



## Study Session of the Board of Directors

Steilacoom High School    54 Sentinel Drive    Steilacoom, WA 98388

9/13/2017 06:00 PM

1. **CALL TO ORDER** (Action)
  - a. Pledge of Allegiance
  - b. Roll Call
  - c. Approval of Agenda
2. **Walking Tour of Steilacoom High School North Property** (Discussion)
3. **PRESENTATION**
  - a. **SHS Standards Based Grading** (Information)

Presenter: SHS Administrative Team

[Steilacoom High Standards Based Grading.pdf \(p. 2\)](#)
  - b. **Community Based Truancy Board** (Information)

Presenter: Susanne Beauchaine
4. **TOPIC FOR BOARD DISCUSSION**
  - a. **Long-Range Capital Facility Planning - School Capacity & Educational Standards** (Discussion)

Presenter: Jim Brittain

[School Capacity.pdf \(p. 25\)](#)

[Educational Standards.pdf \(p. 27\)](#)
  - b. **2018 Enrichment Levy** (Discussion)

Presenter: Jim Brittain

[Enrichment Levy Information.pdf \(p. 29\)](#)

[Levy Analysis Property Value Scenarios.pdf \(p. 31\)](#)
  - c. **Board of Distinction Application Review** (Discussion)

[WSSDA Board of Distinction Application DRAFT.pdf \(p. 32\)](#)
5. **ADJOURNMENT** (Action)

# STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1 BOARD OF DIRECTORS

Board Meeting Date: September 13, 2017

## **Strategic Focus Area**

- ☒ Teaching and Learning
- ☐ Safety, Service and Support
- ☐ Family & Community Involvement
- ☐ Resource Management

## **BACKGROUND INFORMATION**

### **Standards Based Grading**


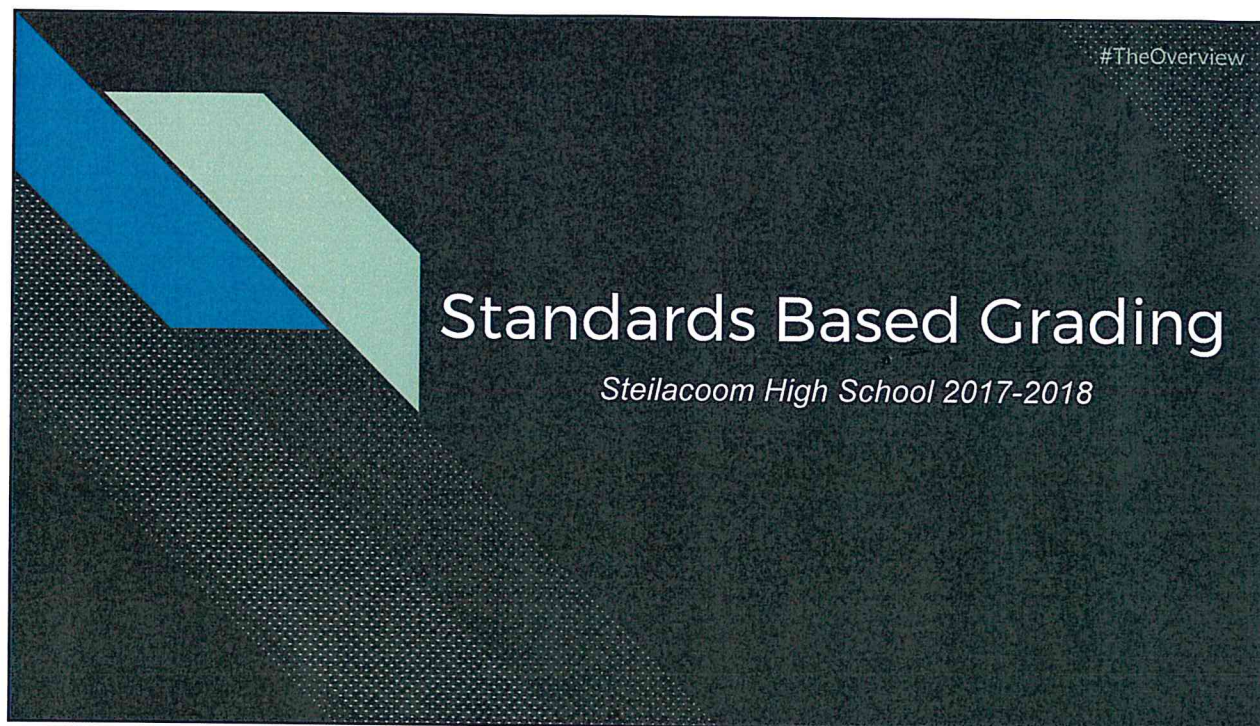
The Steilacoom High School Administration Team will be presenting information from both of these presentations at the study session (not the presentations in their entirety).

## **RECOMMENDED ACTION:**

None – Information Only

**Report prepared by:**  
**Steilacoom High Admin Team**

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#SBG1718 #BeElite

The concept.

The definition.

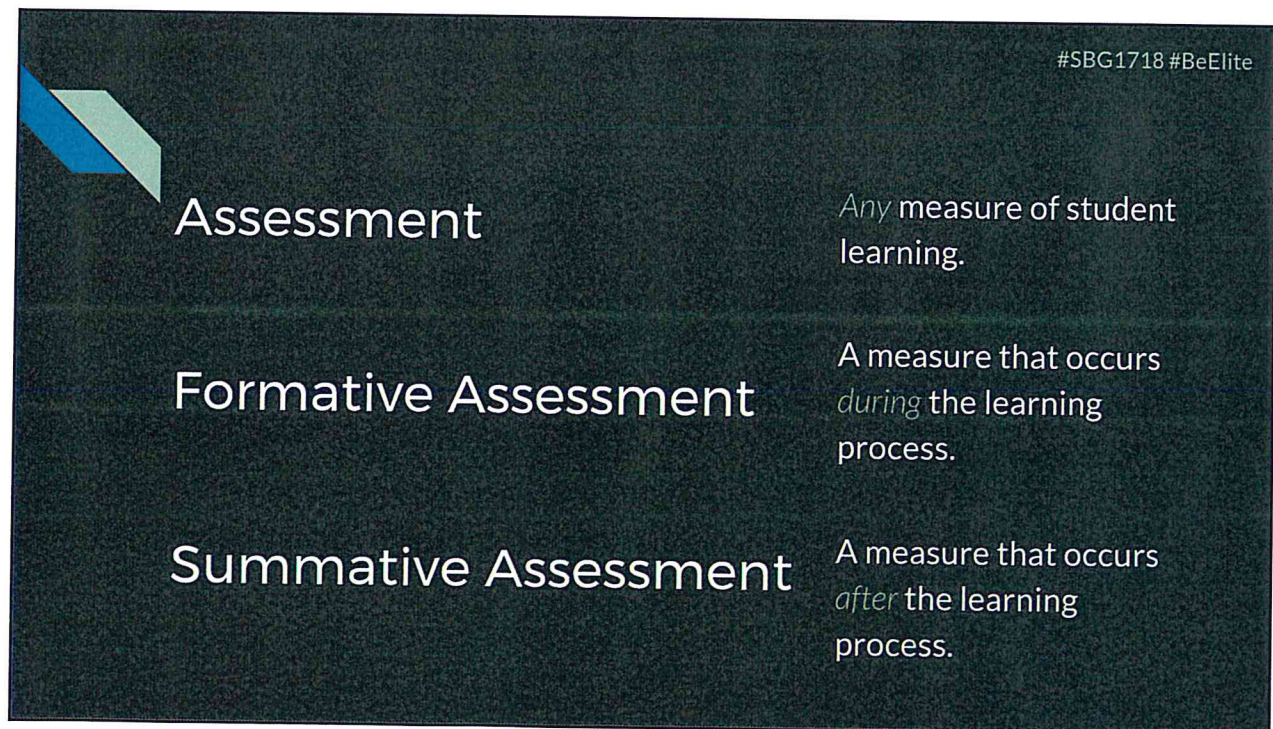
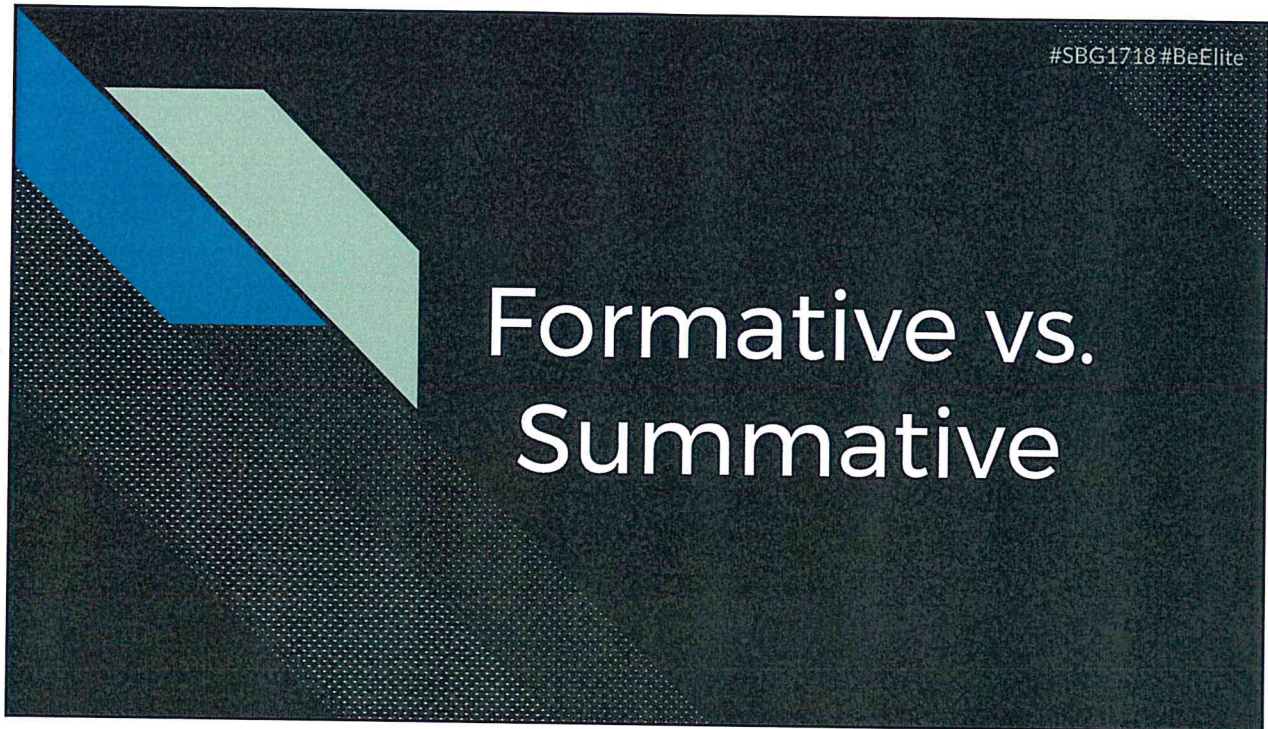
The why.

