



THE WASHINGTON STATE BOARD OF EDUCATION

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

Title:	Option One BEA Waiver Requests	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input checked="" type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	Should the requests presented for waivers of the minimum 180-day school year be approved, based on the criteria for evaluation in WAC 180-18-040(2) and (3)? Are there deficiencies in any applications that may warrant resubmittal of the application at a subsequent board meeting, per WAC 180-18-050?	
Possible Board Action:	<input type="checkbox"/> Review <input type="checkbox"/> Adopt <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>Seven school districts request waivers under RCW 28A.305.140 and WACs 180-18-040 and 180-18-050 of the basic education requirement in RCW 28A.150.220(5) of a minimum 180-day school year. The districts are Auburn, Cle Elum-Roslyn, Grand Coulee Dam, Mount Baker, Onion Creek and Wahkiakum. Wahkiakum's request is resubmitted with revisions to the application to correct deficiencies noted at the May board meeting.</p> <p>Four of the requests are for renewals of current Option One waivers. Three are new requests. Cle Elum and Selkirk have expiring Option Three waivers under prior WAC, and now present requests for Option One waivers. These are treated as new requests in presentation to the board. All of the requests are for three school years except for those of Auburn and Grand Coulee Dam, which are for one year. All are for professional development of varying kinds and purposes.</p> <p>In your packet you will find:</p> <ul style="list-style-type: none"> • A memo summarizing the waiver requests • The adopted school board resolution and application of each district • A copy of WAC 180-18-040 • A worksheet for use in evaluating the requests on the basis of criteria in rule. 	



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OPTION ONE BASIC EDUCATION PROGRAM WAIVERS: CURRENT REQUESTS

Policy Consideration

Does each of the district requests for a waiver of the minimum 180-day requirement merit approval by the Board, based on the criteria for evaluation in WAC 180-18-040? If not, what are the reasons, with reference to the rule, for denial of the request? If denied, what deficiencies in the application or documentation are there that the district might correct for possible re-submittal for Board approval at a subsequent meeting, per WAC 180-18-050(2)?

Background

Option One is the regular 180-day waiver available to districts under RCW 28A.305.140. The statute authorizes the State Board of Education to grant waivers to school districts from the minimum 180-day school year requirement of RCW 28A.150.220(5) “on the basis that such waivers are necessary to implement successfully a local plan to provide for all students in the district an effective education system that is designed to enhance the educational program for each student.”

WAC 180-18-040(1) provides that “A district desiring to improve student achievement for all students in the district or for individual schools in the district may apply to the state board of education for a waiver from the provisions of the minimum one hundred eighty-day school year requirement . . . while offering the equivalent in annual minimum instructional hours . . . in such grades as are conducted by the school district.” The Board may grant a request for up to three school years, with no limit on the number of days that may be requested. Rules adopted in November 2012 as WAC 180-18-040(2) and (3), establish criteria for evaluating the need for a new waiver and renewal of an existing waiver. WAC 180-18-050 sets procedures that must be followed to obtain a waiver. A district must provide, in addition to the waiver application and a school board resolution, a proposed school calendar under the waiver and a summary of the collective bargaining agreement with the local education association.

Summary of Current Requests

Auburn requests waiver of three days for the 2014-15 school year to continue restructuring initiatives begun under the previous waiver and implement a revised school improvement plan aligned to its new, 2013-2016 District Strategic Improvement Plan. Goals of the plan include:

- Aligning instruction to the Common Core State Standards
- Implementing the Five Dimensions of Teaching Instructional Framework and accompanying rubric for teacher evaluation
- Collaboration for student learning
- Increased instructional rigor in math, literacy and science

- Utilization of classroom-based assessments in social studies, health, physical education and the arts
- Instructional models that address student mobility
- Application of technology for personalized learning
- Assessment of student achievement, linked to teaching and learning
- Increasing accelerated program offerings
- Selected assessments to measure career and college readiness.

The district states that waiver days will be utilized in these areas for continued restructuring, with implementation of math and literacy improvement plans of first importance.

The school improvement plans (SIPs) linked in the application identify needs and objectives for improved student achievement. Progress toward these goals will be measured through a variety of assessment tools, including the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and Measurement of Academic Progress (MAP). The district has developed a dashboard (also linked) for regular progress reports on implementation of SIPs.

Auburn provides a lengthy description of activities conducted under the previous three-year waiver, and cites improvements in assessments and other indicators of student performance under the waiver. The major change from the prior plan is the dedication of waiver days to revising, aligning and implementing individual school improvement plans in accordance with the new District Strategic Improvement Plan.

Cle Elum-Roslyn, whose Option Three “pilot” waiver of three days expires this year, requests an Option One waiver of one day for each of the next three years. The purpose of the waiver plan, the district says, is to provide high-quality professional development on the Teacher and Principal Evaluation Program (TPEP) and Common Core State Standards. Goals of the proposed waiver are linked to those set forth in 2013-14 District Goals, linked in the application. Goals for student achievement are for students to meet standard in reading and mathematics, based on the Smarter Balanced Assessment (SBAC) and for schools to meet Annual Yearly Progress (AYP). Activities to be undertaken on the waiver day include review of the TPEP process and expectations, discussion and work on evidence of student learning proficiency and growth, and realignment of curriculum to align with Common Core State Standards. Assessments to be used to collect evidence of the extent to which goals of the waivers have been reached include, in addition to Smarter Balanced, MAP and EasyCBM, a tool designed as part a Response to Intervention (RTI) model.

Grand Coulee Dam requests a waiver of six days for the 2014-15 school year for professional development activities associated with transition this fall from a three-building grade alignment to a K-6, 7-12 alignment in a single facility. It is a new request. The district will contract with ESD 113 for staff training in use of new technologies built into the facility, alignment of Common Core with instruction using interactive technologies, and familiarizing staff with emergency protocols. Training will also be provided to implement the district’s first Highly Capable program through the single-site model. Grand Coulee Dam lists as goals of the waiver to:

1. Increase the number of students at each grade level showing at least one year’s growth on MAP assessments in reading and math.
2. Increase understanding of the SBAC assessment and Next Generation Science standards in relation to district and building improvement plans.
3. Increase the number of teachers incorporating the use of the new, interactive technology to increase student engagement.

The district's two schools have been identified as "Emerging" under the state's expiring ESEA waiver. The waiver would be used to continue to implement the school improvement plan developed for purposes of the federal waiver.

Grand Coulee Dam sets out specific goals for student achievement, with progress measured by SBAC, MSP and MAP scores. It also describes the individual activities that will be undertaken on each of the proposed waiver days. Grand Coulee Dam notes that when the Legislature (in E2SSB 6552) altered the instructional hours requirement established by the 2013 Legislature, and postponed 24-credit graduation requirements, its board, staff and community decided to "stay the course" and implement those requirements as before. The demands of that decision, combined with other new requirements such as CCSS, TPEP and NGSS and the move to the new facility, prompted the board's request for waiver of six days for one year for staff training.

Mount Baker requests waiver of three days for purposes of professional development. The district has an expiring waiver of four days, granted for professional development in July 2011. The stated purpose of the current request is to increase academic proficiency and growth of all Mount Baker students in meeting Common Core State Standards and Next Generation Science Standards. Teachers would receive professional development during the three waiver days on CCSS and NGSS, align curricular and instructional practice to those standards, and work on improving instruction using the Marzano Framework for Teaching. Mount Baker lists specific goals of the waiver, including:

1. Increasing the percent of students reaching grade level proficiency standard on SBAC and proficiency ratings on the Achievement Index.
2. Increasing academic growth as measured by student growth percentiles on SBAC and growth ratings on the Index.
3. Closing gaps between student subgroups on these measures.
4. Increasing achievement on Next Gen Science Standards as measured by classroom-based and state MSP and EOC assessments.

The district will measure progress toward these goals against AMOs for all students and individual subgroups, and through the Achievement Index. The district's current statuses on AMOs and the Achievement Index are displayed in tabular form in Part A of the application.

The waiver plan links to the district and school improvement plans, with activities identified for each day by grade level. The district describes with specificity the work that would be done through the waiver, organized around transition to TPEP, transition to CCSS and NGSS and addressing achievement gaps, and its process for developing the waiver plan.

In Part B the district describes how the prior waiver of four days was used as proposed in the application, while also addressing needs not anticipated at the time. The main difference between the prior and new waiver plans is the focus on new requirements related to Common Core, Next Generation Science and TPEP.

Mount Baker has sent a revised calendar showing the proposed waiver days to be October 10, February 17 and May 22, rather than those indicated under item 11 of the application.

Onion Creek, a district in Stevens County with full-time equivalent enrollment of about 44, requests a new waiver of four days for the next three years. Onion Creek states that collaborative professional development time is needed for it to continue to adequately increase its students' academic growth and implement state initiatives such as Common Core, TPEP and the eight teacher evaluation criteria under that program, and the Smarter Balanced Assessment.

“Due to our remote and rural location,” the district says, “it is often cost-prohibitive and very challenging for us to send staff to trainings and/or hire substitutes to provide critical learning time for teachers and paraeducators.” Because of long bus routes, the district says it also seeks to keep half days to a minimum. (There are six on its proposed calendar.)

Onion Creek lists specific goals for professional development through the waiver as follows:

1. Learn and incorporate Common Core
2. Learn and implement the Eight Teacher Evaluation Criteria for TPEP
3. Learn and implement SBAC and to monitor progress
4. Learn and implement Response to Interventions (RTI)
5. Learn, incorporate and strengthen the Nine Characteristics of High Performing Schools
6. Learn and incorporate the effective principles of Professional Learning Communities.

The waiver plan targets improvement of [AIMSweb](#) benchmark and classroom-based assessment scores by a minimum 15 percent by spring 2017. The district describes in specific terms the activities staff will engage in on waiver days to reach the goals for professional development named above. It characterizes its waiver proposal as a multi-year, job-embedded professional development plan requiring continuous learning and practice.

Selkirk has an expiring Option Three waiver, and now requests an Option One waiver of three days for the next three years. Like Cle Elum-Roslyn’s, it is treated for staff review as a new request. The district says the waiver days would be used for professional development to increase student achievement by improving teacher and school leaders, evaluating instructional strategies, and increasing collaboration within the district and region. Selkirk, a district of about 270 enrollment in Pend Oreille County, collaborates with nine other small districts to maximize resources for professional development.

Measurements of Student Progress (MSP), High School Proficiency Exams (HSPEs) and SBAC will be used to measure results for student achievement, with student targets and staff activities to reach them identified in school improvement plans for each building. Its goal for the HSPE is that 100 percent of 10th grade students meet standard. The district describes how data are reviewed each fall to identify progress in meeting the goals of the school improvement plans and drive the next year’s plan. Strategies outlined in SIPs for the term of the waiver include integrating technology into instructional practices, aligning curriculum with the Common Core, and implementing TPEP using the Marzano model.

The district describes how its Option Three waiver was used in Part B of the application. The main change in the proposed Option One is the focus on the need to integrate Common Core and Marzano evaluation strategies into district practices. Selkirk says it has “responsibly used waiver days since 1999 and has a track record of increased student achievement even over many districts throughout the state.”

Wahkiakum has resubmitted the request presented in May to correct deficiencies noted in the Board’s review of its waiver application. As before, Wahkiakum requests four days for professional development in each of the next three years. The revised application describes the student achievement data motivating the waiver, with an emphasis on identified needs for student growth. Goals include:

- Increase reading fluency and comprehension in K-5
- Increase MAP scores in reading for students in grades 6-8 by at least one tier
- Reduce the number of D’s and F’s in grades 9-12 by implementing a Mule Success Time and mentoring tool. (Mule Success is a tool for focused intervention.)

Wahkiakum provides a fuller explanation of how the waiver supports district and school improvement plans. “We spend time on each of these days,” the district says, “reviewing academic growth of students and making needed adjustments to the curriculum and teaching strategies to ensure student success.” Wahkiakum is implementing a Response to Intervention (RTI) model at its high school, as stipulated in its school improvement plan.

In Part B the district explains how the new waiver plan will differ from the prior one in its focus on differentiated instruction to ensure meeting the needs of historically underserved students.

Summary of Option One Waiver Applications

District	Number of Waiver Days Requested	Number of Years Requested	Purpose of Waiver	Student Instructional Days	Additional Teacher Work Days without Students	New or Renewal
Auburn	3	1	Professional Development	177	2	R
Cle Elum-Roslyn	1	3	Professional Development	179	2	N
Grand Coulee Dam	6	1	Professional Development	174	2	N
Mount Baker	3	3	Professional Development	177	5	R
Onion Creek	4	3	Professional Development	176	4	R
Selkirk	3	3	Professional Development	177	3	N
Wahkiakum	4	3	Professional Development	176	2.5	R

Action

The Board will consider whether to approve the waiver requests presented in the applications and summarized in this memorandum.

AUBURN SCHOOL DISTRICT NO. 408 KING COUNTY, WASHINGTON

RESOLUTION NO. 1192

WAIVER FROM MINIMUM 180-DAY SCHOOL YEAR REQUIREMENT

WHEREAS, the Board of Directors of the Auburn School District No. 408 passed resolution 1181 on May 13, 2013 requesting a renewal of the waiver from the minimum 180-day for the 2013-2014 school year; and

WHEREAS, the Washington State Board of Education has recognized the importance of and has established waivers for restructuring purposes (RCW 28A.655.180 and WAC 180-18-040 - 050); and

WHEREAS, the purposes and goals of the previous waiver were met; and

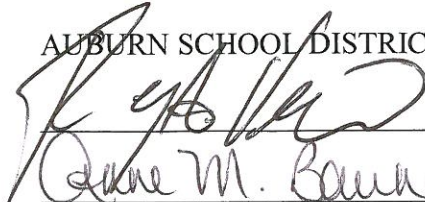
WHEREAS, the Board of Directors of the Auburn School District have developed and adopted a new three-year 2013-2016 District Strategic Improvement Plan to address student academic achievement through restructuring initiatives, fully revised school improvement plans and data accountability; and

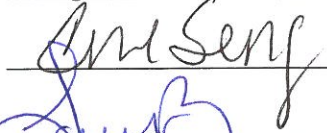
WHEREAS, the Board of Directors assures the Auburn School District will meet Total Instructional Hour Offering {RCW 28A.150.220(2)(a) and WAC 180-16-200} – For students enrolled in kindergarten, at least four hundred fifty instructional hours, which shall be increased to at least one thousand instructional hours according to the implementation schedule under RCW 28A.150.315. For students enrolled in grades one through twelve, at least a district-wide annual average of one thousand hours linked to the Essential Academic Learning Requirements and other district-determined subjects/activities.

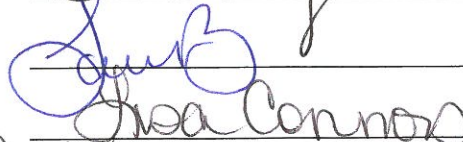
NOW, THEREFORE, BE IT RESOLVED, the Board of Directors of the Auburn School District No. 408 hereby requests a renewal of the three-day waiver from the minimum 180-day school year requirement under RCW 28A.305.140 and RCW 28A.655.180(1) and WAC 180-18-040 and 050 for students pre-kindergarten through grade twelve for the 2014-2015 school year.

