STATE BOARD OF EDUCATION

HEARING TYPE: __X__ ACTION

DATE: AUGUST 23-24, 2006

SUBJECT: REQUEST FOR WAIVER OF THE 180-DAY SCHOOL YEAR

REQUIREMENT FOR GRANITE FALLS, HIGHLINE, AND

LAKE STEVENS SCHOOL DISTRICTS

SERVICE UNIT: Edie Harding, Executive Director

State Board of Education

PRESENTER: Pat Eirish, Program Manager

State Board of Education

RECOMMENDATION:

It is recommended that the State Board of Education (SBE) approve the waiver requests from the minimum 180-day school year for the school districts listed above for school year 2006-2007. Granite Falls and Lake Stevens School Districts are seeking waivers for all schools in their districts. Highline School District is seeking a waiver for Chinook Middle School.

BACKGROUND:

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

Granite Falls School District

Snohomish County – 2,262 students 3 waiver days requested

Granite Falls School District is requesting three waiver days to provide quality planning time for staff members to continue professional development. These days will be designated for collaboration and in-service training opportunities for both certified and classified staff.

The district is particularly focused on improvement of instruction and collaboration between grade levels. The major focus of the 2006-2007 school year's professional development will be mathematics. The main components of the "MATH ATTACK" will

include WASL mathematics analysis and intervention identification, continued research of best practices and successful programs, collaboration between buildings and grade levels, and staff development in instructional materials and strategies. A Math Summit is planned this fall.

This waiver petition is the result of many discussions and negotiations between the board of directors, administration, and staff. All believe that it will be a much better use of time than the current half-day process. Parents prefer full-day releases thus providing less disruption for students and parents and more quality time for staff development.

Highline School District

King County - 17,827 students 3 waiver days requested for Chinook Middle School

Highline School District is requesting three days be waived from their 2006-2007 school calendar for Chinook Middle School. These days will be utilized for staff professional development. Planning time is needed for staff to meet the district's curricular goals and to align the goals with state guidelines for instruction and assessment.

Chinook reports there is a need for sustained growth in both reading and mathematics. After assistance from a site facilitator, Chinook continues to refine their School Improvement Plan. A major part of the School Improvement Process has been to focus staff development and training. The waiver days will greatly assist Chinook in continuing to meet this goal. Chinook continues to work with the Puget Sound ESD #121. Administration, literacy and mathematics coachs have been working with the staff this past year in the areas of reading, writing, and mathematics. The district and Chinook will continue to work closely with this resource in order to improve teaching and learning in literacy and mathematics.

Chinook Middle School has the support, for this waiver, from the school board, the Highline Education Association, the Chinook Middle School Teamsters representatives, the administration, staff, and parents and community members.

Lake Stevens School District

Snohomish County - 7,547 students 1 waiver days requested

Lake Stevens School District is requesting one waiver day to allow for staff training related to Powerful Teaching and Learning Strategies. One waiver day will allow the district to continue its school reform efforts while limiting the impact on the student instructional year.

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All staff will be introduced to the research that supports Powerful Teaching and Learning practices. The district will utilize Duane Baker to highlight the key findings of his research. He will also share the five key elements of the STAR protocol used in Powerful Teaching and Learning. Certificated staff members will then participate in building level discussions that will focus on self-assessment data, implementation strategies, and identification of professional development needs.

The Lake Stevens school board is committed to pursuing a waiver to continue staff development. The board noted the improvement of student performance on the WASL and wants staff to further their efforts with Powerful Teaching and Learning. The Lake Stevens Education Association is very supportive of the waiver day and the community remains overwhelmingly supportive of the district's efforts. Parents are involved in every step of the educational planning process.

SUMMARY:

The State Board of Education may grant waivers if the district demonstrates the need for these waivers by meeting the procedural criteria, as specified in Chapter 180-18 WAC. These districts have met the procedural requirements outlined in SBE policy. Staff recommends the waivers be granted.

See attachments for further detailed information.

Attachments

LEARNING IS

GRANITE FALLS SCHOOL DISTRICT

307 N. Alder Ave. • Granite Falls WA 98252 • (360)691-7717 • FAX (360)691-4459

Joel Thaut, Superintendent

July 10, 2006

State Board of Education
Office of Superintendent of Public Instruction
Old Capitol Building, P.O. Box 47200
Olympia, WA 98504-7200

Board Members:

Granite Falls School District requests a waiver of the minimum 180-day school year as per WAC 180-18-040. The district is requesting to offer 177 student days and use the remaining three days for collaborative teacher in-service. These three days will be used in place of half-day releases used in past years.

Included in this package is our school board's resolution requesting the waiver and additional information addressing the specific requirements for waivers as listed in WAC 180-18-050.

Thank you for your consideration of our proposal. Please do not hesitate to contact me if you need any additional information.

Sincerely,

Joel S. Thaut, Superintendent

Requirements specified in WAC 180-18-50:

- 1. Identification of the requirement to be waived.

 The district is requesting a waiver of the minimum 180-day school year as required in WAC 180-16-215.
- 2. Specific standards for increased student learning that the district expects to achieve.
 Specific standards for increasing student learning are included in the school district's plan of improvement as well as each building's school improvement plan. The school district is particularly focused on improvement of instruction and collaboration between grade levels.
- 3. How the district plans to achieve the higher standards, including timelines for implementation.
 Granite falls School District has made good progress so far in reaching for higher standards. In order to continue this progress, much more professional development is needed for our staff. To date, this had been accomplished through five or six days of early releases. This creates many disruptions to the school day, and the time can be more effectively utilized in full-day in-service sessions. It also provides more effective time periods for collaboration and curriculum alignment.
- 4. How the district plans to determine if the higher standards are met. The school district will be using our WASL test scores to determine if we are meeting the higher standards. All of our schools are exhibiting continual improvement in our test scores, yet are still not achieving the goal of ALL students meeting the standard. This waiver will allow us to create significant blocks of time to address professional development issues.
- 5. Evidence that the board of directors, teachers, administrators and classified employees are committed to working cooperatively in implementing the plan. This waiver is the result of long discussions and negotiations between the Board of Directors, the Administration and the Staff of the Granite Falls School District. All believe that it will be a much better use of time than the current half-day process. All classified and certificated staff will participate in staff development. Parents prefer the full day releases as it allows them to better prepare for child care needs. Board of Director support is evidenced by the enclosed resolution.
- 6. Evidence that opportunities were provided for parents and citizens to be involved in the development of the plan.
 Parents and community members participate on all building and district learning improvement teams. They have always expressed concern over half-days and the problems created for them as a result. The Superintendent and Board of Directors hold each building to a high standard for effective use of the time.

GRANITE FALLS SCHOOL DISTRICT NO. 332 RESOLUTION 05/06-19 WAIVER REQUEST OF THE MINIMUM 180-DAY SCHOOL YEAR FOR GRADES K-12 (WAC 180-18-040)

A RESOLUTION of the Board of Directors of the Granite Falls School District No. 332, Snohomish County, Granite Falls, Washington, to request a waiver of the minimum 180-day school year for grades K-12 (WAC 180-18-040).

WHEREAS, the Granite Falls School District has a plan to improve student learning; and

WHEREAS, the Granite Falls Education Association and the Granite Falls Public School Employees are working with the Granite Falls School District to improve education; and

WHEREAS, the Granite Falls School District Board of Directors recognizes the need to provide quality planning time for staff members to continue their professional development; and

WHEREAS, full-day in-service provides less disruption for students and parents, and quality time for staff development, which is superior to the half-days previously used; and

WHEREAS, full days designated for collaboration and in-service training provides opportunities for both certificated and classified staff; and

WHEREAS, the Washington State Board of Education has recognized the importance and has established waivers for restructuring purposes;

NOW, THEREFORE, BE IT RESOLVED, that the Granite Falls School District Board of Directors requests a waiver of the minimum 180-day school year requirements so that three (3) full school days per year can be devoted to instructional collaboration and improving teachers' instructional skills; that planning for in-service activities will be jointly planned with the Granite Falls Education Association and the Granite Falls Public School Employees and approved by the Granite Falls School Board of Directors that students in grades K-12 would not attend those days.

ADOPTED by the Board of Directors of the Granite Falls School District No. 332, Snohomish County, Washington, at a regular meeting held this 19th day of July, 2006.

ATTEST:

President, Board of Directors

Secretary, Board of Directors

Director

Director

Director 246



GRANITE FALLS SCHOOL DISTRICT

307 N. Alder Ave. • Granite Falls WA 98252 • (360)891-7717 • FAX (360)691-4459

Joel Thaut, Superintendent

State Board of Education Olympia WA

To further enhance materials previously submitted to the Board of Education concerning our waiver request, allow us to add the following information:

We are totally replacing all of our half days with non-student waiver days. Although the time for professional development is critically needed, we have not found the half days to be effective use of time. By the time students are gone and people have eaten; there just isn't a long enough time period left to do the type of training and cross grade level and building teaming that we need. The waiver days will provide that opportunity. We critically need to create time for people from different buildings and grade levels to talk to each other.

We do not have any TRI days in our contract. The LID Days we have are used to focus on the district and building Learning Improvement Plans. I have attached a copy of one our Learning Improvement Plans for your perusal. Plans for this year have not yet been completed pending the arrival of out WASL scores and data analysis.

The focus of this year's professional development will be math. We have just finished our administrative retreat where we determined the main components of our "MATH ATTACK." Since we have not received our WASL results the final plans have not been developed pending the data analysis. The plans will follow the model I attached. The main components will certainly include WASL Math strand analysis and intervention identification, continued research of best practices and successful programs, collaboration between buildings and grade levels and staff development in instructional materials and strategies. This will all be kicked off with a Math Summit this fall.

Parent and community members have always been valued members of our instructional team. All building and district Learning Improvement Teams have active parent and community members. On each team, the question of the value of half days has arisen and a request to seek alternatives. Many of the main innovations in our program have come from parent input. As an example, I have also attached the recommendations of our recent Challenging the Highly Capable Committee, which came from concerns expressed by local parents.

We understand that waivers have only been granted for one year. This is not a problem for us, as we all await recommendations coming from Washington Learns.

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2005-06 LEARNING IMPROVEMENT PLAN Mountain Way Elementary

06-07 plans will follow this model! Focus will be on, "MATH AHACK." Final plan in development pending WASL results and data analysis.

The 2005-06 Learning Improvement Plan was collaboratively developed by the faculty and the Learning Improvement Team (LIT). The LIT Team includes representatives from the staff, parents, and community. Highlights of priority goals follow:

3606914459:

HIGH STANDARDS & EXPECTATIONS **Priority Academic Goals**

READING ACHIEVEMENT

Goal:

To meet or exceed the Spring 2005 State WASL Results in Reading.

To prepare K-5 students for success on future WASL Reading

Assessments.

Measurement:

MCE Spring 2005

State Spring 2005

75.90%

79,50%

MWE Spring 2006

Pending

Strategy:

Action Steps:

Implement the K-5 Reading and Assessment Plan

Implement Open Court with fidelity at K-1.

Utilize DIBELS: Dynamic Indicators of Early Literacy Skills Assessments.

Show teachers how to access and interpret DIBELS data.

Utilize Open Court Unit Assessments at K-1 to track student progress.

Implement fluency practice in K-5 classrooms.