We believe learning is a continuum and should be evaluated as such.

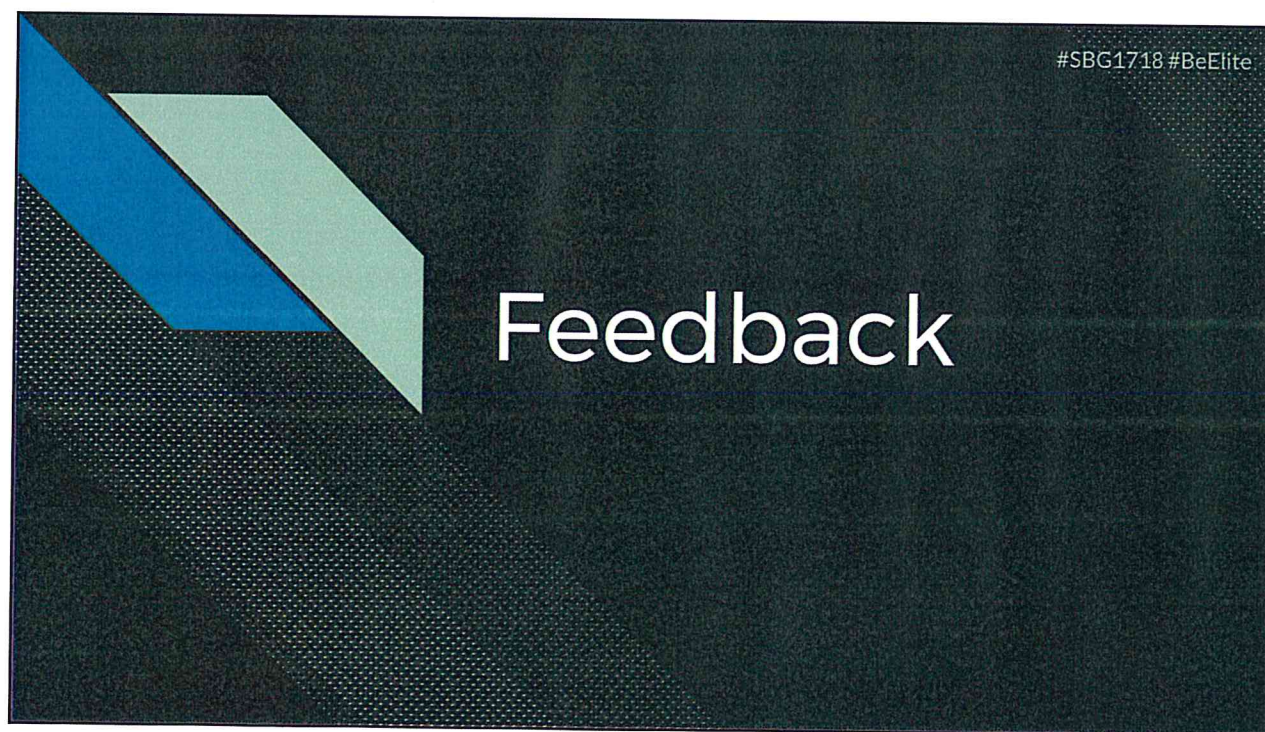
The development of demonstrable skills over time is valued more than the acquisition of points.

So we can best support your work. And because learning is different now.











#SBG1718 #BeElite

# We can learn without grades.

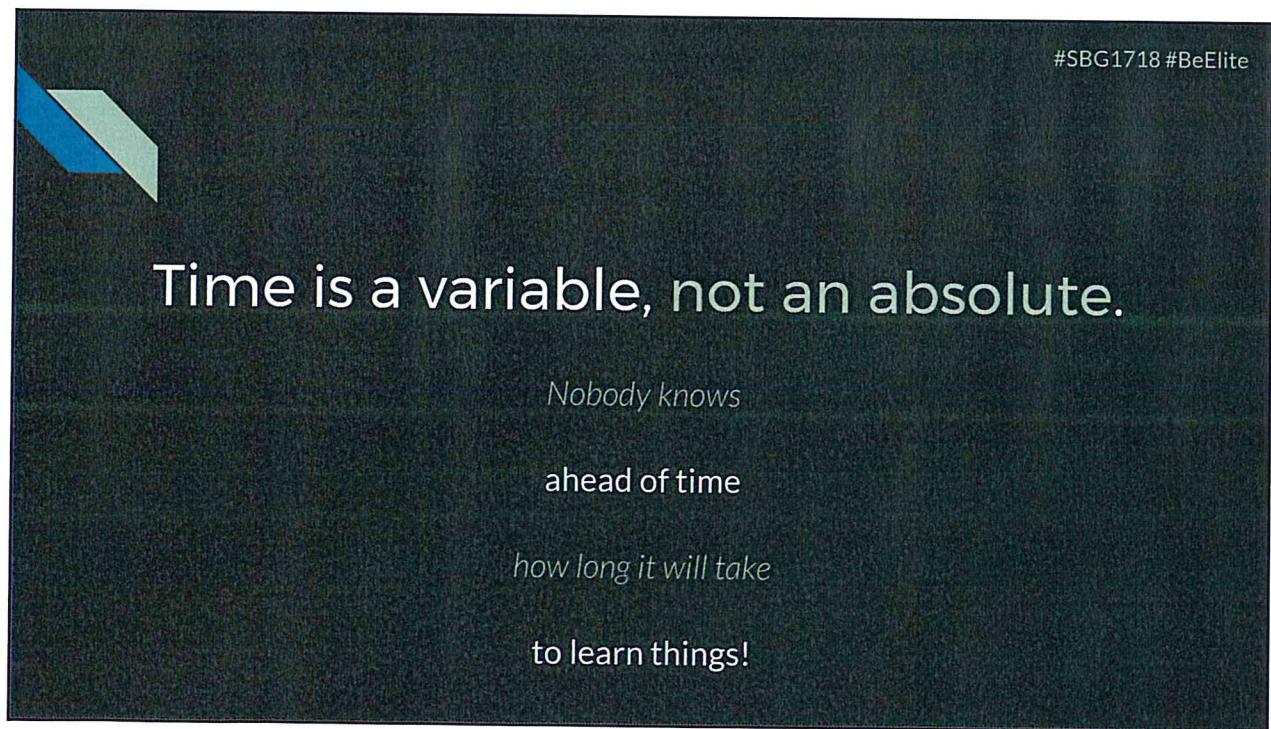
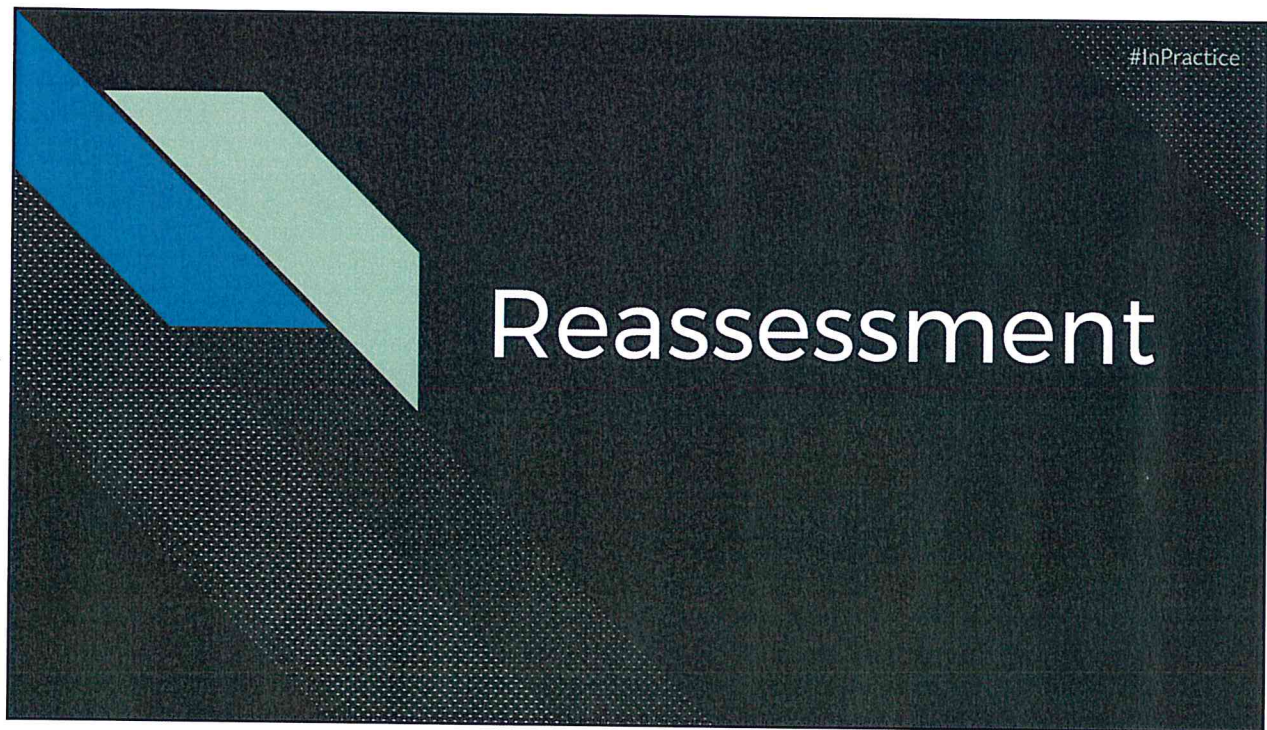
*We can't learn without descriptive feedback.*

