%, and reading at 42.5%.*
- *The size of our schools make it difficult to disaggregate data by race and income. However, in the schools with a large enough N, a noticeable achievement gap exists. This indicates that the achievement gap also exists in those schools without a sizeable N. (See Achievement Index.)*
- *As a school district, we are not demonstrating consistent and constant improvement in most areas making it predictable that with the addition of CCSS our students will not be able to achieve enough growth to meet those standards.*
- *Math scores on the 2012 MSP indicate significant drops in performance in seventh and eighth grades. The result has a systemic impact because these students have unmet needs in elementary school and will also pose a challenge for instruction at the high school level.*
- *The results of our district assessments in mathematics indicate that our students perform on state assessments similarly to performance on district assessments. However, as we shift to the CCSS we will need improved assessment tools to include the new achievement standards and performance tasks.*
- *Examination of student growth percentile data indicate that our students identified (see Achievement Index 2012) as low income have a higher growth rate, but a lower proficiency rate than their peers.*
- *According to the Professional Learning Association “Increasing the effectiveness of professional learning is the leverage point with the greatest potential for refining the day to day performance of educators.” Therefore, given the clear relationship between student learning and teacher effectiveness, it is critical that our teachers have time to work together as one group with the same goal of improving student achievement of all children in our school district.*

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

Riverside continues to use standards-based district assessments that provide more in depth information about student learning and teacher effectiveness. Dialogue based on the examination of

the current assessment data will continue to be tracked and compared to the previous school year. Each school Improvement plan is the work of building level staff who intensely examine the data available at their level and subject. Measurement of growth, as set by the SIP teams, will be identified. Reading and Math assessments continue to be refined to define points of progress throughout the school year. Riverside took part in the national level Smarter Balanced online testing pilot and gained valuable information regarding the format, impact of online testing and the requirements of student technology proficiency.

Staff participation in book studies continues to grow and has been focused on using books that will improve understanding as the district moves into the Marzano instructional framework as well as the Common Core Standards.

Measure	Benchmarks for Success
State Assessments (MSP, HSPE, EOC, COE)	Meet district annual measureable objectives in all categories by demonstrating improvement (reduce plateau)
SBE Achievement Index	Continued growth with specific attention to decreasing the achievement gap
TPEP Implementation	Evidence of differentiated instructional strategies; evidence of student growth
Common Core State Standards	Evidence of student growth as measured by regular classroom, district, and state assessments
Student Growth Proficiency	Increased academic growth by a sample of students from each school as measured by increased median student growth percentile

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

Each school annually reports student academic achievement to the Board of Directors. Within this report will be the review of collected data at the state and district assessment levels. The work done on the two Waiver Days will also be reflected in these reports. Each school will be able to present their progress towards a working understanding of the new teacher evaluation system as well as the work started in changing to the Common Core Standards. Principals will be able to provide evidence of the usage of the new Marzano Instructional Framework by all

teachers. Principals will be able to observe staff during instruction to note the depth of understanding of this teaching tool. Staff meetings will center on improving this tool for teaching effectiveness. The pilot study (TPEP) teachers will provide an abundance of information as the administrators move into the new evaluation system. There will be data collected along the way as the TPEP is implemented. Each school's grade level and subject level teams will be required to report progress and reflection as they move towards the Common Core Standards model. *Staff will be documenting the results of group activities as the CCS is integrated into the current curriculum. Survey tools will be used to determine pre Waiver Day and post Waiver Day levels of understanding in each of the three areas.*

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

The two main focus areas of the Waiver Days will involve the TPEP pilot evaluation system and implementation of the Common Core State Standards.

Waiver Day 1

- *Presentation by pilot TPEP participants – teachers and principals will demonstrate the difference between comprehensive and focused evaluation and crosswalk the similarities between the Marzano Teacher Evaluation Framework and the Marzano Principal Evaluation Framework*
- *Small group activities to examine specific criteria in the frameworks focused on the art of instruction*
- *Specifics for para educators about how their work is influenced by the Marzano Instructional Framework and TPEP*
- *Examine the relationship between TPEP and CCSS in small and large group settings*
- *Evaluate participants level of familiarity with TPEP and CCSS, questions they have, evidence they plan to gather related to CCSS and TPEP prior to the second Waiver Day*
- *Our district is fortunate that we will have a Marzano Instructional Framework Specialist among our staff that will be available to support and extend our work.*
- *Pre and post Waiver Day survey to determine levels of understanding in each of the areas of Teacher Principal Evaluation Project, Common Core State Standards and Student Growth Rate.*