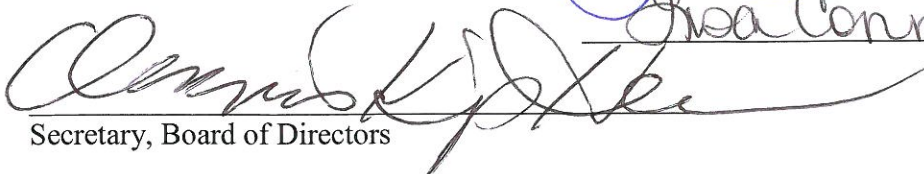
Adopted at a regular open public meeting of the Board of Directors held on May 27, 2014, the following Directors being present and voting therefore:

AUBURN SCHOOL DISTRICT NO. 408


June M. Baunach


Jim Seng


Lisa Connors


Secretary, Board of Directors



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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

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

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

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

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

Part A: For all new and renewal applications:

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

School District Information	
District	Auburn School District #408
Superintendent	Dr. Dennis "Kip" Herren
County	King County
Phone	253-931-4900
Mailing Address	James P. Fugate Administration Center Auburn School District #408 915 Fourth Street NE Auburn, WA 98002
Contact Person Information	
Name	Rod Luke
Title	Associate Superintendent
Phone	253-931-4903
Email	rluke@auburn.wednet.edu
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes, all schools
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	Three (3) Days
School Years	2014-2015 School Year
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	Two Half Days
Reduction	None
Remaining number of half days in calendar	Two Half Days
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

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

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

[Click here](#) **DISP** - 2013 -2016 District Strategic Improvement Plan

[Click here](#) **Dashboard** –2013-2016 District Strategic Improvement Plan Progress Reports

Goal One—Student Achievement

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

Goal Two—Community Engagement

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

Goal Three—Policies and Resource Management

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

The district strategic improvement plan provides for a systemic assessment system to monitor academic progress and produce diagnostic data for teachers to use in the classroom and within their professional learning communities (PLCs). The district strategic improvement plan calls for deep alignment of instruction to standards. Aligning classroom instruction to standards requires additional opportunities for teachers to articulate instruction and to collaborate through professional learning communities. This will result in increased personalization for student learners, refined curricula and effective instructional strategies,

greater differentiation for individual learners and increased use of diagnostic assessment that guides instruction. Statistically, only 30% of students in the fifth grade will remain in the Auburn School District when they reach the 12th grade. This substantial mobility factor requires that the district restructure a system that effectively addresses the challenges of mobility in conjunction with high standards. The 2013-2016 district strategic improvement plan stresses the importance of parent and community involvement. The need for restructured delivery models to effectively communicate with ELL families is significant. Days waived from the 180 day school year are also needed to increase parent and community partnerships for students who come from families of poverty. More than 63% (63.4%) percent of the district's elementary student body qualify for free and reduced lunch.

The Auburn School District 2013-2016 strategic improvement plan for closing the achievement gap includes aligning instruction to the common core state standards; implementation of the Center for Educational Leadership Five Dimensions of Teaching (CEL 5D) Instructional Framework and accompanying teacher evaluation rubric; collaboration for student learning; increased instructional rigor pre-k-12 in math, literacy, and science; utilization of classroom based assessments including (CBA/CBPA) in social studies, health, P.E. and the arts; instructional models that address student mobility, application of technology for personalizing instruction, assessment of student achievement, and to address teaching and learning; increase accelerated program offerings such as pre-advanced placement courses and high school algebra, geometry and biology offerings at the middle school; enrichment, advanced placement (AP), career and technical education (CTE), science, technology, engineering and mathematics (STEM), and fine arts; college board assessments for all grade 8 students (ReadiStep), PSAT for all grade 9,10 and 11 students, and SAT for all grade 11 students to prepare all students for college, career and life beyond high school. Waiver days will be utilized in these targeted areas for continued restructuring.

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

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

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

The development of delivery models to address the learning needs of our diverse and low-income populations is significant in the district's strategic improvement plan. Teachers need time to develop classroom systems that utilize effective assessment and provide individual student information to guide diagnostic instruction aligned to individual student performance

and standards. Cultural relevant instruction and ELL accommodations are central elements for the implementation of differentiated instruction at the classroom level

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

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

In order to accomplish the goals outlined within the 2013-2016 district strategic improvement plan and individual school improvement plans, time within the 180-day school year to restructure and implement is essential. Our district, schools, departments, and individual staff require time within the 180-day school year for collaboration centered on student learning and achievement. We hold ourselves accountable for the academic success of each student pre-K-12, and in their meeting or exceeding the standards of learning as measured by the State assessment system.

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

As defined in the 2013-2016 district strategic improvement plan, all Auburn elementary, middle, and high schools will fully revise their school improvement plans. The revision work begins in September of each school year with one third of our schools fully revising their improvement plans each year. Over one hundred administrators, teachers, parents, and community members representing the twenty-two schools work with central office staff, school improvement facilitators, and nationally recognized educational consultants to fully revise the school improvement plans. Each month a school and their school improvement team are scheduled to present their school improvement plan to the school board for approval and adoption. Every year the Auburn schools not in full-revision school improvement planning status continue to align their improvement plans to the goals of the district strategic improvement plan using their current student assessment data and perceptual data.

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

achievement and to restructure and implement school improvement efforts within their schools.

[Click here](#) **SIP** - School Improvement Plans

[Click here](#) **DSIP** - 2013 -2016 District Strategic Improvement Plan

[Click here](#) **Dashboard** - 2013-2016 District Strategic Improvement Plan Progress Reports

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

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

District Aspiration

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

District Mission

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

District Vision

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

School Board Beliefs

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

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

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

Goal 1: Student Achievement

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

Objective 1

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

Objective 2

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

Objective 3

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

Objective 4

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

Objective 5

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

Goal 2: Community Engagement

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

Objective

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

Goal 3: Policies and Resource Management

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

Objective

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

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

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

As established on Monday, January 28, 2013 by the Auburn School District Board of Directors, our district focus and emphasis will be the goals and objectives described in the 2013-2016 Auburn School District Strategic Improvement Plan. All priorities, activities, and initiatives engaged at both the district level and school level will align to this plan. District strategic improvement plan progress reporting dashboards are presented to the school board quarterly. The school board's district stated goals and the superintendent's annual evaluation by the school board of directors are directly aligned to the district strategic improvement plan and the accomplishments of the stated goals.

[Click here](#) **School Board** - Stated Goals for the District

[Click here](#) **DSIP** - 2013 -2016 District Strategic Improvement Plan

[Click here](#) **Dashboard** - 2013-2016 District Strategic Improvement Plan Progress Reports

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

The District Strategic Improvement Plan requires district-wide progress monitoring of our students in early literacy skills, reading, and mathematics. The use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment is a requirement for all students in grades K-5 and the Measurement of Academic Progress (MAP) assessments in reading and mathematics are required for all grade 3, 5, 6, 7, 8, and 9 students. The 2009-2010 school

year was our district's benchmarking year for these assessments. Previous to the 2009-2010 school year these assessments were not used with fidelity at the identified grade levels. They are now a district requirement.

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

[Click here](#) **Description** – (DIBELS) Dynamic Indicators of Basic Early Literacy Skills

[Click here](#) **Dashboard** - Auburn School District DIBELS Progress Reports

MAP - The Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessments are computerized adaptive assessments that provide accurate and useful information about student achievement and growth. The assessments are aligned to the State of Washington's content standards and can be used as an indicator of preparedness for the state assessments (Note: MAP assessments are being re-aligned and normed to the Math and English Language Arts common core state standards). The assessments are grade independent, allowing educators to monitor a student's academic growth. Auburn School District educators use MAP growth and achievement results to develop targeted instructional strategies and to plan school improvement initiatives. Each fall, winter, and spring all third, fifth, sixth, seventh, eighth and ninth grade students are assessed using MAP in the content areas of mathematics and reading. MAP reports score as norm-referenced, achievement, and growth provide perspective on an individual student's learning.

[Click here](#) **Description** – (MAP) Measurement of Academic Progress

[Click here](#) **Dashboard** - Auburn School District MAP Progress Reports

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

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

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

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

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

The Auburn School District Board of Directors commissioned a committee of twenty-one members to develop a new three-year 2013-2016 District Strategic Improvement Plan. The new plan addresses the learning needs of all students and accelerates students from where they are in their learning to close gaps and enrich learning. Membership of the District Strategic Improvement Plan development committee represents a diverse group of stakeholders, including a strategic improvement planning consultant-facilitator, k-12 education consultants, teachers, president of the teachers association, parents, community members, principals, central office administrators, certificated teachers and classified staff. The committee met twice each month from October 2012 through January 2013. Throughout their work, stakeholders at all levels were regularly informed of the processes, outcomes, and necessity of providing time within the 180-day school year for successful implementation of the strategic improvement plan throughout the three-years of implementation. The strategic improvement plan development committee presented their work and recommendations to the school board during the January 2013 school board meeting. The committee recommendations were adopted for implementation by the Auburn School District Board of Directors on January 28, 2013. The three-year district strategic improvement committee will reconvene in the fall of 2016 and make recommendations to address another three years.

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

[Click here](#) **CBA - 2013-2015 Collective Bargaining Agreement**

The negotiated agreement for September 1, 2013 through August 31, 2015 provides the following:

District Designated Time –

District designated time totals 58.5 hours per diem, 10.5 hours for district/building meetings; 7.0 hours for elementary report card/conference preparation or for secondary grading day; 28 hours for building determined days; 7.0 hours for individual determined day (Occurs immediately after Labor Day); 6.0 hours for principal determined time. District designated time is prorated based upon an employee’s FTE Status.

Individual Responsibility Contract –

Each employee receives an Individual Responsibility Contract. Employees who are on Steps 0-6 of the State Allocation Model (SAM) have a total of 164.5 Individual Responsibility hours. Individual responsibility hours are prorated based upon and employee's FTE Status.

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

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

Commitment Stipend –

Each employee will have the opportunity for a commitment stipend. Each employee will be given a commitment stipend according to their placement on the State Allocation Model (SAM). Employees who are on Steps 0-3 of the SAM will receive a commitment stipend of ten per diem days plus an additional \$100. Employees who are on Step 4 of the SAM will receive a commitment stipend of eleven per diem days. Employees who are on Steps 5-6 of the SAM will receive a commitment stipend of twelve per diem days. Employees who were on Steps 7 and above of the SAM will receive a commitment stipend of thirteen per diem days.

In addition to the above, a longevity commitment stipend of \$1,750 for every staff member beyond year 16 to year 19 on the SAM in columns 1-9; \$2,750 for every staff member from year 20 to year 24 on the SAM in columns 1-9; \$3,750 for every staff member from year 25 to year 29 on the SAM in columns 1-9; \$4,750 for every staff member at year 30 and beyond on the SAM in columns 1-9.

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	2
Total	182

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	X		
2	100%			X

Check those that apply

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

The three requested waiver days are necessary for restructuring to implement the new requirements imposed by the state including Teacher Principals Evaluation Program (TPEP); Common Core Standards; Next Generation Science Standards; Twenty-four credit graduation requirements; Highly Capable Program requirements; new state assessments including Smarter Balanced Assessments (SBAC), kindergarten WA-KIDS assessments; and instructional technology trainings to implement high yield strategies, personalize learning and address acceleration. The district directed activities takes place during the last week in August. The teacher directed activities take place the day after Labor Day in September.

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

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

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

The activities of 2013-2014 waiver days focused on the implementation of the school improvement plan to address these essential questions: (#1) what is it we want our students to learn? (#2) How will we know if each student has learned it? (#3) How will we respond when some students do not learn it?; (#4) How will we extend and enrich the learning for students who have demonstrated proficiency?

During the 2013-2014 school year, the three district requested and State Board approved waiver day trainings were scheduled for October 11, 2013, March 10, 2014, and May 12, 2014.

The following describe school improvement waiver day activities conducted:

- Aligning instruction to the state, national and industry standards: In the Auburn School District, standards are the most essential learning outcomes. Standards are our district's guaranteed and viable curriculum at each grade level and have been established for mathematics, reading, language arts, science, writing, communication, social studies, physical education, music, ELL, arts, library, career and technical education, and electives. Attainment of standards is what we guarantee our students will learn from classroom to classroom and grade level to grade level. Teacher and content teams are developing standards aligned to the Mathematics and English Language Arts Common Core State Standards and the Next Generation Science Standards.
- Provided training and developed weekly mathematics problem solver lessons, activities, and assessments aligned with the Performance Expectations for Mathematics at grades 3, 4, 5, 6, 7, and 8 and high school Algebra and Geometry. These problem solver lessons are all being realigned and rewritten to the common core state standards.
- Developing classroom based common formative assessments in reading, mathematics, Algebra 1, Algebra 1 End of Course Assessments, Geometry, Geometry End of Course

- Assessments, Algebra 2, and science aligned to common core and Next Generation Science standards.
 - Restructuring acceleration, enrichment and extended learning programs for alignment with math, reading, writing, and science standards.
 - Focus on student learning plans in math, with emphasis on content essentials, pedagogy, and student personalization. (Math targets focused on achievement gap learner, including low income, Hispanic and Native American student groups.)
 - Personalizing learning for low-income demographics aligned with standards and best practices.
 - Continued implementation of Guided Language Acquisition Design (GLAD) strategies at the elementary level and Sheltered Instruction Observation Protocol (SIOP) at the secondary level for English Language Learners (ELL) students within our classrooms to improve learning and performance on the WELPA, MSP, HSPE and the SBAC.
 - Restructuring schools to provide tier-one, tier-two, and tier-three student intervention models throughout the school year for reading and math.
 - Analyzing student performance data obtained from DIBELS, MAP, and classroom developed common assessments for instructional decisions, intervention, extended learning, and regrouping of Walk-to-Math and Walk-to-Read intervention/enrichment groups.
 - Develop programs and services for parents of students regarding high school graduation requirements and standards.
 - Trainings for standards-based teaching, learning, and reporting, professional learning communities, and interpreting assessment data and information.
 - Alignments with State mathematics, reading, and science standards at elementary and secondary levels. Implementation of Mathematics, English Language Arts Common Core State Standards, and Next Generation Science Standards.
 - Implementation of high school algebra, geometry, and biology at the middle schools for grade 7 and 8 students. These students will take the high school end of course assessments in the spring.
 - Preparation for seventh year implementation of OSPI CBAs and CBPAs in social studies, health and fitness, and the arts.
 - Integration of technology into the classroom for student learning and increased communication with parents, students, and our community (high yield strategies, Google accounts; Google Documents; cloud-based storage and retrieval; electronic data bases; teacher websites; web accessible library collections; document cameras; student response systems; LCD projectors; grade scanning into student system; wireless laptop carts; iPads; and Chrome Books).
2. To what degree were the purposes and goals of the previous waiver met? Using the performance metrics for the prior waiver plan, describe how effective the activities implemented have been in achieving the goals of the plan for student achievement. If goals have not been

met, please describe why the goals were not met, and any actions taken to date to increase success in meeting the goals.

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

District leadership has provided teachers and principals with on-going and focused professional development and training on “Differentiated Instruction, Standards-Based Teaching and Learning, aligned grading practices, Seven Strategies of Assessment for Learning, Total Instructional Alignment, teacher instructional framework, evaluation rubric principal leadership framework, high yield learning strategies, constructing aligned common formative assessments, using MAP math and MAP reading assessment data for instructional decisions, professional collaboration, revising individual school improvement plans, application of instructional technology, expanding accelerated learning opportunities, pre-advanced placement and advanced placement courses, and implementation of strategies of the year-long Auburn Teacher Leadership Academy (ATLA). These training opportunities continue to provide the support and targeted professional development essential for individual teachers, principals and schools to restructure and improve academic performance for all students.