Descriptive Feedback vs. Feedback & Grade vs. Feedback & Praise.  
*Lipnevich & Smith (2008)*

#SBG1718 #BeElite

Scale	Correlating Grade	Language
4	A	Exemplary Work. Mastery. (Above Standard)
3	B	Proficient Work. Accomplished. (Meets Standard)
2	C	Emerging Work. Developing. (Approaching Standard)
1	D	Insufficient Work. Basic. (Below Standard)
0	F	No Evidence of Work. Missing. (Well Below Standard)
INC	INC	Incomplete Work. Unfinished. (No Basis for Judgement)







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## Practical Ideas

1. Require all formatives completed to proficiency to reassess.
2. Change a summative to a formative and reassess the whole class.
3. Break standards apart to retest (as opposed to the whole thing).

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## Rubrics



#SBG1718 #BeElite

Don't focus on the standard.  
The better question to ask yourself is...  
*what evidence will I tolerate?*

## What is mastery?

Tim was so learned he could say "horse" in nine languages,  
So ignorant he bought a cow to ride on.

### Sample HS Geometry Standard

SRTA1 - Understand similarity in terms of transformations by verifying and experimenting with the properties of dilations given by a center and scale factor.

*Given this complicated standard, what are the issues that necessitate a rubric?*

#SBG1718 #BeElite

## Build Rubrics Well

### Things to do...

1. Use fewer levels.
2. Provide exemplars.
3. Ask students to design the rubric.
4. Share the rubric with your colleagues.

### Things to avoid...

1. Four is not more!



#SBC1718 #BeElite

# Application

#SBC1718 #BeElite

1. As a Department - Design your reassessment strategy.
  - a. Nickel's worth of free advice...
    - i. Always at your discretion.
    - ii. Make the student articulate what is different.
    - iii. Identify a date/time when you will be moving on.
    - iv. Require the original assessment to be submitted too.
    - v. Reserve the right to use an alternate versions of an exam.
    - vi. Do not accept re-do's during the last week of the semester.
    - vii. Replace the old grade.



#SBG1718 #BeElite

## Questions?

What happens if...

- A student is just avoiding work? (Call home. Refer to admin.)
- A student is consistently missing work? (Call. Refer. Missing assignment form.)
- A student is consistently submitting work late? (Call. Refer. Evaluate via success skills.)

How often should I use success skills? (Discretion.)

How often should I record Formatives & Summatives in the gradebook?

Where can/should students reassess? (*Because I have a life too...*)

Who is explaining this to parents and kids?

\*One final thing. Each class is worth a single credit. There is no EXTRA credit.

## HW

Agree or disagree?

*"If we don't count HW heavily, students won't do it."*

*Two extremes to frame our thinking...*

Student A does no work but gets an A or 4 on every summative. Do they earn an A?

Student B does all the HW but can't perform on a formal assessment. What's our response?





## HW

Be clear that we evaluate against standards which are unchanging regardless of the route a student takes to get there.

In our system 90% of the grade is about what they know and are able to do based on your instruction.

You will not find ABCDEFG, in your academic standards and thus, those tasks/activities/behaviors are relegated to a maximum of 10%.



# Standards Based Grading

Steilacoom High School  
2017-2018

## Joe & The Power of Zero

*How did we get here? The "Why?"*



## The Power of Zero

Student A	Student B
78	78
71	71
74	0
68	68
81	81
<i>Final Score</i>	<i>Final Score</i>
74.4	59.5

## Three Outdated Ideas

1. Grades motivate all learners.
2. *Good* teachers give *bad* grades.
3. The evaluative systems of a decade ago are still sufficient.



# #ParadigmShifting



# What do kids really need?

*Persistence & Meaningful Practice.*

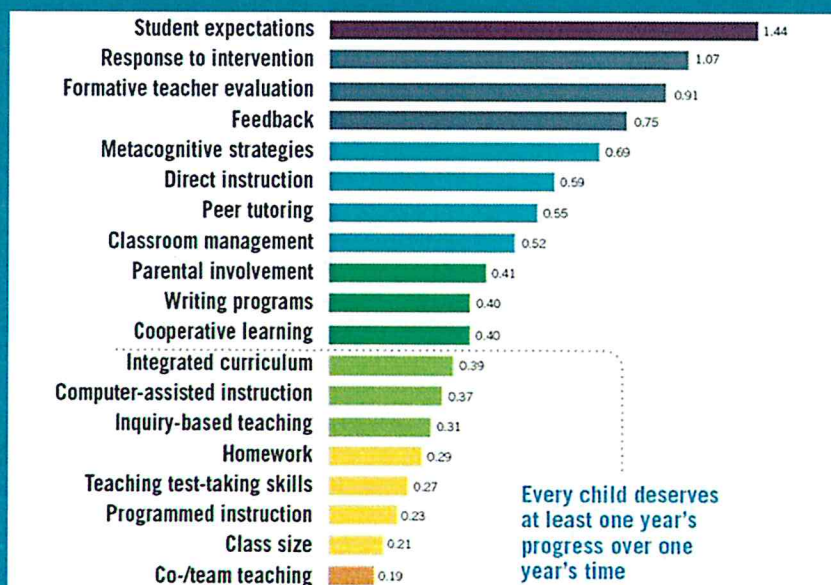


## Dr. Arwin Smalley, St. Martin's University

"The biggest thing I notice about my freshmen students is that they **consistently lack persistence** due to a lack of confidence. They lack confidence because they aren't asked to think critically enough."

"The question, 'What equation do I use?' is a question rooted in **fear, not curiosity.**"

## Hattie's Visible Learning (2009).





## Our Vision

Depth over breadth.

Challenge fixed-mindset, "Solve for X" thinking.

*That's preparation. That's elite.*

*Steilacoom High School will be steadfast and innovative in the pursuit of academic success and post-secondary preparation in order to become an elite institution and represent our communities with pride.*

## SBG In Practice

### What it is...

1. A system which allows teachers to differentiate skill acquisition from skill evaluation.
2. A system which gives students the most accurate picture of what their skill set is currently.
3. A statement that we believe learning is a continuum, and that it should be evaluated as such.

### What it is not...

1. Lowering the bar.
2. A participation trophy.
3. Unlimited, penalty-free retakes.



## How does this affect GPAs?

- It doesn't.
- Student work is still calculated and turned into a letter grade.
  - ◆ The biggest difference is now everyone uses a common four-point scale.

## How does this affect transcripts?

- It doesn't.
- A student's letter grades will still be reported as usual.
  - ◆ Those grades will be submitted to the registrar at the end of each semester.

## How does this affect report cards?

- It doesn't.
  - ◆ With one exception...
- Our ELA Department is in year two of piloting an SBG report card.
- ELA grades are broken out on report cards by individual standard.
  - ◆ Instead of appearing as a single net-score.

