

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 coaches 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.

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,

A handwritten signature in black ink that reads 'Joel S. Thaut'. The signature is written in a cursive, flowing style with a long horizontal stroke at the end.

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

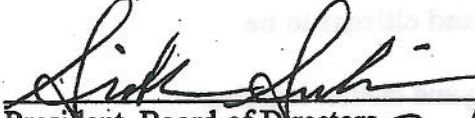
WHEREAS, full days designated for collaboration and in-service training provides opportunities for both certificated and classified staff; and


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.

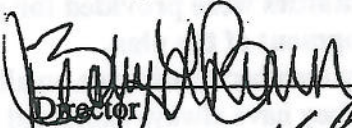
ADOPTED by the Board of Directors of the Granite Falls School District No. 332, Snohomish County, Washington, at a regular meeting held this 19th day of July, 2006.


ATTEST:





President, Board of Directors


Secretary, Board of Directors



Director


Director


Director


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 of our Learning Improvement Plans for your perusal. Plans for this year have not yet been completed pending the arrival of our 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.

06-07 plans will follow this model. Focus will be on "Math Attack." Final plan in development pending WASL results and data analysis.

2005-06 LEARNING IMPROVEMENT PLAN
Mountain Way Elementary

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:

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	75.90%
	State Spring 2005	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 student 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

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-5 students for success on future WASL Writing Assessments.

Measurement:	MCE Spring 2005	62.10%
	State Spring 2005	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

I-728 Grant In-service Funds

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	28.60%
	State Spring 2005	35.60%
	MWE Spring 2006	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

I-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 Guidance & Discipline Program

Program reviewed with faculty

Student Behavior Data entered in Skyword

Classroom Behavior 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:

FOSS Science Field-testing

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

LIT Reports made at every meeting

Grade Level, Faculty, LIT 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 ALIGNED 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 Policies 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 aid 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 Choir 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 Corp**Christmas Giving Tree Project**Sno-Isle Library, Dentist, Fire Department, Red Apple Visitations**Fire Department Safety Training October**PIK 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

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 all 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**

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 if 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 Integrated I math become standard 8th grade math. 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 fall 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 I becoming standard 8th grade math. Bridgette seconded it.

Math

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)

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.*
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.*
5. *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 all 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
Chelsea Porter – Student
Jody Hillery – Parent
Susan Black – Teacher
Deborah Weinstein – Parent
Larry Brown – H.S. Principal
Katie 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

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. Chelsea 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 boredom. 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 classes 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 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 guidelines 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 Mathews.

We agreed that it 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 6, 2006.



Highline Public Schools

District 401

STATE BOARD OF EDUCATION

Educational Resource and Administrative Center
15675 Ambaum Boulevard Southwest
Burien, Washington 98166
www.hsd401.org • 206-433-0111

JUL 20 2006

RECEIVED

July 18, 2006

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

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

Greetings:

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 for professional development approved by the State Board of Education three years ago.

Supporting documents are enclosed as follows:

1. Signed Resolution No. 2236.
2. 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.

Respectfully,

Alan Spicciati
Executive Director of Secondary Schools

AS/lg

Enclosures

cc. Todd Moorhead

Board of Directors

Phyllis L. Evers

Susan Goding

Matthew M. Pina

Tom Slattery

Julie Burr Spani

District Administrators

John P. Welch
Superintendent

Geraldine L. Fain
Assistant Superintendent
Support Services

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

Alan D. Spicciati
Executive Director
Secondary Schools

Susanne Jerde
Executive Director
Elementary Learning

Marsha Spreler
Executive Director
Elementary Learning

Catherine Carbone Rogers
Director
Communication and
Community Relations

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

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

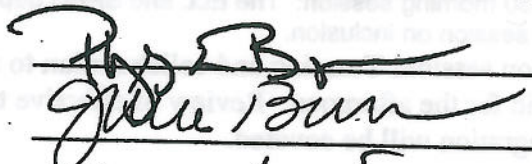
1. Planning time is needed for staff to meet the district's curricular goals and to align the goals with state guidelines for instruction and assessment, and
2. The district realizes that providing staff development during the school day, where numerous substitutes are involved to cover classes, is a 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.