In fidelity with the 2013-2016 district strategic improvement plan, implementation of PLCs, common assessments, standards alignment, and interventions our student academic achievement continues to improve.

For the fourth consecutive year, Auburn School District students in grades three through five outperformed the state average in math and reading. Additionally, the district outperformed the state in reading and math for low income, special education, and ELL learners. In 2013-2014 Auburn transitioned from DIBELS 6th Edition to DIBELS Next for Kindergarten and First grade as it provides new early reader font, item stratification to increase consistency of scores, new directions, new scoring, new reminders or prompts, and indication of response patterns to enhance intervention planning. A new baseline for those grades was created beginning in the fall of 2013. Significant improvements were seen with winter DIBELS assessment scores. At kindergarten and first grade an average decrease of 17.7% in at-risk readers and 21.7% increase in on-target readers was seen for a combined improvement average of 39.4%. For grades two through five winter DIBELS assessment for reading continued to improve with an average decrease of 2.6% at-risk readers and 7.5% increase in on-target readers for a combined improvement average of 10.1%. At the middle school, grades 6, 7, and 8, MSP scores for 2013 showed a mixture of increases and decreases. Sixth grade reading scores increased slightly from 71.3% to 72.4% while math scores decreased from 53.4% meeting standard to 46.9% meeting standard. In seventh grade, reading scores increased from 64.3% to 65.2%, writing improved from 65.5% to 65.7%, math also saw improvement from 51.6% to 54.0% meeting standard. Eighth grade scores increased in reading but decreased in math, reading from 57.6% to 61.9% and math from 42.0% to 40%. Science decreased from 58.0% to 56.4%.

Middle school winter MAP math combined scores show an average decrease of 1.31% in the at-risk group and an increase of 1.4% in the on-target population for a combined improvement of 2.7%. Grade 6-7-8 Reading MAP combined scores show an average decrease of 1.3% in the at risk group and an increase of 0.9% for a combined improvement of 2.2%..

2013 HSPE results showed an increase in reading from 80.8% to 83.0% and an increase in writing from 83.6% to 85.0%. State End of Course (EOC) Algebra scores increased from 64.9% to 75.1% and EOC Geometry increased from 81.3% to 82.9%, meeting standard. Comparisons of 9th grade first semester credit completion to 2013 showed significant improvement from 13.35% to 9.1% and an increase in on-target population from 67.52% to 71.29% for a combined improvement of 8.02%. Middle school math/science acceleration course enrollments increased from 3 in 2009 to 442 in 2013. In high school honors, advanced CTE and advanced placement courses, students from diverse heritage had increased participation. Advanced CTE enrollments saw an 11.2% increase in diverse population participation from 2009-2010 to 2013-14; High school advanced placement courses had an 18.19% increase in diverse population enrollment from 2009-10 to 2013-14; and High school honors courses had a 10.4% increase in diverse population enrollment from 2009-2010 to 2013-14.

Extended learning interventions are a standard intervention model at all fourteen elementary schools and four middle schools in the district. The interventions include enrichment for students at or above standard and intervention for those below. High schools have developed a pyramid of interventions. These include monitoring credit attainment and credit retrieval. From the 2010-2011 school year to present, 1,461 students have completed 3,391 APEX on-line learning course enrollments recapturing credit toward graduation. The use of professional collaboration to align instruction to standards, analyze student assessment data, monitor student progress, adjust instruction, develop common assessments, and assign students to intervention and/or enrichment programs to address individual learning needs continues to be a successful model to improve and accelerate student learning.

Throughout the 2012-2013 and 2013-2014 school years the school board was presented with an abundance of reports and dashboards from schools and departments regarding school improvement plan progress, professional learning communities work, district and state assessment data and analysis, intervention and enrichment programs, and updates on the district strategic plan implementation. A majority of school board meeting time is dedicated to academic achievement priorities.

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

[Click here](#) **Dashboard** - 2013-2016 District Strategic Improvement Plan Progress Reports

[Click here](#) **Dashboard** - 2009-2012 District Strategic Improvement Plan Progress Reports

[Click here](#) **Dashboard** – Auburn School District DIBELS Progress Reports

[Click here](#) **Dashboard** - MAP Reading and MAP Mathematics Progress Reports

[Click here](#) **Dashboards** - Advanced Career and Technical; Middle School Honors; High School Honors; Advanced Placement; and Ninth Grade Credits Earned Progress Reports

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

On Monday, January 28, 2013 the Auburn School Board of Directors approved and adopted a new three-year 2013-2016 Auburn School District Strategic Improvement Plan for implementation beginning September 2013. The work of the 2014-2015 Waiver day plan aligns to the goals, objectives, and strategies outlined in the 2013-2016 District Strategic Improvement Plan. Our twenty-two schools and staff are held accountable through their individual school improvement plans to address the number one priority of the Auburn School District “student academic achievement.” Waiver days will be dedicated to fully-revising, aligning, and implementing the individual school improvement plans in context of the 2013-2016 District Strategic Improvement Plan.

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

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

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

Annually, the school district publishes a school-year calendar for parents listing and describing the waiver days granted to the Auburn School District through approval process of the State Board of Education. Hard copies of the 2013-2014 school year calendar were distributed to parents and the calendar is posted electronically to the school district website. Additionally, the district website contains announcements regarding upcoming State Board of Education waiver days. Parent communication and information regarding the waiver days is provided in school newsletters, emails from the school to parents, shared during open house evenings, parent and teacher conferences and during student led conferences, posted to individual school websites and their outdoor reader boards. Waiver days are also topics during PTA meetings. Furthermore, each school prepares a follow-up report describing the activities and outcomes for each waiver day. These are available to parents upon request. Schools and district personnel present professional development and waiver day activities to the school board members keeping them apprised with the focus, integration, implementation, and impact of this time.

[Click here](#) **Parent Calendar** for the 2013-2014 School Year. The 2014-2015 Parent Calendar will be made available to parents in August 2014.

[Click here](#) **Proposed District Calendar** for the 2014-2015 School Year.

C. Last Steps:

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

Thank you for completing this application.

Cle Elum-Roslyn School District #404
Kittitas County, Washington
May 27, 2014

Resolution 5-14-1

A RESOLUTION requesting that the State Board of Education grant a waiver of the minimum 180-day requirements for the 2014-2015, 2015-2016 and 2016-2017 school years (WAC 180-18-040)

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

Whereas, the State of Washington requires a district to develop and implement an improvement plan focused on the nine characteristics of high performing schools and districts; and

Whereas, the Cle Elum-Roslyn School District has a strategic plan aligned with the nine characteristics of high performing schools that includes individual school improvement plans focused on the improvement of student learning; and

Whereas, the student contact hours and program offerings would exceed state requirements, and

Whereas, the Cle Elum-Roslyn School District Board of Directors recognize that;

- ✓ Collaborative time is essential for school improvement implementation that includes time for staff to analyze data, research and implement effective curriculum, instruction and assessment.
- ✓ Staff training is essential to effective implementation of aligned curriculum, instruction and assessment.
- ✓ Time for grade level and cross grade level curriculum analysis and content integration planning in all subjects is vital to improvement.

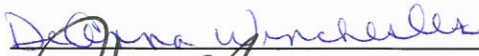


Whereas, board members, certificated staff, classified staff, parents/citizens, and representatives from district professional associations have provided evidence of support for this proposal as outlined,

THEREFORE BE IT RESOLVED, that the Board of Directors of the Cle Elum-Roslyn School District No. 404 does, hereby, request the minimum 180 school day year requirements be waived from 180 to 179 days (1 waiver day) for the 2014-2015, 2015-2016, 2016-2017 school years.

ADOPTED by the Board of Directors of the Cle Elum-Roslyn School District No. 404, Kittitas County, Washington, in its regular Business Meeting of May 27, 2014.

Dissented:

Cle Elum-Roslyn Board of Directors

Attest: May 27, 2014



Mark Flatau, Secretary
Cle Elum-Roslyn Board of Directors



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

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

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

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

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

Part A: For all new and renewal applications:

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

School District Information	
District	Cle Elum-Roslyn School District
Superintendent	Mark Flatau
County	Kittitas
Phone	509-649-4850
Mailing Address	2690 SR 903 Cle Elum, WA 98922
Contact Person Information	
Name	Mark Flatau
Title	Superintendent
Phone	509-649-4851
Email	
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	1
School Years	2014-15, 2015-16, 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	0
Remaining number of half days in calendar	3
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

To provide high quality professional development on the topics of TPEP and CCSS.

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

3. **The waiver day aligns to our continued improvement of student achievement and being clear on what we teach (CCSS) and how best to deliver instruction (TPEP and Instructional Framework).**

[Click here for district goals.](https://drive.google.com/file/d/0B5KKVCX1AsO7SjRZTm1ZVi1LN00/edit?usp=sharing)

<https://drive.google.com/file/d/0B5KKVCX1AsO7SjRZTm1ZVi1LN00/edit?usp=sharing>

This day will allow devoted time to continue implementation of the CCSS into our instruction and being able to deliver that teaching in effective practices through TPEP and our Instructional Framework.

4. Name and explain specific, measurable and attainable goals of the waiver for student achievement. Please provide specific data, in table or narrative form, to support your response. **Students will meet standard in reading and mathematics based on Smarter Balance Assessment. District and Buildings will meet AYP in all areas as it relates to reading and math.**

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

6.
 - **Review of TPEP process, timelines and expectations**
 - **Discussion and work on evidence of student learning and appropriate timelines**
 - **Discussion and work on appropriate artifacts that provide evidence for student growth**
 - **Realignment of our current curriculum maps and Scope and Sequence documents to align with CCSS in reading and math.**

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

Smarter Balance, Measurement of Progress, Easy CB

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

CCSS and TPEP will be fully implemented in the State of Washington over the next three years, therefore there is direct correlation to this work expanding and developing over the next three years.

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

This has been discussed at the administrative level, school board, union leadership and parent advisory.

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

Number of Professional Development Days:	5.5
Full Instruction Days:	132
1 hour early release Friday for Prof. Development	33
3 hour early release for Holidays	4
3 hour early release for Student Led Conferences	10

Collective Bargaining agreement

<https://drive.google.com/a/cersd.org/file/d/0BxpAxicbjzOpQUtTMlBoNkV0TGc/edit>

Explanation of Extra Days

<https://drive.google.com/file/d/0B5KKVCX1AsO7cmsyTDdlak04VIE/edit?usp=sharing>

Explanation of meeting basic instructional hours

<https://drive.google.com/file/d/0B5KKVCX1AsO7aEYtNnEzYzh1TVU/edit?usp=sharing>

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

Student instructional days (as requested in application)	179
Waiver days (as requested in application)	1
Additional teacher work days without students	2
Total	182

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	20	60	20
2				
3				
4				
5				
6				
7				
Check those that apply				

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

These additional 2 days will also be used for professional development on CCSS and TPEP/Instructional Framework. Without these days our professional development is likened to a mechanic working on a car as it is driven down the street.

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

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

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

C. Last Steps:

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

Thank you for completing this application.

GRAND COULEE DAM SCHOOL DISTRICT # 301J

Coulee Dam, WA 99116

RESOLUTION #13/14-01

Seeking Waiver Days for the 2014-15 School Year

WHEREAS, The Grand Coulee Dam School District is committed to the improvement of student learning; and,

WHEREAS, The School Improvement Plans and activities are designed to facilitate implementation of the State's and School District's goals; and,

WHEREAS, The Grand Coulee Dam School District has adopted the 24-credit graduation requirement effective with the Class of 2018; and

WHEREAS, The Grand Coulee Dam School District has adopted the 1080 contact hour requirement for all grade levels commencing with the 2014-15 school year; and

WHEREAS, The Grand Coulee Dam School District will be consolidating all grade levels into one P-12 facility in the 2014-15 school year, and

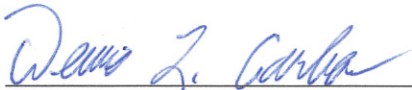
WHEREAS, The Board of Directors of Grand Coulee Dam School District #301 recognizes that a significant need exists for staff training in the use of current technology to align and present curricular materials in the areas of CCSS English/Language Arts, Mathematics and Next Generation Science Standards; and

THEREFORE BE IT RESOLVED, That the Board of Directors of the Grand Coulee Dam School District #301 hereby requests the Washington State Board of Education to waive the 180-day requirement for the 2014-2015 school year so that six (6) days may be devoted to staff training activities which are linked to improvement of student learning; and,

BE IT ADDITIONALLY RESOLVED: That the Board of Directors is committed to provide continuing opportunities for staff members, student, parents, and community members to work together to improve student learning opportunities throughout the District.

APPROVED by the Board of Directors of Grand Coulee Dam School District, Grant County, Washington, in a meeting thereof held on the 9th day of April, 2014.

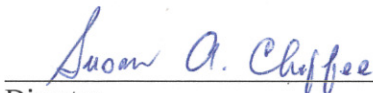
ATTEST:



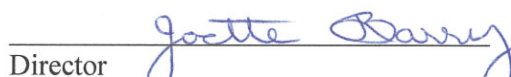
Secretary to the Board



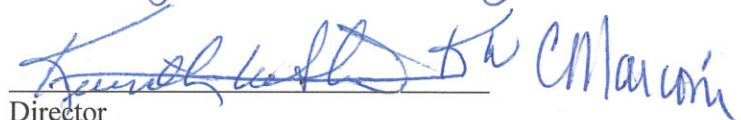
Board Chairman



Director



Director



Director



Director



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

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

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

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

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

Part A: For all new and renewal applications:

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

School District Information	
District	Grand Coulee Dam School District
Superintendent	Dr. Dennis Carlson
County	Grant
Phone	509-633-2143
Mailing Address	110 Stevens Ave. Coulee Dam, WA 99116
Contact Person Information	
Name	Dr. Dennis Carlson
Title	Superintendent
Phone	509-633-2143
Email	dcarlson@gcdsd.org
Application type:	
New Application or Renewal Application	New
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	6
School Years	2014-15
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	0
Remaining number of half days in calendar	3
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

The district is changing from a three-building K-4, 5-8, 9-12 grade alignment to a K-6, 7-12 grade alignment in a single facility beginning with the 2014-15 school year. The district has adopted several changes that will become a part of the new K-12, single-site culture when the move is completed. Some of those changes are:

1. The district administers the NWEA-MAP assessment three times per year to measure student growth and identify areas in need of intervention. The district adopted the CCSS option for the NWEA-MAP assessment when the option was first made available thus aligning needed interventions with the CCSS protocol;
2. Following the 2013 legislative session, the district adopted the 1080 contact hour model for grades K-12 beginning with the 2014-15 school year. Even though an option for postponing the 1080 contact hour model to the 2015-16 school year became available as a result of 2014 legislative action, the district chose to stay with the 1080 contact hour option for the upcoming school year;
3. Following the 2013 legislative session, the district adopted the 24 credit hour model for high school graduation beginning with the Class of 2018. Even though an option for postponing the 24 credit hour model to the Class of 2019 is now available, the district chose to stay with the 24 credit hour model beginning with the Class of 2018;
4. This facility will have the most current instructional technology available – technology that none of the district's teachers currently use or understand. The district will contract with ESD 171 to provide training in the use of the new technologies, alignment of CCSS lessons using interactive technologies, and familiarizing staff with new emergency procedures and protocols; and
5. Implementation of the district's first Highly Capable Learners Program will make use of the single-site K-12 model and use "Walk to Math" and "Walk to Read" models as the primary delivery method for differentiating instruction in math and reading.

