Our Mission:
Create a supportive and welcoming environment for student success, our schools and community will collaborate to ensure all students become self-reliant, well-rounded, and productive citizens through a broad range of opportunities.

Goals:
1. Each student will develop a strong academic foundation that includes the arts, health, technology, and second language skills.
2. Each student will develop the ability to use time effectively, think critically, work cooperatively, and utilize a variety of skills to solve real world problems.
3. Each student will develop civic and cultural understanding, an appreciation of diversity, and an ability to engage in civil discourse within a democratic society.
4. Each student will develop an understanding of life-long fitness and the skills needed to make healthy choices.
5. Each student will develop effective written and verbal communication skills, including public speaking and communicating to a variety of audiences, and demonstrate positive and appropriate social interaction.
6. Each student will leave high school ready to assume adult responsibilities, manage resources, successfully apply for opportunities, live independently, collaborate as a member of a team, and commit to hard work.

Our student learning goals will be achieved through a myriad of experiences and opportunities. We will provide students with a wide variety of co-curricular and extra curricular activities, partner with our community for our students’ futures, and extend learning within and beyond our classrooms. Our goal is to provide for additional learning and behavioral success through up to date curricular materials and technology tools that are aligned across the district.

As we work towards these goals and providing these experiences and opportunities, we celebrate our strong sense of community. We will continue to build a nurturing and inviting culture that partners with parents to support student learning, that mentors new staff members, and that provides professional development to meet our diverse needs.

EXPECTATIONS (WSSDA School Board Standards):

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<tr>
<th>Standard:</th>
<th>Guiding Principles:</th>
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<tr>
<td>Standard 3: Create conditions district-wide for student and staff success</td>
<td>Ensure a course of study and graduation requirements that align with the community’s high expectations for students’ achievement</td>
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<tr>
<td>c. Provide for learning essentials, including rigorous curriculum, technology, and high quality facilities</td>
<td>Provide policies and budget for necessary curriculum materials, supplemental tools, resources, and staff development to maximize student learning</td>
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### Interpretation/Evidence:

In July 2011, Washington adopted the Common Core State Standards (CCSS) in English language arts and mathematics. Teacher groups will need targeted and ongoing professional development to fully implement these new K–12 standards by the end of the 2014–15 school year when new accountability measures go into effect. K–2 has fully implemented Common Core for English language arts and mathematics. Grades 9–11 have implemented Common Core for mathematics. Grades 3–8 have implemented at least one domain of the new standards for mathematics. Building sites are piloting various modules to support the district’s shift to the new English language arts standards. Teams have developed professional development units for “Text-based Answers”, “Increasing Academic Vocabulary”; and “Text Complexity”.

In order to implement the new standards, the district has created district-wide leadership teams to support this work. District teams work to ensure the development of vision, professional development, coaching, resource allocation, and technical assistance. The team works collaboratively to establish training capacity so that the district can support its implementation of various initiatives. The goals of these leadership teams are as follows:

- Create a district-level vision of core instruction in the Washougal School District
- Create curriculum maps, pacing guides, and common assessments for each discipline
- Create communication and feedback loops to inform district professional development
- Develop implementation plan and develop capacity for supporting implementation

Through a collaborative process facilitated by the ESD, the district has selected and adopted the Center for Educational Leadership 5 Dimensions instructional framework (CEL 5D+). Beginning September 1, 2013, the district is required to implement a new evaluation framework – the Professional Growth and Evaluation System (PGES), formerly known as the Teacher Principal Evaluation Pilot (TPEP). Under this new evaluation system, teachers are required to implement the district’s research-based instructional framework (CEL 5D+). The indicators within this framework are embedded.
with the state’s criteria for teacher evaluation. On-going professional development and coaching supports will be necessary to ensure implementation of this new evaluation system. Next year about 33% of the district’s teachers will be completing a comprehensive evaluation and 67% will be completing a focused evaluation. The district has set aside and proportionally allocated funds to buildings to support the implementation of the PGES. Currently, 92% of staff have received 4 hours of training on the eVAL system – the free, electronic management system developed by the state to support the PGES.

The 8 teacher criteria are as follows:
1. Centering instruction on high expectations for student achievement.
2. Demonstrating effective teaching practices.
3. Recognizing individual student learning needs and developing strategies to address those needs.
4. Providing clear and intentional focus on subject matter content and curriculum.
5. Fostering and managing a safe, positive learning environment.
6. Using multiple student data elements to modify instruction and improve student learning.
7. Communicating and collaboration with parents and the school community.
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

The PGES also required the district to adopt a leadership framework for district administrators. The district selected the Association of Washington School Principals (AWSP) framework.