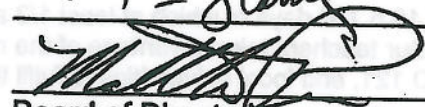
HIGHLINE SCHOOL DISTRICT NO. 401



Julie Brown

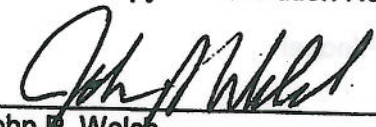
Susan Bodrup

T. Staller



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 P. 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 addresses 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 fulfill the professional development requirements.

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

Janet Bissell, Assistant Principal

HIGHLINE SCHOOL DISTRICT NO. 401
Burien, Washington 98166

Subject: RESOLUTION NO. 2236 – WAIVER REQUEST OF 180
STUDENT DAY CALENDAR – Chinook Middle School

Reference Policy No. : WAC 180-18-030 Briefing [] Action [X]
 WAC 180-18-040
 WAC 180-18-050

Presented by: Alan Spicclatl

Date: 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 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. *(one-year only)*

Administrative Consideration

Chinook Middle School 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/lg
7/10/06



HIGHLINE EDUCATION ASSOCIATION

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 Highline Education Association fully supports 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,

A handwritten signature in cursive script that reads "Alan Sutliff".

Alan Sutliff
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.

Vicky L. Peramus
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 *2236*. 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. Targeted staff development for intentional interventions and instruction are planned to continue through the 2006-2007.

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 Middle 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 Middle 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 2236 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.

Student Group	How Will We Achieve This Goal?			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	<p>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?</p> <ul style="list-style-type: none"> • 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 • All content area teachers teaching reading strategies 	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • All staff • District provide structure and support for residency classrooms 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Confering notes • Assignments as determined by teachers 	
Students at Grade level	<ul style="list-style-type: none"> • LA/SS core classes teaching grade level GLE's • Readers Writers Workshop with conferring • AR/Independent Reading • All content area teachers teaching reading strategies 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • All staff • District provide structure and support for residency classrooms 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Confering notes • Assignments as determined by teachers 	

**Students below grade level (identify Student groups below to target based on data)
145 students from the categories below will be served in Read Right at current level of funding.**

<p>All students</p> <ul style="list-style-type: none"> • LA/SS core classes teaching grade level GLE's • Readers Writers Workshop with conferring • AR/Independent Reading • All content area teachers teaching reading strategies • Read Right class • District supplied double dose reading classes 	<ul style="list-style-type: none"> • 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 • Read Right training as needed for certification of teacher and para-professionals. 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • LA/SS teachers • All staff support reading in the content area • District provide structure and support for residency classrooms • District supplied double dose reading teacher • District supplied paras for Read Right 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Conferring notes • Assignments as determined by teachers • Gates-McGinitie Test for Read Right students • Read Right reports • Read Right parent, teacher, and student surveys
<p>Free/reduced</p> <ul style="list-style-type: none"> • LA/SS core classes teaching grade level GLE's • Readers Writers Workshop with conferring • AR/Independent Reading • All content area teachers teaching reading strategies • Read Right Class • District supplied double dose reading classes 	<ul style="list-style-type: none"> • 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 • Read Right training as needed for certification of teacher and para-professionals. 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • LA/SS teachers • All staff support reading in the content area • District provide structure and support for 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Gates-McGinitie Test for Read Right students • Conferring notes • Assignments as determined by teachers • Read Right reports • Read Right parent, teacher, and student surveys

			<p>Hispanic</p>	<ul style="list-style-type: none"> • LA/SS core classes teaching grade level GLE's • Readers Writers Workshop with conferring • AR/Independent Reading • All content area teachers teaching reading strategies • Read Right Class • District supplied double dose reading classes 	<ul style="list-style-type: none"> • 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 • Read Right training as needed for certification of teacher and para-professionals. • Continue Cultural Competency training 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • LA/SS teachers • All staff support reading in the content area • District provide structure and support for residency classrooms • District supplied double dose reading teacher • District supplied paras for Read Right 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Gates-McGinitie Test for Read Right students • Confering notes • Assignments as determined by teachers • Read Right reports • Read Right parent, teacher, and student surveys 	<p>teacher, and student surveys</p>
<p>Black</p>	<ul style="list-style-type: none"> • LA/SS core classes teaching grade level GLE's • Readers Writers Workshop with conferring • AR/Independent Reading • All content area teachers teaching reading strategies • Read Right Class 	<ul style="list-style-type: none"> • Early Release Training • Lesson Study • Monthly Department meetings • Monthly academic team meetings to plan and map implementation of Reading GLE's • Reading Renaissance training 	<ul style="list-style-type: none"> • Administration • Instructional leaders • Literacy Coach • Reading Cadre members • Librarian • LA/SS teachers 	<ul style="list-style-type: none"> • MAP • WASL • STAR • AR Diagnostic Report • Gates-McGinitie Test for Read Right students 				