*\*Our Principal's Advisory Board will meet throughout the year to determine if we want to continue using this feature of Skyward school-wide.*



## How does this affect curriculum?

→ It doesn't.

→ That is to say, no different than before.

- ◆ Common standards were adopted by our state in 2009.
- ◆ Our teachers spent the majority of their PD last year developing our system.
  - Reviewing their current curriculum maps.
  - Finding resources and preparing assessments.
  - Selecting standards to leverage for long-lasting learning.

## So, what are the changes?

Assessment Definitions.

Performance Rubrics.

Reassessment Opportunities.





## Formative vs. Summative Assessment

We can learn without grades.

We can't learn without **descriptive feedback**.

Descriptive Feedback vs. Feedback & Grade vs. Feedback & Praise.  
Lipnevich & Smith (2008)



## Performance Rubrics

→ All coursework will be aligned to a standard and evaluated using a rubric.

Scale	Correlating Grade	Language
4	A	Exemplary Work. Mastery. (Above Standard)
3	B	Proficient Work. Accomplished. (Meets Standard)
2	C	Emerging Work. Developing. (Approaching Standard)
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## Reassessment

Time is a variable, not an absolute.

*Nobody knows ahead of time how long it will take to learn something!*

Students will be allowed to reassess their work if they fail to meet standard.

→ "Reassessment opportunities do not prepare students for college and the real world."

◆ That does not mean that reassessment comes without consequence.

- Mandated study time.
- Always at the teacher's discretion.



## Reassessment

“Grades are shorthand reports of what you know and can demonstrate at the end of learning’s journey, **not the path you took to get there.**”

- Rick Wormeli (NBCT & Best-Selling Author)

# Grade Breakdown

90% Summative, 10% Success Skills



# Success Skills

	4	3	2	1
<u>9.A.2</u> <i>Conducts self in a respectable, professional manner.</i>	Demonstrates professional appearance for various settings, as well as utilizes time management skills consistently.	Demonstrates professional appearance and utilizes time management skills.	Attempts to demonstrate professional appearance and or utilizes time management skills.	Does not demonstrate professional appearance or time management skills.

## Parent's Guide

What you will hear from your student...*and what to ask if you don't!*

→ "Do you have any homework tonight?"

**vs.**

→ "What standards are you working on in class right now?"

→ "Is this a formative or a summative assessment?"

→ "When can you reassess?"



## Helpful Resources

"Grading Smarter, Not Harder"

Myron Dueck

"Fair Isn't Always Equal"

Rick Wormeli

### *Other Districts with SBG*

1. Tacoma
2. Franklin Pierce
3. Sumner
4. Federal Way
5. Kent
6. Seattle
7. Kennewick
8. Spokane

## Questions & Answers



## School Capacity

Steilacoom Historical School District No. 1 has elected to define its “level of service” (LOS) in terms of each student’s share of the District’s permanent school facilities, with reference to the District’s standard for average class load and identification of classrooms available for regular instruction.

Steilacoom Historical School District No. 1 has adopted an organization that houses kindergarten through fifth grade in elementary schools, sixth through eighth grade in middle school, and ninth through twelfth grade in high school.

The District has adopted a traditional calendar beginning in late August (prior to Labor Day) and ending in mid-June, and a traditional daily schedule with academic classes beginning between 7:35 a.m. and 9:05 a.m. and ending mid-afternoon. Although the District continues to study alternate organizations, calendars, and schedules, the District believes the adopted organization is educationally sound and reflects community values.

The District’s educational program includes individual and small group work, as well as full class activities. Portable classrooms, which are neither intended for nor function as long term educational space, are excluded from the level of service calculation. Portables are considered adequate only for supplemental programs and interim housing.

The District has set minimum educational standard of service based on several criteria. Exceeding these minimum standards will trigger significant changes in program delivery. For purposes of this determination, the term “classroom” includes special education classrooms or special program classrooms (i.e. computer labs, art rooms, chorus and band rooms, spaces used for physical education and other special program areas).

The capacity for each facility is established by multiplying the regular classrooms available by the District’s standard for average class load (the “Standard of Service”). Core facilities and special use facilities are compared to classroom capacity.

High Number	Standard of Service
High School	25 students/classroom
Middle School	25 students/classroom
Elementary	20 students/classroom

Using the Standard of Service and updated information regarding classroom utilization, the District's current facility capacity is as follows:

<b>Facility</b>	<b>Area (SF)</b>	<b>Actual Building Classrooms</b>	<b>Capacity (Classroom Per Student FTE)</b>	<b>Actual September 2017 Enrollment</b>
Steilacoom High School	133,374	42	1050	1050
Pioneer Middle School	103,128	37	925	769
Saltar's Point Elementary	55,235	25	625	492
Anderson Island Elementary	11,366	2	40	35
Cherrydale Elementary	42,083	22	440	382
Chloe Clark Elementary	59,333	31	620	576
Total Elementary			1,725	1,485

The level of service is dictated by the amount of space required to accommodate the District's adopted educational program. The LOS will change as the District changes its educational program and is reviewed and modified periodically.



### **Educational Standards**

School facility and student capacity needs are dictated by the types and amounts of space required to accommodate the District's adopted educational program. The educational program standards which typically drive facility space needs include:

- grade configuration
- optimum facility size
- class size
- educational program offerings
- classroom utilization
- scheduling requirements

The State Legislature's implementation of requirements for full-day kindergarten and reduced K-3 class size also impact school capacity and educational program standards. The District has implemented full-day kindergarten classes. The District anticipates implementation of reduced K-3 class sizes in the 2018-2019 school year. However, the details of implementation are still being reviewed.

Special programs offered by the District at specific school sites include, but are not limited to:

- Special education - Preschool
- Special education – Resource room and self-contained
- Special education – 18-21 year old transitional program
- Special Education - Birth to Three programs
- English Language Learners (ELL)
- Title I
- Learning Assistance Program (LAP)
- Career and Technical Education (CTE)
- Technology education
- Highly capable
- Music education
- Computer labs

Variations in student capacity among schools are often a result of what special or nontraditional programs are offered at specific schools. These special programs require classroom space which can reduce the permanent capacity of some of the buildings housing these programs.

District educational program standards will undoubtedly change in the future as a result of changes in the program year, special programs, class sizes, grade span configurations, and use of new technology, as well as other physical aspects of school facilities. The school capacity inventory will be reviewed periodically and adjusted for any changes to the educational program standards.

The District educational program standards which directly affect school capacity are outlined below for the elementary, middle, and high school grade levels.

#### **EDUCATIONAL PROGRAM STANDARDS FOR ELEMENTARY SCHOOLS**

Class size for grades	State Funding Level	District's Current Standard of Service
Pre-K	17	20
K	17	20
1	17	20
2 - 3	17	20
4 - 5	27	20

- Music and physical education specialist time will require separate classroom spaces.
- Optimum design capacity for new elementary schools is 500-550 students. However, actual capacity of individual schools may vary depending on the educational programs offered.

#### **EDUCATIONAL PROGRAM STANDARDS FOR MIDDLE AND HIGH SCHOOLS**

Class size for grades	State Funding Level	Standard of Service Level
6	27	25
7 - 8	28.53	25
9-12	28.74	25

As a result of scheduling conflicts for student programs, the need for specialized rooms for certain programs, and the need for teachers to have a work space during planning periods, it is not possible to achieve 100% utilization of all regular teaching stations throughout the day.

Nontraditional educational opportunities will be provided in classrooms designated as follows: Special Education Classrooms; and Program Specific Classrooms (i.e. music, art, science, physical education, technology education, and Career and Technical Education programs).



## Information regarding the new “Enrichment Levy”

- Current Maintenance and Operations levies have been renamed “Enrichment Levies”.
- Districts running a levy in February addressing the 2020 tax year and beyond will require OSPI approval.
- Beginning September 1, 2019, enrichment levies may only be used to “enrich the state’s statutory program of basic education as authorized under section 501”.
- Beginning with levies collected in 2019, the maximum levy is the lesser amount generated by:
  - \$1.50 per \$1,000 of assessed value of property; or
  - \$2,500 per pupil, calculated using the prior year’s average student enrollment, increased by inflation.
- Beginning with taxes levied in 2020, the funds must be “deposited in a separate sub-fund of the district’s general fund”.
- Enrichment levies and all local revenue are subject to new rules. Activities funded out of local revenue are defined as only those activities that are supplementing basic education allocations.
- SAO must audit district levy expenditure plans to ensure enrichment levies are paying for allowable activities.
- Awaiting further guidance from OSPI about some changes (anticipated to occur this Fall).

<b><u>2017-18</u></b>	<b><u>2018-19</u></b>	<b><u>2019-20</u></b>	<b><u>2020-21</u></b>
Measures submitted to voters must comply with the restrictions for 2019, 2020 and beyond.	<p>Maximum levy collection in 2019 and beyond is \$2,500 per student or \$1.50 per \$1,000, whichever is less.</p> <p>For levy collections in 2020 and beyond, districts must receive OSPI pre-approval for their levy expenditure plan prior to submitting measure to voters.</p>	<p>Same as 18-19 plus new restrictions on the use of local funds starting with 2020 collections.</p> <p>Limitations on the use of local funds are identified in sections 501-502 of HB 2242.</p>	Same as 19-20.

