

Curtis High School

Principal: Eric Brubaker Enrollment: 1,327

Mission: Teaching and learning to develop responsible global citizens.

Academic Goals: Our goals on the new Smarter-balanced Assessments are: English Language Arts 90%, EOC Math 90%, EOC Biology 90%

Graduation Rate: 86%, 2015 goal 90%

What is the high school doing to meet its goals?

- Increasing the number of students taking AP courses
- Increasing the number of AP Courses; AP Computer Science (new in 2014-15)
- Project Lead the Way (PLTW) Engineering and Biomedical Science Programs
- Providing targeted tutoring support after school in math and science
- Providing extra support in math, biology, and English for struggling students (COE classes)
- Increased parent communication through online grading, website, and monthly newsletter
- Professional Learning Communities designed to increase student achievement

What is going on at the high school to increase student success?

- High School and Beyond Plan facilitated through the Career and College Readiness Center
- Positive Behavior Support program; Viking P.R.I.D.E.
- All sophomores and juniors take the PSAT each October
- Summer Achievement Academy to help students recapture credits in core subjects
- Providing zero hour options for students wanting to take more than six classes
- Academic Intervention class for targeted group of students who struggled in 9th grade
- MAC Scholars (Minorities Accepting the Challenge) to peer-mentor black males
- An after-school credit recapture program for English and social studies courses

Curtis Junior High School

Principal: Jayne Hofstrand Enrollment: 992

Mission: Partner with families so that every Cougar student grows, learns, and improves each day.

Academic Goals:

- Our goals on the new Smarter-balanced Assessments are: Science 75%, EOC Math 90%, English Language Arts 90%
- Make yearly progress toward eliminating achievement gaps
- Exceed the performance of the state of Washington on all state assessments
- Make continuous progress on all measures and indicators
- Increase the number of ninth grade students on track for graduation at the end of their ninth grade year

Other Goals:

- Increase the number of students engaged in student leadership and service work through NJROTC, Builder's Club, Honor Society, Cougar Ambassadors, and other programs
- Improve student citizenship and attendance as measured by daily attendance rates and disciplinary data

Drum Intermediate

Principal: Susie Whitlock Enrollment: 630

Mission: Partner in a safe, civil, and caring environment, our mission is to develop respectful, responsible, lifelong learners.

Academic Goals: Our goals on the new Smarter-balanced Assessments are: English Language Arts 90%, Math 75%, Science 75%

- Check and Connect and Morning "Breakfast and Binder" (B&B) program with counselors for students needing assistance with homework completion and organization
- After-school Targeted Assistance Program by grade level for literacy and math
- Math LAP program – Math support for students during the school day in addition to their regular math class
- Content Area Teams (CATs) meet weekly within their grade level to plan for instruction, review assessment data, and develop remediation and support for students who are struggling and/or ready to extend their learning
- After-school Homework Club and Working Lunch to provide additional support for homework

Chambers Primary

Principal: Ali Shepard Enrollment: 421

Mission: Develop academically successful, responsible, and caring students by ensuring a challenging, child-centered instructional program in a nurturing learning environment.

Academic Goals: Our goals on the new Smarter-balanced Assessments are: English Language Arts 90%, Math 75%

- Teachers meeting in PLCs to design instruction and analyze student results
- Professional development focused on math and literacy instruction
- Reading specialists providing extra instruction during the day
- After school math and literacy classes
- Professional Development and implementation of RAMP and RNP

We are proud to bring highly skilled, committed teachers together to ensure every child has an excellent education. We promote positive school behavior through our Chambers ABCs, Playground Pals, and Community Kids. Our PTA partners with us to provide many enriching opportunities including assemblies, field trips, Science Fair, Writers Fair, Art for Kids, ACE Language, and Bricks 4 Kidz Lego program.

Sunset Primary

Principal: Mary Godwin-Austen Enrollment: 433

Mission: Motivate all students to become caring, independent, well informed, lifelong learners.