PURPOSE: The purpose of the waiver days plan will be to provide needed professional development to provide initial trainings in the use of the new technologies available, refine CCSS alignment among grade levels and approaches to instruction, improve the use of student achievement data in personalizing lesson design and intervention strategies, and, based upon review of the available student achievement data, identify professional development needs in subsequent years.

GOALS: The goals of the waiver days plan are to:

1. increase the number of students at each grade level that are exhibiting at least one-year's growth on the NWEA-MAP assessments in Reading and Math;
 2. develop a broader understanding of the SBAC assessment and NGS standards in relation to district and building improvement plans; and
 3. increase the number of teachers at each grade level who are incorporating the use of the district's new, interactive technology to increase student engagement.
2. Explain how the waiver plan is aligned with school improvement plans under WAC 180-16-200 and any district improvement plan. Please include electronic links to school and/or district improvement plans and to any other materials that may help the SBE review the improvement plans. (Do not mail or fax hard copies.)

The district's two schools that currently serve grades K-8 are both listed as "Emerging" schools under the state's expiring NCLB waiver. It is the intent of the district to continue the implementation of the improvement plans that were developed as a result of the emerging schools identification. The continuation of the plans will need some modification as the grade alignments and site leadership responsibilities will change as a result of the consolidation that is taking place related to the move into our new K-12 facility.

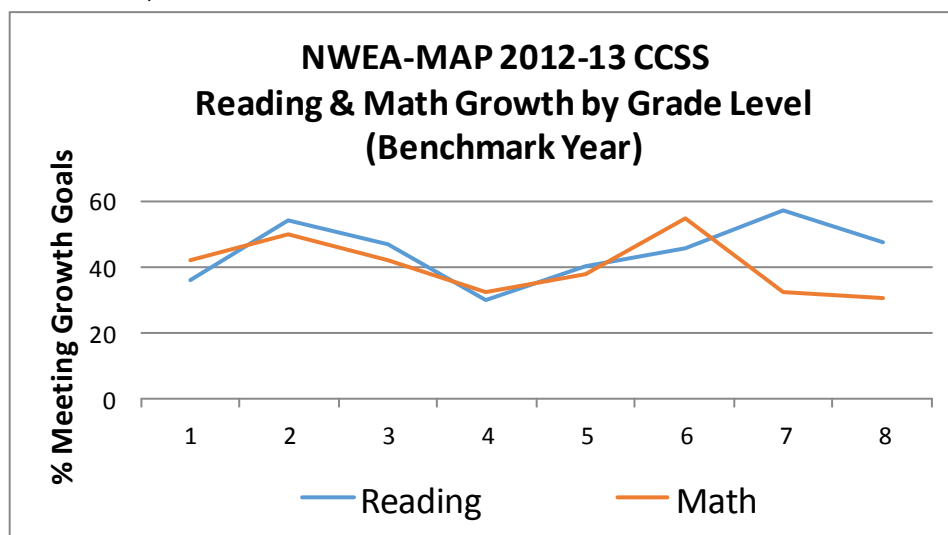
The district's Strategic Plan link: <https://app.eduportal.com/share/deb0b903fcd9b912>

Center Elementary's SIP link: <https://app.eduportal.com/share/e34332829df6063b>

GCD Middle School's SIP link: <https://app.eduportal.com/share/395c948a4a7f951d>

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

As shown in the table below, fewer than 60% of the district's students exhibited at least one year's growth as measured by the NWEA-MAP (which is the only CCSS-aligned assessment available to the district).



GOAL 1: By using focused professional development, the district will increase the number of students at each grade level that are exhibiting at least one-year's growth on the NWEA-MAP assessments in Reading and Math to more than 60% by the end of the 2016-17 school year.

While district leadership and staff have been heavily involved in the planning and construction of the district's new K-12 facility, selected leaders and staff have taken part in trainings related to the SBAC assessment and NGSS and have been in contact with pilot districts in order to learn best implementation strategies. The district will be well positioned with all teaching staff located at one site to carry out focused trainings throughout next year based on the learnings and observations of these pilot districts.

GOAL 2: The district will, through the use of focused professional development, increase the level of understanding by the district's teaching and learning team of the SBAC assessment and NGSS in relation to district and building improvement plans. This training will result in students' SBAC scores being equal to their prior year MSP scores in the first year of the SBAC administration. Pre- and post-training surveys will be administered to determine the impact of the

training modules and measure the level of understanding to determine if the goal targets have been met.

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

Day 1 (Sept. 10): The district will contract with ESD 171 to provide training modules in the use and application of the new instructional technology available in each of the new classrooms.

Day 2 (Sept. 11): The district will provide focused training modules in a break-out session model on the use of NWEA-MAP student growth measures to establish student learning growth goals related to TPEP, the requirements of the new SBAC assessment and NGSS protocols.

Day 3 (Sept. 26): The district will provide focused trainings related to follow-ups and FAQs related to the prior Day 1 and Day 2 trainings.

Day 4 (Oct. 13): The district will provide further training in the use of NWEA-MAP assessment results to design individualized teaching and learning plans and the use of data dashboards to record and track improvement.

Day 5 (June 17): The district will provide a facilitated review and reflection process to identify the strengths, opportunities for improvement, and challenges to improving the district's student learning opportunities.

Day 6 (June 18): The district will provide a structured process through which building (data based) and individual (TPEP-based) plans for improvement will be made for the following year.

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

The district will use the now historical MSP and HSPE assessments along with the new SBAC results and locally administered NWEA-MAP assessments to determine the degree to which the goals of the waiver are attained.

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

The request is for the 2014-15 school year only.

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

Following the 2013 legislative session when the 1080 instructional hour model was adopted, the GCDSD Board of Directors sought input on how best to incorporate this new requirement into the plans for moving into the district's K-12 building that would be completed in 2014 – when the 1080 hour model was to be implemented. At the same time, the Board elected to move to a 24 credit graduation requirement that would be implemented at the same time. The 24 credit requirement change required the district to move from a 6 period day to a 7 period day in the high school in order to assure students a reasonable opportunity to obtain their high school diploma within a 4 year schedule of classes. The district leadership conferred with the

appropriate union officials and began planning the implementation process. When the state legislature postponed the move to the 1080 contact hour requirement by one year, the Board again contacted the union officials, received recommendations from the district's administrative staff, provided the opportunity for public testimony at two board meetings and ultimately decided to stay the original course and begin implementation in the 2014-15 school year.

Moving into the new building and accommodating all the cultural and programmatic changes required is a daunting task. It was realized from the start that the district's teaching and learning staff did not have the training needed to fully utilize the new technology that would be available in the new facility nor did they feel prepared to challenge students to use the new technology. Add to that the revolutionary changes being integrated into the public education model now – like TPEP, NGSS, CCSS, and SBAC – only increased the need for focused staff training. This identified need resulted in the Board electing to investigate the possibility of seeking 6 waiver days during the 2014-15 school year only in order to provide needed training to the district's staff so the district's students would receive the same educational background as students in the district's neighboring districts. Again, the Board sought input from the affected unions, administrative staff and provided the public opportunity to comment during board meetings. Following a review of this input (and getting a definite move-in date from the district's construction contractor) the board passed a resolution to seek a 6-day waiver of the 180 day school year requirement.

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

The CBA between the Grand Coulee Dam School District and the Grand Coulee Dam Education Association is linked at: <https://app.eduportal.com/share/978bd65a7daff8eb>.

The agreement is for 180 days of student contact time, 2 district-directed additional days, and 2 additional optional days that teachers may choose to use at their regular rate of pay.

Contracted early release days: 2 – the day before Thanksgiving Break and the day before Winter (Christmas) Break IF the break begins on the 20th of December or later.

There are no other identified days in the agreement. However, the district, in consultation with the union, has instituted early release Professional Learning Community Days scheduled for the 2nd and 4th Monday of each month. Activities for these days are planned by the district's administrative team in consultation with the union leadership around trainings that address issues in school improvement plans, professional growth (TPEP) or program transition planning.

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

Student instructional days (as requested in application)	174
Waiver days (as requested in application)	6
Additional teacher work days without students	2
Total	182

The district will exceed the required 1000 hours of instructional time as follows:

Type of Day	Number of Days	Elementary	Secondary
Regular	157	6.1 hrs./day = 957.7 hrs.	6.6 hrs./day = 1036.2 hrs.
PLC early release	14	5.1 hrs./day = 71.4 hrs.	5.6 hrs./day = 78.4 hrs.
Noon Early Release	3	3.4hrs./day = 10.2 hrs.	3.65 hrs./day = 10.95 hrs.
		Total = 1039.3 hours	Total = 1125.55 hrs.

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

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100%	50%	50%	
2	100%		50%	50%
3	0% - optional			100%
4	0% - optional			100%
5				
6				
7				
Check those that apply				

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

This does not apply as all days on row 3 and 4 of the above table are completely optional to teachers and not directed by the district.

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

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

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

C. Last Steps:

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

Thank you for completing this application.

HIGHLINE SCHOOL DISTRICT NO. 401

RESOLUTION NO. 04-14

requesting that the State Board of Education approve
one (1) waiver day for high schools in Highline School District No. 401.

WHEREAS, our district has a commitment to the improvement of schools and the development of staff to meet the demands of preparing all students for college, career, and citizenship; and

WHEREAS, the district meets both the current and amended required instructional hour time based on the Form 1497 Entitlement for Basic Education Allocation (RCWA 150.220 and WAC 180-16-215); and

WHEREAS, options involving availability of substitutes, and additional staff or an additional paid day would create additional hardship on the district and create inconveniences to parents 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 180-18-40 and WAC 180-18-050).

NOW, THEREFORE BE IT RESOLVED by the Board of Directors of Highline School District No. 401, King County, Washington, that a request be made to the Washington State Board of Education to waive the minimum 180-day school year requirement for one (1) day for all high schools in Highline School District No. 401 to be dedicated to student exhibitions/project; that the dates for these days be determined by the Highline School Board; and that this waiver is effective for the 2014-2015, 2015-2016, and 2016-2017 school years.

ADOPTED at a regular open public meeting of the Board of Directors on April 23, 2014

HIGHLINE SCHOOL DISTRICT NO. 401

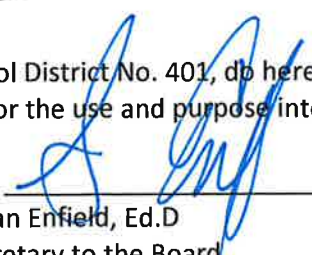


Susan Enfield




Board of Directors

I, Susan Enfield, Secretary to the Board of Directors of Highline School District No. 401, do hereby certify that the above is a true and accurate copy of Resolution No. 04-14 for the use and purpose intended.



Susan Enfield, Ed.D
Secretary to the Board

OUR Four Pillars

Our Four Pillars support our instructional vision and guide our professional practices. For each pillar, we have articulated professional practices that guide what we must do well in every classroom, in every school, across our entire district to ensure success for all students, without exception.



EQUITABLE ACCESS

to rigorous, standards-based instruction.

High-quality instruction for all students.

- Instructional System
- Disciplined Implementation
- Personalized Learning

RESULTS-FOCUSED

professional learning and collaboration.

Investing in our people so they continuously fine-tune their craft and grow in their profession.

- Professional Pathways
- Communities of Practice
- Leadership for Results

STRONG PARTNERSHIPS

with families and community.

Schools can't do it alone. We are better when students, families, community, and educators work hand-in-hand.

- Family Engagement
- Trust & Inclusivity
- Shared Responsibility

A CULTURALLY-RESPONSIVE organization.

Our diversity is a strength and an asset. We are committed to equity, excellent service for all, and continuous improvement.

- Culture of Learning
- Culture of Service
- Culture of Equity

www.highlineschools.org



HIGHLINE
PUBLIC SCHOOLS
A path to success for every student

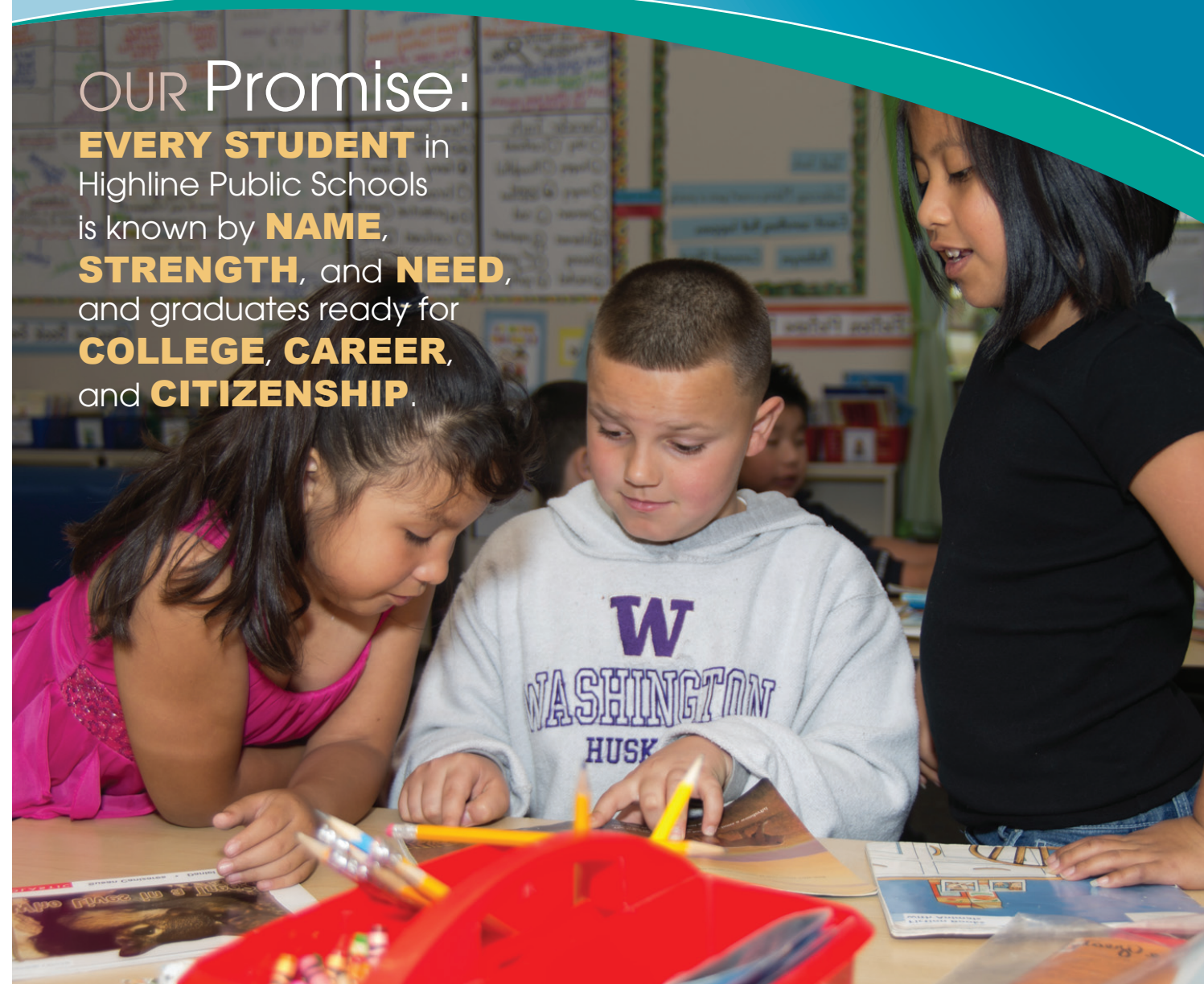
Community

2013-2017 STRATEGIC PLAN

for Highline Public Schools

OUR Promise:

EVERY STUDENT in Highline Public Schools is known by **NAME**, **STRENGTH**, and **NEED**, and graduates ready for **COLLEGE, CAREER**, and **CITIZENSHIP**.