## Enrichment Levy Impact

- 2017-2018 Levy Collection Authority

2<sup>nd</sup> half of voter approved 2018 levy - \$3,690,125

1<sup>st</sup> half of voter approved 2019 levy - \$2,225,000

**Total      \$5,915,125**

## Enrichment Levy Timeline

- November 2017 – approval of board resolution on enrichment levy amount
- December 15, 2017 - file with Pierce County (resolution, resolution cover sheet, explanatory statement, for and against committee appointment form)
- December 19, 2017 - statement “For” and “Against” written by committees
- December 21, 2017 - rebuttal statement written by committees
- February 13, 2018 - ballot measure for SHSD enrichment levy

## Levy Communication

- Public will need to be educated in understanding new process.
- Communication around legislative increase in funding and the continued need for levy funds.
- Communication around restricted nature of our use of local levy proceeds.



**Steilacoom Historical School District  
Estimated Levy for 2019 -2022**

**2% Property Growth Factor**

<b>TAX YEAR</b>	<b>ASSESSED VALUATION</b>	<b>VAL. % CHG</b>	<b>M&amp;O LEVY</b>	<b>M&amp;O LEVY RATE \$/1000</b>
2015	2,602,516,785	9.00%	7,001,525	2.70
2016	2,682,780,757	3.08%	7,125,000	2.73
2017	2,815,082,179	4.93%	7,360,178	2.61
2018	2,899,534,644	3.00%	7,380,250	2.55
2019	2,957,525,337	2.00%	4,436,288	1.50
2020	3,016,675,844	2.00%	4,525,014	1.50
2021	3,077,009,361	2.00%	4,615,514	1.50
2022	3,138,549,548	2.00%	4,707,824	1.50

**3% Property Growth Factor**

2019	2,986,520,684	3.00%	4,475,000	1.50
2020	3,076,116,304	3.00%	4,600,000	1.50
2021	3,168,399,793	3.00%	4,750,000	1.50
2022	3,263,451,787	3.00%	4,900,000	1.50

**4% Property Growth Factor**

2019	3,015,516,030	4.00%	4,525,000	1.50
2020	3,136,136,671	4.00%	4,715,000	1.50
2021	3,261,582,138	4.00%	4,885,000	1.50
2022	3,392,045,424	4.00%	5,100,000	1.50

**5% Property Growth Factor**

2019	3,044,511,377	5.00%	4,575,000	1.50
2020	3,196,736,945	5.00%	4,780,000	1.50
2021	3,356,573,793	5.00%	5,050,000	1.50
2022	3,524,402,482	5.00%	5,300,000	1.50

16-17 FTE Enrollment - 3,050	\$2,500	7,625,000
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## WSSDA Boards of Distinction Application

### GENERAL INFORMATION

1. Applications are due by **September 21, 2017**. Submit the application as a single Word or PDF document to Connie Lauderdale at [C.Lauderdale@wssda.org](mailto:C.Lauderdale@wssda.org).
2. The date range for this year's application is 9/1/16 – 9/1/17.

### TIPS

You will be asked to submit two written sections (hereafter referred to as "essays") with accompanying evidence: one on the opportunity gap and one you select. The optional topics are benchmarks from three different WSSDA School Board Standards.\* Guiding questions for the judging, and therefore recommended for the essays, are:

1. What decisions did the board make?
2. What is the evidence of the results?
3. How this evidence fits the standard?

We suggest approaching the application in the following order:

1. Identify the evidence of your board's success from the past year.
2. Select the benchmark option your board will address in this application, based on what your evidence supports best.
3. As a board, assign tasks to complete the application, such as:
  - a. Who writes each of the two essays
  - b. Who fills out the application
  - c. Who edits and or checks the content

*\*Each of the five school board standards has several benchmarks. Each benchmark has a number of indicators for success. All are in the standards document accessible from the link on the Boards of Distinction webpage.*

### ESSAYS & EVIDENCE INSTRUCTIONS

Essays may be in the form of narrative, bullet points, or a combination of the two, and should reflect the work/decisions of the board. For each essay & evidence (opportunity gap plus one of your choice):

- Please submit an essay of no more than 300 words explaining up to three ways in which the board supports the topic.
- Please consider mentioning whether this is an initial decision made by the board or if you are monitoring progress towards goals.
- Please identify supporting documents by name within each essay, e.g. "Appendix A."

***Immediately after each essay, insert no more than three pages of the evidence selected to support that essay*** (e.g., portions of board meeting minutes, protocols, policies, evaluation tools, communications, etc.).

- Evidence demonstrates the impact of your actions or outcomes relevant to the essay topic.
- The same piece of evidence may be used to support more than one essay.



## SECTION I: DISTRICT INFORMATION

School District Name: Steilacoom Historical School District No. 1

Street Address or PO Box: 511 Chambers St.

City: Steilacoom State: WA ZIP: 98388

Student enrollment: ☐ 1 – 1000 ☒ 1001 – 9000 ☐ 9001 and over

Board Chair: Sam Scott

Telephone: 253-376-4429 E-mail: sscott@steilacoom.k12.wa.us

Superintendent: Kathi Weight

Telephone: 253-983-2215 E-mail: kweight@steilacoom.k12.wa.us

## SECTION II: BOARDSMANSHIP

1. What was the date of your most recent superintendent evaluation? June 14, 2017
2. What is the date of your most recent board self-assessment? February 8, 2017
3. Do you have a current strategic/district improvement plan? ☒ Yes ☐ No
4. What years does it cover? 2014-2017

## SECTION III: PROFESSIONAL DEVELOPMENT

Professional development is a common element among highly successful boards. In a short paragraph or a few bullets, please describe one professional development activity your board completed together, and the outcome.

Enter your answer below this line.

Along with members attending regional WSSDA meetings, legislative conferences, open public meeting act retraining and two members enrolled in the 2016-2017 class of Leadership WSSDA, the Steilacoom Historical District No.1 School Board holds a study session in January to review the school board operating protocol. This protocol serves as the board's guiding principles in how to conduct business, interact with other board members, the superintendent and the district leadership team. These protocols reaffirm the board's commitment to be accountable to the community. Each area is discussed and adjusted based on the board's annual self-assessment and the district's strategic goals. The outcome is a harmonious board and district leadership team that maintains professional relationships with each other while moving the school district forward. As part of the district's strategic communication plan, the superintendent and the board solicit feedback from community and staff during regular roundtable events, ensuring the board avoids falling into group think.

## SECTION IV: ESSAYS AND EVIDENCE ON OPPORTUNITY GAP (REQUIRED)

For the opportunity gap content, please address numbers 1-4, below.

1. What decisions did your board make this past year to positively change the opportunity gap?
2. What evidence of success resulted from previous decisions by the board?
3. Demonstrate how you analyze data and how you apply the results towards closing the opportunity gap.
4. Link your evidence to your decision-makers.

Enter your narrative (essay or bullets) below this line.



Our board is committed to closing the opportunity gap and has focused on increasing capacity to serve students with special needs at all of our schools. Each year, beginning in 2013, the district has expanded services at each school to welcome 18 students back to the district that had previously been served by contracting with other school districts. Through professional development, hiring of quality staff and creating facilities appropriate for our students, the district serves our students, regardless of disability, within their school community. Creating support systems for all students has also gone beyond the classroom walls with a focus of increasing community involvement. The Day of Champions was implemented in 2015 to celebrate students with disabilities in a track and field event day, which involves our high school students, community volunteers and sponsors. In 2016, the district opened the Front Desk – a work-based learning center that provides our students an opportunity to practice employability and social skills by operating a copy center. (Appendix A: Front Desk).

Improvement of the core knowledge of our educators by enhanced professional development and cultural competence training is critical. The district's secondary level math and science teachers and administration are part of a three-school district partnership with facilitators, higher education partners, and content experts to improve student learning in math and science. This combined with the district's supplemental education offerings and outreach to Title I Part A qualifying students, we have seen achievement improve district wide. (Appendix B: SER2 Math and Science Partnership Grant)

40% of the district's student body is associated with military families. These children experience multiple school districts and additional challenges when one or both parent deploys, increasing the chances of children having academic or social challenges. The district accepted a Department of Defense Education Activity (DoDEA) Grant which focuses on increasing the level of social and emotional health services for both military-connected and non-connected students across all schools. The district hired a social worker and is offering professional learning opportunities for school teams, while improving curriculum resources in all of the district schools. The district also partners with the military's medical facilities to offer teen clinics in the middle and high school, saving 2000 hours of missed school time a year. The district published a school calendar highlighting the work around social and emotional learning (Appendix C: Project Safe and Sound Calendar).

Insert up to three pages of opportunity gap evidence below this line.