Waiver Day 2

- *In a workshop model, examine new data related to TPEP and CCSS*
- *In grade level and content teams examine Student Achievement Index Growth and Proficiency Rates for all groups*
- *In large and small group share work related to implementation of TPEP pilot with the integration of CCSS including student achievement data*
- *Evaluate participant level of growth related to understanding and implementation of TPEP and CCSS, questions they have, evidence they plan to gather prior to end of school year*
- *Pre and post Waiver Day survey to determine levels of understanding in each of the areas Teacher Principal Evaluation Project, Common Core State Standards and Student Growth Rate.*

6. Waiver requests may be for up to three school years. How will activities in the subsequent years be connected to those in the first year of the waiver?
The TPEP program is a pilot program for 2013-14 and the district has already identified staff that will be placed on the new system in the subsequent years. The TPEP training and dialogue will be a continuing process for several years as the level of understanding becomes more fluent and manageable. The switch to the Common Core Standards will also be a multi-year process, as there will be multiple tasks to complete in order to manage this new system.
7. Describe how the waiver directly supports the district and/or school improvement plans. Include links to information about how the State Board of Education may review the district and school improvement plans (do not mail or fax hard copies).

A link to the school improvement plans is included:

Chattaroy Elementary School:

http://www.edline.net/files/ INCfd /e380c64106fbd6ea3745a49013852ec4/CES_Schoolwide_Plan_2012-13_2.8.13.pdf

Riverside Elementary School:

http://www.edline.net/files/ INChI /d2f265c34f4dfc33745a49013852ec4/Riverside_SIP_Plan_2012-2013_2.8.2013.pdf

Riverside Middle School:

http://www.edline.net/files/ mdATD /b7293277248a346e3745a49013852ec4/RMS_SIP_2012-2013.pdf

Riverside High School:

http://www.edline.net/files/ mbKaL /361eda135cf06d473745a49013852ec4/RHS-SIP_and_LAP_Plan_2012-13.pdf

Independent Scholar Program:

http://www.riversidesd.org/files/ mdAXt /fd0c2349b82a0b003745a49013852ec4/ISP_SIP_2012-13.pdf

Riverside Achievement Center:

http://www.riversidesd.org/files/ mdAVd /4d38366ad8e179183745a49013852ec4/RAC_SIP_plan_for_12-13.pdf

The district continues to develop and refine the culture of learning, the professional learning community, the instructional framework and all the components supporting increased student achievement. The District Strategic Plan and the building level School Improvement Plans work together to improve teacher effectiveness and improve student achievement; especially as we move towards a new teacher evaluation system and we move towards the rigorous Common Core Standards. *The School Improvement Plans allow for flexibility as data is constantly examined and the plans are revised accordingly. Thus, making the documents living in comparison to past plans that were established and then not changed for at least a year.*

The District Strategic Plan supports the implementation of the TPEP and the Common Core Standards systems through the goals of:

Sequencing our academic content and associated curriculum

Developing and implementing assessments that align with standards

Providing timely professional development related to student needs

The goals of the Waiver Days closely align with the District Strategic Plan that started as a year to year guide and has evolved into a living and changing document based on student achievement data. The goal for all students to improve achievement is directly supported by the building level School Improvement Plans and the District Strategic Plan. By improving the teacher evaluation system and by starting the implementation of the Common Core Standards, instructional strategies will improve. Student achievement will improve as professional development is utilized in the district and teachers are able to see the direct results of their improved instructional strategies.

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

Riverside School District 2013-2014 School Calendar:

http://www.riversidesd.org/files/maC7m_b294909eef40976f3745a49013852ec4/2013-2014_School_Calendar_1.pdf

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:

Riverside Education Association:

http://www.riversidesd.org/files/pRKwe_4882e9f43527355f3745a49013852ec4/REA_Support_Letter.pdf

Public School Employees:

http://www.riversidesd.org/files/pRKxF_4bd8396023df73953745a49013852ec4/PSE_Waiver_Day_Support_Letter.pdf

C. The district Leadership Team recognizes the need for the Waiver Days, and the opportunities these days provide for achieving the unfunded state mandates. Through the Washington Leadership Academy, the identified Problem of Practice has helped the district and schools focus more intensely on teacher effectiveness and student achievement.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

Riverside Education Association:

http://www.riversidesd.org/files/olEbg_449c0c3ee7415acf3745a49013852ec4/REA_2011-2014_Collective_Bargaining_Agreement.pdf

Public School Employees:

http://www.riversidesd.org/files/pRKxT_ef0805700134ce513745a49013852ec4/Riverside_CBA_2011-2015_2_LOAs.pdf

- Our teacher's contract is not open this year.