OUR 2017 Goals

This strategic plan challenges us, as a community, to embrace **BOLD GOALS** for every child in Highline. It is driven by our deep **BELIEF** in our students' abilities and by their own **ASPIRATIONS** for their future.

MASTERY by Grade 3

At least **19 out of 20** students entering Kindergarten in 2013 will **meet or exceed standards** in all core subjects by the end of Grade 3.

We will...

- **EXPAND** partnerships with families, local preschools and caregivers, community organizations, and cities to ensure high-quality learning and smooth transitions for incoming Kindergarten students.
- **PROVIDE** rigorous, developmentally appropriate, full-day Kindergarten programs for all students, free of charge.
- **IMPLEMENT** Pre-K to Grade 3 instruction aligned to Common Core Standards.
- **UTILIZE** age-appropriate assessments for monitoring student growth and effectiveness of instructional practices across grade levels, and provide early intervention to support struggling students.
- **INVEST** in continuing education to ensure that all teachers, leaders, and staff are highly skilled and supported.

SUCCESS in Algebra

At least **19 out of 20** students entering Grade 6 in 2013 will **pass Algebra** by the end of Grade 9.

We will...

- **DEVELOP** a strong, early math foundation for elementary students through sustained guidance, resources, and professional development for K-5 teachers.
- **INCORPORATE** K-12 learning pathways and current technology into math programs at all levels.
- **ENSURE** successful transition in math classes in Grades 6 – 9 by aligning standards, assessments, and materials.
- **IDENTIFY** the needs of students and teachers early and accelerate support at all levels.
- **TRANSFORM** student engagement and performance in math by facilitating teachers' and leaders' mastery of instructional practices and concepts.

High School GRADUATION

At least **19 out of 20** students entering Grade 9 in 2013 will **graduate prepared** to choose their future.

We will...

- **ENGAGE** students through interest-driven programs, culturally-responsive practices, personalized learning, and timely feedback that pushes them to take responsibility for their own learning.
- **IMPLEMENT** an advisory program that ensures every high school student is known by name, strength, and need.
- **CREATE** pathways for meeting graduation requirements, (e.g., competency-based portfolio, credit recovery) and an early-warning system to help students stay on track.
- **PROVIDE** every student with community experiences and/or work-based internships prior to graduating from high school.
- **CONNECT** teachers, leaders, and staff to effective strategies, professional development, and resources for facilitating academic and socio-emotional growth of high school students.

ZERO Suspensions

Out-of-school suspensions will **drop to zero** by 2015 (except when critical for student and staff safety).

We will...

- **IMPLEMENT** fully the three tiers of Positive Behavior Interventions & Supports (PBIS) in every school K-12.
- **ENGAGE** the entire community – students, families, staff, and community-based organizations – in understanding, creating, and reinforcing fair and culturally-responsive behavior expectations.
- **EDUCATE** students and parents on how to access school and community resources to support academic, behavioral, and life success.
- **OFFER** alternatives to suspension so students learn to take responsibility for their actions and make informed choices.
- **PROVIDE** all-staff training and ongoing support on developing positive relationships and addressing "root causes" of students' behavior.

BILINGUAL, BILITERATE

Every student in the class of 2026 will graduate bilingual and biliterate.

We will...

- **ENGAGE** the community to identify the best resources for teaching languages.
- **IDENTIFY** clear objectives for individual and system-wide growth towards bilingualism and biliteracy.
- **CREATE** language-learning courses and programs for all students, K-12, that ensure access to the global workplace, promote cross-cultural understanding, and develop critical-thinking skills.
- **INVEST** in technology, staff, and resources to ensure strong bilingualism and biliteracy skills.
- **IMPLEMENT** well-supported language-learning programs with a long-term vision.

TECH-SAVVY, TECH-LITERATE

Every student in the class of 2026 will graduate tech-savvy and tech-literate.

We will...

- **ENSURE** all students achieve Common Core technology standards.
- **IMPLEMENT** a district web-based program for teacher-to-student interactions.
- **PROVIDE** technology devices to every student to enhance engagement, learning, and responsible use of technology.
- **PARTNER** with local technology organizations to provide resources and access to leading-edge technology and industry professionals.
- **PROVIDE** current and continuous professional development for teachers, leaders, and staff to ensure seamless integration of technology-driven approaches.





RESOLUTION #13/14:7

REQUEST FOR GRADES K-12 WAIVER OF MINIMUM 180 DAY SCHOOL YEAR

- WHEREAS** the Mount Baker School District is committed to the improvement of student learning; and
- WHEREAS** School Improvement Plans and training activities are in place in each of the district's schools; and
- WHEREAS** the School Improvement Plans and activities are designed to facilitate implementation of the State's and school district's goals; and
- WHEREAS** each school's site council, which is composed of staff members, parents, and community members, has participated in the development of the School Improvement Plans; and
- WHEREAS** the Board of Directors of Mount Baker School District No. 507 recognizes that planning and training time is needed for staff members to implement identified goals, to align various curricula with Washington State learning goals and benchmarks, to develop and implement aligned curricula, and to implement the District's Strategic Plan and individual schools' Improvement Plans, and
- WHEREAS** the Mount Baker School District currently utilizes four "Waiver Days" as allowed by the State Board of Education waiver of WAC 180-16-215 to provide staff members with additional time for learning improvement planning and training; and
- WHEREAS** the Board of Directors believes that the four "Waiver Days" are critical for planning and training; and
- WHEREAS** the 176-day school year for students will have total program hour offerings that meet or exceed the minimum requirements prescribed in RCW 28A.150.220(3).
- WHEREAS** WAC 180-18-040 allows a school district to apply to the State Board of Education for a waiver from the provisions of the minimum one hundred eighty day school year requirement;

NOW THEREFORE BE IT RESOLVED that the Board of Directors of Mount Baker School District hereby requests the Washington State Board of Education to waive the 180 day school day requirement for the 2014-2015, 2015-2016, and 2016-2017 school years so that four days each year may be devoted to planning and training that is linked to improvement of learning; and

BE IT FURTHER RESOLVED that the district will use the following means to determine if the learning improvement occurs:

- The percentage of 4th grade students who meet state standards will continue to increase each year over the next three years.
- The percentage of 7th grade students who meet state standards will continue to increase each year over the next three years.
- The percentage of 10th grade students who meet state standards will continue to increase over the next three years.

BE IT FINALLY RESOLVED that the Board of Directors is committed to provide continuing opportunities for staff members, parents and community members to work together to improve student learning through such means that include but are not necessarily limited to the schools' site councils, advertised meetings in which parents and community members may offer input about curriculum, and committees that may be established to facilitate achievement of the goals described herein.

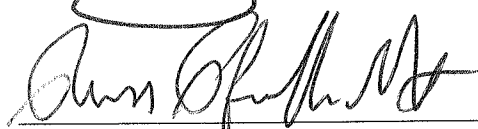
APPROVED by the Board of Directors of Mount Baker School District No. 507 in a regular meeting thereof held on the 23rd day of January, 2014.

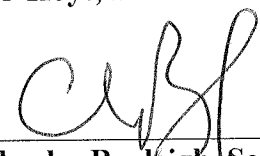

Trish Hart, President


Ellen Dodson, Director


Jim Freeman, Director


Brian Kelly, Director


Russ Pfeiffer-Hoyt, Director

ATTEST: 
Charles Burleigh, Secretary



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

Form and Schedule

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

Application Contents:

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

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

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

Submission Process:

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

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

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

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

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

Part A: For all new and renewal applications:

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

School District Information	
District	Mount Baker
Superintendent	Charles Burleigh
County	Whatcom
Phone	(360) 383-2000
Mailing Address	PO Box 95 4946 Deming Rd. Deming WA 98244-0095
Contact Person Information	
Name	Charles Burleigh
Title	Superintendent
Phone	(360) 383-2000
Email	cburleigh@mtbaker.wednet.edu
Application type:	
New Application or Renewal Application	Renewal
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	3
School Years	3 - School years 2014-2015, 2015-2016, 2016-2017
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days reduced or avoided through the proposed waiver plan	No. There are currently eight 2hr. early release days district wide for planning and professional development. There are seven additional 2hr. early releases for parent conferences at the elementary level and two additional 2hr. early releases for parent conferences at the secondary level.
Remaining number of half days in calendar	Same as above
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes. Mount Baker will comply with the State's instructional hour requirements for 2014-2015.

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

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

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

The purpose of using the three days requested in this waiver is to focus on increasing the academic growth and achievement of all Mount Baker students in meeting the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS).

To accomplish this purpose teachers will: receive professional development on CCSS and NGSS, work to align curriculum usage and instructional practices, and will focus on improving instruction using the Marzano *Framework for Teaching*.

Staff will be brought together on the waiver days to develop a common understanding and application of the shifts in instruction necessary for students to demonstrate achievement of CCSS and NGSS on the Smarter Balanced Assessment to be administered in spring, 2015. The development of instructional delivery models to meet the needs of our increasingly diverse and low-income student populations is an essential focus of our work. Based on the CCSS and NGSS, teachers need to embed effective formative assessments to inform them of the progress of individuals and subgroups of students in order to provide targeted differentiated instruction. Cultural competency, strategies for ELL, and accommodations for students with disabilities are critical elements of professional development and collaborative activities. In addition, Our requested waiver will support this work to ensure that every student graduates Career and College Ready.

Goals of the waiver:

1. From 2014 to 2017, increase the academic achievement of all Mount Baker students using Common Core State Standards in English Language Arts and Mathematics, as measured by *the percent of students reaching the grade level proficiency standard* on the Smarter Balanced Assessments and *the proficiency ratings* on the Washington Achievement Index.
2. From 2014 to 2017, increase the academic growth of all Mount Baker students in learning the Common Core State Standards in English Language Arts and Mathematics, as measured by *changes in student growth percentiles* on the Smarter Balanced Assessments and *the growth ratings* on the Washington Achievement Index.
3. By 2017, close gaps between student subgroups in achievement of Common Core State Standards in English Language Arts and Mathematics, as measured by the *percent of subgroups reaching proficiency* on the Smarter Balanced Assessments and the *proficiency ratings for subgroups* on the Washington Achievement Index.
4. From 2014 to 2017, increase the academic achievement of all Mount Baker students using Next Generation Science Standards as measured by classroom based common assessments and *the percent of students reaching proficiency* on the state science assessments (MSP and EOC exams).

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

The school and district improvement plans for the Mount Baker School District are built on the understanding that high levels of student achievement will occur for all students when students receive high quality differentiated instruction which uses well understood high quality tools that are aligned to CCSS and Next Gen Science in a safe and productive learning environment. This approach is evident through out our district and school improvement plans which can be accessed at:

http://www.edlinesites.net/pages/MtBaker/About_Us/School_Board

or (we are going through an update of our website)

http://www.mtbaker.wednet.edu/files/_0bKst_/bf0ba9c822cfb61a3745a49013852ec4/School_Improvement_Plan_Summaries_2014-2015.pdf

The activities outlined in the Mount Baker school and district improvement plan focus narrowly on the work which will bring the three elements stated above into the daily practice of our school district. The waiver plan for Mount Baker supports the professional development necessary to facilitate district wide progress by providing one additional day of time before the school year begins to establish our school and district wide instructional practices, one day in November for secondary teachers and one day in January for elementary teachers to continue school level learning connected to the use of high quality and aligned instructional tools and a safe and productive learning environment, and one day in February to continue our district level professional development related to instructional practice. This pattern within the calendar would continue for all three years of waiver approval.

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

Mount Baker will use data from official state assessments to determine success related to expected benchmarks for our students. As the state assessment system is in transition from the MSP and HPSE to Smarter Balanced Assessments we will continue to use the MSP and HSPE until we receive Smarter Balanced results in the fall of 2015.

Annual Measurable Objectives are our states primary measure of the achievement gap and will be a measure which Mount Baker uses to determine the success of its efforts to reduce the achievement gap. The table below shows Mount Baker's current AMO status and goals.

Mount Baker will also use the Achievement index as a measure of the progress of our schools and district. The second table below shows Mount Baker schools current Achievement Index status.