Identify benchmark, strategic, and intensive readers and hold Collaborative Academic Support Team (C.A.S.T.) meetings to identify appropriate interventions for at risk readers.

Implement interventions (e.g., classroom based, Title i, LSC, WRC).

Implement Progress Monitoring of at risk Readers.

Nurture self-esteem and positive attitudes towards learning through Life Skills, Mentoring, Social Skills Classes, Student Council, and atudent recognition activities.

Resources:

Open Court Reading Program 2005

DIBELS Assessment

Tools

Paraprofessional Support at Kindergarten

Title I, WRC, DIBELS

Grants

I-728 Grant In-service

Funds

MATH ACHIEVEMENT

Goal:

To meet or exceed the Spring 2005 State WASL Results in Math.

To prepare K-5 students for success on future WASL Math Assessments.

Measurement:

MCE Spring 2005

48.70%

State Spring 2005

60.80%

MWE Spring 2006

Pending

Strategy:

Action Steps:

Implement the K-5 investigations Plan.

Use Everyday Math with Challenge students in Grade 1-3.

Implement Accelerated Math at Grade 4-5.

Utilize Gr. K-5 Grade Level Math Assessments.

Analyze the WASL Math Strand results and identify interventions.

Research Investigations and Success Maker Math implementation at a successful comparison school.

Provide LSC assistance for eligible students.

Arrange for investigations training for interested teachers.

Nurture self-esteem and positive attitudes towards learning through Life Skills, Mentoring, Social Skills Classes, Student Council, and

Sent By: GF8D:

student recognition activities.

Resources:

Investigations Math

Program

Grade Level Assessment Tools

Paraprofessional Support at Kindergarten

Special Education

Grant

I-728 Grant In-service

Funds

WRITING ACHIEVEMENT

Goal:

To meet or exceed the Spring 2005 State WASL Results in Writing.

To prepare K-6 students for success on future WASL Writing Assessments.

Measurement:

MCE Spring 2005

State Spring 2005

62.10%

57.70% -

MWE Spring 2006

Pending

Strategy:

Action Steps:

Implement the K-5 Writing Expectations

Implement 6-Trait and Process Writing strategies.

Utilize Grade 1-5 Writing Assessments to track progress.

Analyze the WASL Writing Strand results and identify interventions.

Research the Step Up to Writing program.

Provide LSC assistance for eligible students.

Arrange for writing training for interested teachers.

Nurture self-esteem and positive attitudes towards learning through Life Skills, Mentoring, Social Skills Classes, Student Council, and student recognition activities.

Teach keyboarding to Grade 3-5 students.

Resources:

6-Trait & Process Writing Programs (e.g., Writers Workshop)

Grade Level Writing Assessment Tools

Paraprofessional Support at Kindergarten

Special Education

Grant

1-728 Grant In-service

Funde

SCIENCE ACHIEVEMENT

Goal:

To meet or exceed the Spring 2005 State WASL Results in Science.

To prepare K-5 students for success on future WASL Science

Assessments.

Measurement:

MCE Spring 2005

State Spring 2005

26.60%

35.60%

MWE Spring 2008

Pending

Strategy:

Action Steps:

Implement the K-5 Grade Level Science Expectations.

Implement FOSS SCIENCE in selected classrooms.

Utilize inquiry based instructional strategies.

Analyze the WASL Science Strand results and identify interventions.

Research the FOSS SCIENCE Program, such as alignment to GLEs.

Re-activate the K-5 Science Committee and identify a K-5 Science

Program for review and adoption.

Arrange for science training for interested teachers.

Nurture self-esteem and positive attitudes towards learning through Life Skills, Mentoring, Social Skills Classes, Student Council, and student recognition activities.

Resources:

FOSS SCIENCE Kits

Paraprofessional Support at Kindergarten

Special Education Grant

1-728 Grant In-service Funds

MAINTENANCE GOALS

CLEAR AND SHARED FOCUS

Maintain current level of performance, such as:

School Wide Goals

Learning Improvement Plan Submitted Learning Improvement Plan reviewed by staff Priority Academic Goals Set **Certificated Staff Professional Development Plans** PGO Plans submitted by eligible teachers Certificated Staff Progress Conferences: Fall, Winter, Spring Fall Goal Conferences completed with certificated staff

Continued...

HIGH STANDARDS AND EXPECTATIONS

Maintain current level of performance, such as:

School Wide Guldance & Discipline Program

Program reviewed with faculty

Student Behavior Data entered in Skyword

Classroom Schavior Management Plans

Individual Student Behavior Contracts

Student Recognition Programs

Talented Tigers, Got Caught, Golden Broom, Teamwork Tickets

Leadership Lunches implemented

Grade Level Academic Assessments: Fall, Winter, Spring

Challenge Program

Staff Program Handbook completed

Curriculum alignment work in progress for reading, writing, math, social studies

Social Studies, Math, and Writing Programs selected for adoption

EFFECTIVE SCHOOL LEADERSHIP

Maintain current level of performance, such as:

Teacher Projects:

POSS Science Field-besting

National Board Certification Projects

PGO: Professional Goal Plans

Grade Level School Improvement Projects: Writing & Math Assessments

Learning Improvement Team Participation

Reviewed School Improvement Plan

Reviewed Library Books for adoption

HIGH LEVELS OF COLLABORATION AND COMMUNICATION

Maintain current level of performance, such as:

Parent-Teacher Conferences: Fall (94%) & Spring

Parent Orientation Meetings: Fall (79%)

Student Service and Child Study Team Meetings

PIK: People Interested in Kids Meetings

Meetings held most months throughout the year

LTT Reports made at every meeting

Grade Level, Faculty, LTT Collaboration

Staff Code of Ethics and Collaboration reviewed 2005

Behavior Team Code of Collaboration created 2005

Regular Communication

Weekly Teacher Bulletins, E-mail News Breaks, Staff Handbook

Parent Handbook, Monthly Calendars & Bulletins

Tiger Tales Newsletters: Four Issues Annually

School Report Card

PROGRAM ALIGHNED WITH STANDARDS

Maintain current level of performance, such as:

State Essential Academic Learning Requirements Grade level Expectations Adopted District Scope & Sequence Guides For Math and Writing Instructional Materials Aligned to Curriculum Curriculum Mapping initiated at Gr. 1-3 **Improve Technology Skills** Implement keyboarding Provide staff in-service opportunities Maintain an up to date and well functioning computer lab

FREQUENT MONITORING OF LEARNING AND TEACHING

Maintain current level of performance, such as:

Reading Testing DIBELS Testing: Fall, Winter, Spring STAR Reading Testing: Fall, Winter, Spring K-3 Accelerated Reader Progress Reports **Math Testing** Gr. 4-5 Accelerated Math Reports Writing Assessments Gr. 1-5 Writing Prompts & Scoring

FOCUSED PROFESSIONAL DEVELOPMENT

Maintain current level of performance, such as:

On-site In-service Classified Training: e.g., SECURE Certificated Training: e.g., Open Court, DIBELS, Step Up to Writing Workshop & Conference Attendance, School Visits Music Education, FOSS Science, Hi-Cap School Visit, Math School Visit, etc.

SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

Maintain current level of performance, such as:

Equity Polices Observed Gender, Race, Ethnicity, Culture, Language, Physical/Mental Reading & Math Support Washington Reading Corp Before & After School WASL Academies **Extra Curricular Activities** Strategy Game Club, Choir, Destination Imagination, Book Club

First Aid and Emergency Procedures

School nurse reviewed first ald procedures with staff Protocols developed: 911 Calls, Drills, Missing Child Health Screenings: Vision, Hearing, Height/Weight Checks **Monitor Student Attendance** Parent notification provided through letters, phone calls, and meetings Follow state attendance law provisions Attain an unexcused absence rate of 1 percent or less Non Academic Learning Opportunities Offered Physical Education Specialist Music Specialist Classroom Arts & Crafts

FAMILY AND COMMUNITY INVOLVEMENT

Maintain current level of performance, such as:



Parent Involvement Activities

PIK Family Nights: Movies, Carnival, Silent Auction, Book Fair All School PJ Day, December Grade Level Concerts After School Cholr Concerts December Craft Days Veterans Day Assembly 11-10-05 Arbor Day Celebrations Volunteer Tea Hit a Homerun in Reading Program Dr. Seuss Celebrations March PIK Sponsored Field Trips for Students/Parents Pacific Science Center, Beach, Mt. St. Helens, etc. Community Volunteers Washington Reading Com Christmas Giving Tree Project Sno-Isle Library, Dentist, Fire Department, Red Apple Visitations Fire Department Safety Training October PTK Food Drive Book Buddies Week

Parent Education Programs

Kindergarten Parent Orientation Open House: Attendance Level 79% Parent Conferences: Fall Participation Level 94% WRC & Title Literacy Nights October, November, January, February, March, April, May, June

6-12 Challenging the Highly Capable (CHC) Committee Spring 2006

3606914459;

Mission Statement

The mission of the Challenging the Highly Capable (CHC) Committee is to help the school district formulate a plan to challenge and motivate highly capable and high achieving students at the Middle School and High School. We envision a school district where all students find the curriculum challenging so they can rise to their full potential. To help achieve this, we wish to support the school district in a move towards a comprehensive plan that includes teacher training, curriculum development and vertical alignment.

Membership

Administration:

Facilitator: Dick Panagos, MS Principal Larry Brown - H.S. Principal Bridgette Perrigoue - D.O.

Teachers/Counselor:

Ryan Akiyama - H.S. Susan Black - H.S. Cinda Janik - M.S.

Marge Johnson - H.S. Kelly Kettler - M.S. Rebecca DeLaney - M.S.

Parents:

Claire Anderson - H.S. Karen Gilbertson - M.S. Jody Hillery – H.S. & M.S. Deborah Weinstein - M.S.

Students:

Hannah Anderson - H.S. Katie Christensen - M.S. Marissa Ogren - M.S. Chelsca Porter - H.S.

Recommendations from CHC Committee June 2006

- 1. We recommend that this committee continue meeting in the Fall in order to follow up on our other recommendations and to show our commitment towards our Mission Statement. We also plan to support the school district in the development of a comprehensive plan for a challenging curriculum to meet the needs of our high achieving and highly capable students.
- 2. We recommend moving forward to train teachers in Vertical Alignment, beginning this July.
- 3. We recommend immediate movement towards Integrated I becoming the standard 8th grade math course.
- 4. We recommend that High School and Middle School math teachers be represented on this committee to bring the best expertise in making recommended curriculum/grade level changes.
- 5. We recommend that as many teachers as possible be trained in subject area Vertical Alignment and Advanced Placement (AP) classes.
- 6. We would like to see that <u>all</u> students in AP classes take the AP test regardless of the student's potential for passing. We would also like to see some guidelines to make sure our AP classes are adhering to the set AP curriculum.

Challenging the Highly Capable Tuesday, June 6, 2006 Minutes

3606914459:

Members present:

Dr. Panagos - M.S. Principal Larry Brown - H.S. Principal Marge Johnson - Teacher Chelsea Porter - Student Jody Hillery - Parent Susan Black - Teacher Deborah Weinstein - Parent Katie Christensen - Student Ryan Akiyama - Teacher Cynda Janik - Teacher Rebecca Delaney - Counselor Kelly Kettler - Teacher Bridgette Perrigoue - Dist. Admin.