Appendix A: Front Desk Flyer

Appendix B: SER2 Math and Science Partnership Grant

Appendix C: Project Safe and Sound Social and Emotional Learning (SEL) Calendar



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**510 Chambers Street  
Steilacoom, WA 98388**

<http://www.steilacoom.k12.wa.us/Page/5797>

## HOURS OF OPERATION

**Monday, Tuesday, Thursday, Friday**

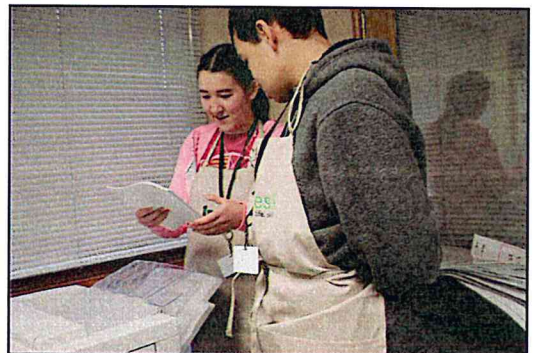
**9:00am—10:15am**

**CLOSED FOR LUNCH AND TRANSPORTATION**

**11:30am– 2:00pm**

**For more information or to submit an order:  
253.983.2238**

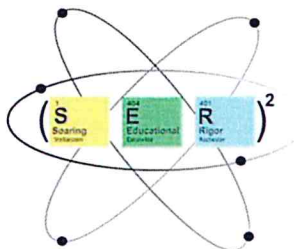
**frontdesk@steilacoom.k12.wa.us**



**Steilacoom Historical School District No.1**

*The best education for EVERY student!*





The Steilacoom, Eatonville and Rochester (SER) school districts, are the recipients of a large Department of Education/Office of Superintendent of Public Instruction (OSPI) Grant for secondary math and science professional development.

The Federal Title IIB Math and Science Partnership (MSP) Grant supports projects across the state to provide high-quality, content-based math and science professional learning for teachers in an effort to help increase student achievement in math and science.

Fourteen highly competitive proposals were received, which made the selection process extremely challenging. Each proposal was independently and objectively scored by a team of 19 reviewers from OSPI, based on a scoring rubric. The review process consisted of 2 rounds—the First Review and the Second Review; overall strengths and areas of concern were noted.

Steilacoom, Rochester and Eatonville School Districts (Soaring Toward Educational Rigor, SER<sup>2</sup>) have been selected as one of the recipients of the Math and Science Partnership Grant for 2015-2018. SER<sup>2</sup> is partnering with Teacher Development Group (TDG), Pacific Lutheran University (PLU), University of Washington Tacoma (UWT), The Boeing Company, Fred Hutchinson Cancer Research Center, Association of Washington School Principals (AWSP), and others.





## Project Safe and Sound

Steilacoom Historical School District is in the second year of implementation of the five- year Department of Defense Education Activity (DoDEA) Partnership Grant, *Project Safe and Sound*. The goal of the project is to establish a three-tiered intervention system for students in response to individual social-emotional needs. For the 2017-2018 school year, the district will focus on creating a foundation of universal supports for all students. This includes integrating social and emotional learning in staff professional and student learning environments as well as district standards and practices.

## What is Social and Emotional Learning?

### Social and Emotional Learning (SEL)

is broadly defined as the process in which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that supports success in school and in life. Social-emotional skills lead to improved attitudes about self, others and school – an increase in academic achievement and a decrease in conduct problems and emotional distress.

This school calendar is provided as a tool for our students, families and community partners to begin the conversation about social and emotional learning at home and at school for all of our children's healthy and positive development. Each month recognizes a core competency associated with a Washington State Social and Emotional Learning Standard.

## SELF

### Self-Awareness

Individual has the ability to identify and name one's emotions and their influence on behavior.

### Self-Management

Individual develops and demonstrates the ability to regulate emotions, thoughts and behaviors in contexts with people different than oneself.

### Self-Efficacy

Individual has the ability to motivate oneself, persevere, and see oneself as capable.

## SOCIAL

### Social-Awareness

Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

### Social-Management

Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

### Social-Engagement

Individual has the ability to consider others and desire to contribute to the well-being of school and community.





## SECTION V: ESSAYS AND EVIDENCE (SELECT ONE OF THE OPTIONS BELOW)

Please select one of the options below and check the box next to your choice. Address the underlined benchmark in your essay and evidence. Indicators have been included for your convenience to identify areas of narrative content and evidence applicable for that benchmark.

- ☐ Standard 1/Benchmark C: Provide responsible school district governance by respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.

Indicators:

1. Does the board recognize the superintendent as an integral part of the governance team and model collaboration and commitment to a shared purpose?
2. Does the board delegate through written policy authority for the superintendent to manage district operations and implement policy?
3. Does the board provide the superintendent with a clear statement of its expectations for his/her performance which is used in the superintendent's evaluation?
4. Does the board honor the roles and responsibilities of the superintendent and staff?
5. Does the board thoughtfully consider recommendations of the superintendent and staff prior to making decisions?
6. Does the board establish and commit to written protocols for respectful internal and external interactions?

- ☐ Standard 4/Benchmark A: Hold school district accountable for meeting student learning expectations by committing to continuous improvement in student achievement at each school and throughout the district.

Indicators:

1. Does regular communication from the board to the staff and community reinforce its commitment to high levels of achievement for all students?
2. Does the board establish and follow a schedule for the timely review of the district plan?
3. Does the board ensure a high degree of coherence between the district's plan and individual school improvement plans?
4. Does the board annually review district and school improvement plans?
5. Does the board publicly recognize the efforts of individuals and schools in improving student learning?

- ☐ Standard 5/Benchmark C: Engage local community and represent the values and expectations they hold for their schools by ensuring district information and decisions are communicated community-wide.

Indicators:

1. Does the board ensure that a proactive communications system is in place to disseminate information and address issues in the schools and community?
2. Does the board identify and use key communicator groups to provide input and disseminate district information and decisions?
3. Does the board communicate district performance to the public in clear and understandable ways?

Enter your narrative (essay or bullets) below this line.

The board created a District Strategic Communications Plan during the 2016-2017 school year to disseminate information and address issues in the schools and community. Our communications plan resulted in a District of Distinction award by *District Administration* publication and an Honorable Mention by WSPRA for our District Annual Report publication. Our Annual Report (Appendix A: Annual Report) was mailed to all homes within the district boundary. The board is committed to providing the *Best Education For Every Student*, and communicating district performance in a clear and understandable manner is key.



Our proactive communication system included a monthly message to stakeholders and a new and improved “user-friendly” website. The district focused on sharing data on the district’s published Data Dashboard, as well as the creation of a new social media account. District leadership were invited to speak at community, state and international events to share our work around student achievement (Appendix B: Community Connections).

A primary component of our communication plan was the creation of a weekly “Principal Briefing” from each of our school principals to share information with families. This combined with increased teacher communication and the District’s electronically distributed weekly “Community Connections” enhance the message of student achievement; all positively received. (Appendix C: Principal Briefing)

The board identified key communicator groups to help disseminate district information in a variety of formats. A Superintendent Advisory Group, representing all district schools, met monthly to design the communications plan of work. A Student Superintendent Advisory Committee also met monthly to add student voice and perspective to decisions and communication. Another vehicle for the establishment of key communicator groups was the facilitation of the following committee groups, with each Board member serving on a stakeholder advisory committee: Budget, Career Technical Education Advisory, Community Truancy Board, Diversity, Safety, Transportation, and Substance Abuse Prevention and Intervention.

Insert up to three pages of evidence below this line.

Appendix A: District Annual Report

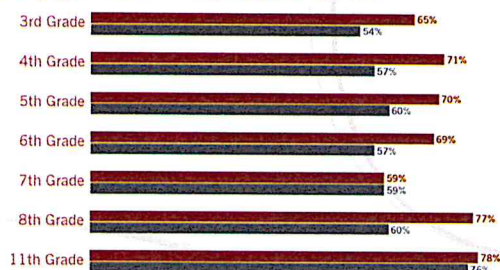
Appendix B: Community Connections example

Appendix C: Principal Briefing example

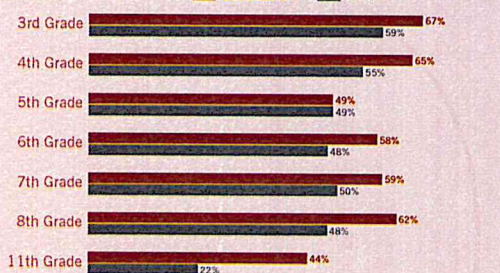


## Student Performance Data\*

### English Language Arts 2015-16



### Mathematics 2015-16



## Safety & Security

The Steilacoom Historical School District has been proactive in the area of school safety and security by making this a focus of our current Strategic Plan. We received funding to conduct thorough facility security assessments, which identified and prioritized school building vulnerabilities. The grant funding assisted us in implementing physical improvements to reduce risk in our schools. Some of our upgrades have included the addition of a School Resource Officer, the development of an All-Hazards Emergency Coordination Plan, and related staff training. Our strong collaboration with local emergency responder agencies is a point of pride, and we will continue to keep student and staff safety our priority.

School Resource Officer Harrick presents to Steilacoom High students.

\*Smarter Balanced Assessments are given each spring and measure student performance in Mathematics and English Language Arts, including the critical thinking and problem solving aspects of our Washington State Learning Standards.