District	Subgroup Name	Subject	Baseline Year	Baseline CE Total Tested Not Tested	Baseline CE Number Met	Baseline CE Percent Met	Target 2012	Target 2013	Target 2014	Target 2015	Target 2016	Target 2017	Increment
MOUNT BAKER SD	All	math	2010-2011	979	548	55.975	59.6	63.3	67.0	70.7	74.3	78.0	3.7
MOUNT BAKER SD	All	reading	2010-2011	982	656	66.802	69.6	72.3	75.1	77.9	80.6	83.4	2.8
MOUNT BAKER SD	American Indian	math	2010-2011	53	19	35.849	41.2	46.5	51.9	57.2	62.6	67.9	5.3
MOUNT BAKER SD	American Indian	reading	2010-2011	54	20	37.037	42.3	47.5	52.8	58.0	63.3	68.5	5.2
MOUNT BAKER SD	Asian	math											
MOUNT BAKER SD	Asian	reading											
MOUNT BAKER SD	Black	math											
MOUNT BAKER SD	Black	reading											
MOUNT BAKER SD	Hispanic	math	2010-2011	91	34	37.363	42.6	47.8	53.0	58.2	63.5	68.7	5.2
MOUNT BAKER SD	Hispanic	reading	2010-2011	92	56	60.870	64.1	67.4	70.7	73.9	77.2	80.4	3.3
MOUNT BAKER SD	White	math	2010-2011	787	461	58.577	62.0	65.5	68.9	72.4	75.8	79.3	3.5
MOUNT BAKER SD	White	reading	2010-2011	788	542	68.782	71.4	74.0	76.6	79.2	81.8	84.4	2.6
MOUNT BAKER SD	Limited English	math	2010-2011	67	14	20.896	27.5	34.1	40.7	47.3	53.9	60.4	6.6
MOUNT BAKER SD	Limited English	reading	2010-2011	66	19	28.788	34.7	40.7	46.6	52.5	58.5	64.4	5.9
MOUNT BAKER SD	Special Education	math	2010-2011	140	32	22.857	29.3	35.7	42.1	48.6	55.0	61.4	6.4
MOUNT BAKER SD	Special Education	reading	2010-2011	142	40	28.169	34.2	40.1	46.1	52.1	58.1	64.1	6.0
MOUNT BAKER SD	Low Income	math	2010-2011	545	267	48.991	53.2	57.5	61.7	66.0	70.2	74.5	4.3
MOUNT BAKER SD	Low Income	reading	2010-2011	550	333	60.545	63.8	67.1	70.4	73.7	77.0	80.3	3.3
MOUNT BAKER SD	Pacific Islander	math											
MOUNT BAKER SD	Pacific Islander	reading											
MOUNT BAKER SD	Two or More Races	math	2010-2011	32	24	75.000	77.1	79.2	81.3	83.3	85.4	87.5	2.1
MOUNT BAKER SD	Two or More Races	reading	2010-2011	32	27	84.375	85.7	87.0	88.3	89.6	90.9	92.2	1.3

DistrictName	SchoolName	Grade Span	Enrol-2013	FRL-2013	RPFE-2012-13	AI-2011	AI-2012	AI-2013	Composite Achievement Index	3-Yr Grad Rate	Composite AI Stack Ranking	Reading-3-Yr-Percent-Met	Math-3-Yr-Percent-Met	Reading-3-Yr-MSGP	Math-3-Yr-MSGP
MOUNT BAKER SD	Mount Baker Senior High	Gr9-12	622	49.2		6.208	7.396	6.556	6.720	80.1%	416	86.6%	76.8%	58.3	50.5
MOUNT BAKER SD	Acme Elementary	GrK-6	185	45.3		5.767	3.933	4.517	4.739		1484	61.9%	46.6%	39.5	45.2
MOUNT BAKER SD	Mount Baker Junior High	Gr7-8	267	52.0	E-SWD	5.554	5.888	6.100	5.847		908	63.1%	57.3%	41.0	56.5
MOUNT BAKER SD	Harmony Elementary	GrK-6	346	46.2		7.150	6.283	7.050	6.828		357	73.7%	65.7%	54.7	59.2
MOUNT BAKER SD	Kendall Elementary	GrK-6	376	98.9	E-ELL&SWD	6.070	5.670	6.883	6.208		697	60.0%	46.0%	51.7	62.2
MOUNT BAKER SD	Mount Baker Academy	GrK-12	89	0.0							No-AI				

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

Specific activities:

Transition to TPEP

- Marzano Framework
- Student Growth
- Teacher Evaluation tools and procedures

1. Pilot team moves to coaching model with Cohort 2
2. All other staff on PGO with new, focused Marzano training.
3. All staff trained in “small group” Student Growth and “collaborative” Student Growth goals.
4. All staff receiving PD on Marzano Framework, with an emphasis on setting clear targets aligned to CCSS and NGSS, and developing assessment rubrics for each target (Criteria 1.1)

Transition to CCSS and Next Gen Science

- Aligned to new standards/assessments
 - Effective at preparing students to meet increased performance expectations
 - Incorporates Tier II and III interventions
1. K-8 Literacy curriculum adoption and initial implementation
 2. Review of K-12 science curriculum. Specific focus on alignment to NGSS (gap analysis)
 3. Review of K-12 Social studies curriculum. Specific focus on alignment to CCSS (gap analysis)
 4. Continued implementation of literacy curriculum specifically Tier 2 and 3 interventions

Addressing Achievement Gaps / At Risk Students

- Support for PBIS at school level
 - Tier II and III Interventions for targeted subgroups
 - Focus on ACEs
1. Increase staff awareness of ACEs
 2. Data gathering and analysis
 3. Instructional strategies for at risk students
 4. Intervention system design, use and monitoring

Explanation of the benefit of professional development in the above activities:

The activities listed above each connect to a base of research related to student achievement. For example, the Marzano Instructional Framework connects to a base of research which has identified instructional practices which have a high return in student achievement. Likewise the implementation of Positive Behavior Intervention and Support at the school level has been extensively researched and connects to the RTI model of supporting student growth. In grounding our work in research based practices Mount Baker intends to have a high return in student growth from our waiver day activities.

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

Mount Baker will collect and examine evidence from several sources to show whether our goals were attained:

Until Fall 2015:

- Data from MSP
- Data from the Washington Achievement Index
- Student growth percentiles based on MSP data, both aggregate (All) and for all ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Achievement data from district formative assessments (Dynamic Indicators of Basic Early Literacy (DIBELS), Developmental Reading Assessment (DRA), easyCBM® mathematics measures, and Renaissance-STAR Math)
- Student enrollment in the Highly Capable Program and advanced courses, disaggregated by ESEA subgroups (All, Asian, African American, Hispanic, White, Limited English, Special Education, Gender, and Low Income).

Fall 2015 and beyond:

- Following Spring 2015: Data from the Smarter Balanced Assessments, both aggregate (All) and for all ESEA subgroups (Asian, African American, Hispanic, White, Limited English, Special Education, Low Income)
- Schools will collect student growth and achievement data from the common assessments determined in their grade level and content area professional learning communities. Schools will also collect school-based data from district assessments and the Smarter Balanced Assessment.

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

The core understanding of the Mount Baker School District plan is to improve student achievement and to ensure high levels of student achievement will occur for all students when they receive high quality differentiated instruction that uses well understood high quality tools, which are aligned to CCSS and Next Gen Science in a safe and productive learning environment. This ongoing work will guide the professional development work which takes place during the three years of this waiver.

It is also clear that the implementation of TPEP including the training in understanding the connected instructional framework will move to full implementation during this same time period. Further, this time period also represents the first three years of implementation of CCSS assessment and the time leading up to Next Gen Science assessment. These multiple factors inform to a high level the content and planning of Mount Baker professional development during the three years of the applied for waiver.

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

District and School Leadership Teams are responsible for creating a coherent and manageable professional development plan taking into consideration the effective use of staff time. Professional development time is allocated for activities that are relevant to each school's improvement plan and focused on improving student learning. Any time worked by individual teachers, groups of teachers, or an entire school has been clearly and specifically connected to a school's stated plan for the use of the days.

At regular intervals, the superintendent or school administrator meets with each school's leadership team, which includes parent/community representatives, to apprise them of emerging or overarching professional development considerations such as grants, state expectations, district curricula initiatives/adoptions, etc. This information has presented to teams as they develop their school's professional development plan and the use of waiver time for the following year.

All staff members are required to attend scheduled PD activities regardless of FTE. Part-time employees are compensated for the additional time at per diem.

Each school's professional development plan is presented to the District's Administrative Leadership Team who offer feedback for further consideration connected to the use of waiver time.

Once a school's leadership team has approved a professional development plan including that portion which is waiver time, a copy/calendar of the plan is made available to staff. During the school year a good faith effort is made to keep staff informed in a timely manner of any updates or changes to the plan.

Annually, representatives from each school leadership team and Mount Baker administrators participate in a round table discussion about professional development and the use of any waiver time. The purpose of this discussion is to collaborate, keep staff informed about efforts throughout the District, share best practices in professional development, and optimize the use of resources including the use of waiver time.

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

Mount Baker School District currently has 180 days of instruction in the CBA. Above that there are four (4) days for professional development within the CBA and one (1) day for after hours parent teacher conferences. One PD day is used for instruction and assessment pertaining to the 11 "essential trainings" stipulated in RCW, WAC, or by risk management. A few examples of these include required medical trainings (epi-pen,

diabetes, seizure, asthma, anaphylaxis, etc.), code of professional conduct, sexual harassment, social media, ethics, etc. In addition to essential trainings, this day is also used for district and school-level beginning of the year organization, and planning. This leaves 3, district provided days for other PD, and school improvement purposes. **Note: Compared to the previous CBA, this is an increase of 1 district provided day, (which is why MBSD is able to reduce its waiver day renewal request from the previous 4 days, to the current request for 3 days).**

Additionally there are eight early release days for all teachers focused on teacher collaboration and planning and two (2) secondary early releases for parent conferences / six (6) elementary early releases for parent conferences.

Date	Secondary Early Release Days		Elementary Early Release days	
	*Teacher Collaboration	**P/T Conferences	*Teacher Collaboration	**P/T Conferences
Sept 29	✓		✓	
Oct. 20		✓	✓	
Nov. 17	✓			✓
Nov. 18				✓
Nov. 19				✓
Nov. 20				✓
Dec. 15	✓		✓	
Jan. 12	✓		✓	
Feb 23	✓		✓	
Mar. 12				✓
Mar. 13	✓			✓
Mar. 23	✓		✓	
April 27		✓	✓	
May 11	✓		✓	
Total	8	2	8	6

*MBEA/MBSD CBA provides 8 early release days for “teacher collaboration and planning”. Each early release is 2.5 hours.

** Early release days scheduled for P/T conferences are not part of the MBSD/MBEA CBA. The district provides a limited amount of paid teacher time for evening conferences to accommodate parents who cannot attend during the day. This paid evening conference time is part of the CBA.

FAQ About Early Release and “Teacher Collaboration/Planning Time”

Q. What is so important about teacher collaboration and why is there such an increased focus on it?

A. Results of numerous studies from sources as diverse as the US Department of Education, the National Science Foundation, public and private universities, and private research groups all provide compelling

evidence that **great teaching is a team sport**. Many schools have good teachers, but schools that are great have provided leadership and support to create collaborative learning cultures more powerful than even the best teachers can sustain on their own. With mounting pressure to improve student learning, and implementation of the Common Core and Next Generation Science Standards looming, the need for teacher collaboration and professional development is imperative.

Q. Why can't teachers just meet before or after school to collaborate?

A. They *do* meet before and after school. However, these blocks of time are short and often irregular due to all of the other things (including parent meetings or student emergencies) that must also occur during these same blocks. Teachers who are coaches or club advisors, special education teachers who hold many parent meetings, instructional assistants who have shorter contract days, and teachers who teach "0 hour" classes or provide student support services /tutoring outside of the regular school day, are not available during these times making any whole-staff, grade- or department-level collaboration very difficult. In addition, if they are to achieve the desired impact on student learning many of the planning, implementing, and reflecting tasks that are essential to improving student learning require more than a series of disjointed 10 or 20 minute blocks of time.

Q. Why isn't collaboration time scheduled during the regular school day (common planning periods etc.)?

A. Because the state does not provide enough funding to staff this model. Any time teachers are planning or collaborating, their students must be with another teacher. There are not enough teachers to allow entire grade levels or departments to plan at the same time without increasing class sizes to an unacceptable level elsewhere in the school. Currently, when grade level meetings are unavoidable, the district hires substitute teachers—which is expensive.

Q. Why doesn't the district pay teachers to work extra days throughout the year instead of taking learning time away from students?

A. Although the district's basic education allocation from the state does not include money to pay for teacher professional development and training, teacher collaboration time, or parent/teacher conferences, the district provides 5 additional teacher work days outside of the school year. These days are funded by local levy dollars. Five days are as many as the district can afford, and it is not enough. One of the five days is used for parent/ teacher conferences. The other four days are used for teacher trainings mandated by the state (although unfunded), teacher evaluation training (underfunded by the state), teacher training and planning for newly adopted curriculum, and some teacher collaboration time.

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

Student instructional days (as requested in application)	177
Waiver days (as requested in application)	3
Additional teacher work days without students	5
Total	185

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

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

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

For the Mount Baker School District the above, existing days follow the following pattern:

- 1 day allocated for parent conferences outside of school hours
- 2 days before the beginning of the school year for required trainings, work connected to the start of school and professional development
- 1 day in October for professional development related to the student growth elements of TPEP, and then collaborative time for teachers to review common standards in light of student achievement data and then write team goals for whole grade level, class, and individual student growth relative to learning targets.
- 1 day of year in May for end of the year work and professional development

The three additional days provided through the waiver allow the following important elements:

- 1 additional day in August exclusively for professional development before the beginning of the school year
- 2 days exclusively for professional development (November and February for secondary and January and February for elementary), which allow for important concentrated work to take place in between our existing October and May professional development days

Rationale: The deep work which needs to take place to implement TPEP in a meaningful way, to understand and teach to CCSS and Next Gen Science Standards, and facilitate staff

working together to create a safe and productive learning environment for all students requires the dedication of time before the beginning of the school year and continued work at regular intervals as the school year progresses.

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

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

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

The previous plan for the use of waiver days in Mount Baker was primarily focused on the implementation of PLC's as a tool to review student data and adjust instructional practices to align them to the needs of the students. This effort has been substantially successful. Particularly at the elementary level these practices are firmly in place and no longer require waiver time to be sustained. Evidence of this is the now established practice of school level "Data Review" meetings which occur three times per year at all of our elementary schools. Meetings at which student achievement data is used to determine interventions, teaching priorities and grouping of students through collaborative teacher work. Further evidence can be found in our "grade Level Meeting" where teachers for different school get together with others at their grade level to discuss curriculum usage and larger level data trends for their grade level. The expansion of this success is connected to this application in the use of student growth in the new evaluation system district wide as a driver for instructional improvement. This will represent an advance on our previous work as it will connect to teacher evaluation and the state wide expectation for effective teacher collaboration.

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

The on going work in Mount Baker to understand student data and use it to inform high quality instruction has led to successes. Mount Baker High School received an Washington Achievement Award for Student Growth, and Kendall Elementary School (formerly an "Emerging" school) received a Washington Achievement Award for Student Growth in Math. These awards are measured from the last three years of assessment which corresponds to our most recent waiver.

Mount Baker is focused on student achievement far beyond these two point of recognition. The past several years have been challenging. We have had substantial leadership transition in the superintendent position during the past four years with three individuals occupying the role, and for the past three years we have operated without a Curriculum Director due to funding challenges. In spite of these challeges our district has managed to adopt and implement Common Core based literacy materials for grades K-8 and we have engaged a collaborative and authentic process with our teachers union to bring in the new evaluation system.

These important activities were not anticipated when our last waiver application was made but have been effectively addressed, partly through the use of waiver time. In many ways what has been accomplished, including a K-8 literacy program which has its base in best

practice and Common Core and substantial work to build teacher leadership in the implementation of the new teacher evaluation program, has far surpassed our original plan.

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

The changes in the Mount Baker waiver plan going forward relate primarily to the major mandates which have come from the the state level related to CCSS, Next Gen Science, and TPEP. These changes inform both the content of what our students will need to be able to demonstrate and the ways in which our teachers will be rated as they approach this work. These mandates will inform our work and the use of waiver time will better allow us to meet these substantial challenges.

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

Approval of the Mount Baker Waiver plan will allow ongoing meaningful professional development to take place through out the school year with additional time available at the critical time before school starts and the opportunity for deep and focused work twice during the middle months of the school year. This opportunity together with the focused planning that is taking place for professional development in CCSS, Next Gen Science, and TPEP give this waiver plan a high likelihood of success.

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

Parents and community have been informed over the past four year about the use and impacts of our waiver time and school improvement work through district newsletters, our website and participation on school leadership teams. Attached to this document is a statement of support for our waiver application signed by all of our district administrators, our MBEA and PSE union leaders, and parent and community leaders.