Absent:

Claire Anderson - Parent Karen Gilbertson - Parent Marissa Ogren - Student

Dr. Panagos asked everyone to look over the minutes. A motion was made by Ryan Akiyama to accept the minutes as written. Susan Black seconded it.

Dr. Panagos read the mission statement prepared by Deborah Weinstein and everyone liked it. There was some discussion and minor changes agreed on. A motion was made by Chelsea Porter to accept the mission statement written below and Hannah Anderson seconded it.

Mission Statement

The mission of the Challenging the Highly Capable (CHC) Committee is to help the school district formulate a plan to challenge and motivate highly capable and high achieving students at the Middle School and High School. We envision a school district where all students find the curriculum challenging so they can rise to their full potential. To help achieve this, we wish to support the school district in a move towards a comprehensive plan that includes teacher training, curriculum development and vertical alignment.

Ryan Akiyama spoke about some teacher training specializing in Vertical Alignment that is available this summer. He shared with the committee a handout on vertical alignment and gave an example of a program he observed in the Spokane area. He said it was an exceptional program with good results.

It was reported that the high school L.I.T. team approved money for the H.S. English department to work on curriculum development and approved money for two staff members to attend the Vertical Team Seminars this summer. Ryan expressed some frustration with the decision to only send two staff members because he felt it was important to have the training before the best curriculum development work could be done. There was a great deal of discussion about funding from L.I.T. and the High Cap Fund. Ryan thought we should give a recommendation plan to the L.I.T. committee in order to gain their support and help them see where we are headed. The decision was made that Larry Brown would call an emergency L.I.T. meeting in an attempt to explain the reasons behind our efforts and how much of an impact could be made it a larger number of teachers attended the seminar. Dr. Panagos reported that Kelly Kettler will be attending the seminars this summer for the middle school but there wasn't anyone else who could attend because of scheduling conflicts.

Larry made a motion to recommend <u>Integrated I math become standard 8th grade math</u>. There was a great deal of discussion on this recommendation. There were a couple of people who felt it was too direct and specific. We should consult some of the math teaching staff before we add the recommendation to our list for Joel. Others felt that if we watered it down it would not make the impact they wanted and therefore would not accelerate some changes that were necessary for the improvement in the math WASL scores. The general idea was to hope to have some changes made by falt of 07 knowing that it would be a stretch to have such changes in the Math alignment by this coming fall. The amended motion was to recommend immediate movement towards integrated it becoming standard 8th grade math. Bridgette seconded it.

MAYN

Below is a list of our recommendations that we agreed to give to Joel Thaut.

Recommendations From CHC committee as of June 6th, 2006 (These recommendations are intended for Joel Thaut)

- We recommend that this committee continue meeting in the fall in order to follow up on our other recommendations and to show our commitment towards our mission statement. We also plan to support the school district in the development of a comprehensive plan for a challenging curriculum to meet the needs of our high achieving and highly capable students.
- 2. We recommend moving forward to train teachers in Vertical Alignment.
- 3. We recommend immediate movement towards integrated i becoming standard 8th grade math.
- 4. We recommend that some high school and middle school math teachers be invited to become a part of this committee to bring the best expertise in making changes in the subject of math.
- We recommend that as many teachers as possible be trained on the subject of Vertical Alignment and AP classes.
- 6. We would like to see that <u>all</u> students in AP classes take the AP test regardless of the student's potential for passing. We would also like to see some guidelines to make sure our AP classes are adhering to the set AP curriculum.

The meeting was adjourned.

Challenging the Highly Capable Tuesday, May 23, 2006 Minutes

Members present:

Dr. Panagos - M.S. Principal Marge Johnson - Teacher Chelses Porter - Student Jody Hillery - Parent Susan Black - Teacher Deborah Weinstein - Parent Larry Brown - H.S. Principal Katle Christensen - Student Ryan Akiyama - Teacher
Hannah Anderson - Student
Claire Anderson - Parent
Cynda Janik - Teacher
Rebecca Delaney - Counselor
Karen Gilbertson - Parent
Kelly Kettler - Teacher
Marissa Ogren - Student

Aug-7-06 3:38PM;

Dr. Panagos gave a brief description of what brought this group together. We all introduced ourselves and stated why we thought this group was important.

Jody went over common myths and truths about highly capable students from a website on disabilities and gifted education. Chelesa and Hannah shared what happens in their high school classes when they get bored. They also stated that being ahead in math doesn't prevent boradom. The math classes still have to be slowed down and they are ready to move on at a quicker pace.

Dr. Panagos went over what is offered at the middle school for advanced classes and how math is sequential.

We have AP cleases in Government, English and Physics at the high school.

There was discussion on the difference between high achieving and highly capable students and how to reach the needs of both. Ryan talked about addressing curriculum alignment first.

Running Start was discussed and Larry Brown stated that he didn't feel it was really a program to address the issue of challenging highly capable students. It was really geared for a different type of student. Ryan talked about the different ways to address the highly capable through Honors, AP and student. Ryan talked about the different ways to address the highly capable through Honors, AP and Baccalaureate classes at the high school level. There was more discussion on what an AP class is.

The subject of English needs curriculum alignment throughout middle and high school. What makes an advanced class look different from a standard English class? We need some continuity so there will be options for kids to move ahead if needed.

Middle school students expressed some of their frustration in classes where they have the assignments completed and still have half a class left. It was stated by parents that some support for teachers through training is important and thought it was a good way to spend high cap money if it fell within the guidalines of the state.

Larry Brown talked about some research he had been reading about AP rated high schools. The research is being done by Jay Methews.

We agreed that is was necessary to continue to develop a culture of high expectations. It is important that what we work towards is valuable not just another meeting.

Dr. Panagos brought the discussion back to what direction we want to go for our recommendations to Joel Thaut. We need to come back with some steps for specific improvements. Curriculum changes would be a priority along with a recommendation that the committee continue through the next year to help advocate for the highly capable and achieving students.

Dr. Panagos asked Deborah if she would work on a mission statement for our committee. Jody will try to get a copy of the state guidelines for the spending of high cap funds.

The next time we meet we will need to complete some immediate goals and recommendations. We will meet one more time before the end of school, same time and place on June 8, 2006.



Highline Public Schools

District 401

STATE BOARD OF EDUCATION

Educational Resource and Administrative Center 15675 Ambaum Boulevard Southwest Burlen, Washington 98166 w.hsd401.org . 206-433-0111

JUL 2 0 2006

July 18, 2006

RECEIVED

State Board of Education Old Capitol Building

P. O. Box 47200

Olympia, WA 98504-7200

Phyllis L. Byers

Three day waiver request of 180 student day calendar - Chinook Middle School RE:

Susan Goding

Board of Directors

Matthew M. Pina

Greetings:

Tom Slattery

Highline School District #401 Board of Directors approved Resolution No. 2236 -Waiver Request of 180 Student Day Calendar - Chinook Middle School at their July 10, 2006 meeting. This resolution is a renewal of Chinook Middle School's three-day waiver Julie Burr Spani for professional development approved by the State Board of Education three years

ago.

District Administrators

John P. Welch Superintendent

Geraldine L. Fain Assistant Superintendent Support Services

Dr. Carla E. Jackson Assistant Superintendent Teaching, Learning, and School Improvement

Secondary Schools

Alan D. Spicciati. **Executive Director**

Supporting documents are enclosed as follows:

- Signed Resolution No. 2236.
- Copy of Action Item Background Information, Administrative Consideration and Superintendent's Recommendation.
- 3. Support letters from Highline Education Association (teacher's union) and Teamsters (support staff).
- 4. Local Restructuring Plan Requirements to Obtain Waiver.
- 5. Action Plan Outline: Literacy:

Reading and Writing; Math;

Effective Schools/Assessment;

Effective Schools/Race Relations Cadre;

Effective Schools/Parent Community Involvement;

Effective Schools/Safe and Civil Project.

If you have questions about this waiver request, please call me at 206.433.2361.

Susanne Jerde **Executive Director**

Elementary Leaming

Marsha Spreler Executive Director Elementary Learning

Alan Spicciat

Executive Director of Secondary Schools

Catherine Carbone Rogers

Director

Communication and . Community Relations

AS/lg

Enclosures

Respectfully,

Todd Moorhead

Educate Every Student and Expect Excellence

SCHOOL DISTRICT NO. 401 HIGHLINE PUBLIC SCHOOLS KING COUNTY, WASHINGTON **RESOLUTION NO. 2236**

WHEREAS, the Highline School District #401 Board of Directors recognizes that:

1. Planning time is needed for staff to meet the district's curricular goals and to align the goals with state guidelines for instruction and assessment, and

2. The district realizes that providing staff development during the school day, where numerous substitutes are involved to cover classes, is a hardship for students and teachers involving inconsistent instruction, and

3. The district meets the required instructional hour time based on the 2005-2006 Form

1497 Entitlement for Basic Education Allocation, and

4. Options involving additional late starts, early releases, availability of substitutes, additional staff or additional paid days would create additional hardship on the district and creates inconveniences for parent and/or patrons, and

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

NOW, THEREFORE, BE IT RESOLVED, by the Board of Directors of Highline School District No. 401, King County, Washington State, request the Washington State Board of Education to waive the minimum 180-day school year requirement for Chinook Middle School of the Highline District so that three (3) full days may be dedicated to staff development; and, that the dates for these days be determined by the Highline School Board of Directors; and that this waiver be for a period of three years: 2006-2009.

ADOPTED at a regular open public meeting of the Board of Directors on July 10, 2006.

HIGHLINE SCHOOL DISTRICT NO. 401

Board of Directors

I, John P. Welch, Secretary to the Board of Directors of Highline School District No. 401, do hereby certify that the attached is a true and accurate copy of Resolution No. 2236 for the use and purpose intended.

John J. Welch

Secretary to the Board of Directors

From: Bissell, Janet D [mailto:BisselLJ@HSD401.org]

Sent: Tuesday, August 08, 2006 5:50 PM

To: Pat Eirish

Cc: polhamusv@hsd401.org

Subject: Chinook Middle School information

Pat Eirish phone 360.725.6030 fax 360.586.2357

Here is the information requested from Chinook Middle School in the Highline School District.

Early Release days—we are scheduled to have ten early release days. Our professional development committee designs these days to align with our Action Plan. Our plan addressess the district's literacy and math initiatives. In addition, components of our plan include Safe and Civil Schools, Assessment and student portfolios, Parent and Community Relations, and Race Relations. Every early release day is used for professional development for our staff around one or more of these topics.

LID:

August 28th morning session: Safe and Civil Schools training. The staff will revisit key
components of this program and plan lessons for school-wide teaching of routines and
guidelines established to ensure the smooth operation of our school.

 afternoon session: AVID training. The 7 staff members who attended the week long conference in San Diego in June will familiarize the rest of the staff with the program.
 The plan is for Chinook to adopt AVID (Advancement Via Individual Determination) concepts school-wide to create a "college going" culture.

 August 29th morning session: The Assessment Cadre will lead staff training on the year long portfolio project which includes two student led conferences during the year. Chinook has thirty minute portfolio periods each wednesday.

 afternoon session: The Race Relations Cadre and the Parent and Community Relations Cadre will lead a training on how to communicate effectively with parents and guardians from the various cultures at our school.