	<ul style="list-style-type: none"> District supplied double dose reading classes 	<ul style="list-style-type: none"> Continued participation with Residency classrooms Read Right training as needed for certification of teacher and para-professionals. Continue Cultural Competency training 	<ul style="list-style-type: none"> All staff support reading in the content area District provide structure and support for residency classrooms District supplied double dose reading teacher District supplied paras for Read Right 	<ul style="list-style-type: none"> Conferring notes Assignments as determined by teachers Read Right reports Read Right parent, teacher, and student surveys
<p>ELL students</p>	<ul style="list-style-type: none"> Beginning and Intermediate Level students in a Reading Writing Block Classes teaching appropriate ELD's Modified Readers Writers Workshop at all levels Advanced class Readers Writers Workshop focused on transitioning to mainstream classes AR/Independent Reading All-content area teachers teaching reading strategies Read Right Class 	<ul style="list-style-type: none"> 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 Read Right training as needed for certification of teacher and para-professionals. Continue Cultural Competency training 	<ul style="list-style-type: none"> Administration Instructional leaders Literacy Coach Reading Cadre members Librarian L.A/SS teachers All staff support reading in the content area District provide structure and support for residency classrooms District ELL support 	<ul style="list-style-type: none"> MAP WASL STAR WLPT AR Diagnostic Report Conferring notes Assignments as determined by teachers Read Right reports Read Right parent, teacher, and student surveys
<p>Special Education</p>	<ul style="list-style-type: none"> Grade level appropriate GLE's Modified Readers Writers Workshop Pull-outs for additional instruction/support with para-professional. Further differentiation in instruction 	<ul style="list-style-type: none"> Early Release Training Lesson Study Monthly Department meetings Monthly academic team meetings to plan and map implementation of Reading GI 	<ul style="list-style-type: none"> Administration Instructional leaders Literacy Coach LRC ILC DHH 	<ul style="list-style-type: none"> MAP WASL STAR AR Diagnostic Report Gates-McGinitie Test WAA

<ul style="list-style-type: none"> • Read Right Class • Reading Academy- summer and after school • Independent Reading/Conferring • Content reading strategies • EALR extensions in ILC program 	<ul style="list-style-type: none"> • Reading Renaissance training • Continued participation with Residency classrooms • Read Right training as needed for certification of teacher and para-professionals. • District workshops • Formal courses in literacy • Special Education training and professional development 	<ul style="list-style-type: none"> • Para-educators • Reading Cadre members • Librarian • LA/SS teachers • All staff support reading in the content area • District provide structure and support for residency classrooms • District Special Education support 	<ul style="list-style-type: none"> • DAW • Stafford (DHH) • Student portfolios • Conferring notes • Assignments as determined by teachers • Read Right reports • Read Right parent, teacher, and student surveys • Progress on IEP goals/objectives • Curriculum based projects
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ACTION PLAN OUTLINE (One Form for each Goal)

Math

2006 - 2007

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 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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> --contributions to math by different cultures at Chinook --understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> • 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 with an in-building math 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • District created exit tests used where available • We will monitor MAPs test scores for fall, winter and spring • Monitor WASL 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 • Evaluation of student assessments

