



Study Session of the Board of Directors

Pioneer Middle School

1750 Bob's Hollow Lane

DuPont, WA

6/12/2019 06:00 PM

1. **CALL TO ORDER** (Action)
 - a. Pledge of Allegiance
 - b. Roll Call
 - c. Approval of Agenda
2. **TOPIC FOR BOARD DISCUSSION**
 - a. **SHS Student ASB Leaders' Video** (Discussion)
 - b. **SHS and Pioneer Middle School Spring Sports Recap** (Discussion)

Presenter: Jake Tyrrell and John Nystrom

[Pioneer Pirate Sports Spring 2019.pdf \(p. 2\)](#)

[Steilly Athletics Spring 2019.pdf \(p. 7\)](#)
 - c. **Curriculum Review Committee Update** (Discussion)

Presenter: Paul Harvey

[Curriculum Review Update.pdf \(p. 16\)](#)
 - d. **Standards Based Grading Update** (Discussion)

Presenter: Paul Harvey

[Standards Based Grading Update.pdf \(p. 19\)](#)
 - e. **Summer Projects** (Discussion)

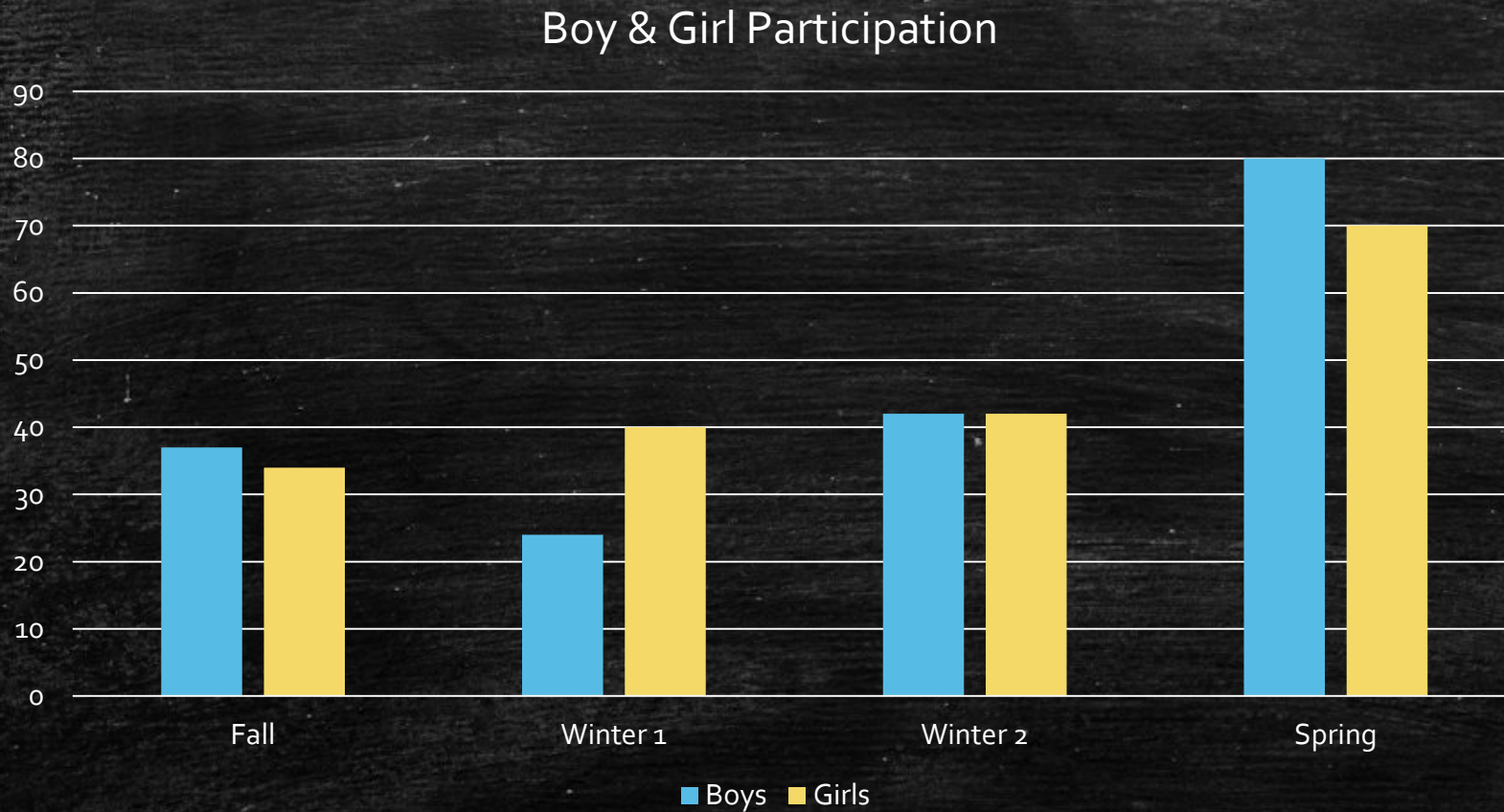
Presenter: Melissa Beard
 - f. **July 10, 2019 Study Session Agenda Item** (Discussion)
 - i. **Budget & 4-Year Budget Forecast** (Discussion)
 - ii. **Other Topics?** (Discussion)
 - g. **Superintendent Updates** (Discussion)
3. **ADJOURNMENT** (Action)