 August 30 morning session: The ELL and SPED department chairpeople will lead a training session on inclusion.

 afternoon session: Teaming and collaboration to further curriculum integration is the topic for the afternoon. Review of effective teaming strategies and planning for integration will be covered.

TRI:

 Teachers have 10.5 TRI days of which at least 1/3 are to be used for professional development. Our teachers take advantage of the many opportunities offered through our district, ESD 121, and local universities to fulfil the professional development requirements.

If you have other questions please call me at Chinook Middle School at 206.422-2231 or email me at Bisselli@shd401.org.

Janet Bissell, Assistant Principal

HIGHLINE SCHOOL DISTRICT NO. 401 Burlen, Washington 98166

Subject:

RESOLUTION NO. 2236 - WAIVER REQUEST OF 180 STUDENT DAY CALENDAR - Chinook Middle School

WAC 180-18-030

Briefing []

Action [X]

Reference Policy No. :

WAC 180-18-040

WAC 180-18-050

Presented by:

Alan Spicciati

July 10, 2006

Page(s): 2

Background Information

Chinook Middle School is involved in school reform efforts related to instructional and school improvement. This process is staff and time intensive. It involves much collegial work. Much of this work is done during the school day requiring the use of substitutes in the classroom. Staff feel that this continued interruption to student instruction is not in the best interest of learning. They believe three waiver days in school years 2006-2007, 2006-2008, and 2008-2009 will (over better serve the students and staff in this process. Letters in support of this waiver have been written by the HEA president and the Teamsters building representative.

Administrative Consideration

Chinook Middle Schools is requesting renewal of their three-day waiver for professional development. This will maintain the same number of waiver days. All other Highline middle schools also will have a three-day waiver. Additionally, numerous schools in the state of Washington have obtained waivers through this process. The three-year waiver must be approved by the State Board of Education at their August meeting. The Highline School District Board of Directors can withdraw this request at any time in the process.

Superintendent's Recommendation

That the board approve Resolution No. 2236 in support of Chinook Middle School's three-day school waiver for school years 2006-2007, 2007-2008, and 2008-2009.

AS/Ig 7/10/06 15210 32nd Ave S., Suite A · Seattle, Washington 98188 · Tel: (206) 246-4340 · Fax: (206) 246-9312

June 15, 2006

To whom it may concern:

This is to inform you that the <u>Highline Education Association fully supports</u> the waiver request submitted on behalf of Chinook Middle School in the Highline School District. The Chinook staff, in cooperation with the school district and Office of the Superintendent of Public Instruction, has been working diligently and have exceeded expectations in their efforts to ensure the success of their students. These efforts will be greatly aided by a waiver of the required number of student days so that staff may continue their intensive process of training and collaboration. We appreciate your consideration of their request.

Sincerely,

Alan Sutliff

alan Suti

President

Highline Education Association

CHINOOK MIDDLE SCHOOL

18650 42nd Avenue South SeaTac, WA 98188 Phone: (206) 433-2231

FAX: (206) 433-2308



"Our Thunderbird Community Soars to Excellence Together"

June 13, 2006

To Whom It May Concern;

This letter is to advise you that our Chinook Middle School Teamsters representatives support the request to the Highline School District School Board for the state waiver of 3 instructional days from the 180 day school year. We understand that these days will be used for a variety of professional development and instructional improvement activities and would not in any way conflict with the contractual per diem days or state in-service days. The classified staff believe, with the administration, that time devoted to teaching benefit our students both in the present and in the future.

We are excited about the educational reform and the School Improvement process and appreciate your understanding of the need for time to implement changes and improvements.

Licky Lollomus
Teamsters Representative

Chinook Middle School



CHINOOK MIDDLE SCHOOL

18650 42nd Avenue South SeaTac, WA 98188

Phone: (206) 433-2231 FAX: (206) 433-2308

Our Thunderbird Community Soars to Excellence Together

June 16, 2006

Highline Board of Education ERAC Burien, WA 98188

Dear Board of Directors.

Chinook Middle School is respectfully requesting that the Highline Board of Education approve a waiver for the 180-day student requirement for the 2006-2007 school year, and that the request be placed on the next available agenda for the Highline Board of Education.

The enclosed documentation includes:

- WAC 180-18-050 Local restructuring plan requirement to obtain waiver
- WAC 180-18-040 Waiver from minimum one hundred eighty-day school year requirement and student-teacher ratio requirement
- WAC 180-18-030 Waiver from total instructional hour requirements

School Improvement Plan for Chinook Middle School

Thank you for your assistance and consideration. If you have any questions, please feel free to contact us.

Sincerely,

Todd Moorhead, Principal

WAC 180-18-050 Local Restructuring Plan Requirements to Obtain Waiver

A. Identification of the requirement to be waived.

The district is requesting a waiver of WAC 180-18-040, the 180 day minimum school year requirement, as requested in Board Resolution 2336. The request is for 3 waiver days for the 2006-2007 school year.

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

A review of the 2004-2005 and 2005-2006 Washington Assessment of Student Learning Tests (WASL) clearly indicate that improvements are needed. There is a need for sustained growth in both reading and math.

Due to the fact that Chinook Middle School did not meet Annual Yearly progress goals in 2001, Chinook participated in the OSPI School Improvement Assistance process beginning in the fall of the 2001-2002 school year. A site facilitator was working with the district and school for a period of three years. Chinook has continued, after the site facilitator left, to refine a School Improvement Plan. A major part of the School Improvement Process has been to focus staff development and training. The waiver days will greatly assist Chinook Middle School in continuing to meet this goal.

Chinook Middle School continues to work with the Puget Sound ESD #121. Administration, literacy coach and math coach have been working with the staff all year in the areas of reading, writing and math. It is anticipated that the Highline School District and Chinook Middle School will continue to work closely with this resource in order to improve teaching and learning in literacy and math.

By continuing to work to align our curriculum, expectations and goals with the State Essential Learnings, and by developing an appropriate process for staff development, curriculum adoption and instructional delivery, we can achieve higher standards, thereby challenging our students to greater achievement. The attached School Improvement Plan identifies the specific learning goals in reading and math for the next school year,

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

Based on analysis of school testing data and current research of effective instructional practices, improvement goals have been identified and are specified in the Improvement Plan. <u>Targeted staff development for intentional interventions and instruction are planned to continue through the 2006-2007.</u>

school year. Staff development support will be provided by the administration, literacy coach, math specialist and an ESD consultant.

Assessment tools provided by the state and district along with those developed by Chinook Middles School educators will provide the data to identify students for targeted assistance and to drive instructional practices and interventions.

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

In addition to using the test results from the WASL, MAP (Measures of Academic Progress), individual reading assessments for all students, and adopted curriculum assessment materials, Chinook Middle School and Highline District will work to develop tools to assess and report on student achievement at the local level to parents and patrons of the district. Assessments will be based on Chinook Middles School and district adopted assessment instruments and from state and national test assessment data. Please see specific details outlining achievement standards and timelines in attached Improvement Plan.

E. Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

Enclosed you will find Resolution 236 from the Board of Directors, as well as letters of support from both the teachers and classified employee organizations of the district. The School Improvement Plan is supported by 100% of the Chinook Middle School staff. District level administrators and personnel have been working with the Chinook Middle School staff in the development of the plan and have pledged their continuous support in the implementation of the plan.

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

The Chinook Middle School Improvement Plan includes a Parent Community Involvement section which describes specific goals to collaborate with parents to improve student achievement. Parents have attended the School Improvement Team meetings where they participated in the development and approval of the Improvement Plan.

As Chinook Middle School and Highline District continues with the School Improvement Process for student achievement, these groups, as well as other patrons will continue to provide invaluable assistance to the long-term growth and achievement of Chinook Middle School students.

ACTION PLAN OUTLINE (One Form for each Goal)

Literacy - Reading and Writing

2006 - 2007

School Improvement Goal: Increase the percentage of students proficient in reading from 44% to 65% (level III and IV) on the 2008 WASL and students will increase one level each year on the WLPT.

Localibyte	What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place? What second dose opportunities will occur?	What steps What steps How will staff acquire the necessary skills and attitudes to implement the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student
Students above grade level	Advanced LA/SS core classes teaching 9/10 GLE's LA/SS core classes teaching appropriate GLE's Readers Writers Workshop with conferring AR/Independent Reading ARI content area teachers teaching reading strategies	• Early Release Training • Lesson Study • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of Reading GLE's • Reading Renaissance training • Continued participation with Residency classrooms	Administration Instructional leaders Literacy Coach Reading Cadre members Librarian All staff District provide structure and support for residency	• MAP • WASL • STAR • AR Diagnostic Report • Conferring notes • Assignments as determined by teachers
Students at Grade level	LA/SS core classes teaching grade level GLE's Readers Writers Workshop with conferring AR/Independent Reading All content area teachers teaching reading strategies	Early Release Training Lesson Study Monthly Department meetings Monthly academic team meetings to plan and map implementation of Reading GLE's Reading Renaissance training Continued participation with Residency classrooms	Administration Instructional leaders Literacy Coach Reading Cadre members Librarian All staff District provide structure and support for residency	MAP WASL STAR AR Diagnostic Report Conferring notes Assignments as determined by teachers

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E.I.I. stridents	Beginning and Intermediate Level	Early Release Training	Administration	• MAP	
	students in a Reading Writing	Lesson Study	· Instructional	. WASL	
272	Block	Monthly Department meetings	leaders	• STAR	
23	Classes teaching appropriate	Monthly academic team	· Literacy Coach	• WLPT	
•	ELD's	meetings to plan and map	Reading Cadre	AR Diagnostic	
	Modified Readers Writers	implementation of Reading	members	Report	
	Workshop at all levels	GLE's	• Librarian	 Conferring notes 	
	 Advanced class Readers Writers 	Reading Renaissance training	• LA/SS teachers	 Assignments as 	•
	Workshop focused on transitioning	Continued participation with	All staff support	determined by	
	to mainstream classes	Residency classrooms	reading in the	teachers	
	AR/Independent Reading	 Read Right training as needed 	content area	Read Right reports	
	 All-content area teachers teaching 	for certification of teacher and	District provide	 Read Right parent, 	
	reading strategies	para-professionals.	structure and	teacher, and student	
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Special Education	 Grade level appropriate GLE's 	Early Release Training	 Administration 	• MAP	
ı	 Modified Readers Writers 	Lesson Study	• Instructional	· WASL	
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ACTION PLAN OUTLINE (One Form for each Goal)

School Improvement Goal: Increase the percentage of students proficient in math from 29% to 59% (level III and IV) on the 2008 WASL.