<p>Students at Grade level</p>	<ul style="list-style-type: none"> • 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 available • Student math notebooks as an <u>organizational tool for assignments and/or notes</u> • 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 of cultural beliefs regarding school 	<p>mentor/coach</p> <ul style="list-style-type: none"> • Release time to investigate appropriate supplemental material • Training for staff on cultural competencies 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • District created exit tests used where available • Monitor WASL scores • We will monitor MAP's test scores for fall, winter and spring • We will collect evidence of student work to determine proficiency level and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments
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	competencies		
<p>Students below grade level (Identify Student groups below to target based on data)</p> <p>All students</p>			
<ul style="list-style-type: none"> • Double dose math classes as supported by district • 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 available • Student math notebooks 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 <ul style="list-style-type: none"> –contributions to math by different cultures at Chinook –understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> • Highly qualified teacher hired by district • Training and class sets of manipulatives • 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 implementations of math 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 with an in-building math mentor/coach • Release time to investigate appropriate supplemental materials • Training on cultural competencies 	<ul style="list-style-type: none"> • District and teacher • Kinesthetic learning strategies and materials provided by the district including but not limited to Hands on Equations • 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 	<ul style="list-style-type: none"> • 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 and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments

<p>Free/reduced</p>	<ul style="list-style-type: none"> • Double dose math classes as supported by district • 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 available • Student math notebooks 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 of cultural beliefs regarding school 	<ul style="list-style-type: none"> • Highly qualified teacher hired by district • Training and class sets of manipulatives • 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 math 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 teacher partnered with an in-building math mentor/coach • Release time to investigate appropriate supplemental material • Training for staff on cultural competencies 	<ul style="list-style-type: none"> • Double dose math classes as supported by district • Kinesthetic learning strategies and materials provided by the district including but not limited to Hands on Equations • District provided Embedded Math Coaching and Best Practices workshops • District provided 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) 	<ul style="list-style-type: none"> • 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 and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments
<p>Hispanic</p>	<ul style="list-style-type: none"> • ELL para-education/interpreter to assist students • Double dose math classes as 	<ul style="list-style-type: none"> • District provide Spanish speaking para-educator/interpreters with math training 	<ul style="list-style-type: none"> • District provide math training for para-educator/ interpreter. 	<ul style="list-style-type: none"> • Monitor attendance and student performance

<ul style="list-style-type: none"> supported by district 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 available Student math notebooks 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 focusing on Hispanic community --contributions to math by different cultures at Chinook --understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> District supply double dose highly qualified math teacher Training and class sets of manipulatives 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 math 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 with an in-building math mentor/coach Release time to investigate supplemental material Training on Cultural competencies District supported math trained para-educators District provide highly qualified teacher for double dose 	<ul style="list-style-type: none"> Double dose math classes as supported by district Kinesthetic learning strategies and materials provided by the district including but not limited to Hands on Equations District provided Embedded Math Coaching and Best Practices workshops District provided 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 	<ul style="list-style-type: none"> 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 and to inform instruction Use student notebooks to evaluate progress and inform instruction Evaluation of student assessments
<ul style="list-style-type: none"> Math trained para-educators to assist students Double dose math classes as supported by district Kinesthetic learning strategies 	<ul style="list-style-type: none"> District provide math training for para-educator Double dose math classes as supported 	<ul style="list-style-type: none"> Monitor attendance and performance District created exit tests used where available 	<p>Black</p>

	<ul style="list-style-type: none"> 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 available Student math notebooks 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 focusing on Black community –contributions to math by different cultures at Chinook –understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> Training and class sets of manipulatives 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 math 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 with an in-building math mentor/coach Release time to investigate supplemental material Training on cultural competencies District provide like speaking para-educator/interpreters with math training District supply double dose highly qualified math teacher Training and class sets of manipulatives 	<ul style="list-style-type: none"> by district Kinesthetic learning strategies and materials provided by the district including but not limited to Hands on Equations District provided Embedded Math Coaching and Best Practices workshops District provided 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 	<ul style="list-style-type: none"> 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 and to inform instruction Use student notebooks to evaluate progress and inform instruction Evaluation of student assessments
ELL students	<ul style="list-style-type: none"> ELL para-educator/interpreter to assist students Double dose math classes as supported by district Kinesthetic learning strategies including but not limited to Hands on Equations 	<ul style="list-style-type: none"> District provide math training for para-educator/interpreter Double dose math classes as supported by district Kinesthetic learning 	<ul style="list-style-type: none"> Monitor attendance and performance District created exit tests used where available Monitor WASL scores We will monitor MAPs 	