## A message from our Superintendent & School Board

Steilacoom Historical School District's annual report to the community is a snapshot of the district's accomplishments over the past year. We are committed to the Best Education For Every Student, by providing a rigorous curriculum with interventions to meet the needs of all learners.

Our district excels because of the unwavering support from our families and community. We invite you to accept our yearlong invitation for involvement in our six schools to positively benefit the over 3,200 students placed in our care. We expanded our community involvement through the establishment of several district committees this year in the areas of budget, safety, truancy, substance abuse, vocational opportunities and communication.

We are able to offer comprehensive professional development opportunities for our staff. Currently in the second year of our United States Department of Education Math and Science Partnership grant, our dedicated staff continue to engage in high-quality, content-based math and science professional learning with our partner school districts. Other professional learning this year includes instructional technology, differentiated learning strategies, assessment of student learning, social and emotional learning and much more.

We are extremely proud of our collaborative relationship with Joint-Base Lewis McChord (JBLM). Our schools have Military Family Life Counselors (MFLCs) providing short-term, non-medical, school-based services. The Madigan Adolescence Medicine Division provides health clinics on-site at Pioneer Middle and Steilacoom High School weekly, helping students and parents avoid missed school and work days by providing full scope health care services in their school. The District was recently awarded a five year \$1.25 million grant focused on increasing the level of social and emotional health services for military-connected students. The Safe and Sound Project will allow us to streamline our current initiatives into a system-wide intervention program for students. You can find additional information about our Safe and Sound Project in this report.

Thank you for taking the time to review our annual report. We are excited to share our work and accomplishments with our outstanding school community.

Sincerely,

K. Weight  
Kathi Weight  
Superintendent

Sam Scott  
Chair, Board of Directors

Steilacoom Historical School District No. 1 provides local access to all programs or activities without discrimination based on race, ethnic origin, sex, marital status, disability or the use of a trained dog guide or service animal and provides equal access to designated multi-group listed under Title 36 U.S.C. Allegations or concerns can be reported to Superior Branch at 511 Chambers Street, Steilacoom WA 98388, 253.983.3238 or steilacoom.k12.wa.us



www.steilacoom.k12.wa.us

## Project Safe & Sound

The Department of Defense Education Activity (DoDEA) Partnership Grant Program awarded Steilacoom Historical School District a five-year \$1.25 million grant focused on increasing the level of social and emotional health services for military-connected students across all schools.

The Safe and Sound Project establishes a three-tiered intervention system for students to be referred or self-identified for additional supports in response to individual social-emotional needs. Social workers were hired this fall and are active in all schools. Funding will provide professional learning opportunities for school teams and curriculum resources.

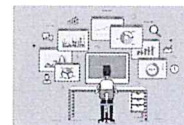
"We are thrilled to have received this opportunity from the DoDEA. We are proud of our relationship with our military families and community and believe this project will enhance our other initiatives focused on student support," stated Superintendent Kathi Weight.

Nearly 40% of the district's enrolled students have at least one parent who is assigned to Joint-Base Lewis McChord (JBLM). Currently the district partners with JBLM and has two Military Family Life Counselors (MFLCs) providing short-term, school-based services in four schools. The Madigan Adolescence Medicine Division provides health clinics on-site at Pioneer Middle School and Steilacoom High School weekly, to help students and parents avoid missed school and work days by offering full scope health care services in their school. Since the program's inception in 2012, over 2,655 student health clinic appointments have saved almost 8,000 hours of lost instructional time.

Superintendent Kathi Weight and the Santillana family on the first day of school.

## Data Dashboard

The Steilacoom Historical School District is excited to launch our "Data Dashboard" in alignment with our strategic communication plan of work.



As an organization, we utilize a variety of indicators to measure student learning and district success throughout the year. Our data dashboard is designed to provide an interactive and transparent tool to not only measure our success, but also to identify trends and monitor progress. By presenting data simply and graphically, our goal is to effectively communicate strategic-level results with our community.

Data Dashboard can be found on our website [www.steilacoom.k12.wa.us](http://www.steilacoom.k12.wa.us)



100 Years!

# Annual Report

2016-2017

## District Highlights



Steilacoom High School Film Club took 1<sup>st</sup> place in the AT&T Film Festival and are partnering with AT&T on a nationwide anti-cyberbullying campaign.

Steilacoom High School Class of 2016 achieved a graduation rate of 94.7% and received \$2,624,696 in scholarships and awards.

Cherrydale Primary and Chloe Clark Elementary Schools are Washington State Schools of Distinction.

Steilacoom High offers 14 Advanced Placement (AP) classes, involving nearly half the student body in AP coursework.

Steilacoom High Chamber Choir has been invited to sing at Carnegie Hall in April 2017.

Pioneer Middle and Steilacoom High School choral students qualified for Washington All-State Choirs.

Department of Education/Office of Superintendent of Public Instruction/SER2 Math and Science Grant continues to work in partnership with Eatonville and Rochester School Districts. The grant supports teaching and learning in Science, Technology, Engineering and Math.



Facility Dog, Aura, accompanies facilitator and physical therapist, Jim Seefeldt, to elementary schools to engage and motivate students.

2,619 volunteers have completed nearly 8,000 hours of volunteer service this year.

Let's Move! Active Schools, a national physical education and physical activity initiative, chose Steilacoom High School as a 2016 National Award recipient for the outstanding efforts in creating an active school environment.

The Steilacoom High athletics program had seven teams qualify to participate in state competitions this year. The Boys Swim and Dive Team and the Cheer Team finished 2<sup>nd</sup> in state.

**STEILACOOM**  
Historical School District No. 1  
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## Cherrydale Primary

(PreK-3)  
Principal: Ryan Douglas | Student Count: 376

Cherrydale was established in 1962 as the district's first elementary school, serving grades one through four in Steilacoom. Originally, Cherrydale consisted of only six classrooms. In 1997, a construction bond was approved by the voters to renovate Cherrydale to serve preschool through third grade.

The outstanding staff at Cherrydale Primary are committed to creating a positive learning environment in which all students are valued and held to the highest of standards. Staff inspire achievement, motivate improvement, and engage families in meaningful partnerships. The Cherrydale Primary community is an essential part of the academic and emotional growth of all students.

Cherrydale Primary students have been invited to perform at Benaroya Hall in Seattle this spring!

## Steilacoom High

(9-12)  
Principal: Mike Miller | Student Count: 961

Steilacoom High School opened its doors during the 1981-82 school year, serving grades 9 and 10, with grades 11 and 12 added in consecutive years. The school building was unchanged for 25 years, until a major renovation was completed in 2008. The renovations modernized the high school and doubled the instructional space.

Steilacoom High School boasts a number of unique opportunities for students, based on size and proximity to a major military base, colleges and universities, skills centers and vocational/technical schools. These opportunities allow for students to take advantage of a variety of learning experiences to be successful during the four years leading to college and career preparation. The students are what makes Steilacoom High unique. "Steilly Pride" is evident when you walk through the front doors of the school.

Steilacoom High's active Associated Student Body Leadership program hosted the first annual Jostens Washington Association of Renaissance Educators (WARE) attended by over 500 student leaders and educators.

### Thank You

Thank you to our Superintendent Advisory Committee for their contributions in developing our Strategic Communication Plan and Annual Report. We'd also like to thank *immedia* for the layout, design and printing of this publication.

## Chloe Clark Elementary

(PreK-3)  
Principal: Gary Yoho | Student Count: 602

Chloe Clark Elementary School in DuPont is a community-based school, with an explicit aim to ensure Chloe Clark Elementary staff are providing a safe, nurturing school environment where creativity and curiosity are nurtured each day.

Chloe Clark Elementary opened in September of 2001 with 178 students in grades kindergarten through four. Even though experiencing a great deal of growth, Chloe Clark maintains a strong sense of closeness within the school and with our DuPont community. A strong military presence is felt in the school, with over 60% of parents having a direct connection to Joint-Base Lewis McChord. Chloe Clark has a reputation for an exceptionally strong academic program carried out by talented grade-level teams who meet regularly in Professional Learning Communities to analyze student data and plan accordingly.

Chloe Clark's vibrant PTA recently completed a fundraiser and was ranked #1 in the State of Washington for funds raised - all of which go directly to benefit students.

## Anderson Island Elementary

(K-5)  
Principal: Susan Greer | Student Count: 35

The original Anderson Island School, named Wide Awake Hollow, opened in August 1882. When school enrollment dwindled to seven in 1958, the students rode a ferry to attend McNeil Island School. Anderson Island and McNeil Island schools became a part of the Steilacoom Historical School District in 1975. In 1980, Anderson Island Elementary was built to house students in grades K-5. Renovations in 1996 and 2001 added classroom space, with a multi-purpose room built in 2007. Today, the school serves students in a K-2nd classroom and 3rd-5th classroom. Core subjects, such as reading and writing, are intentionally integrated into project-based science, technology, engineering, and mathematics (STEM) lessons.

Anderson Island Elementary partners with local organizations to provide a variety of outdoor learning opportunities for students.