- # 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
- 10 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

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	6*
Additional teacher work days without students	10**
Total	190

*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 10 days.

11. 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:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	Optional		1.5	8.5
2	Optional			
3	Optional			
4	Optional			
5	Optional			
6	Optional			
7	Optional			
Check those that apply				

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

The Collective Bargaining Agreement does not allow for time that is district-directed, which would include the School Board and district goals implementation, the district directed Common Core State Standards and the district-wide TPEP pilot program. As the district looks at the implementation of the TPEP and the Common Core State 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 the "Last Steps" section.

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

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

The 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 Waiver Day (day before students started school) 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 logo, the health protocol and responsibilities and the introduction of the instructional framework. The introduction of the instructional framework and the problem of practice as identified through the Washington State Leadership Academy provided training and dialogue in a large group setting. With everyone working in groups, the activities of the day also supported the Professional Learning Community goals.

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

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.

With the one Waiver Day used for professional development to introduce 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.

Our district math and reading assessments demonstrate that our students are making progress related to current standards and performance expectations. Given that current year MSP/HSPE/EOC/COE data is not available, it is anticipated that there is not a significant improvement in student performance. As we piloted the Smarter Balanced Assessment, it was obvious that our students need different experiences in the classroom, making this Waiver Request a necessity to bring our entire K-12 staff together. 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.

ESD 101 staff provided an introduction to TPEP. Staff were satisfied with the information, but requested more information. They have continued to articulate this as we have continued to share information about TPEP throughout the year. They continue to demonstrate a lack of visible understanding of the relationship between TPEP and CCSS.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

Changes are being made to focus on the TPEP state evaluation system, since Riverside will be piloting the program this upcoming school year. An expansion of the implementation of the CCSS will also occur next year. These two systems will require all the time and effort available for staff to progress and become fully engaged and understand their responsibilities. Because of the enormity of understanding these systems, two Waiver Days are requested, instead of the one we had last year.

One of our observations last year was that our staff needed to be brought back together K-12 midyear to examine system-wide data, TPEP and CCSS. As our TPEP Leadership Team studied the tool and instructional adjustments that would need to be made it became obvious that if we had one day to link TPEP, CCSS, and instruction we would have been much further ahead in positively impacting student achievement.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

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 Common Core State Standards, will require a large effort on the district and schools' part to be successfully implemented.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request 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. 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.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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 the basic education program requirement is RCW 28A.305.140 and RCW 28A.655.180(1). The rules that govern requests for waivers from the 180-day school year requirement are WAC 180-18-040 and WAC 180-18-050.

Instructions:

School districts requesting a waiver must use the SBE Waiver Application Form. The application form and all supporting documentation must be received by the State Board of Education at least **forty** days prior to the SBE meeting at which consideration of the waiver will occur. Districts or schools are responsible for knowing the dates and locations of State Board of Education meetings. The Board's meeting schedule is posted on its website <http://www.sbe.wa.gov>. It may also be obtained by calling the Board at 360.725.6029 or emailing to sbe@k12.wa.us.

The application form must be accompanied by a resolution adopted and signed by the district board of directors requesting the waiver. The resolution shall identify:

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will make available to students at least a district-wide annual average 1,000 hours of instructional offerings in each year (RCW 28A.150.220 and WAC 180-16-215).

The application must also include, at a minimum:

- A proposed school calendar.
- A summary of the collective bargaining agreement with the local education association providing the information specified in WAC 180-18-050(1).

Complete this application form and submit it with the Board resolution and supporting documents to:

Jack Archer
The Washington State Board of Education
P.O. Box 47206
Olympia, WA 98504-7206
360-725-6035; Fax 360-586-2357
jack.archer@k12.wa.us

Electronic submission of application materials through e-mail is strongly encouraged.