C. Last Steps:

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

Onion Creek School District No. 30
Colville, Washington

RESOLUTION NO. 2014-02
180-DAY WAIVER RENEWAL REQUEST FOR 2014-2015, 2015-2016, 2016-2017 SCHOOL YEARS

A RESOLUTION requesting the State Board of Education grants a renewal of waiver of the minimum 180-day requirement for three school years, 2011-2014. (WAC 180-18-040)

WHEREAS, the Onion Creek School District has established goals to implement changes that will increase student learning; and

WHEREAS, the Onion Creek School District's goals include increasing understanding of the academic needs of students; and

WHEREAS, in order to achieve these goals, staff need additional non-student time for collaborative professional learning; and

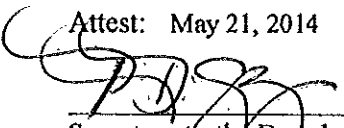
WHEREAS, the student contact hours and program offerings would exceed state requirements and; and

WHEREAS, the Washington Board of Education has recognized the importance of education improvements and has established waivers of the 180-day school year requirement for collaboration to improve student learning.

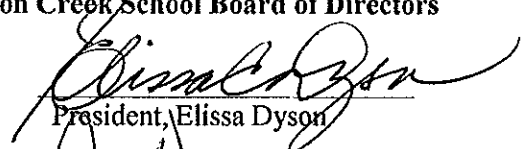
NOW, THEREFORE, BE IT RESOLVED, that the Onion Creek School District No. 30 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Onion Creek School District to allow for four (4) waiver days in the school years 2014-2015, 2015-2016, 2016-2017 for the purpose of enhancing and improving the educational program. During this time, students would not attend school in order to allow for all staff to participate in collaborative activities, such as curriculum, assessment and instructional alignment and planning and research review.

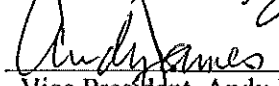
ADOPTED by the Board of Directors of the Onion Creek School District No. 30, Colville, Washington, in its regular meeting of May 21, 2014.

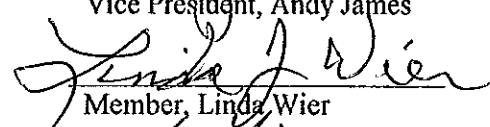
Attest: May 21, 2014

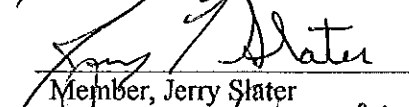

Secretary to the Board
Patsy Guglielmino

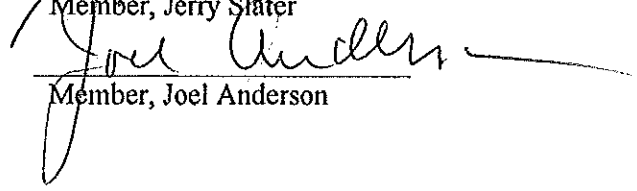
Onion Creek School Board of Directors


President, Elissa Dyson


Vice President, Andy James


Member, Linda Wier


Member, Jerry Slater


Member, Joel Anderson

The SBE will provide written confirmation (via e-mail) of receipt of the application materials. **Part A: For all new and renewal applications:**

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

School District Information	
District	Onion Creek School District #30
Superintendent	Patsy Guglielmino
County	Stevens
Phone	509.732.4240
Mailing Address	2006 Lotze Creek Rd. Colville, WA 99114
Contact Person Information	
Name	Myra Humes
Title	Secretary
Phone	509.732.4240
Email	mhumes@ocsd30.org
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are requested to be waived, and for which school years?	
Number of Days	Four
School Years	2014-15, 2015-16, 2016-17
Will the waiver days result in a school calendar with fewer half-days? No	
Number of half-days reduced or avoided through the proposed waiver plan	
Remaining number of half days in calendar	
Will the district be able to meet the minimum instructional hour offering required by RCW 28A.150.220(2) for each of the school years for which the waiver is requested?	
Yes or No	Yes

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

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

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

In order for the faculty and staff in the Onion Creek School District to continue to adequately impact/increase students' academic growth and effectively learn and implement the state initiatives such as, Common Core Standards (CCS), Eight Teaching Criteria, Instructional and Leadership Frameworks, Teacher and Principal Evaluation Project (TPEP) and Smarter Balanced Assessment (SBA), etc., collaborative professional development time is required. Due to our remote and rural location, it is often cost prohibitive and very challenging for us to send staff to trainings and/or hire substitutes to provide critical learning time for teachers and para-educators. In addition, due to some of our students longer than average bus routes, we strive to keep half days to a minimum. Waiver days will provide the much needed professional development time to solve our problems of practice as we move forward.

Our goals are as follows:

- Learn and incorporate the CCS
- Learn and implement the Eight Teaching Criteria and the Instructional Frameworks
- Learn and implement the SBA, universal screening, benchmark assessments, progress monitoring
- Learn and implement tiers 2 and 3 interventions (Response to Intervention – RtI)
- Learn, incorporate and strengthen the Nine Characteristics of High Performing Schools
- Learn, incorporate and strengthen the effective principles of Professional Learning Communities, based on DuFour's work

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

The above outlined plan is in direct alignment to our District Visioning/Strategic Improvement Plan, which can be accessed at www.ocsd30.org. The improvement plan outlines goals and action plans for strengthening the instructional program and assisting students and staff with reaching their potential.

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

As a result of being engaged in the work outlined in #1, district AIMSweb benchmark scores and classroom-based assessment scores will improve by a minimum of 15% district-wide by spring of 2017.

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

- Learn and incorporate the CCS.
 - Staff will participate in unpacking/deconstructing the CCSS and will transition to using the CCSS in their instructional planning and delivery. Data will be collected via classroom observations and instructors' lesson plans.
- Learn and implement the Eight Teaching Criteria and the Instructional Frameworks
 - Staff will continue to participate in the deep learning of Charlotte Danielson's Instructional Frameworks.
 - Instructional Rounds will be conducted using TeachingChannel.org videos and peer observations.
 - Staff will continue to learn about the new teacher and principal evaluation (TPEP). Participants will learn to write/refine SMART instructional goals and action plans aimed at strengthening instructional

practices and improving student growth outcomes and periodically self-evaluate progress on goal attainment via artifact/evidence review. Data will be collected via classroom observations.

- Staff will continue to learn and effectively implement the eight teacher evaluation criteria.
- Learn and implement the SBA assessment, universal screening, benchmark assessments, progress monitoring and tiers 2 and 3 interventions
- Staff will implement benchmark and SBA assessments, etc. with fidelity and disaggregate data to evaluate core curricula and instruction and to plan interventions. Student achievement data will be evaluated for subsequent changes in instructional practices/delivery. Participants will also explore and implement tier 2 intervention(s) and monitor effectiveness of interventions.
- Staff will learn about the Smarter Balanced Assessment (SBA) and how it compares/contrasts to other assessments they are currently familiar with, take practice tests and understand how curriculum, instruction and assessment will be aligned in the Onion Creek School District. Alignment processes will be conducted.
- Learn, incorporate and strengthen the Nine Characteristics of High Performing Schools
- Staff will delve into the research behind the Nine Characteristics of Highly Effective Schools. Action plans will be developed to strengthen areas of weakness and build upon strengths.
- Learn, incorporate and strengthen the effective principles of Professional Learning Communities, based on DuFour's work
- Staff will participate in learning about DuFour's work around Professional Learning Communities and will utilize PLC time to advance individual and school goals. During PLC time, participants will analyze data, plan collaboratively and design interventions for individuals/groups.

From the work described above, we anticipate that our students will increase assessment scores by a minimum 15%, or 5% each year.

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

Achievement scores from AIMSweb, ALEKS, IXL, QRI and Write Group assessment results will be evaluated a minimum of three times per year to assist with determination of goal achievement. Mid course corrections (new interventions) will take place if/when students are not making expected gains.

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

The waiver proposal, specified above, is a robust, continuous, multi-year, job-embedded professional development plan. The challenge of changing and improving professional practice is an adaptive one and takes continuous learning and practice over time. Each year (or as soon as problems of practice are solved) new SMART goals, based on data, will be written.

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

Our Visioning and Planning Team, comprised of community members, board members, parents, classified and certified school employees, meet quarterly to review and provide feedback on our District Visioning/Improvement Plan and to report progress on goal attainment via sub-committee members. Moreover, we provide a monthly newsletter to all of our families, which apprises them of our school improvement work. Additionally, we hold three student-led conferences per year. During conferences, students share their progress on goal achievement.

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

The Onion Creek School District does not have a CBA. Rather, we make decisions by consensus. For the 2014-15 school year, we have a consensus agreement on:

- 4 professional development days
- 169 full instructional days
- 0 late start/early release days
- 6 half days for parent-teacher conferences
- 1 half day for the last day of school

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	0
Total	180

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

Not Applicable

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

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

Not Applicable

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

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

As proposed in 2011, the previous waiver days were used to research, select and implement a best-practice benchmark assessment system for the district. Much professional development time was devoted to preparing for the administration of the assessments, learning how to administer, accessing the system to input results and analyzing reports. The valuable professional learning time was also used to implement and align to standards a new math curriculum.

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

The professional development, made possible through the waiver days, brought about higher achievement as evidenced by classroom-based assessments, observation data, goal achievement on student learning plans, as well as district and state assessments. Specifically, we experienced an increase of students meeting or exceeding a level 3 on the MSP, which was our target for the previous waiver. (Note – our N is less than ten in each grade level.)

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

Our new goals, moving forward and as stipulated in A1, shows a continuation of the building blocks of continuous work on our goals in our improvement plan. The new goals are a natural progression and a refinement of the work accomplished as a result of our previous waiver.

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

The valuable professional development time, provided for via the waiver, will make a significant, positive impact on moving our district forward on attaining our important student achievement goals. If we did not have the professional development time provided for by the waiver, making changes to increase student outcomes would be much slower as we have few options to carve out time for staff learning and collaboration beyond the school day. Moreover, in our remote and rural location, finding substitutes to provide staff release time is a tremendous hardship and often not possible. Utilizing waiver days to promote professional learning is a perfect solution for our small district.

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

Every district family receives our monthly newsletter. Additionally, parents are informed of the impact of staff professional development and the positive impact of achievement via 3 student-led conferences per

year. Moreover, the district hosts special events for our community called "museums" to showcase student learning.

The waiver days have become commonplace in our district. Administrators, teachers, other district staff, parents, the community and board understand the need for professional learning time. It is a belief that we are actually setting a good example of lifelong learning by taking the time to learn, collaborate and improve our practice together.

C. Last Steps:

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

Thank you for completing this application.

**Selkirk Consolidated School District No. 70
Selkirk Consolidated, Washington**

**RESOLUTION NO #13-14/02
180-DAY WAIVER RENEWAL REQUEST FOR 2014-15, 2015-16, & 2016-17 SCHOOL YEARS**

A RESOLUTION requesting the State Board of Education grant a renewal of waiver of the minimum 180-day requirement for three school years, 2014-2017. (WAC 180-18-040)

WHEREAS, the Selkirk Consolidated School District has established goals for making changes that will significantly increase student learning and individual achievement; and

WHEREAS, the Selkirk Consolidated School District's goals 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 which require whole staff release for collegial teaming, collaboration between staff of different buildings and/or grade levels, and individual time for district goal implementation; and

WHEREAS, the Selkirk Consolidated School District has twenty-two certificated employees, all of whom will participate in the strategies implemented under this waiver; and

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

WHEREAS, the district will use State standards and measures including results of the annual Measures of Student Progress assessment, the High School Proficiency Exam, and the Smarter Balanced Assessment to determine the success and identification of expected benchmarks and results which will be outlined annually in the School Improvement Plan; and

WHEREAS, the School Improvement Plan outlines activities designed to achieve the goals of the waiver and derived through analysis of multiple data sources and collaborative efforts with area school districts; and

WHEREAS, the plan development team included administrators, certificated staff, and building advisory council members representing classified employees, parents, community, and students; and

WHEREAS, the district held a public meeting on this plan in the Selkirk High School music room on March 17, 2014; and

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

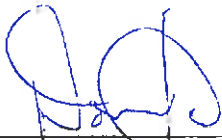
NOW, THEREFORE, BE IT RESOLVED, that the Selkirk Consolidated School District No. 70 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Selkirk Consolidated School District to allow for up to three (3) waiver days in the school years 2015-2017 for the purpose of enhancing the educational program as well as providing more academic options for all students. During this time, students would not attend school to allow all certificated staff to implement district instructional goals, and to participate in collegial and collaborative activities, such as vertical teaming and curriculum alignment, between staff of different

buildings, grade levels, and/or area school districts which would require whole staff release.

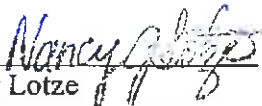
FURTHER, the that the Selkirk Consolidated School District No. 70 Board of Directors requests that the minimum 180-day school-day-year requirement be waived for the Selkirk Consolidated School District to allow for up to one (1) additional waiver days in the school years 2015-2017 for the purpose of consolidating two half-day teacher conferences to one single full day.

ADOPTED by the Board of Directors of the Selkirk Consolidated School District No. 70, Selkirk Consolidated, Washington, in its regular meeting of June 20, 2011.

ATTEST: March 17, 2014

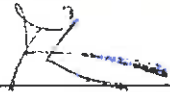


Donivan Johnson
President, Selkirk Education Association

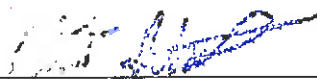


Nancy Lotze
Secretary to the Board

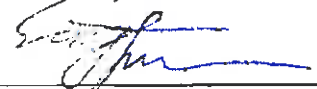
Selkirk Consolidated Board of Directors



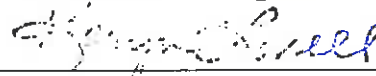
Chairman, Joe Huttie



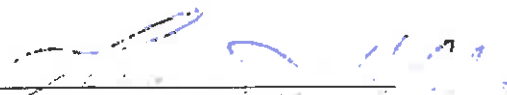
Member, Clint Petrich



Member, Scott Jungblom



Member, Karyn Lovell



Member, Larry Holter



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

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

Instructions:

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

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

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

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

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

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

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

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

Part A: For all new and renewal applications:

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

School District Information	
District	Selkirk School District
Superintendent	Nancy J. Lotze
County	Pend Oreille
Phone	509.446.2951
Mailing Address	P.O. Box 129 Metaline Falls, WA 99153
Contact Person Information	
Name	Nancy Lotze
Title	Superintendent
Phone	509.446.2951
Email	nlotze@selkirk.k12.wa.us
Application type:	
New Application or Renewal Application	Renewal (Previously granted Option 3) / New Application for Option 1
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	3
School Years	2014-15, 2015-16, 2016-17
Will the waiver days result in a school calendar with fewer half-days?	
Number of half-days before any reduction	When originally granted, YES.
Reduction	The Original Waiver granted in 1999 reduced 9 half day inservices to three full inservice days. This waiver simply continues that reduction.
Remaining number of half days in calendar	12 including parent/teacher conferences and days before holidays. Only 4 are inservice days.
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes.

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

The waiver days will be used for professional development to increase student achievement by improving teacher and school leader effectiveness, evaluating effective instructional strategies, and increasing collaboration within the school district and within our region. Our school district collaborates with 9 other small districts to maximize professional development resources and to create "grade span" collaboration. In one district our size there is only one fourth grade teacher, during our collaboration meetings, there are 10 fourth grade teachers all dealing with similar issues. At least one of our waiver days will be used to collaborate with the other 9 districts.

2. What are the student achievement data motivating the purpose and goals of the waiver?
MSP, HSPE, and SBA.**3. Describe the measures and standards used to determine success and identification of expected benchmarks and results.**

The Selkirk School District will use the MSP, HSPE, and SBA to measure success and results. Our goal for the HSPE was that 100% of our tenth grade students meet standard on the state assessment. School Improvement Plans identify student targets and staff activities designed to reach those targets.