	<ul style="list-style-type: none"> • 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 available • Student math notebooks as an organizational tool for assignments and/or notes • Performance based assessments • Locate or create supplemental material to come GLEs not addressed in CMP • Continue cultural competency focusing on Hispanic and other Chinook communities • Contributions to math by different cultures at Chinook • Understanding of cultural beliefs regarding school 	<ul style="list-style-type: none"> • 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 math 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 teacher partner with an in-building math mentor/coach • Release time to investigate appropriate supplemental material • Training for staff on cultural competencies 	<p>strategies and materials provided by the district including but not limited to Hands on Equations</p> <ul style="list-style-type: none"> • District provided Embedded Math Coaching and Best Practices workshops • District provided 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 	<p>test scores for fall, winter and spring</p> <ul style="list-style-type: none"> • We will collect evidence of student work to determine proficiency level and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments
<p>Special Education</p>	<ul style="list-style-type: none"> • Para-educators to assist student learning • Double dose math classes as supported by district • Kinesthetic learning strategies including but not limited to Hands on Equations • Students placed in classes at 	<ul style="list-style-type: none"> • District provide math trained para-educators • Highly qualified double dose teacher hired by district • Training and class sets of manipulatives • Staff participate in Linda Forman Embedded coaching 	<ul style="list-style-type: none"> • District provide math training for para-educators • Double dose math classes as supported by district • Kinesthetic learning strategies and materials provided by 	<ul style="list-style-type: none"> • Monitor attendance and performance • District created exit tests used where available • Monitor WASL scores • Progress on IEP goals and objectives

<p>appropriate level</p> <ul style="list-style-type: none"> • 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 available • Student math notebooks 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 of cultural beliefs regarding school • EALR extensions (ILC) 	<ul style="list-style-type: none"> • 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 math 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 teacher partnered with an in-building math mentor/coach • Release time to investigate appropriate supplemental material • Training for staff on cultural competencies • Specific special education training and profession development 	<p>the district including but not limited to Hands on Equations</p> <ul style="list-style-type: none"> • District provided Embedded Math Coaching and Best Practices workshops • District provided 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 • LRC, ILC, DHH, para-educators 	<ul style="list-style-type: none"> • We will monitor MAPs test scores for fall, winter and spring • We will collect evidence of student work to determine proficiency level and to inform instruction • Use student notebooks to evaluate progress and inform instruction • Evaluation of student assessments • WAAS, DAW, Stafford (DHH) and student portfolios
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ACTION PLAN OUTLINE (One Form for each Goal)

Effective Schools/Schedule-Teaming

2006 - 2007

School Improvement Goal: To create a positive culture of constant collaboration and communication resulting in increased student achievement and improved student behavior as measured by 2008 WASL scores, student performance data and discipline data.

How Will We Achieve This Goal?

<p>What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p>
<p>SCHEDULING Schedule will be balanced and provide inclusive classes with a range of options for ILC, DHH, and ELL students.</p>	<ul style="list-style-type: none"> Staff led training for inclusion by special education and ELL endorsed staff members Differentiated curriculum training ELL training ASL training Special Education training 	<ul style="list-style-type: none"> SIT committee and administrators work to provide time for staff training Experienced, endorsed teachers will provide leadership and training All staff implementing the training received Training provided by district, ESD, and state level experts 	<ul style="list-style-type: none"> WASL and MAP scores as well as data from common rubrics and discipline referrals will be analyzed to determine individual, cohort and grade level progress Increased number students reaching IEP goals Teachers will show evidence of modified and adapted curriculum and evidence of collaboration with SPED, ELL, and DHH teachers.
<p>TEAMING Common team planning to:</p> <ul style="list-style-type: none"> Integrate curriculum Develop exhibitions and projects Meet with students and parents Work on skill mapping Support Safe and Civil Project 	<p>On going professional development focused on how to collaborate, use team time effectively, and develop thoroughly integrated curriculum and effective assessment tools as well as support Safe and Civil Project</p>	<ul style="list-style-type: none"> SIT will provide leadership in the use of training days Teaching teams will work toward team planning sufficient to meet the needs of the plan 	<ul style="list-style-type: none"> WASL and MAP scores as well as data from common rubrics and discipline referrals will be analyzed to determine individual, cohort and grade level progress Teachers will demonstrate use of common rubrics, curriculum mapping and weekly team minutes Decrease tardies and inappropriate school behavior Improved attendance and reduction in failure rate

ACTION PLAN OUTLINE (One Form for each Goal)

Effective Schools/Assessment

2006 - 2007

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.