Part A: For all new and renewal applications:

(Please include as much detail as possible. The spaces provided below each question for answers will expand as you type or paste text).

School District Information	
District	Seattle School District No. 1 ("SPS")
Superintendent	Jose Banda
County	King
Phone	(206) 252-0150
Mailing Address	P.O. Box 34165 MS 32-150 Seattle, Washington 98124-1165
Contact Person Information	
Name	Michael Tolley
Title	Assistant Superintendent of Teaching and Learning
Phone	(206) 252-0150
Email	mftolley@seattleschools.org
Application type:	
New Application or Renewal Application	Renewal. Prior application approved by the State Board of Education for 2 years on March 10, 2011.
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	3
School Years	2013-2014, 2014-2015, and 2015-2016
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association (the Certificated Non-Supervisory Employees Unit), contains five half-day early releases.
Reduction	Utilizing full days for professional development reduces the need for additional half days. The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for 3 calendar waiver days for professional development. A new collective bargaining agreement is being negotiated, but if this waiver

	request is not granted, SPS would likely be required to add additional half-day schedules to the school year calendar. Thus, granting the waiver request would prevent the addition of six or more early dismissal days. A link to the employee calendar: Employee Calendar
Remaining number of half days in calendar	Five early release days are contained in the 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit. These days are listed on the master schedule each year. A link to the employee calendar: Employee Calendar
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) and WAC 180-16-200) for the school years for which the waiver is requested?	
Yes or No	Yes. Most recently, SPS was granted a 3-day waiver for professional development for 2 years. The District satisfied the 1,000 annual average hours of instruction during the most recent 2-year waiver period. The 1,000 annual average instructional hours were satisfied with both the professional development and parent/guardian/teacher conference waivers. The District will again be able to meet the annual average of 1,000 hours of instruction for the 2013-2014, 2014-2015, and 2015-16 school years.

1. What are the purpose and goals of the Waiver?

The purpose of this waiver is to support the District's strategic plan, "Excellence for All" (hereinafter "Strategic Plan") by providing District staff with 3 professional development days. The Strategic Plan was adopted by the District's School Board in June 2008 and is currently being revised to be implemented in August 2013. In the Strategic Plan, the District holds itself accountable for achievement and growth at all levels from Pre-Kindergarten (Head Start) through 12th grade. Success will be judged by both closing the achievement gap and accelerating learning for all students. The District's work is aimed at creating a system that supports 100% of our students in meeting or exceeding expectations and where 100% of our students graduate prepared for college and career readiness.

It is the goal of the Strategic Plan to ensure excellence in every classroom including:

- Development of teaching & learning framework
- Overhaul of student discipline structures
- Implementation of Common Core Standards
- Development of equitable access framework: Phase I
- Evaluation of Special Education Service Delivery Model
- Bringing teacher and principal professional growth & evaluations (PG&E) to scale
- Development & implementation of student support strategies/MTSS
- Implementation of IB at Rainer Beach
- Development of technology strategic plan
- Expansion of Skills Center (CTE)

The goal of professional development is to improve student achievement by enabling every staff member to develop the knowledge, skills and behaviors for improving instruction. While

educators can, should, and do continually improve their skills through self-improvement efforts, systematic change requires collective and sustained efforts. A comprehensive professional development plan promotes student achievement by providing staff with directed and ongoing Professional Development aligned with the major standards, SPS and building goals. This alignment focuses efforts to provide systemic improvement. Staff participation in professional development increases the probability that SPS will develop the capacity to prepare every student for college and career readiness.

Essential Elements of Professional Development

All professional development provided for SPS employees will incorporate Essential Elements, practices and tools intended to build teacher capacity in improving student achievement. Essential Elements identified by SPS are:

- Equity and Access
- Charlotte Danielson Framework for Teaching
- Common instructional vocabulary
- Family and community engagement
- Technology integration
- Classroom management
- Differentiation strategies to support the range of learning needs in our schools
- English Language Learner (ELL)
- Special Education
- Early Learning
- Advanced Learning
- Interventions/Accelerations (MTSS)

Attributes of Successful Professional Development, as defined by Learning Forward (formerly National Staff Development Council)