	How Will	Il We Achieve This Goal?		
Student Group	What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place? What second dose opportunities will occur?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Students above grade level	 Students placed in appropriate level classes; pre-algebra, algebra, geometry Methods, discussions and strategies learned in the Linda Forman program will be applied After school math study club available After school WASL academy available Student math notebook as an organizational tool for assignments and/or notes Performance based assessments Locate or create supplemental material to cover GLEs not addressed in CMP Continue cultural competency -contributions to math by different cultures at Chinook -understanding school 	 Staff participate in Linda Forman Embedded coaching Staff participate in Linda Forman Best Practices Development sessions Math coach to support teachers in new methods and strategies Monthly Department meetings Monthly academic team meetings to plan and map implementation of GLEs Participation in early release training Book study with teachers and math coach Staff and math coach work together to supply GLE based WASL academy lessons Time to develop assessments District to provide time New math, ELL and Special Education teachers partnered 	District provided embedded math coaching and best practice workshops District provide math coach Staff and district provide for after school activities Building professional development team District provide release time for supplemental material development Staff and district provide cultural competency information and support	District created exit tests used where available We will monitor MAPs test scores for fall, winter and spring Monitor WASL scores We will collect scores We will collect evidence of student work to determine proficiency level and to inform instruction Use student notebooks to evaluate progress and inform instruction Use student student
		with an in-building math		assessments

	The square in the second of th	mentor/coach Release time to investigate appropriate supplemental material Training for staff on cultural competencies	nagque best problemothe	traductive and the property of
Students at Grade level	Kinesthetic learning strategies including but not limited to Hands on Equations Students placed in classes at appropriate level Methods, discussions and strategies learned in the Linda Forman program will be applied Grade level lesson study After school math study club available After school WASL academy	 Training and class sets of manipulatives Staff participate in Linda Forman Embedded coaching Staff participate in Linda Forman Best Practices Math coach to support teachers in new methods and strategies Monthly Department meetings Monthly academic team meetings to plan and map 	 District provided embedded math coaching and best practice workshops District provide math coach Staff and district provide for after school activities Building professional development team District provide release time for supplemental material development 	 District created exit tests used where available Monitor WASL scores We will monitor MAPs test scores for fall, winter and spring We will collect evidence of student work to determine proficiency level
	Student math notebooks as an organizational tool for assignments and/or notes Performance based assessments Locate or create supplemental material to comer GLEs not addressed in CMP Continue cultural competency —contributions to math by different cultures at Chinook -understanding of cultural beliefs regarding school	 Participation in early release training Book study with teachers and math coach Staff and math coach work together to supply GLE based WASL academy lessons Time to develop assessments District to provide time New math, ELL and Special Education teachers partnered with an in-building math mentor/coach Release time to investigate appropriate supplemental materials Training f~ staff on cultural 	Staff and district provide cultural competency information and support	and to inform instruction Use student notebooks to evaluate progress and inform instruction Evaluation of student assessments

-	SECTION OF STREET	competencies		amehade los
04-1				
ordents below	Students below grade level (identify Student groups below to target based on data)	low to target based on data)		
All students	Double dose math classes as	 Highly qualified teacher hired 	District and teacher	District created exit
	supported by district	by district	 Kinesthetic learning 	tests used where
-	including but not limited to Honda	• I raining and class sets of	strategies and	available
	on Fanations	manipulanves Street	materials provided by	Monitor WASL scores
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	appropriate level	A Staff northeinste in I inde	Hands on Roustions	uninter and mains
	Methods, discussions and strategies	Forman Best Practices	District movided	Willies and Spring
•	learned in the Linda Forman	Development sessions	embedded math	evidence of student
	program will be applied	 Math coach to support teachers 	coaching and best	work to determine
	 Grade level lesson study 	in new methods and strategies	practice workshops	proficiency level and
	 After school math study club 	 Monthly Department meetings 	 District provide math 	to inform instruction
	available	 Monthly academic team 	coach	 Use student notebooks
4	 After school WASL academy 	meetings to plan and map	 Staff and district 	to evaluate progress
	available	implementations of math GLEs	provide for after	and inform instruction
	 Student math notebooks as an 	 Participation in early release 	school activities	 Evaluation of student
80	organizational tool for assignments	training	 Building professional 	assessments
	and/or notes	 Book study with teachers and 	development team	· Eveluetion of student
	 Performance based assessments 	math coach	 District provide 	and is form instruction
	 Locate or create supplemental 	 Staff and math coach work 	release time for	to evaluate progress
	material to comer GLEs not	together to supply GLE based	supplemental material	extooristion meshate only a
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	 Continue cultural competency 	 Time to develop assessments 	 Staff and district 	proficiency brest and
	-contributions to math by different	 District to provide time 	provide cultural	world to detections
8	cultures at Chinook	 New math, ELL and Special 	competency	EARTGERING OF STOCKER
	-understanding of cultural beliefs	Education teachers partnered	information and	
v	regarding school	with an in-building math	support	Wilder State State
	Carl College C	mentor/coach	The same of the sa	The real second live
20	Charles and the state of the st	 Release time to investigate 	discussion of the party of	STAM Scattered library
		appropriate supplemental		Total Vanishing Co.
a	Software of the second	materials	Constitution of the consti	a constant about space
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		competencies		

Free/reduced	 Double dose math classes as 	 Highly qualified teacher hired 	 Double dose math 	District created exit
	supported by district	by district	classes as supported	tests used where
•	 Kinesthetic learning strategies 	 Training and class sets of 	by district	available
i	including but not limited to Hands	manipulatives	 Kinesthetic learning 	 Monitor WASL scores
	on Equations	 Staff participate in Linda 	strategies and	 We will monitor MAPs
	 Students placed in classes at 	Forman Embedded coaching	materials provided by	test scores for fall,
	appropriate level	 Staff participate in Linda 	the district including	winter and spring
	 Methods, discussions and strategies 	Forman Best Practices	but not limited to	 We will collect
	learned in the Linda Forman	Development sessions	Hands on Equations	evidence of student
	program will be applied	 Math coach to support teachers 	 District provided 	work to determine
	 Grade level lesson study 	in new methods and strategies:	Embedded Math	proficiency level and
ž.	 After school math study club 	 Monthly Department meetings 	Coaching and Best	to inform instruction
	available	 Monthly academic team 	Practices workshops	 Use student notebooks
	 After school WASL academy 	meetings to plan and map	 District provided math 	to evaluate progress
	available	implementation of math GLEs	coach	and inform instruction
	 Student math notebooks as an 	 Participation in early release 	 Staff and district 	 Evaluation of student
	organizational tool for assignments	training	provide for after	assessments
59	and/or notes	 Book study with teachers and 	school activities	
4	 Performance based assessments 	math coach	 Building professional 	dobcirdent model has
	 Locate or create supplemental 	 Staff and math coach work 	development team	SULFROM VSF INVO OF
	material to comer GLEs not	together to supply GLE based	 District provide 	EUCONADOR LINGUES CONTRACTOR CONT
	addressed in CMP	WASL academy lessons	release time for	
	Continue cultural competency	 Time to develop assessments 	supplemental material	
	-contributions to math by different	 District to provide time 	development	
*	cultures at Chinook	New math, ELL and Special	 Staff and district 	
	-understanding of cultural beliefs	Education teacher partnered	provide cultural	
	regarding school	with an in-building math	competency	
	a Sunday plaged as caused as	mentor/coach	information and	
	Colo Galifornia Cala	 Release time to investigate 	support)	
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	a With against periods and against	material	The second second second second	
	CONTROL OF GRACE S	 Training for staff on cultural 		
	Control of State Control of the Control	competencies		
Hispanic	ELL para-education/interpreter to	District provide Spanish	 District provide math 	 Monitor attendance
	assist students	speaking para-	training for para-	and student
	 Double dose math classes as 	educator/interpreters with math	educator/ interpreter	performance
		uammg		

	Annual Control of the			
	supported by district	 District supply double dose 	 Double dose math 	District created exit
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	program will be applied	Development sessions	Hands on Equations	evidence of student
,	Grade level lesson study	Math coach to support teachers	District provided	work to determine
	After school math study club	in new methods and strateores	Embedded Math	nmficiency level and
	available	Monthly Denartment meetings	Coaching and Best	to inform instruction
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8	material to comer GLEs not	 Staff and math coach work 	development team	•
4	addressed in CMP	together to supply GLE based	 District provide 	
	 Continue cultural competency 	WASL academy lessons	release time for	
	focusing on Hispanic community	 Time to develop assessments 	supplemental material	
	contributions to math by different	 District to provide time 	development	SERVICE-EDITOR
	cultures at Chinook	 New math, ELL and Special 	 Staff and district 	tendents to medicalized -
	-understanding of cultural beliefs	Education teachers partnered	provide cultural	and industry investigation
	regarding school	with an in-building math	competency	AN SAMPHER DICK LINE
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21	 Africa solvool mutu gusty chili 	 Release time to investigate 	prodetra	to intimum instruction
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	ice pel in the Linux Formati	competencies		
Klack	 Math trained para-educators to 	 District supported math trained 	District provide math	Monitor attendance
	assist students	para-educators	training for para-	and performance
	 Double dose math classes as 	 District provide highly 	educator	District created exit
. 8	supported by district	qualified teacher for double	 Double dose math 	tests used where
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	learned in the Linda Forman	Forman Best Practices	but not limited to	evidence of student
	program will be applied	Development sessions	Hands on Equations	work to determine
•	Grade level lesson study	 Math coach to support teachers 	District provided	proficiency level and
•	After school math study club	in new methods and strategies	Embedded Math	to inform instruction
•	available	 Monthly Department meetings 	Coaching and Best	 Use student notebooks
•	After school WASL academy	 Monthly academic team 	Practices workshops	to evaluate progress
	available	meetings to plan and map	 District provided math 	and inform instruction
•	Student math notebooks as an	implementation of math GLEs	coach	 Evaluation of student
	organizational tool for assignments	 Participation in early release 	 Staff and district 	assessments
	and/or notes	training	provide for after	3
•	Performance based assessments	 Book study with teachers and 	school activities	10
•	Locate or create supplemental	math coach	 Building professional 	
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•	Continue cultural competency	WASL academy lessons	release time for	
	focusing on Black community	 Time to develop assessments 	supplemental material	Nie work was
	-contributions to math by different	 District to provide time 	development	Suphread of the state of
	cultures at Chinook	 New math. ELL and Special 	 Staff and district 	and located materials
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ELL students • I	ELL para-educator/interpreter to	 District provide like speaking 	 District provide math 	 Monitor attendance
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	appropriate level	Staff participate in Linda	the district including	We will monitor MAPs
	 Methods, discussions and strategies 	Forman Best Practices	but not limited to	test scores for fall,
	learned in the Linda Forman	Development sessions	Hands on Equations	winter and spring
	program will be applied	Math coach to support teachers:	District provided	We will collect
	 Grade level lesson study 	in new methods and strategies	Embedded Math	evidence of student
	 After school math study club 	 Monthly Department meetings 	Coaching and Best	work to determine
	available	 Monthly academic team 	Practices workshops	proficiency level and
	 After school WASL academy 	meetings to plan and map	 District provided math 	to inform instruction
	available	implementation of math GLEs	coach	 Use student notebooks
	 Student math notebooks as an 	Participation in early release	 Staff and district 	to evaluate progress
	organizational tool for assignments	training	provide for after	and inform instruction
	and/or notes	 Book study with teachers and 	school activities	 Evaluation of student
•	 Performance based assessments 	math coach	 Building professional 	assessments
	 Locate or create supplemental 	 Staff and math coach work 	development team	· WAAS, DAW,
	material to comer GLEs not	together to supply GLE based	 District provide 	Stafford (DHIH) and
	addressed in CMP	WASL academy lessons	release time for	student portfolios
ø	 Continue cultural competency 	 Time to develop assessments 	supplemental material	
	-contributions to math by different	 District to provide time 	development	3
	cultures at Chinook	New math, ELL and Special	 Staff and district 	
€ (a)	-understanding of cultural beliefs	Education teacher partnered	provide cultural	
•	regarding school	with an in-building math	competency	
	 EALR extensions (ILC) 	mentor/ceach	information and	
		 Release time to investigate 	support	* * * * * * * * * * * * * * * * * * *
8		appropriate supplemental	• LRC, ILC, DHH,	
	**	material	para-educators	
		 Training for staff on cultural 	:	
5	8	competencies		
		 Specific special education 		
	18	training and profession		
		development		