Academic Goals: Our goals on the new Smarter-balanced Assessments are: English Language Arts 90%, Math 75%

- PLC teams work collaboratively to identify and prioritize specific areas of need based on evidence of student learning. Teachers meet regularly to plan lessons, analyze student work, and implement interventions with proven and researched based strategies. Teachers monitor progress with frequent assessments
- Continued implementation and professional development in Rational Numbers Project and Referential Activities Math Project. Students are taught close reading of complex text with "pen in hand"
- Reading and math specialists providing extra reading and math instruction during the day
- Tiger Academy—extended day literacy, math, and English Language Arts classes
- Full-day kindergarten allows time for direct instruction in key content areas

The dedicated, skilled, and caring staff at Sunset Primary School is committed to the success of each and every student. We have high expectations for students, both academically and behaviorally. As part of our Positive Behavior Support program, students are recognized when they demonstrate their understanding and practice of the Sunset Promises.

Narrows View Intermediate

Principal: Jennifer Wong Enrollment: 685

Mission: As a diverse population of learners, to develop motivated students who are academically and socially successful. We will accomplish this by providing relevant, stimulating instruction that incorporates higher-level thinking skills and collaboration in a safe, supportive environment which builds self-esteem.

Academic Goals: Our goals on the new Smarter-balanced Assessments are: English Language Arts 90%, Math 75%, Science 75%

- Professional Learning Communities (PLC's): teachers meet regularly to align curriculum map and instruction to Common Core State Standards, review common assessment data, and apply collective expertise to plan next steps
- Morning Math opportunity for interested students before school four times per week at grades 6 and 7, and after-school Math Homework Helper for all grades
- At-Promise: After-school mentorship program for African-American males to increase academic achievement and overall school performance
- P Math program: additional 40 minute math class to build foundational skills

Evergreen Primary

Principal: Chris Backman Enrollment: 504

Mission: Ensure that all students have the academic and social foundations for future learning.

Academic Goals: Our goals on the new Smarter-balanced Assessments are: English Language Arts 90%, Math 75%

- Reading and math specialists providing extra reading and math instruction during the day
- PLCs: Teams of teachers meet regularly to examine evidence of student learning, plan strategies for students achieving below and above grade level targets, and deepen their understanding of effective research-based strategies
- After-school math and literacy classes
- Professional development and continued implementation of RNP and RAMP

We have a dedicated staff committed to helping students achieve academic success. Students do their part by showing "Eagle Pride." We recognize and celebrate this in many ways; it is something we are proud of and that has become an important part of Evergreen's culture.

University Place Primary

Principal: Willie Keith Enrollment: 530

Mission: Develop successful learners by providing high quality education in partnership with our students, parents, and community.

Academic Goals: Our goals on the new Smarter-balanced Assessments are: English Language Arts 90%, Math 75% (3rd)

- Use of PLC time within grade levels to focus on math and reading assessment data, goal setting, and collaborative planning for instruction
- Math classes focused on number sense and place value concepts
- Reading classes focused on building comprehension
- Reading Mastery intervention at K/1
- 6 Minute Solution as fluency intervention for grades 3-4
- Implementation of "close reading" strategies to comprehend complex informational texts
- Implementation of math intervention blocks
- After-school literacy and math support

Our staff is committed to continuous improvement and achievement in the areas of reading, math, writing, and science. We also promote positive school behavior through our school promises and school-wide behavior program.

University Place School District Academic Data

The mission of the University Place School District, in partnership with our community, is to develop competent, contributing citizens.

	3R	3M	4R	4M	4W
Chambers	92.4%	80.4%	91.3%	84.8%	85.9%
Evergreen	88.2%	76.5%	79.8%	82.7%	62.1%
Sunset	83.2%	83.5%	87.4%	69.5%	73.7%
UPP	77.3%	73.2%	76.2%	64.4%	74.0%
District	85.0%	78.1%	83.1%	75.0%	73.4%
State	72.0%	63.0%	69.9%	60.7%	62.0%

	5R	5M	5S	6R	6M	7R	7M	7W
Drum	87.2%	81.3%	77.0%	91.8%	83.0%	84.2%	76.6%	89.7%
NVI	81.5%	80.9%	73.0%	85.2%	83.9%	73.7%	68.6%	84.3%
District	83.8%	80.7%	74.6%	88.1%	83.3%	78.7%	72.4%	86.9%
State	72.4%	63.5%	66.4%	72.7%	63.6%	67.7%	57.8%	71.1%