- Comprehensive, sustained and intensive approach
- Fosters collective responsibility
- Aligned with rigorous state student academic achievement standards
- Conducted among educators at the school and facilitated by well prepared professionals
- Occurs several times per week among established teams
- Evaluates need based on a review of data-progress monitoring
- Defines a clear set of educator learning goals based data analysis
- Achieves educator learning goals by implementing coherent, sustained, and evidence-based learning strategies
- Provides job-embedded learning
- Regular assessment of the effectiveness of the professional development
- Informs ongoing improvement

A link to the District's Strategic Plan is below: [Strategic Plan](#). The proposed 2013-18 Strategic Plan can be found at:

http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Departmental%20Content/school%20board/12-13%20agendas/061913agenda/20130619_StrategicPlan.pdf

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

The District reviews multiple test scores/measures over a period of time to assess student achievement. After reviewing student academic trends, the purpose of professional development is to differentiate training sessions to target instruction to areas that are necessary and appropriate for particular staff and student populations. The District's Joint Professional Development Steering Committee ("JPDSC") will monitor professional development activity. This committee will review data to appropriately plan courses for the following school year. Summary of 2012 district test scores:

In 2012, Seattle students met or exceeded standard on the state exams at a higher rate than the statewide average in every tested subject in grades 3-8. Significant gains were made, for example, in upper elementary reading with a 4.6 percentage point increase in 4th grade and a 2.4 percentage point increase in 5th grade. Strong gains were achieved in mathematics with increases ranging from 1.8 to 4.4 percentage points in grades 3 through 8. Pass rates for Algebra and Geometry EOC exams also increased over the previous year. Nonetheless, overall proficiency rates in most cases remain well below targets established in the district strategic plan. The District wants to utilize professional development to systematically address these gaps.

The professional development calendar is adjusted annually based on academic trends.

The Instructional Services Department is in the process of developing a system for determining the effectiveness of professional development as it relates to a change in instructional practice and increases student achievement outcomes.

The student achievement data can be found at this link: [Data & Reports Page](#)

Evidence of the impact of professional development waiver days can be found in three distinct areas, Early Learning, Professional Growth and Evaluation and Science instruction. Each of these district initiatives utilized waiver days to provide professional development opportunities.

Early learning

District data validates the investment for continuing the format on differentiated Early Learning Professional Development. The greatest impact was seen at the classroom level-significant changes of practice and beginning stages of local implementation and reflection. In a survey, 96% of the participants responded that the Early Learning PD was effective in improving student achievement. Many cited specific examples of the changes in student learning. Data demonstrating the effectiveness of the professional development is attached.

Professional Growth and Evaluation

Seattle fully implemented the 4 level rating evaluation system ahead of the state mandated timeline. Professional development played a major role in ensuring that the Professional Growth and Evaluation initiative be implemented with fidelity. Over several years all teachers and principals participated in professional development that supported a greater understanding of the system, how to facilitate growth, and improve teaching and student learning. WestEd conducted a study to determine the quality of implementation. Overall, the results indicated that the district is making significant progress in the implementation and is on the right track.

The use of the professional waiver days to focus on and implement PG & E as a district initiative resulted in a change in instruction as evidenced by teacher survey:

- 84% of teachers surveyed reported a clear understanding of the criteria for evaluation
- 84% of teachers surveyed reported altering their instructional practice based upon their own reflection

- Principals interviewed noted definite improvements in instruction and attributed the improvement in instruction to the PD the teachers received

Middle School Science Professional Development

The use of PD waiver days to provide curriculum based collaborations improved student performance overall and narrowed the achievement gap. District science coaches worked with middle school science teachers in collaborative teams. Participants analyzed student performance by looking at their classroom based assessments, state scores and released items. Results in Attachment A indicates that low income students in Seattle Public Schools scored virtually the same as the state average for all students. Over a seven year period there has been continuous growth with both low income and non-low income students as well as a narrowing of the achievement gap.

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

The District believes that having blocks of instructional time improves student achievement. Although many factors can be attributed to student academic success, a prior goal of the District in its Strategic Plan was to increase student academic performance.

Student academic performance has been steadily increasing despite annual cuts in the District's budget due to the recession. Overall, SPS students continue to outperform their statewide peers by wider margins on state proficiency tests such as the Measures of Student Progress (MSP). In 4th grade math, for example, Seattle's students outperformed the state by 7.5 percentage points in 2011-12 compared to just a 2.8 point advantage in 2007-08. In 8th grade science, Seattle improved from a minus 2.4 point deficit compared to the state to a positive 8.4 point advantage in 2011-12.