Effective Schools/Schedule-Teaming 2006 - 2007

School Improvement Goal: To create a positive culture of constant collaboration and communication resulting in increased student achievement

evidence will be gathered to show Teachers will show evidence difference in student outcomes? determine individual, cohort What on-going FORMATIVE referrals will be analyzed to referrals will be analyzed to determine individual, cohort curriculum and evidence of WASL and MAP scores as well as data from common WASL and MAP scores as well as data from common Increased number students Feachers will demonstrate collaboration with SPED, this activity is making a ELL, and DHH teachers. of modified and adapted curriculum mapping and and grade level progress and grade level progress use of common rubrics, rubrics and discipline rubrics and discipline Monitoring Effectiveness reaching IEP goals and improved student behavior as measured by 2008 WASL scores, student performance data and discipline data. Who is Responsible? Who is leadership in the use of leadership and training administrators work to Experienced, endorsed All staff implementing district, ESD, and state provide time for staff planning sufficient to provide the leadership? meet the needs of the Who will do the work? teachers will provide Training provided by the training received Involved? Who will Teaching teams will SIT committee and work toward team SIT will provide training days evel experts training How Will We Achieve This Goal? Staff led training for inclusion by special education and ELL thoroughly integrated curriculum and effective assessment tools as necessary skills and attitudes to development focused on how to How will staff acquire the Special Education training well as support Safe and Civil Professional Development implement the activity? Differentiated curriculum endorsed staff members collaborate, use team time effectively, and develop On going professional ELL training ASL training training Project inclusive classes with a range of options What actions will occur? What steps will Schedule will be balanced and provide What in-class interventions will take What strategy will be implemented? Develop exhibitions and projects Meet with students and parents Support Safe and Civil Project for ILC, DHH, and ELL students. Common team planning to: Work on skill mapping staff take? Integrate curriculum place? SCHEDULING TEAMING

Improved attendance and

behavior

weekly team minutes

Decrease tardies and inappropriate school reduction in failure rate

Effective Schools/Assessment

School Improvement Goal: To create a positive school culture where students take ownership for their learning, resulting in increased student achievement and improved student behavior as measured by performance and discipline data.

2006 - 2007

Zenidosa gene ette: Czazi gatoleca	How Will We Achieve This Goal?		
What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Portfolio period – we have set aside thirty minutes each Wednesday in our school schedule for students to work on portfolios. (Additional mentoring activities may be included if time permits).	The Assessment Cadre provides ongoing support for teachers in implementing the portfolio period.	All teachers and many support staff (including administrators, counselors, paraeducators, and others) are involved in the portfolio period.	 Increasing depth and quality of student work. Improved rate of student work completion. Higher MAP and WASL scores
Chinook holds two portfolio-based student-led conferences each school year.	 Each school year, the following staff development will be provided to the staff by the Assessment Cadre: Portfolio set up training in August – 1 day Follow-up on portfolios in September Training for fall conferences at an Early Release staff meeting in October. Fall conferences held in November 	ALL staff Assessment Cadre is responsible for providing training and support to staff. Each team will be encouraged to have a representative on the Assessment Cadre. Portfolio period teachers (and support staff) are responsible for guiding the	Large increase in family and community attendance at conferences

		 Assessment of projects Parent/community attendance Office referrals Increasing depth and quality of student work, as addressed by school rubrics Higher MAP scores
development of portfolios and preparing students for the student-led conferences.		• Teaching teams
Debrief/follow-up staff meeting in November/December Training for spring conferences at an Early Release staff meeting in early May. Spring conferences held in late May or early June.	A release day is provided to the Assessment Cadre each spring to plan for the following year.	Training in effective teaming and project planning. Exploration of how the district's 4 P's fit into scheme. Planning time for grade level teams to develop a culminating project before school starts and during the year.
		Feams develop a culminating project.

Effective Schools/Race Relations Cadre ACTION PLAN OUTLINE (One Form for each Goal)

2006 - 2007

School Improvement Goal: Address race-related issues that concern staff, parents and students. Implement activities that will improve race relations among staff, parents and students.

What in-class will be implemented? What in-class interventions will be implemented? What in-class interventions will take place? Italining to create awareness of the rank of intervention in the state of the rank of intervention in the state of the rank of intervention in the school verm of the rank of intervention in the state of the rank of intervention in the state of the rank of intervention in the received issue). AVID program: Similar to Upward and with their structure and with their submers in the classroom. AVID program: Similar to Upward in the class of the rank will be place. AVID program: Similar to Upward in the classroom. Racism owth cache the protential for attending in the classroom. AVID program: Similar to Upward in the state of the rank of the rank of the state of the rank of		How Will We Achieve This Goal?		
implement the activity? Training to create awareness of this issue and the steps to submit the names of students who would benefit from honors classes. Staff will participate in discussions and activities that will help them dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will mittenested staff would meet and other interested staff would want to research plan they would want to research plan they	What strategy will be implemented? What actions will occur? What steps will staff		Who is Responsible? Who is Involved? Who will	Monitoring Effectiveness
Training to create awareness of the names of students who would the names of students who would into is issue and the steps to submit the names of students who would weather the names of students will help them to feel competent in leading to feel competent in leading with situations that in which racism is a key issue (or perceived issue). Racism cadre members and other interested staff would want to research plan they proportion the program.	take?		provide the leadership?	What on-going FORMATIVE
Training to create awareness of this issue and the steps to submit the names of students who would benefit from honors classes. Staff will participate in discussions and activities that will help them to feel competent in leading discussions about racism and in dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will attend AVID training in San Diego are trained in AVID will interested staff would meet and decide what they would want to research plan they	What in-class interventions will take place?		Who will do the work?	evidence will be gathered to show
Training to create awareness of this issue and the steps to submit the names of students who would benefit from honors classes. Staff will participate in discussions and activities that will help them to feel competent in leading discussions about racism and in dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will attend A VID training in San Diego are trained in AVID will interested staff would meet and decide what they would want to research plan they	590			difference in student outcomes?
this issue and the steps to submit the names of students who would benefit from honors classes. Staff will participate in discussions and activities that will help them to feel competent in leading to feel competent in leading with situations that in which racism is a key issue (or perceived issue). A group of staff members will attend AVID training in San Diego are trained in AVID will interested staff would meet and decide what they would want to research plan they	Identify gifted minority students who may		All teachers; honors	Calculate percentage of minority
the names of students who would benefit from honors classes. Staff will participate in discussions and activities that will help them to feel competent in leading discussions about racism and in dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will this summer. Racism cadre members and other interested staff would meet and decide what they would want to research plan they program research plan they in the program research plan they provide the training student for the training student for the training and conduct surveys. A group of staff members will reachers; Gene Edgar will provide the training; Race relations cadre will organize the training and conduct surveys. A group of staff members will research plan they program research plan they provide the training in the program research plan they provide the training and conduct surveys. A group of staff members will research staff members and other implement the program.	not be identified through tests like the	this issue and the steps to submit	teachers will provide	students in honors classes
Staff will participate in discussions and activities that will help them to feel competent in leading dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will attend AVID training in San Diego are trained in AVID will interested staff would meet and decide what they would want to research plan they	WASL, MAP, etc., through teacher	the names of students who would	criteria and timeline for	(disaggregated by specific
Staff will participate in discussions and activities that will help them to feel competent in leading discussions about racism and in dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will attend AVID training in San Diego are trained in AVID will interested staff would meet and decide what they would want to research plan they	recommendations, grades, or through	benefit from honors classes.	submitting student	groups); calculate attendance
Staff will participate in discussions and activities that will help them and activities that will help them discussions about racism and in dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will attend AVID training in San Diego are trained in AVID will implement the program. Racism cadre members and other interested staff would meet and decide what they would want to research plan they	parent requests.	and insurpleved fundinglessor	names.	rate of minority students enrolled
and activities that will help them discussions about racism and in dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will attend AVID training in San Diego are trained in AVID will implement the program. Racism cadre members and other interested staff would meet and decide what they would want to research plan they	Professional development led by an	Staff will narticinate in discussions	All teachers Gene Edgar	Survey etaff and childente of the
to feel competent in leading discussions about racism and in dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will attend AVID training in San Diego are trained in AVID will implement the program. Racism cadre members and other interested staff would meet and decide what they would want to research plan they	outside presenter like Gene Edgar. This	and activities that will help them	will provide the training:	heginning of the year about race
discussions about racism and in dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will attend AVID training in San Diego are trained in AVID will implement the program. Racism cadre members and other interested staff would meet and decide what they would want to research plan they	will occur early in the school year	to feel competent in leading	Race relations cadre will	relations and do follow-up
dealing with situations that in which racism is a key issue (or perceived issue). A group of staff members will attend AVID training in San Diego are trained in AVID will implement the program. Racism cadre members and other interested staff would meet and decide what they would want to research plan they	(preferably August) in order to create a	discussions about racism and in	organize the training and	surveys to monitor the frequency
which racism is a key issue (or perceived issue). A group of staff members will attend AVID training in San Diego are trained in AVID will implement the program. Racism cadre members and other interested staff members interested staff would meet and decide what they would want to research plan they	school climate where teachers discuss	dealing with situations that in	conduct surveys.	of discussions about race and
A group of staff members will attend AVID training in San Diego are trained in AVID will implement the program. Racism cadre members and other interested staff would meet and decide what they would want to research plan they	racism with each other and with their	which racism is a key issue (or		racism, as well as the overall
A group of staff members will attend AVID training in San Diego are trained in AVID will implement the program. Racism cadre members and other interested staff members interested staff would meet and decide what they would want to research plan they	students.	perceived issue).		school climate.
this summer. Racism cadre members and other interested staff members interested staff would meet and decide what they would want to research plan they	AVID program: similar to Upward	A group of staff members will	The staff members who	STATES STATES OF THE PARTY OF T
Racism cadre members and other interested staff members interested staff would meet and decide what they would want to research plan they	prade who have the notential for attending	attend A v ID training in San Diego	are trained in AVID will	Of 18th Joseph Common" commune
Racism cadre members and other interested staff members interested staff would meet and decide what they would want to research plan they	college, but are lacking the academic and	uns summer.	implement me program.	(STOLE) BETTERER SPORT TRACTION
Racism cadre members and other interested staff members interested staff would meet and decide what they would want to research plan they	personal skills to achieve this. These	1		Commodate implicate of speciality
Racism cadre members and other interested staff members interested staff would meet and decide what they would want to	students continue in AVID program	Equividual vill handardigmi.	AA Did Alan Ste Co. Lawrence	d Small on the secretary of
Racism cadre members and other interested staff members interested staff would meet and decide what they would want to research plan they	through 12 th grade.	of selection but either spaceson.	Provides the Jessenship.	experience will be Experied to see a
interested staff would meet and would implement the decide what they would want to research plan they	Action research/lesson study centered on	Racism cadre members and other	Interested staff members	Participating staff members
research plan they	racism in the classroom.	interested staff would meet and	would implement the	would self-evaluate their
		decide what they would want to	research plan they	progress as a result of the data

	research in their classrooms.	created.	that was collected.
What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?
Training for staff on communicating with parents.	Staff will participate in training that will help them acquire skills for communicating effectively with parents.	All staff; Parent Involvement Cadre and Race Relations Cadre will lead training.	Survey teachers about frequency of the parent contact; calculate attendance of parents at school events; survey parents about communication with teachers.
Race Relations Cadre will set a regular meeting schedule and assign members to fulfill a rotating set of meeting tasks (Timekeeper, Note taker, Discussion	None	Race Relations Cadre members	Cadre will evaluate progress on accomplishing goals in a timely manner.
Leader, etc.) Collaborate with Parent Involvement Cadre on mutual issues.	The two cadres will combine on professional development time when it is considered effective.	Parent Involvement Cadre and Race Relations Cadre	Monitor success of trainings and events that are planned and implemented collaboratively.