## Our Schools

### Pioneer Middle

(6-8)  
Principal: JoAnne Fernandes | Student Count: 807

Pioneer Middle School, formerly Steilacoom School, originally constructed in 1858, was the main school in the district until 1962. The current Pioneer Middle School opened in 2008 in DuPont. Pioneer Middle School's design follows the new Washington Sustainable Schools Standards, with many sustainable, high-performance features, such as maximizing natural light and use of recycled construction materials. Pioneer Middle School is a student-centered building, with particular emphasis on connecting to the physical and social needs of middle school students. Pioneer's rigorous academic program offers numerous opportunities to challenge every student and enrich learning in all areas of content.

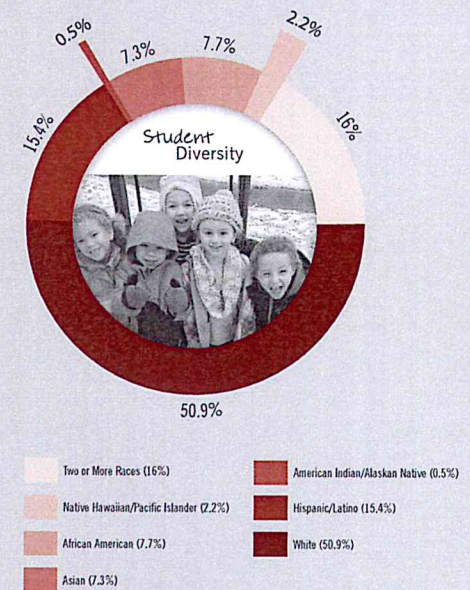
Pioneer Middle hosts a robust music program, including various vocal ensembles earning Superior and Superior+ ratings at competitions. The choir receives an annual invitation to perform at the Washington Music Educator Association Conference.

## Saltar's Point Elementary

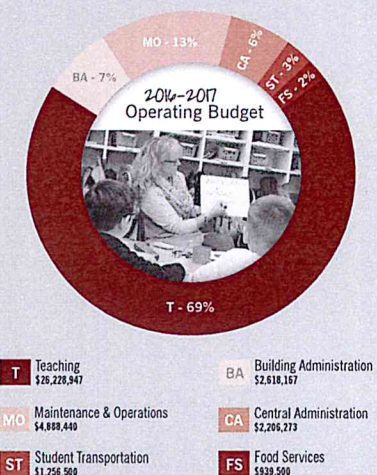
(4-5)  
Principal: Alex Clauson | Student Count: 434

Saltar's Point Elementary was established in 1972. The school was named after Captain John Salter, who came to Steilacoom in 1860, and later served as the mayor. The area in which Captain Salter settled was referred to as Salter's Point. At its time of establishment, Salter's Point Elementary had a capacity of 300 students. In May of 2000, 375 students moved into the newly-constructed Salter's Point Elementary and have enjoyed a beautiful and functional facility ever since. Currently, the school is home to over 400 intermediate level students and employs over 50 staff members.

Saltar's Point has a school-wide emphasis on the use of technology in the classroom; the school currently supports technology with one Chromebook for every two students. Students are using Google Classroom and Google applications in all content areas.



"The best education for every student."





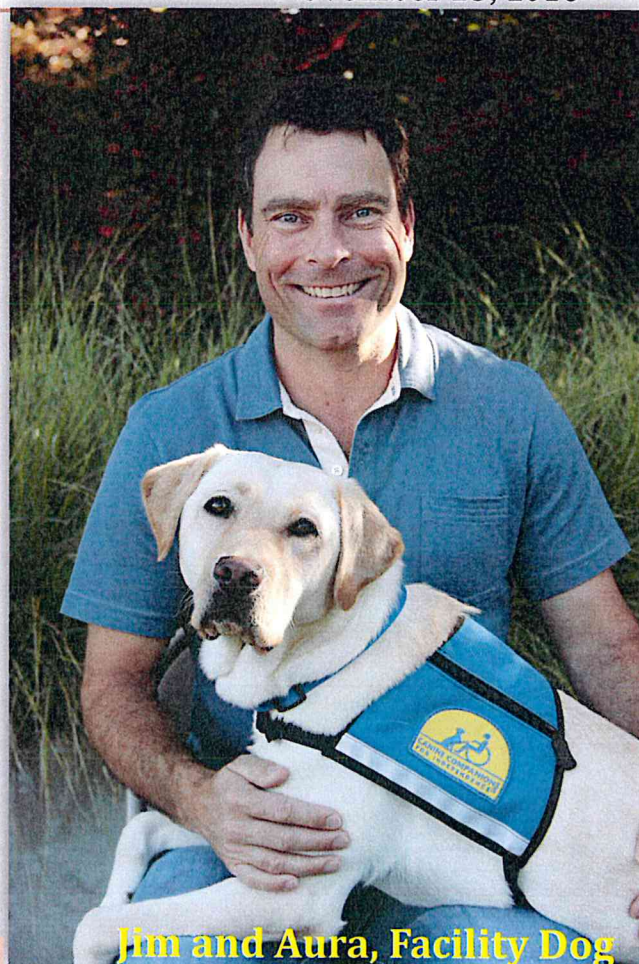


Steilacoom Historical School District No. 1

# Community Connections

November 23, 2016

**A**ura, an expertly trained facility dog, will be joining Jim Seefeldt, District Physical Therapist, in his work with students at Cherrydale Primary, Chloe Clark and Anderson Island Elementary Schools. Jim travelled to the California Canine Companions for Independence facility where he and Aura trained as partners to help engage students receiving special education services. Two year old Aura is skilled in over 40 commands designed to assist, motivate and inspire students with special needs. She knows specific commands that allow her to interact with students in a calm and appropriate way. Aura will be properly identified as a working facility dog in her Canine Companions for Independence vest.



Jim and Aura, Facility Dog



Cherrydale Primary 3rd graders in Mrs. Johansen & Taylor's classes spent the last several weeks creating musical instrument themed ornaments to decorate the Governor's Mansion holiday tree. Students from across the state were chosen to create over 300 ornaments which decorate the trees and are then archived. Felt and clay recorders were chosen as the students are learning to play actual recorders in Mrs. Gonzalez's music class. Students made an ornament for the state tree and their own home decoration. The state tree is available for public viewing starting December 7, 2016.

Check out the District website for more stories and pictures.

[www.steilacoom.k12.wa.us](http://www.steilacoom.k12.wa.us)

Schools & Offices Closed

11/24/16 & 11/25/16



Do you know someone who might like to receive the Community Connections email? Email [feedback@steilacoom.k12.wa.us](mailto:feedback@steilacoom.k12.wa.us)

Steilacoom Historical School District No. 1 provides equal access to all programs or activities without discrimination based on race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, marital status, disability or the use of a trained dog guide or service animal and provides equal access to designated youth groups listed under Title 36 U.S.C. Allegations or concerns can be reported to Susanne Beauchaine at 511 Chambers Street, Steilacoom 98388, 253.983.2238 or [sbeauchaine@steilacoom.k12.wa.us](mailto:sbeauchaine@steilacoom.k12.wa.us)

Follow us  
on **Twitter**



CHLOE CLARK ELEMENTARY

the

# Explorer's Report

Friday, October 28, 2016



## Message from the Principal

*Teachers change students' lives....* As some of the most influential role models for developing the youngest students in our school district, our teachers at Chloe are responsible for more than just academics: our teachers connect with students and reach them on multiple levels, and as a team, we work each day committed to our students' well-being.

Our teachers are **inspiring**: through words and actions, they inspire our students to work hard and pursue goals. Years after graduation, many working professionals have returned to Chloe Clark and frequently cite a particular teacher as the one who initially inspired their love of what they currently do.

Our teachers are **engaging**: stimulating, engaging lessons are pivotal to a student's academic success; making classrooms an exciting environment for learning helps hold our students' interest, and all students learn best when they are both challenged and interested.

Our teachers help **guide**. Our teachers are trusted adults who guide our children. Educators are able to affect virtually every aspect of their students' lives, teaching them important life lessons that will help them succeed beyond math, language arts, and standardized tests.

## Community Events

### Chloe Clark PTA

Thank you to our amazing PTA for the fabulous Fall Carnival. The carnival was a huge success, with our students enjoying pizza-making, games, a picture booth, popcorn, live music, video games, face painting and much, much more!

*Thank you* to all who were involved in making this annual event one of the best yet!



## Veteran's Day

Please plan to join us for our Veteran's Day Assembly on Thursday, November 10 at 3PM in our Community Room. Our school community has both the honor and a proud tradition of celebrating and honoring the service of all our Veterans.

## Groovy School News

### Picture Retakes

If your student has not yet had a picture taken, or if you would like retakes, please bring your packets to school on Monday the 7<sup>th</sup>. Extra forms can be found in the front office.

### Art Docent!

Our Art Docent has made its way through kindergarten and first grade – and will be working with our second-grade students on November 4.

### Salmon Life Cycle

Our third-grade students have been gathering water-quality data at Sequalitchew Creek and providing it to Pierce County; studying the life-cycle of salmon; and will be heading to Kennedy Creek soon to experience salmon spawning!

### ACE DAY

Wednesday, November 2nd  
Students dismiss at 2:35PM

**ANNUAL HARVEST  
PARADE ON PALISADE  
October 31<sup>st</sup>, 1:45PM**