	2007-08			2011-12		
	Seattle	WA State	<i>Difference</i>	Seattle	WA State	<i>Difference</i>
3 rd Grade Reading	73.2%	70.7%	2.5%	74.0%	68.8%	5.2%
4 th Grade Math	56.4%	53.6%	2.8%	66.9%	59.4%	7.5%
5 th Grade Science	48.9%	43.0%	5.9%	71.5%	66.3%	5.2%
6 th Grade Reading	71.2%	68.9%	2.3%	74.5%	70.7%	3.8%
7 th Grade Math	52.6%	50.5%	2.1%	67.4%	59.2%	8.2%
8 th Grade Science	45.8%	48.2%	-2.4%	74.8%	66.4%	8.4%
10 th Grade Reading	80.7%	81.8%	-1.1%	79.1%	81.3%	-2.2%

The percentage of students graduating from high school in four years increased by 12% between 2008 and 2012, up to 74%. The percentage of elementary, K-8, and middle schools identified as the lowest performing in the school district based on a combination of absolute and growth scores has declined by more than half, from 20% to 7%, since academic year 2008-09, while the percentage identified as highest performing has almost doubled, from 15% to 27%, in the same period of time.

One reason for this continued improvement in student achievement may be attributed to the intense work around curriculum alignment. A comprehensive curriculum audit was conducted in 2007 and 2008, in which reviewers called particular attention to the fact that in Seattle each school has historically developed and planned its own curriculum, and recommended the district develop an overall plan to ensure that students are expected to learn the same content and skills at each grade level, no matter the programs in which they are involved or what school they attend. This requires significant professional development efforts. We believe the prior use of professional development days has allowed for staff to be trained on ways to improve and align instruction and this has been a factor in increase student performance.

Additional student achievement data utilized by the District can be found at this link:
[Data & Reports Page](#)

In addition to the data described above, the District also uses the Measures of Academic Progress (“MAP”) as a tool to assess student progress in math and reading.

A link to the District’s web site on MAP follows: [SPS MAP Information](#)

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

The District will collect the following data to assess whether academic goals were attained:

- MSP/HSPE Data (District and School level data);
- MAP Data;
- Individual School Reports;
- Professional Growth and Evaluation (PG&E) Implementation; and
- Five Year District Scorecard.

A link to individual school reports: [School Reports Page](#)

The student achievement data utilized by the District can be found at this link:
[District Scorecard](#)

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

The District has a teacher professional development plan. The comprehensive professional development plan promotes student achievement by providing staff with directed and ongoing PD aligned with the major state, SPS, and school based goals. The content for this plan and for approved professional development is determined by student and teacher needs. For more details please see the response to Question No. 2 and 3.

A link to the District’s professional development plan is below:
[District's Professional Development Plan](#)

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

The District’s Professional Development Plan is reviewed at least annually to ensure professional development offerings are necessary, appropriate and aligned to the needs of the

staff and student population. Student performance data is reviewed to identify any new needs and to help assess the success of the professional development activities is informed by student performance data. A Joint Professional Development Steering Committee (JPDSC) monitors professional development activity. A committee will conduct an evaluation at the end of the academic year in order to appropriately plan courses for the following school year.

A link to the District's professional development plan is below:

[District's Professional Development Plan](#)

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

The waiver request directly supports the ability to offer professional development that is aligned to District and school improvement plans.

A link to individual school reports: [School Reports Page](#)

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

A working group of District administrators met to develop the waiver request. The unions that represent the teacher, paraprofessionals, office staff personnel, food service, custodians, security specialists, and principals have been contacted about this waiver request.

In addition, the District adopted the "Excellence for All" strategic plan in June 2008. The strategic plan was developed with input from thousands of teachers, principals, District staff, families, students, and community stakeholders; Excellence for All includes a component for professional development. Professional development days are included in the 2010-2013 collective bargaining agreement between SPS and its teachers, which was approved by the Board of Directors. The Board of Directors is working on a new strategic plan that should be completed by July 2013.

9. Provide details about the collective bargaining agreement (CBA) with the local education association, including 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 time. Please also provide a link to the district's CBA or e-mail it with the application materials. Do not send a hard copy of the CBA.