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Effective Schools/Parent Community Involvement

2006 - 2007

School Improvement Goal: In order to help achieve the goal of 9 out of 10 by 2010 we will create positive communication & relationships between staff & parents/community to promote true partnership in successfully educating Chinook students.

How Will We Achieve This Goal?

P	What identary all I. !			
1	What actions will occur? What steps will staff take? What in-class interventions will take place?	Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?	Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?	Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student
	Family/Community Support Liaison Full time position Family Center Support staff	Create a structural foundation of staff cadre to ensure sustainability of "functions" of this school program	Principal will create admin. Partnership; PI Cadre will oversee functions and share in event/activity production; & F/CSL will provide leadership.	Year end reports from parent, staff and cadre duty surveys.
	Effective Communications through: • E-Link • Monthly newsletter • Advertising • PR • Website • Phone • Interpreters • Word of mouth integrity	FCSL will train/work with office mgr. re: newsletter, website & other school adv., work with Act. Coord. re: reader board & calendar; provide PD for staff re: website; create working partnership with district Comm. Officer re: PR, phone services, & website; work with ELL dept. re: funding for interpreters/translators; and work with PA's to ensure word of mouth integrity and acquire competent volunteers	FCSL provide leadership – delegate and supervise; 1 PI Cadre member oversee; Staff upkeep individual, pages; ELL dept. partnership, and PA's.	Continued growth in parent & community participation & response.
3 Vol	Provide opportunity and structure for volunteers to Increase Adult Presence,	Training for office staff to welcome, be comfortable with	FCSL provide leadership; 1 PI Cadre member oversee; PA's	Decreased discipline incidents and increasingly positive staff

annaces. Improved granes esp. of minority students.	Growth of parent participation in programs, reduction of student discipline, increase in parent/staff communications and improved grades in students.	Growth of parent participation, interaction and support of their own children, community involvement, improved student grades
esp. of m		
will provide input, gather evidence and positive promotion of participation; 1 Americorps volunteer will work specifically on the details of this project.	FCLS will provide leadership; 1 PI Cadre member to "buddy" with each active parent group. The PI Cadre and Parent Ambassador Advisory Group will work together to provide PD. Outreach support by community members identified for specific groups.	FCSL provide leadership, management and outreach; 1 PI Cadre member to oversee; PA's rotate hosting and provide, support for function; PA's support leadership role at service area schools; SA's promote and participate; TSA Collaboration Team will advertise, promote & share facility/hosting; Americorps volunteer will provide logistical support and work with SA's; staff will help promote and attend; community
differences, and ensure a "process" for volunteers; create a written procedure for volunteer system; and provide communications/system training	PD time during August or very beginning of school year for cadre to explain the need, parents & staff roles and responsibilities; to prepare staff for work with parents (communications); to create a structural foundation for the year's work and the program. Provide communications/leadership trainings for Parent Ambassadors (& others) at both beginning and mid year and procedure training for volunteers.	August or September staff PD to understand role
especially of color, during the school day.	School provided and sustainable forum for parent participation: • Provide a UNITED program to recognize parents and include them as valued members of the "Team" in order to provide informed decision making for the success of student education and support for implementing identified projects or serving identified needs.	Hold Regular Monthly Events for the CMS "community" to provide: Sense of community & unity Parent education Cultural education and opportunities to show pride in individuality Parent/teacher meeting and face to face communication opportunity Currently this is the Community Discussion/Parent Night held on the 3 rd
	4	w ·

			of more of montened live manhanam	
			services and needs.	
9	Parent Ambassadors will partner with Staff in monthly communications	Through begin & mid year communications trainings for	FCSL provide leadership; 1 PI Cadre member to oversee: Parent	Call logs will be collected monthly to show participation
	to parents.	PA's and staff, PA advisory	Ambassadors will provide input	
		TIC INIM Stranger dinors	willing teachers; Staff will	grades to show improvement.
		source the beautiful manufacture of the state of the stat	participate, the PA Advisory Team will work with the PI	adinamo qua hou
	mobabel modified with standards (Collection)	to analogo life grand ow =17	Cadre to provide training and clarity.	Months of the late of the second
	Create partnerships with community business members to:	Provide communications skills PD to volunteers and seek	FCSL provide leadership and make contacts, create	Record of members' participation in events and
	 Co-host, help provide needs and services for monthly events & 	outreach partners.	partnerships with community members: 1 PI Cadre member to	comparison to parent attendance. We expect to see
	encourage sense of community support and pride.	O'l ogenuours arithme	oversee; PA's to help make connections.	growth in both numbers.
	Data will be collected regularly to validate actions.	PD for basic computer skills.	FCSL provide leadership and	This is the evidence.
	Control of the Contro	History turb hadrystees of pasts at a	oversee; Americorps member to	Curonological books will be kept.
			lead production; other volunteers	4
- 1			to support; Principal to designate other data needed.	*
	A Student Leadership team:	Earth Charter curriculum and	FCSL to provide leadership; 1 PI	Reduced incidents of
7.5	school staff	*to EALR's if in elective	Americoms member to provide	discipline at the school,
	 provide, promote and encourage 	schedule.	guidance of curriculum and	form, evidence of continued
VALUE PART	positive change of our	CATALON COMPANY OF STREET STREET	organization; PA's to partner	positive leadership in high
100	Community and create voice.		with work and goals of program;	school, graduation and
	into offered leadership *elective.		refuncated elective staff to provide classroom, EALR	scholarships.
			guidance, and expertise teaching.	continuity in systems increase
2	service Area Collaboration will be	PD for teamwork skills and	FCSL provide leadership; 1 PI	Workload reduced for
-	impremented to:	communications training related	Cadre member to oversee;	individuals, sense of
7	Snare resources	to parent and community	Principal will be key support	accomplishment and

	 share responsibilities provide continuity in programs for our school community. 	outreach.	person at school and with ource principals; PA's to provide relationship with new PA's in service area, leadership & guidance for them.	productivity, increased attendance for effort expended, more parent participation as a result of continuity in systems, increase support for the entire service area community.
11	District Collaboration will be implemented in order to: • Locate funding • Provide other forms of administrative support for our work.	Communications training in order to ask effectively.	FCSL to provide leadership; FCSL to be main liaison with district staff along with Principal; ALL PI Cadre members to oversee; PA's to provide voice and communications on behalf of Chinook and TSA; Principal will be strongest voice from school.	Increased ACTUAL participation at district level
17	Our Environment will adapt to reflect the cultures of the community we serve.	Hiring and inclusion of adult staff and others who reflect the cultures of our students; Create and/or encourage PD opportunities for staff on cultural awareness and sensitivity	FCSL to provide leadership, possibly to move this work toward RR Cadre; 1 PI Cadre member to oversee; all staff need to take part in visuals and attending PD; Student Ambassadors and PA's will provide feedback and guidance towards acceptability.	Visual. Also, pride will reduce discipline incidents and increased participation in events for both students and adult community members, especially family members.
13	Cadre on mutual issues.	The two cadres will combine on professional development time when it is considered effective.	PI Cadre & RR Cadre	Monitor success of trainings and events that are planned and implemented collaboratively.

Effective Schools/Safe and Civil Project

School Improvement Goal: To provide a safe and civil learning environment for all staff and students and visitors at Chinook Middle School

	10 mm mg	How Will We Achieve This Goal?	oal?	
	What strategy will be implemented? What actions will occur? What steps will staff	Professional Development How-will staff acquire the	Who is Responsible? Who is Involved? Who will	Monitoring Effectiveness
	What in alone interest	necessary skills and attitudes to	provide the leadership?	What on-going FORMATIVE
	What inclass interventions will take place?	implement the activity?	Who will do the work?	evidence will be gathered to show
				this activity is making a
		Safe and Civil Schools training for	The assistant principal is	Discipline data collected
	School-wide policies and procedures to	STEPS cadre members and the	the facilitator of the	quarterly from SASI
	address behavior issues including	whole staff.	STEPS cadre (students	
	behavior contracts	3	and teachers involved in	3
		OII AN UPO	problem solving)	
	CHAMPS in every class to reinforce	CHAMPS training for the entire		Common Area Observations
88-DS	behavior expectations	oldil.		conducted by staff members
	Personal Capocalions.		STEPS cadre develops	
	expectations taught throughout the year in		professional development	
	CYCLY CLASS		around Safe and Civil	
COLICE	Signage around school reflecting school-	Professional development around	Schools concepts	Attendance data
	Wide expectations:	how to teach the school-wide	•	
		expectations.		
	Tardy sweeps conducted every passing	Think time training for all staff	Whole staff is	WAST J.A.
	time.		reconneible for comme	WASL data
	Think Time: time out in adjacent		out school-wide behavior	Staff and student surveys
	classroom to re-evaluate student's own		policies	
,	behavior.		Powers	
	Supervision of common areas			
	Rewarding and reinforcing positive			•
	behavior is emphasized.			2
			•	2 P
74				ī
		No.		

LAKE SCHOOL DISTRICT #4

Waiver Request for 1 Day 2006-2007 School Year

August 8, 2006

Amy Beth Cook Lake Stevens School District

Time/Responsibility/Incentive (TRI) are not in the form of days but hours in the Lake Stevens School District. TRI hours are used outside the instructional day. Teachers are required to fulfill this responsibility to receive TRI pay. This time may be used for such things as parent conferences, additional time for grading papers, and meeting with students. There is no staff professional development component to TRI days at Lake Stevens which is why the waiver day is so important to the district.

The two Learning Improvement Days are split up. Each morning of a Learning Improvement Day is utilized for staff professional development. The first Learning Improvement Day is before the start of the school year. This day is building based with principals orienting staff to the new school year.

The second day revolves around Powerful Teaching and Learning strategies. The group meets as a whole in the morning, and in the afternoon they meet with teams and talk about observations and implementation.

One late start each month is scheduled for teachers to collaborate and work towards efforts of implementation of Powerful Teaching and Learning strategies. Two of those early release days are scheduled for parent conferences.

Student contact/instructional time has not been compromised due to scheduling. "Even with the granting of one waiver day we will have more student contact time in our district than we have in the past three years."