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?
<p>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).</p>	<ul style="list-style-type: none"> • The Assessment Cadre provides ongoing support for teachers in implementing the portfolio period. 	<ul style="list-style-type: none"> • All teachers and many support staff (including administrators, counselors, para-educators, and others) are involved in the portfolio period. 	<ul style="list-style-type: none"> • Increasing depth and quality of student work. • Improved rate of student work completion. • Higher MAP and WASL scores
<p>Chinook holds two portfolio-based student-led conferences each school year.</p>	<ul style="list-style-type: none"> ❖ Each school year, the following staff development will be provided to the staff by the Assessment Cadre: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Large increase in family and community attendance at conferences

	<ul style="list-style-type: none"> • 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. 	<p>development of portfolios and preparing students for the student-led conferences.</p>
<p>Teams develop a culminating project.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Teaching teams
	<ul style="list-style-type: none"> • Assessment of projects • Parent/community attendance • Office referrals • Increasing depth and quality of student work, as addressed by school rubrics • Higher MAP scores 	

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

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.

How Will We Achieve This Goal?		Monitoring Effectiveness
<p>What strategy will be implemented? What actions will occur? What steps will staff take?</p> <p>What in-class interventions will take place?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?</p>
<p>Identify gifted minority students who may not be identified through tests like the WASL, MAP, etc., through teacher recommendations, grades, or through parent requests.</p>	<p>Training to create awareness of this issue and the steps to submit the names of students who would benefit from honors classes.</p>	<p>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p> <p>Calculate percentage of minority students in honors classes (disaggregated by specific groups); calculate attendance rate of minority students enrolled in honors classes.</p>
<p>Professional development led by an outside presenter like Gene Edgar. This will occur early in the school year (preferably August) in order to create a school climate where teachers discuss racism with each other and with their students.</p> <p>AVID program: similar to Upward Bound, but it identifies students in 7th grade who have the potential for attending college, but are lacking the academic and personal skills to achieve this. These students continue in AVID program through 12th grade.</p> <p>Action research/lesson study centered on racism in the classroom.</p>	<p>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).</p> <p>A group of staff members will attend AVID training in San Diego this summer.</p>	<p>Survey staff and students at the beginning of the year about race relations and do follow-up surveys to monitor the frequency of discussions about race and racism, as well as the overall school climate.</p>
<p>Interested staff members would implement the research plan they</p>	<p>The staff members who are trained in AVID will implement the program.</p>	<p>Participating staff members would self-evaluate their progress as a result of the data</p>

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

ACTION PLAN OUTLINE (One Form for each Goal)

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 strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p>
1	<p>Family/Community Support Liaison</p> <ul style="list-style-type: none"> • Full time position • Family Center • Support staff 	<p>Create a structural foundation of staff cadre to ensure sustainability of "functions" of this school program</p>	<p>Principal will create admin. Partnership; PI Cadre will oversee functions and share in event/activity production; & F/CSL will provide leadership.</p>	<p>Year end reports from parent, staff and cadre duty surveys.</p>
2	<p>Implement and/or monitor improved Effective Communications through:</p> <ul style="list-style-type: none"> • E-Link • Monthly newsletter • Advertising • PR • Website • Phone • Reader board • Interpreters • Word of mouth integrity 	<p>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</p>	<p>FCSL provide leadership – delegate and supervise; 1 PI Cadre member oversee; Staff upkeep individual pages; ELL dept. partnership, and PA's.</p>	<p>Continued growth in parent & community participation & response.</p>
3	<p>Provide opportunity and structure for volunteers to Increase Adult Presence,</p>	<p>Training for office staff to welcome, be comfortable with</p>	<p>FCSL provide leadership; 1 PI Cadre member oversee; PA's</p>	<p>Decreased discipline incidents and increasingly positive staff</p>