Pioneer Pirate Sports 18-19

Records

- Football 4 wins 3 losses – first winning season since bringing back the sport in 2016
- Fastpitch -Varsity 6-4, JV 7-3, 5th in the league.
- Wrestling – 2 district finalists, 3 wrestlers took 3 or 4th place.
- Girls Basketball – Varsity 3rd place in the league.
- Boys Basketball – Varsity 3rd place, 7-3 record.
- Girls Soccer – Varsity 3rd place, 7-3 record.
- Volleyball – Varsity 5th place, 4-5 record.
- Track and Field – 2nd place districts . Girls took 1st Boys 2nd.
- Baseball – Varsity tied for 1st place (no district playoff).

Participation per Season



Boys=183
Girls=187
Total=369
(142 in more than one sport).

Total Student Athletes =227

Average GPA

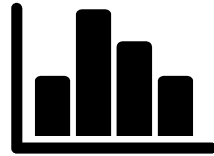
- Fall (Football 2.45 – Fastpitch 3.40)
- Winter 1 (Girls Basketball 3.25 – Wrestling 3.00)
- Winter 2 (Boys basketball 2.5 – Girls Soccer 2.8)
- Spring (Boys Baseball 3.4- Track and Field 2.25 – Girls Volleyball 3.4)

Possible Season Changes in 2021-2022

- Proposed change of seasons: Football and Volleyball would move to the Spring with Track & Field and Baseball moving to the Fall.
- Reasons:
 1. Better referee and ump availability.
 2. Steilacoom High School coaches availability for Pioneer Middle School (off season).
 3. No cross over with local league sports
 4. Opens up seasons for additional schools to play (currently Yelm SD teams not playing baseball due to season issues).



Spring Athletics 2019



272

Student - Athletes

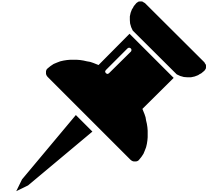
30% of our student population participated in a spring sport.



3.1 GPA

Our spring athletes had an impressive combined GPA during the spring season.

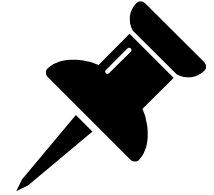
Head Coach Eric Garrett (3rd Year)



Boys Baseball

- Placed third in the SPSL West
- Placed fifth at the SPSL League Tournament
- *JJ Lemming* (12) was 1st team All-League

Head Coach Position Currently Open



Girls Softball

- Placed third in the SPSL West
- Placed 12th at the SPSL League Tournament
- *Hannah Pires* (10) was 1st Team All-League

Head Coach Position Currently Open



Boys Soccer

- Placed fifth in the SPSL West
- *Ty Reeder* (12) was 2nd Team All - League

Head Coach Ernie Manning (10th Year)



Girls Tennis

- Placed eighth in the SPSL
- Doubles team of *Kaitlyn Parr (11) & Alejandra Del Valle Val (10)*, made the state tournament!