In accordance with the Resolution ("Resolution") of the Board of Directors of Lake Stevens School District ("Board") dated July 12th, 2006 (copy attached as exhibit A), the Board respectfully requests a 1 day waiver as set forth below to enhance the ability of instructional staff in meeting student learning goals set forth in RCW 28A.150.210 and to improve student performance in the Lake Stevens School District so that all students will meet with success.

Requirement to be Waived

The District seeks a one (1) day waiver for the 2006-2007 school year from the provisions of the minimum one hundred eighty day student school year requirement of RCW 28A.150.220 (5) to allow for staff training related to Power Teaching and Learning Strategies.

Historical Perspective:

The Lake Stevens School District's certificated staff and students have benefited from two waiver days, each year, for the past three years. Most recently, elementary staff participated in opportunities to improve their understanding of grade level expectations, curriculum mapping, and formative assessments during these days. Similarly, secondary school staff used the days to align writing across all content areas and to plan for implementation of our new advisory program.

This additional time was invaluable in promoting district efforts to ensure that every child experiences a <u>well-articulated curriculum</u>, <u>aligned instructional strategies</u>, and <u>frequent monitoring of academic progress</u>. Likewise, it provided time for secondary staff to craft a comprehensive advisory program, which is designed to support mentoring efforts, academic guidance, and <u>oversight of the senior exhibition</u> graduation requirement.

The additional time provided from waiver days was used specifically to:

1. Ensure every child experiences a well-articulated curriculum.

Action: All elementary teachers were afforded opportunities to become familiar with the grade level expectations in the core content areas of reading, writing, and math. School leaders facilitated opportunities for teachers to "unwrap" the grade level expectations and compare and contrast the information with current curricular practices. Similar opportunities took place at the secondary level, particularly with literacy and science teachers.

Results: Subsequent conversations transpired both vertically and horizontally among teachers and school leaders, which ultimately resorted and narrowed the scope of work in core content areas.

2. Ensure every child's academic progress is frequently monitored.

Action: The Lake Stevens School District participated in the Assessment Consortium, coordinated by ESD 189 staff. This year the primary objectives of the first phase of this initiative were two-fold. First, to field test the progress monitoring tools in reading and math. Second, to garner experience in the administration and scoring of the assessment tools among a cohort of teachers. This year, several elementary staff and many secondary English teachers participated in the piloting of these progress-monitoring assessments.

Results: During phase two of this project, teachers will begin to design the roll out strategies to ensure effective administration, scoring, data analysis, and feedback efforts through each school in the district. These roll out activities are scheduled to take place this coming fall prior to the start of school.

Action: Most elementary schools implemented at least one writing-to-prompt opportunity during the school year. Time garnered from the waiver day was used to conduct scoring conferences.

Teachers from all grade levels scored student papers and, while doing so, formed common agreements regarding performance standards.

All secondary students participated in an opportunity to respond to a school-wide prompt. Later, student work was used to facilitate a comprehensive professional development opportunity for all secondary teachers in all content areas. These school-wide writes were the cornerstone of our writing initiatives at the secondary level.

Rationale:

One waiver day is being requested to allow the district to continue its school reform efforts while limiting the impact on the student instructional year. This day is particularly important and relevant in light of budget reductions implemented this year and increasing state and federal demands. Budget constraints do not allow us to provide as many after hours staff development opportunities for employees. Significant accomplishments have occurred the past three years. Curricular alignment and progress monitoring efforts have paid huge dividends both in terms of student performance as well as improvements in staff morale. The implementation of our reform agenda and our commitment to collaborative learning communities are contingent upon additional time to work together and learn from each other. We have maximized many of our options to create additional time for teachers to work on school and district action strategies. In our case, portions of I-728 monies have been directed to schools to either pay for substitutes or compensate teachers for over hours. Optional time, paid for by I-728 monies have also generated opportunities for teachers to engage in relevant job-embedded professional development.

To this end, the (1) waiver day will be used in two ways. All Lake Stevens School District staff will be introduced to the research that supports powerful teaching and learning practices. We will utilize Duane Baker to highlight the key findings of his research. He will also share the five key elements of the STAR protocol used in Powerful Teaching and Learning. Each certificated staff member will then participate in building level discussions that will focus on self-assessment data, implementation strategies, and identification of professional development needs.

It is important to note that other district resources, including both time and monetary resources will be added to support this roll out of powerful teaching and learning practices. By no means is this a stand-alone activity, but rather one of a series of professional development strategies intended to support the use of powerful teaching and learning strategies. For example, over 200 teachers will participate in a one-day STAR protocol experience. All administrators will receive over 5-days of training regarding powerful teaching learning practices. The curriculum for this training also includes opportunities for school leaders to refine their professional coaching skills. Each school will have resources set aside to conduct self-assessment activities coordinated by Duane Baker and the BERC Group. Finally, School Improvement Teams will have access to a building coach to help them navigate the execution of powerful teaching and learning practices in each classroom in the Lake Stevens School District. The (1) waiver day is central to providing the essential background knowledge for the Powerful Teaching and Learning Initiative. This foundational information will be crucial as teachers label current effective teaching practices and begin to explore others.

It is critical to provide training in a manner that minimizes the impact on students and parents and optimizes effective use of time. Student contact time is very important to us as a district and that is why we have completely rearranged our calendar this year in order to provide staff development and training opportunities while at the same time being very aware of the importance of utilizing student instructional contact time. For the coming school year we have decreased our early release days for conferences. We find that more and more parents are interested in conferences during the evening hours as opposed to during the school day when many of them would need to take time off from their employment. Hence, we have increased the amount of time we allocate for evening conferences and shortened the number of early release days for students by two. Our request for this one waiver day does not decrease student instructional time in our district beyond what it has been in the past. We have simply "rearranged" our release time in order to accommodate a late start each month for teachers to collaborate and work towards our efforts of implementation of Powerful Teaching and Learning. Even with the granting of one waiver day we will have more student contact time in our district than we have in the past three years.

The late start days we have planned are only two hours in length; although valuable time, we have a need for more extended training opportunities and subsequent staff collaboration time. We believe the combination of these two opportunities is less of a hardship on parents than requesting a greater number of waiver days throughout the year that would require full-day, day care arrangements.

In addition to the late start days and waiver day, our teachers do complete TRI hours. However, all of this time is work before and after the regular school day and is teacher directed. It does not allow us the opportunity to provide staff development to our staff as a whole or in individual buildings or grade levels.

Additionally, a waiver day allows us to provide staff development for our <u>classified staff</u> who do not work the Learning Improvement and optional days. Our classified staff is a valued part of our educational team and the waiver day provides an opportunity to include them in our staff development efforts.

We believe that with one (1) waiver day, we have found a <u>respectful balance between teacher</u> <u>collaboration and student contact time.</u> We are equally confident that these choices will result in more students reaching high performance standards.

Achievement and Measurement of Higher Standards

The mission of the Lake Stevens School District is to ensure all students reach high performance standards. Early 10th grade WASL data suggests a <u>significant increase in the number of students meeting standard</u>. The district will continue its longitude analysis of each elementary, middle and high school to determine growth in numbers of students attaining mastery as measured by the WASL.

Recently we established vital signs to help us monitor our progress. These vital signs include:

- 1) 90% of 2nd grade students will reach the 2nd grade benchmark for reading as determined by the DIBELS assessment
- 2) 90% of 7th grade students will meet WASL standard in writing
- 3) 50% of 8th grade students will meet district-standard in Algebra
- 4) 80% of 10th grade students will meet standard in (3) sub-tests (reading, writing, math) of the WASL
- 5) 95% of high schools students will graduate from high school on schedule

Our primary strategy to improve student performance in all (5) vital signs is to align our instructional practices K-12. We believe that students who experience powerful teaching and learning experiences coupled with value-adding aligned curriculum are more likely to meet high performance standards. We believe that this strategy will be most effective for economically disadvantaged students, which is our fastest growing sub-group. We also believe that a focus on powerful teaching and learning practices hold great promise in unifying our teaching force around a similar goal that can be discussed using a common language.

Staff & Community Commitment

Since the district has utilized waiver days in past years and met with proven success, staff and administrators wish to continue the model and build on the success. The staff is fully committed to continuation of the waiver day program.

The Board is committed to this endeavor as demonstrated by its support for the current and past resolutions. The Board noted the improvement of student performance on the WASL, and the continuing need for staff development to further our efforts with Powerful Teaching and Learning.

The Lake Stevens Education Association (LSEA), is very supportive of the request for a waiver day. In recent labor negotiations LSEA supported our interest in decreasing the waiver days from two to one, and in reducing the number of conference days in order to accommodate the late starts while not increasing the loss of student instructional time.

As in the past, the community remains overwhelmingly supportive of the district's efforts. Parents are involved in every step of our educational planning process. The district includes representation of community members and parents on numerous committees including, but not limited to, our Five-Year Strategic Planning process, planning committees for use of I728 funds, School Improvement Teams at each building, which meet twice monthly, Curriculum Commission/Adoption Committee, and our Career and Technology Advisory Committee. A 2005 telephone survey conducted with randomly selected parents and community members revealed that 62 percent of residents gave the district and A or B grade, with 75% giving an A, B or C grade. These grades are among the very top of school surveys conducted over the past 10 years. Additionally, in the past 20 years, the district has passed every bond and levy measure with the highest percentage of "yes" votes in the county.

The district's parents and staff recognize the need for staff training while being sensitive to student instructional time. For this reason we have asked for only one waiver day and hope that you strongly consider this request in order to help us achieve higher standards and student success. Thank you for your consideration.

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A resolution requesting that the State Bound

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Line Line Center



Respectfully submitted this 19th day of July, 2006.

David Burgess, Ed.D.

Superintendent

Lake Stevens School District

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Educational Service Center

12309 22nd Street N.E. . Lake Stevens, Washington 98258-9500

Resolution No. 23-06

A resolution requesting that the State Board of Education grant a waiver of the minimum 180-day requirement for the 2006-07 school year (WAC 180-18-040).

WHEREAS, the Lake Stevens School District has established a new strategic plan and building action plans for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the Lake Stevens School District's strategic plan and building action plans include increasing understanding of the academic needs of students and restructuring instructional programs to provide more academic options for all students; and

WHEREAS, in order to achieve these goals staff need additional non-student time for collegial teaming and collaborative activities which require whole staff release or collaboration between staff of different buildings and/or grade levels, including curriculum alignment, vertical teaming, and/or planning for the current or following school year; and

WHEREAS, the student contract hours and program offerings would exceed state requirements, and certificated staff work hours would be according to the full teacher contract requirements; and

WHEREAS, the Washington State Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for restructuring purposes.

NOW, THEREFORE, BE IT RESOLVED that the Lake Stevens School District No. 4 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Lake Stevens School District to allow for one non-student day during the 2006-07 school year. During this time students would not attend school in order to allow for all staff to participate in individual planning and/or collegial teaming associated with such activities as developing/updating student learning plans, staff development for vertical curriculum alignment and teaming, training on instructional assessment strategies, and conducting research and analysis of test data and best instructional practices.

ADOPTED by the Board of Directors of the Lake Stevens School District No. 4, Snohomish County, Washington, in its regular meeting of July 12, 2006.

Dissented:		Lake Stevens Board, of Directors
-		Jame Thomas
	-	President Mare
		Vice President
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Attest:	OB.	Direlloop Mars
Dr. David B	urgess, Sefretary	Director