<p>especially of color, during the school day.</p>	<p>differences, and ensure a "process" for volunteers; create a written procedure for volunteer system; and provide communications/system training for staff & parents</p>	<p>will provide input, gather evidence and positive promotion of participation; 1 Americorps volunteer will work specifically on the details of this project.</p>	<p>attitudes. Improved grades esp. of minority students.</p>
<p>4 School provided and sustainable forum for parent participation:</p> <ul style="list-style-type: none"> • 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. 	<p>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.</p>	<p>FCLS will provide leadership; 1 PI Cadre member oversee; 1 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.</p>	<p>Growth of parent participation in programs, reduction of student discipline, increase in parent/staff communications and improved grades in students.</p>
<p>5 Hold Regular Monthly Events for the CMS "community" to provide:</p> <ul style="list-style-type: none"> • Sense of community & unity • Parent education • Cultural education and opportunities to show pride in individuality • Parent/teacher meeting and face to face communication opportunity... <p>Currently this is the Community Discussion/Parent Night held on the 3rd Wednesday.</p>	<p>August or September staff PD to understand role</p>	<p>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</p>	<p>Growth of parent participation, interaction and support of their own children, community involvement, improved student grades</p>

6	<p>Parent Ambassadors will partner with Staff in monthly communications to parents.</p>	<p>Through begin & mid year communications trainings for PA's and staff, PA advisory group partnering with SIT</p>	<p>members will partner to provide services and needs. FCSL provide leadership; 1 PI Cadre member to oversee; Parent Ambassadors will provide input and instigate partnerships with willing teachers; Staff will participate, the PA Advisory Team will work with the PI Cadre to provide training and clarity.</p>	<p>Call logs will be collected monthly to show participation and results; compared to attendance at events. Student grades to show improvement.</p>
7	<p>Create partnerships with community business members to:</p> <ul style="list-style-type: none"> Co-host, help provide needs and services for monthly events & encourage sense of community support and pride. 	<p>Provide communications skills PD to volunteers and seek outreach partners.</p>	<p>FCSL provide leadership and make contacts, create partnerships with community members: 1 PI Cadre member to oversee; PA's to help make connections.</p>	<p>Record of members' participation in events and comparison to parent attendance. We expect to see growth in both numbers.</p>
8	<p>Data will be collected regularly to validate actions.</p>	<p>PD for basic computer skills.</p>	<p>FCSL provide leadership and guidance; 1 PI Cadre member to oversee; Americorps member to lead production; other volunteers to support; Principal to designate other data needed.</p>	<p>This is the evidence. Chronological books will be kept.</p>
9	<p>A Student Leadership team:</p> <ul style="list-style-type: none"> partner with parent leaders and school staff provide, promote and encourage positive change of our community and create voice. Currently, extra activity to grow into offered leadership *elective. 	<p>Earth Charter curriculum and Americorps curriculum adapted - *to EALR's if in elective schedule.</p>	<p>FCSL to provide leadership; 1 PI Cadre member to oversee; Americorps member to provide guidance of curriculum and organization; PA's to partner with work and goals of program; *Certificated elective staff to provide classroom, EALR guidance, and expertise teaching.</p>	<p>Reduced incidents of discipline at the school, partnerships with community form, evidence of continued positive leadership in high school, graduation and scholarships.</p>
10	<p>Service Area Collaboration will be implemented to:</p> <ul style="list-style-type: none"> share resources 	<p>PD for teamwork skills and communications training related to parent and community</p>	<p>FCSL provide leadership; 1 PI Cadre member to oversee; Principal will be key support</p>	<p>Workload reduced for individuals, sense of accomplishment and</p>