The 2010-2013 collective bargaining agreement between SPS and the Seattle Education Association, Certificated Non-Supervisory Employees unit contains a requirement for 3 calendar waiver days for professional development and a requirement for 5 half days for school-wide professional development. Under the supplemental responsibility contract for 2010-11, five additional TRI days were provided to staff, to be used in part for classroom preparation, building business, and District/school based professional development. [CBA Language](#)

10. 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	3
Total	183

11. 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:

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

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

Seattle Public Schools Teaching and Learning Department has developed a cross-departmental, multi-year professional development plan designed to support principals, teachers and instructional assistants in the integration of standards, high quality instruction and assessment toward the goal of achieving equity for all students. This plan outlines focused, collaborative supports that provide a roadmap to further the implementation of the four Seattle Public School initiatives: Common Core State Standards (CCSS), Equitable Access Framework, Professional Growth and Evaluation (PG & E), and Multi-Tiered System of Supports (MTSS). Integration is a major emphasis of the plan both vertically, pre-K – 12, and horizontally across disciplines, specialties and departments. Seattle Public Schools is focused on professional development as a way of working to eliminate the opportunity gap. PD sessions are scheduled to address the above four initiatives as well as the diverse needs of individual schools. The proposal is to provide professional development at the district level on the three waiver days and school based PD during the three additional contract days. The additional PD days are needed to ensure that both the district and building initiatives can be targeted with consistency and fidelity.

New 180 Day Applications- Stop here and skip to the "Last Steps" section.

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

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

Yes, SPS used the waiver days as previously requested for professional development.

Waiver days were used as follows:

- Curriculum alignment – Schools pair up to review content areas and alignment for proper academic progression;
- Professional development classes – Staff have received instruction in classroom management, culturally relevant practices, a writer's workshop, IEP plans, and content area refreshers (e.g., math for non-math majors, particularly in the elementary levels);
- Cultural competency training;
- Group or department examination of student work for instructional planning purposes;
- Home visits where teachers go to the homes of families;
- Student assessments by teachers; and
- School development of instructional strategies.

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

The District had a goal of using professional development in target areas, such as classroom management, culturally relevant training, home visits, student assessment, and developmental instructional strategies, with an overall goal of changing instructional practices for the purpose of increasing student academic achievement. The District acted on each of the professional development goals listed in the answer to Question No. 18. It is challenging to make a sole connection between professional development and increases in student achievement, such as the positive outcomes shown in middle school performance overall. However, best practices and research demonstrate that importance of professional development in student achievement.

3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons the changes are proposed.

Seattle Public Schools has created a multi-year professional development plan that supports the implementation of the four SPS initiatives, Multi-Tiered Support Systems, Professional Growth and Evaluation, Race and Equity Framework and Common Core State Standards. The plan promotes sustainability by identifying the unifying themes among the initiatives as district-wide priorities for professional development. The proposed PD plan builds internal capacity through leveraging current resources and investments and building multiple levels of leadership at the district and building level. In the past the professional development waiver days have been left up to each building's discretion. Under the current plan, the 3 waiver days are at the discretion of the district for the purpose of assisting schools in meeting the district initiatives and the three contract days are maintained for building-based professional development.

4. Explain why approval of the request for continuation of the waiver would result in advancement of the goals.

The SPS professional development plan integrates all of the four initiatives and implements job embedded practices, but there still remains a great deal of PD necessary to meet the needs of a diverse student population. The three waiver days provide both district and building level opportunities to share professional practices and ongoing growth opportunities that are needed to effectively integrate PG and E with the implementation MTSS and Common Core State Standards. These days will ensure equitable access and equity for all students while still allowing days for schools to individualize their PD to their communities. With the shift of the PD waiver days to district focused work, the level of accountability increases by ensuring the fidelity and consistency of professional development content across the district.

5. How were parents and the community kept informed on an on-going basis about the use and impacts of the previous waiver? Describe how administrators, teachers, other district staff, parents, and the community have been involved in the development of this request for renewal of the waiver.

Parents and the community are informed of SPS waiver days through the District web site, individual school sites, and various other communications. The District calendar lists the professional development days. In addition, school reports provide documentation specific to each school site.

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.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

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\(3\)](#). 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](#). 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW [28A.305.140](#) and [28A.655.180](#). 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](#). 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter [28A.630](#) RCW and 1995 c 208. 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]