The 8 principal criteria are as follows:
1. Create a school culture that promotes the ongoing improvement of learning for students and staff.
2. Provide for school safety.
3. Lead the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.
4. Assist instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.
5. Monitor, assist, and evaluate effective instruction and assessment practices.
6. Manage both staff and fiscal resources to support student achievement and legal responsibilities.
7. Partner with the school community to promote student learning.
8. Demonstrate a commitment to closing the achievement gap.

0.5% of expenditures (~$135,000) has been set aside to purchase curricular materials, supplemental tools and resources, and for professional development in support of curriculum implementation. Policy 2020 provides for policy and procedures related to the selection of instructional materials. Algebra 1, Algebra 2, Geometry, and AP Government text were purchased in August 2012 with the curriculum set aside. Professional development related to these texts have been provided to teachers using these funds. “Refresher” sessions have been scheduled for June and August, as well as throughout next school year.
In addition to reviewing materials, the Instructional Materials Review Committee (IMRC) is developing an adoption handbook to support not only the review of core instructional materials, but also the selection and adoption of supplemental and open educational resources, which are free digital materials that can be re-used for teaching, learning, and research.

Unique Learning Systems is a Life Skills curriculum that is being piloted in three district buildings. This reading curriculum provides access to the state academic learning standards for students with significant, cognitive disabilities. Plans of instruction are provided to teachers based upon individualized student data.

Washougal School District staff will collaborate weekly through Professional Learning Communities (PLCs). Teachers meet with peers to strategize effective learning and teaching based on individual student performance data. They share techniques and expertise with each other to effectively and efficiently address student learning and boost achievement.

High School graduation requirements for the Washougal School District are described in Policy 2410. WSD requires an additional 3 credits beyond those prescribed by the State. Students in the class of 2016 and beyond are required to earn 3 credits in social studies. 0.5 of this credit must be in Civics.

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<tr>
<th>Standard 4: Hold school district accountable for meeting student learning expectations</th>
<th>Establish and follow a schedule for the timely review of the district improvement plan, at least annually</th>
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<tbody>
<tr>
<td>a. Committing to continuous improvement in student achievement at each school and throughout the district</td>
<td>Ensure a high degree of coherence between the district’s improvement plan and individual school improvement plans, at least annually</td>
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<td>c. Measuring student academic progress and needs based on valid and reliable assessments</td>
<td>Publicly recognize and celebrate efforts of schools and individuals in improving student learning</td>
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<td>Expect and model the effective use of data in monitoring student achievement and district performance, including using disaggregated data</td>
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<td>Evaluate and adjust resources and strategies for closing achievement gaps</td>
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<td>Understand the criteria, assessment tools, and methods to measure student achievement and district performance</td>
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**Interpretation/Evidence:**

The district’s comprehensive assessment system is composed of the following metrics: state outcome assessments (MSP, HSPE, EOC, WAAS, CBAs); easyCBM; district-
created writing and science assessments. Teachers have created common formative assessments that inform them of students’ progress towards benchmarks and learning targets. Many of these assessments are being “tweaked” to align to the new state standards. The K–5 elementary mathematics coaches will also support this alignment work during the 2013–14 school year. At the high school, all students take the PSAT at Grade 10. Students also take the SAT, ACT, and AP exams.

State outcome assessment data and easyCBM data are disaggregated by race/ethnicity and also special student populations (Title I, SpEd). These disaggregated data are used by the district and buildings to inform improvement plans that address academic achievement gaps. Building level leadership teams have been provided with data protocols to support their review of the achievement data. A composite of the state outcome assessment data, the district, disaggregated results, and a copy of the protocol are attached to this report.

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<th>Standard 2: Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations</th>
<th>Articulate high expectations for all students</th>
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<tbody>
<tr>
<td>a. Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources</td>
<td>Create conditions that foster a culture of collaboration around a shared purpose of improving student achievement</td>
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<td>c. Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students</td>
<td>Align policy development, decision making, and budgeting to district improvement plan</td>
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<td>d. Ensuring non-negotiable goals for student achievement are established and aligned to the district’s plan</td>
<td>Monitor and evaluate the implementation of the district and progress towards the goals and outcomes</td>
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Interpretation/Evidence:

I would recommend that the Board incorporate the WSSDA *Benchmarks of Success and Indicators for Evaluation* as a component of the Ends Report. Furthermore, I would recommend that the Board adopt a set of indicators based upon the District’s Strategic Plan. A committee consisting of Blaine Peterson, Ron Dinius, and David Tudor will meet next year to identify specific metrics to evaluate the district’s Ends Policy.