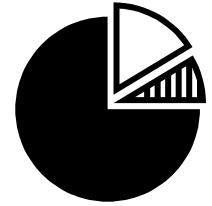
Head Coach Richard Johnson (1st
Year)



Track and Field

- League: Boys First, Girls Seventh
- District: Boys Second, Girls Sixth
- State: Boys 22nd, Girls Sixth
- *Nadia Herring (11)* Track Athlete of the Year, First in State in the 200M and in the Long Jump! █

Participation & Concussions



	<i>Total Registrants</i>	<i>Total Concussions</i>	<i>Concussions in 2018</i>
<i>Baseball (Boys)</i>	38	0	0
<i>Softball (Girls)</i>	19	1	0
<i>Tennis (Girls)</i>	48	0	0
<i>Soccer (Boys)</i>	57	0	0
<i>Track and Field (All)</i>	115	0	0

Executive Summary – Curriculum

To: Board of Directors
From: Paul Harvey, Executive Director of Student Achievement
Re: Curriculum and Mathematics Pilot
Date: June 12, 2019

The district has an Instructional Materials Committee (IMC) as a requirement of Board Policy 2020, and meets three times during the school year. The IMC is comprised of teachers, principals, and district personnel and has the dual responsibility of reviewing curriculum requests and reviewing courses taught in the school district.

The district conducts an annual survey of the schools through the principals and school leadership teams, soliciting a list of needs and recommendations for curriculum. This year, the responses from the schools included requests for curriculum review and/or adoption in K-5 mathematics, middle school science, curriculum support for special education ELA and mathematics and elementary social studies. Work continues on middle school ELA (a continuation of the 2018-2019 adoption)

Pioneer Middle School ELA teachers have collaborated over the school year with a focus on articulating a clear 6-8 curriculum. They have put in respectable amounts of time and effort to create a comprehensive and clearly structured curriculum. Kelsey Bochenek from Steilacoom High School is an ELA Fellow (state honor) and has taken on a project connecting 8th and 9th grade curricula which is done with the intent of connecting teachers across schools and also streamlining the middle school to high school transition.

Work continues at the district level in planning and implementing a screener for dyslexia. Staff will be trained to administer the screener and the district is exploring curriculum resources and support models for students and teachers.

Our implementation of the K-5 reading curriculum, WONDERS (McGraw-Hill), was a success. Teachers and instructional support staff participated in in-depth trainings in August, October, and March. Teachers report that the curriculum is challenging to the students and they are grateful that the school district has adopted a curriculum with many different resources which support students across ability levels.

K-5 Mathematics Adoption

Through the IMC review process, K-5 mathematics was selected as the next full curriculum adoption the district will conduct. The IMC has commissioned a team of reviewers and pilot classroom teachers to explore curriculum which will lead to an adoption recommendation in the spring of 2020. The review team of seven teachers, Louann Stalder, and Christine Firth participated in a workshop provided by OSPI on curriculum adoption in April. In May, they met with the full IMC team and then reviewed several curricula, narrowing the list to seven:

- Ready Math (Curriculum Associates)
- Bridges (Math Learning Center)
- EnVision (Pearson)
- Eureka Math (Great Minds)
- Everyday Math (University Of Chicago)
- Math Expressions (Houghton Mifflin Harcourt)
- Open Up Resources

These seven will be reduced to three curricula selected for piloting in fall and winter of 2019-2020. A table for the mathematics adoption is placed at the end of this summary.