<ul style="list-style-type: none"> • share responsibilities • provide continuity in programs for our school community. 	<p>outreach.</p>	<p>person at school and with other principals; PA's to provide relationship with new PA's in service area, leadership & guidance for them.</p>	<p>partnership resulting in more productivity, increased attendance for effort expended, more parent participation as a result of continuity in systems, increase support for the entire service area community.</p>
<p>11 District Collaboration will be implemented in order to:</p> <ul style="list-style-type: none"> • Locate funding • Provide other forms of administrative support for our work. 	<p>Communications training in order to ask effectively.</p>	<p>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.</p>	<p>Increased ACTUAL participation at district level</p>
<p>12 Our Environment will adapt to reflect the cultures of the community we serve.</p>	<p>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</p>	<p>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.</p>	<p>Visual. Also, pride will reduce discipline incidents and increased participation in events for both students and adult community members, especially family members.</p>
<p>13 Collaborate with Race Relations Cadre on mutual issues.</p>	<p>The two cadres will combine on professional development time when it is considered effective.</p>	<p>PI Cadre & RR Cadre</p>	<p>Monitor success of trainings and events that are planned and implemented and implemented collaboratively.</p>

ACTION PLAN OUTLINE (One Form for each Goal)

Effective Schools/Safe and Civil Project

2006 - 2007

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

How Will We Achieve This Goal?

<p>What strategy will be implemented? What actions will occur? What steps will staff take? What in-class interventions will take place?</p>	<p>Professional Development How will staff acquire the necessary skills and attitudes to implement the activity?</p>	<p>Who is Responsible? Who is Involved? Who will provide the leadership? Who will do the work?</p>	<p>Monitoring Effectiveness What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</p>
<p>School-wide policies and procedures to address behavior issues including progressive discipline, parent contact and behavior contracts.</p>	<p>Safe and Civil Schools training for STEPS cadre members and the whole staff.</p>	<p>The assistant principal is the facilitator of the STEPS cadre (students and teachers involved in problem solving)</p>	<p>Discipline data collected quarterly from SASI</p>
<p>CHAMPS in every class to reinforce behavior expectations. Expectations taught throughout the year in every class</p>	<p>CHAMPS training for the entire staff.</p>	<p>STEPS cadre develops professional development around Safe and Civil Schools concepts</p>	<p>Common Area Observations conducted by staff members</p>
<p>Signage around school reflecting school-wide expectations: R3, respect for self, others, environment Tardy sweeps conducted every passing time.</p>	<p>Professional development around how to teach the school-wide expectations. Think time training for all staff</p>	<p>Whole staff is responsible for carrying out school-wide behavior policies ;</p>	<p>Attendance data</p>
<p>Think Time: time out in adjacent classroom to re-evaluate student's own behavior. Supervision of common areas Rewarding and reinforcing positive behavior is emphasized.</p>			<p>WASL data Staff and student surveys</p>

Stamps
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 well-articulated curriculum, aligned instructional strategies, and frequent monitoring of academic progress. Likewise, it provided time for secondary staff to craft a comprehensive advisory program, which is designed to support mentoring efforts, academic guidance, and oversight of the senior exhibition 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 classified staff 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 respectful balance between teacher collaboration and student contact time. 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 significant increase in the number of students meeting standard. 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.

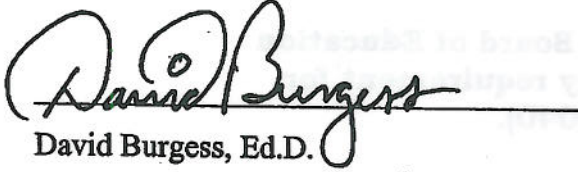
The Lake Stevens Education Association (LSEA) is very supportive of the request for a waiver day. In recent labor negotiations LSEA supported our interest in decreasing the waiver days from two to one, and in reducing the number of conference days in order to accommodate the late starts while not increasing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



Respectfully submitted this 19th day of July, 2006.



David Burgess, Ed.D.

Superintendent

Lake Stevens School District



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.

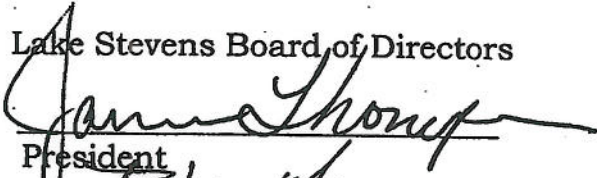
Dissented:

Attest:




Dr. David Burgess, Secretary

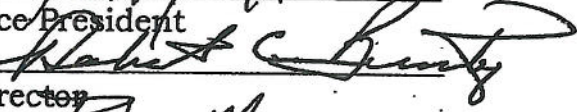
Lake Stevens Board of Directors




President




Vice President



Director



Director



Director