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

Targets will be developed annually for each grade in reading/writing, math, and science (where applicable). Targets will be included in the annual School Improvement Plan for each building.

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

Selkirk staff have a multi-faceted approach to address the goals of increased student achievement. These strategies are outlined in the annual School Improvement Plans for each building. However, for the duration of the waiver, integration of technology, aligning curriculum with the Common Core, and implementing the new teacher evaluation process using the Marzano model will all be focuses of the waiver days.

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

Staff review data each fall in a modified Data Carousel activity to create a School Improvement Plan. The success or failure to meet the goals identified are addressed and then drive the next year's plan. Again, for the duration of the waiver, integration of technology, aligning curriculum with the Common Core, and implementing the new teacher evaluation process using the Marzano model will all be focuses of the waiver days.

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

School Improvement Plans are designed each fall and evaluated each spring. The plans may be viewed at the district's website: www.selkirk.k12.wa.us under the DEPARTMENTS tab to the left. Common Core, the Marzano teacher evaluation model, and integration of technology are all tools to help the district increase student achievement.

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

Teachers and administrators are the impetus for requesting the waiver days for inservice activities. Parents, students (6-12), and community participate through advisory councils and open board meetings.

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

We do not have a current collective bargaining agreement with our teachers. The last one expired in 2010. While we are in the process of negotiating a new agreement, neither the expired contract or the existing negotiations include any language regarding the number of professional development days, full instruction days, late-start or early-release days, or parent-teacher conferences. The only mention of non-instruction time involves daily prep time (secondary) or weekly prep time (elementary). We have a provision to compensate teachers \$150 per day for up to two days of non-contract day training. The training must be completed on non-school time and with prior supervisor approval. Please advise if a copy of the expired contract is still necessary.

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

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

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Not Applicable

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

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

Not Applicable

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

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

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

The district used two of the waiver days for collaboration with 9 other districts to maximize professional development resources and one day for a modified Data Carousel activity to review data and plans for the upcoming school year.

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

Our goals was for 100% of our students to meet standard on the 10th grade state assessments. Below is a chart of percent of students meeting standards during the waiver years:

	HSPE - Reading	HSPE - Writing	EOC - Biology
2011-12	94.7%	100%	94.1%
2012-13	100%	92.9%	100%
2013-14	Scores not available	Scores not available	Scores not available

In addition, for each of the waiver years, the teachers participated in a two collaboration days with nine other small school districts in our region and one day was used for a Data Carousel-type activity.

- 3. Describe any proposed changes in the waiver plan to achieve the stated goals, and explain the reasons for proposing the changes.**

The focus of the inservice days will be driven more by the need to integrate Common Core and the Marzano evaluation strategies. Of course, the overarching goal of increasing student achievement will be the overarching focus. We also lack baseline SBA data for 10th grade which will be available in spring 2015, the first year of the waiver.

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

There are no other paid professional development days available to our staff. Without the opportunity to work on instructional strategies and other activities designed to increase student achievement, the district will have little opportunity to advance toward achieving the goals. The district has responsibly used waiver days since 1999 and has a track record of increased student achievement even over many districts throughout the state.

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

In addition to waiver day activities discussed at board meetings and advisory councils, School Improvement Plans are published on the website and in a district publication mailed to all households. Summaries of waiver day activities are provided to the board and community (available in the local post offices and on the district website). Finally, state assessment scores are also posted annually in a district publication mailed to all households.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Stephanie Leitz, Principal
Wahkiakum High School
360.795.3271
Fax: 360.795.0545

W. Robert Garrett, Superintendent
Bernice Sundby, Business Manager
360.795.3971 Fax: 360.795.0545

Theresa Libby, Principal
Julius A. Wendt Elementary School
John C. Thomas Middle School
360.795.3261 Fax: 360.795.3205

Wahkiakum School District 200

500 South Third Street/P.O.Box 398
Cathlamet, WA 98612

RESOLUTION NO. 214-031814 March 18, 2014

A RESOLUTION of the Board of Directors of the Wahkiakum School District No. 200, Wahkiakum County, Cathlamet, Washington, to request a waiver for grades K-12 of the minimum 180-day school year (RCW 28A.150.220) for the 2014-2015, 2015-2016 and 2016-2017 school years;


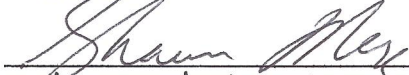
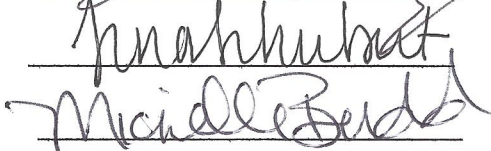
WHEREAS, the Wahkiakum School District Board of Directors recognizes that:

- 1) Planning time is needed for staff to implement a local restructuring plan which provides an effective educational system to enhance the educational program for all students in the district, and
- 2) According to the 2013-14 Form Package 600 (Minimum Basic Education Requirement Compliance), all grade levels are more than meeting the minimum program hours offering requirements and that is with a 176-day school year for students already in effect; and we will continue to exceed the minimum program hours offering requirement in E2SSB 6552 which is expected to be signed by the Governor very soon; and
- 3) Full days designated for planning and in-service training would facilitate training opportunities for classified staff, and

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Wahkiakum School District No. 200 does hereby request the minimum 180 school day requirement be waived from 180 to 176 days for the 2014-2015, 2015-2016 and 2016-2017 school years.


Sec'y to the Board

Board of Directors

Dated this 18th day of March, 2014



THE WASHINGTON STATE BOARD OF EDUCATION

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

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

Instructions:

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

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

- The basic education requirement for which the waiver is requested.
- The school years for which the waiver is requested.
- The number of days in each school year for which the waiver is requested.
- How the waiver will support increasing student achievement.
- Assurance that the district will meet the minimum instructional hour offerings in grades one through twelve, which are at least a district-wide annual average 1,000 instructional hours through the 2013-14 school year, and at least 1,080 instructional hours in each of grades seven through twelve, and at least 1,000 instructional hours in each of grades one through six, beginning with the 2014-15 school year (RCW 28A.150.220).

The application must also include, at a minimum:

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

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

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

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

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

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

Part A: For all new and renewal applications:

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

School District Information	
District	Wahkiakum School District
Superintendent	Bob Garrett
County	Wahkiakum
Phone	360-795-3971
Mailing Address	PO Box 398 Cathlamet, WA 98612
Contact Person Information	
Name	Stephanie Leitz
Title	HS Principal
Phone	360-795-3271
Email	sleitz@esd112.wednet.edu
Application type:	
New Application or Renewal Application	Renewal Application
Is the request for all schools in the district?	
Yes or No	Yes
If no, then which schools or grades is the request for?	
How many days are being requested to be waived, and for which school years?	
Number of Days	4
School Years	2014-15; 2015-16; 2016-17
Will the waiver days result in a school calendar with fewer half-days? No, if comparing to our calendar of the last few years; but yes, if comparing to our calendar prior to requesting a waiver for the first time.	
Number of half-days before any reduction	11
Reduction	8
Remaining number of half days in calendar	3
Will the district be able to meet the required annual instructional hour offerings (RCW 28A.150.220(2) for the school years for which the waiver is requested?	
Yes or No	Yes

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

The purpose in requesting the waiver is to increase student achievement as a result of additional release time for professional development for staff. Our goals are to assist staff in developing better strategies and methodologies as they provide more effective instruction and assessments in the classroom. Staff development will focus on implementing Common Core Standards, effective use of the 5D+ instructional framework and data analysis.

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

We will be viewing and interpreting MSP, HSPE, EOC assessments; MAP, RBA, MBA; and the new Smarter Balanced Assessments including their progress monitoring tools. Through the students growth goals that are required with TPEP, we have put an emphasis on student growth. Teachers are implementing the RTI model to provide focused intervention that increases student success.

K-5 – Students will increase reading fluency and comprehension.

6-8 – Students will increase their MAP scores in reading. Students will improve at least one tier. (Students were grouped by MAP strand data – i.e. informational text, comprehension, fluency, literary text, etc.)

9-12 – By implementing Mule Success Time and a mentoring program, the total number of Ds and Fs at WHS will be reduced. Mule Success is a focused intervention time allowing teachers to provide individualized instruction and peer tutoring to those in need.

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

We will be utilizing the state assessment results for our district, as well as classroom based assessments, such as DIBEL fluencies, RBA, MBA, and MAP. The Common Core Standards will be used to determine success, along with a focus on college and career readiness. Lastly, we will also survey teachers regarding their perceptions of the effectiveness of the professional development.

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

The evidence will be qualitative and quantitative assessment data from the measures and standards mentioned above. Teachers are also collecting student growth data as part of the new teacher evaluation system. Our district uses the waiver time well, without this, implementing the new state initiatives such as Common Core Standards and TPEP would be impossible. We have been able to improve our instruction using these frameworks as a guide.

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

Based on the needs of teachers as identified by the results of the new teacher evaluation system, we will identify a focus for professional development. We plan to allow time for our trained staff to share their expertise with their colleagues. In addition, we will be using outside consultants to facilitate our professional development activities. We expect that by increasing our staff's ability to provide effective instruction, our student achievement scores will show growth.

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

The time will be spent on continued professional development as identified by staff and administration through the analysis of data, teacher surveys and areas of focus from TPEP.

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

Our district/school improvement plan focuses on student achievement in core academic areas. With Common Core, Smarter Balanced Assessment and the implementation of the new teacher evaluation system, teachers are in need of ongoing professional development. The goals of the waiver directly support the improvement plan because we spend time on each of these days reviewing academic growth of students and making needed adjustments to the curriculum and teaching strategies to ensure student success. We are also implementing a RTI model, which tracks the growth of students and ensures focused interventions for students in need.

The plan is available in our two school buildings, our district office and on our school district website (wahksd.k12.wa.us). The waiver days support our plan by improving teacher effectiveness, which in turn increases student success.

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

When our district applied for the waiver days in the Spring of 2011, staff, parents and community members were polled and given the opportunity to provide additional feedback related to our request(s) for our waiver from the 180-day school year. Our staff and community agree the waiver days are a better option for families rather than additional half-day releases.

Each group continues to be in support of our endeavors through surveys and school board discussions. Our community understands the need for ongoing professional development to increase student achievement. The waiver provides a substantial amount of time which is needed for school improvement efforts and the community, staff and administration feel it is an important part of our school year. Last month we were fortunate enough to have our community support our local maintenance and operations levy with our highest yes percentage vote (70.7%) in over twenty years.

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

In accordance with our CBA, our school calendar consists of 180 teacher workdays, plus two and one-half (2.5) certificated employee supplemental work days, with at least two preceding the first teaching day and paid at per diem. The calendar shall reflect 176 student attendance days for each contract year provided the calendar is approved by the State Board of Education. The four (4) non-student attendance days shall be scheduled throughout the year for the purpose of staff in-service as approved by the State Board of Education. In addition, two optional days for in-service will be allowed with certificated personnel paid at per diem rate. The inservice may occur on the statewide inservice days or on a weekend, subject to administrative approval.

Additionally, we have a one-hour late start for students on Thursday morning of each week. We have three early dismissal days during the year (typically preceding a scheduled break) and three early dismissal days during the month of November for the purpose of conducting parent-teacher conferences.

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

Student instructional days (as requested in application)	176
Waiver days (as requested in application)	4
Additional teacher work days without students	2.5
Total	182.5

11. If the district has teacher work days over and above the 180 school days (as identified in row three of the table, please provide the following information about the days:

Day	Percent of teachers required to participate	District directed activities	School directed activities	Teacher directed activities
1	100	X	X	X
2	100	X	X	X
3	0	X	X	X
4	Optional			
5	Optional			
6	Optional			
7	Optional			
Check those that apply				

12. If the district has teacher work days over and above the 180 school days (row three of table in above, please also explain the rationale for the additional need of waiver days.) Our school district has only 2.5 “TRI” days (much less than many districts around the State), and we utilize those days for “welcome back, staff orientation, annual administrative requirements for staff, and preparing for our students’ first day of school.” These days do not allow time for staff collaboration and significant professional development, like our four waiver days allow.

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

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

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

We have been extremely pleased with the opportunity to provide additional professional development for staff. We continue to be of the thought that full days for professional development are much more effective than our previous strategy of having eight early release days. We have been using our "local teacher inservice days" as planned and requested in our prior waiver requests.

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

In our previous waiver, we described needing four waiver days to increase professional development for our staff. In the first two years, we turned our instructional focus from reading/language arts to math. A district vertical math team was created and met to ensure that staff had a common understanding of the standards at each grade level. We developed "cross-walks" for current state math assessments. And lastly we adopted new math curriculum and provided staff development related to its implementation.

As a district we were above our AMO in math during the 12-13 school year, and believe the four waiver days contributed to this success.

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

In keeping with a focus on student achievement, our professional development activities are now becoming more comprehensive with a focus on implementing Common Core Standards and the instructional framework for teacher evaluation. We believe that we are now prepared to focus on a more global perspective, and meet the needs of students through effective instruction in all content areas. Our focus will be on differentiated instruction to ensure that we are meeting the needs of the historically underserved (ELL, Highly-Capable, Low Socio-Economic, SPED, Homeless, etc.).

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

We have adjusted the goals of our waiver plan to meet the needs of our teachers, which is aligned with our goal of continuous improvement that supports student learning. Without the professional development time (4 waiver days) we would be unable to adequately meet the needs of our teachers. Just this spring, we completed the accreditation process for our high school, and having the staff development time had a positive impact on the continuous improvement process.

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

parents, and the community have been involved in the development of this request for renewal of the waiver.

This process began as a survey from parents and community. Some examples of our on-going communications include school newsletters, the district website, and principal/staff presentations at monthly school board meetings. Recently the district sent a mailer to each student's parents/guardians describing our current need for renewing our waiver request and the benefit of staff professional development. Not one household expressed concern related to continuing the 176-day school year for students. Our entire staff, both classified and certificated employees, have consistently and continuously expressed approval for the additional professional development time.

Last Steps:

- Please print a copy for your records.
- Mail or email the school board resolution, supporting documents, and this application to the email or mailing address on the first page.
- Note: When providing supplemental documents, please identify the questions that the documents support.
- Thank you for completing this application.

Option One Waiver Application Worksheet

District:

Date:

Days requested:

Years requested:

WAC 180-18-040 (2)	(a) Resolution attests that if waiver is approved, district will meet the instructional hour requirement in each year of waiver.	(b) Purpose and goals of waiver plan are closely aligned with school/district improvement plans.	(c) Explains goals of the waiver related to student achievement that are specific, measurable and attainable.	(d) States clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of stated goals.	(e) Specifies at least one state or local assessment or metric that will be used to show the degree to which the goals were attained.	(f) Describes in detail participation of teachers, other staff, parents and community in development of the plan.
Satisfies criterion Y/N						
Comments						

District:

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

WAC 180-18-040 (3)	(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan.	(b) The effectiveness of the implemented activities in achieving the goals of the plan for student achievement.	(c) Any proposed changes in the plan to meet the stated goals.	(d) The likelihood that approval of the request would result in advancement of the goals.	(e) Support by administrators, teachers, other staff, parents and community for continuation of the waiver.
Meets criterion Y/N					
Comments					

WAC 180-18-040

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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