The 2019-2020 school year will involve the following projects:

- K-5 math curriculum pilot and recommendation for adoption
- Exploration of middle school science curriculum
- Courses identified for review and complete review
- Continued exploration of Open Educational Resources (OER)

The current timeline for the K-5 mathematics adoption:

2019	
June 10-30	Review of seven curricula to a selection of three to pilot.
August	Preview of curricula
September-October	Pilot Curriculum A
October-December	Pilot Curriculum B
2020	
January-February	Pilot Curriculum C
February	Present recommendations to IMC
March	Recommendation to Board for Adoption
March	Purchase materials and licenses
April-May	Receive materials
June	Early preview/Training Distribution of materials to schools
August	Training and planning
September	Implement

Executive Summary – Standards Based Grading

To: Board of Directors
From: Paul Harvey, Executive Director of Student Achievement
Re: Standards Based Grading
Date: June 12, 2019

The school district continues to explore and implement Standards Based Grading (SBG). The elementary (K-5) grades moved to a standards-based report card in 2014. Steilacoom High piloted SBG with the English Department four years ago, and moved to all departments using SBG this last year. Pioneer Middle School has completed a pilot of SBG this school year.

Steilacoom High School

Accomplishments: The entire school is using SBG. Much of the professional development work this year involves teachers collaborating around grading practices, including presentations by two of the nation's top SBG developers. The full implementation by staff to use the standards-based gradebook has eliminated the translation issues into report cards. The administration is presenting at the state principals' conference in July and has been a resource for districts outside of Pierce County who are implementing SBG.

Issues to address: The volume of work with each department toward identifying instructional priorities, developing common assessments and rubrics is a focus. Continual training of students about the intent and structure of SBG is needed.

What's next: Continued professional development; Developing common practices and policies across grade levels and transitioning leadership from administration to teachers; and streamlining references for parents and students to understand SBG.

Pioneer Middle School

Accomplishments: This year, Pioneer successfully piloted SBG in math and ELA courses and social studies (grades 7 and 8). Staff participated in school-wide

trainings in August and utilized ACE day professional learning time to move this forward.

Issues to address: SBG is particularly challenging for elective courses for two reasons. First, there are few job-alike teachers in the building. Most are teaching single sections of courses, which makes it difficult to collaborate and compare grading frameworks and practices with other teachers. Also, there are not necessarily set state or national standards that specifically align to particular courses such as Gateway to Technology, as is the case with 6th grade ELA. Furthermore the restriction of some electives to a semester, teachers then need to make isolated choices on which standards to include or leave for other (future courses). SBG is a challenge for special education classes because of the focus on the individual and the details inherent in IEP goals.

What's next: More training for staff (see SHS-Pioneer joint professional learning below); science will move to SBG by the end of first semester; on-boarding electives toward whole-school implementation; further alignment of common grading practices.

Looking Ahead

Jake Tyrrell (SHS) and JoAnne Fernandes (Pioneer) are working with Paul Harvey on an extended review and planning project to help staff understand and properly use SBG, and to help parents understand the elements and reporting of grades in a standards-based system.

Both Pioneer and Steilacoom High will participate in joint professional learning on “solutions for standards-based grading” and developing proficiency scales to be presented by trainers from the Marzano Group. The goal is to establish common understanding and common practices between the schools so that we will have a fluid grading vocabulary and format for reporting for grades 6-12.

Assessment Protocols

Glossary

Evidence = The product a student produces for a teacher that shows understanding of a skill or standard.

Assessment = A student's opportunity to demonstrate their current level of proficiency on a skill or standard.

Reassessment = A student's subsequent attempts at demonstrating their level of proficiency.

Formative = All evidence collected by the teacher that shows a student's progression towards a skill or standard.

Summative = The grade that goes on a transcript. A summation of a student's work in a course.

Grading Practices

1. All coursework is evidence.
2. All coursework will be attached to a standard(s).
3. The ideal number of standards for a course is between 12 and 24.
4. The grade on a standard is not an average, but a measure of a student's growth over time.
5. A student's final grade is based on the evidence they provide on each standard over the course of the semester.
6. An assessment is any coursework in which students are given an opportunity to show proficiency, and correlating evidence (feedback, or a grade) is entered into Skyward.
7. Homework completion should be student practice of skills, and is not a viable or reliable way of measuring proficiency and may not be used as a measure of a student's grade.
8. An individual standard may not be weighted more than another individual standard.
 - a. However, categories of standards may be weighted.
9. Students will receive multiple opportunities to show proficiency on a standard.
 - a. This may be a reassessment, or it may be a future assessment addressing the same standard.
10. Students must attempt an assessment on the day it is scheduled.
 - a. If a student is absent on the day of an assessment, they must reschedule with the teacher.
11. If there is a numerical grade assigned there will be a rubric/proficiency scale accompanying the assessment.
12. Four is not more. A score of "4" is representative of the student's ability to perform the skill at a consistently high level of quality.
 - a. If you give a student a score of "3" or a "4" on an assessment, you need to have asked them a L3 or L4 question.
13. Missing work will be recorded as a "0" and marked as "Missing" in Skyward.
 - a. If a student does not make an authentic attempt at an assessment, it will also be recorded as a "0."
14. For any given assessment, a teacher may elect to use a ".5" if that level of achievement is reflected on their rubric/proficiency scale.
15. Teachers may elect to give an "INC" as a semester grade, but not as an individual assessment grade.
 - a. A semester "INC" becomes an "F" after 30 days unless the teacher submits a grade change form.

Gradebook

1. The whole school will move to the SBG gradebook in the 19-20 school-year.
2. Departments need to send Power Standards for each to Tyrrell by the last day of the school year.
3. Admin will provide substantial time for teachers to acclimate to the new gradebook.
4. The ELA department (who has used this version previously) will assist in comprehension of the new system.

Proficiency Scale

4	A	Exemplary evidence. Above standard. In-depth inferences & applications.
3.5	A-	In addition to L3 performance, partial success at L4.
3	B	Proficient evidence. Accomplished. Meets standard. No major errors or omissions.
2.5	C	No major errors or omissions, and partial knowledge of L3 content.
2	D	Emerging evidence. Approaching standard. Major errors or omissions regarding complex content.
1	F	Basic evidence. Below standard. With help, partial understanding of simple content.
0	F	No evidence. Missing. Even with help, no understanding or skill demonstrated.

"Everything counts."



Steilacoom HS Grading Protocol

Don't stop until you're proud!

EVERYTHING COUNTS

Core Principles

1. We share the same point scale.
2. We articulate the standards and performance levels for students.
3. We provide coursework and assessments designed to create evidence of proficiency.
4. We create reasonable opportunities for students to demonstrate growth.

Proficiency Scale

4 = A = Exemplary Evidence, Above Standard. In-depth inferences & applications.

3.5 = A- = In addition to L3 performance, partial success at L4.

3 = B = Proficient Evidence, Accomplished, Meets Standard. No major errors or omissions.

2.5 = C = No major errors or omissions, and partial knowledge on L3 content.

2 = D = Emerging Evidence, Approaching Standard. Major errors or omissions regarding complex content.

1 = F = Basic Evidence, Below Standard. With help, partial understanding of simple content.

0 = F = No Evidence, Missing. Even with help, no understanding or skill demonstrated.

How a grade is calculated...

When a student submits an assessment, the teacher evaluates the student's current level of proficiency using the rubric above.

Each individual score for any given standard is then calculated into a grade for each standard using the Steilacoom Scale on the right. Each standard scale is then calculated together to determine a student's grade in the course as a whole.

(Note: This is not the same scale as the GPA scale.)

Steilacoom Scale Ranges

A 4.0-3.6

A- 3.5

B+ 3.4

B 3.3-3.0

B- 2.9

C+ 2.8

C 2.7-2.5

C- 2.4

D+ 2.3

D 2.2-2.0

#SteillyPride