	8R	8M	8S
CJHS	80.7%	75.3%	69.6%
State	71.5%	55.8%	67.1%

	10R	10W
CHS	91.2%	93.5%
State	82.6%	85.3%

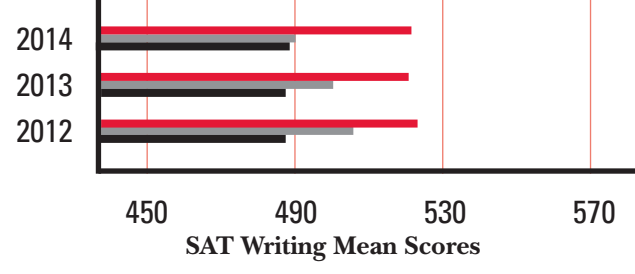
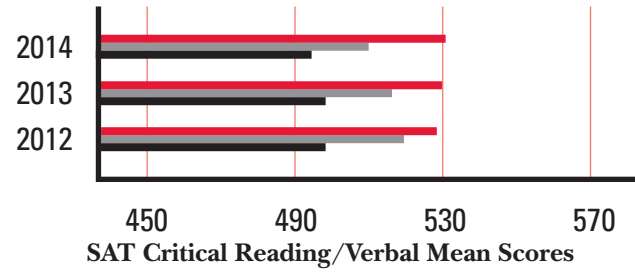
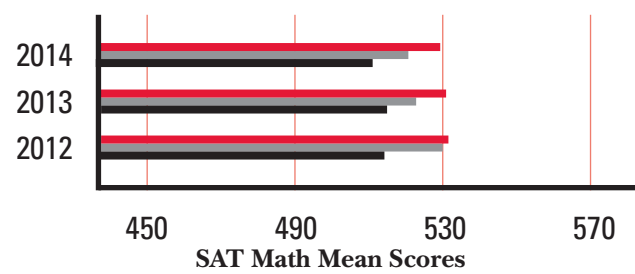
MSP/HSPE Scores by School and Grade Level
This chart details the MSP and HSPE results for 2012-13, broken down by grade level.

R=Reading M=Math

W=Writing S=Science

Mean SAT Scores 2012-14

— Curtis HS — Washington State — National



Safe Schools

Student success in learning requires a safe environment. The University Place School District is committed to safe schools where students can achieve at their highest potential and teachers can teach in a welcoming environment, free of intimidation and fear. Each of our schools fosters a spirit of acceptance and care for every child, and an educational environment where behavior expectations are clearly communicated, consistently enforced, and fairly applied.

Links to Additional Information

Annual Measurable Objectives — www.k12.wa.us/ESEA
Attendance, test participation rates, performance of students — www.reportcard.ospi.k12.wa.us
Overview of all ESEA Programs — k12.wa.us/ESEA/Programs
Title III (Transitional Bilingual) — k12.wa.us/MigrantBilingual/BilingualProgram
Title I, Part A — k12.wa.us/TitleI/TitleIParentsGuide

No Child Left Behind (NCLB)—Annual Performance Report
UPSD embraces the focus of NCLB - to provide all children with a fair, equal, and significant opportunity to obtain a high quality education. Annual Measurable Objectives (AMOs) are yearly targets in reading and math for each subgroup in the schools and the district. Adequate Yearly Progress (AYP) is a measure of performance aligned with the expectation that all students will pass the state test by 2014. Specific information on the performance of schools, the district and demographic subgroups is available at <http://reportcard.ospi.k12.wa.us>. Information regarding student demographics, academic performance of each demographic group, AYP information about each group and school, the percentage of students tested by school and demographic group, comparisons with state performance in each area, expenditures per pupil, a concise budget report, and graduation and dropout statistics is available at www.k12.wa.us/dataAdmin.

We are proud of the performance of our schools. We must, however, report school progress by the definitions in NCLB. According to NCLB, any school or district in which not every (100%) student met standard on the state test would fail to meet AYP. The district, Chambers Primary, Evergreen Primary, Sunset Primary, University Place Primary, Drum Intermediate, Narrows View Intermediate, Curtis Junior High, and Curtis Senior High School all failed to meet AYP under this 100% criterion. Six schools, 75%, are labeled as In Improvement under these same definitions. Evergreen Primary and University Place Primary each entered school improvement this year for the first time.

100% of UPSD teachers are highly qualified and certified.

Communication with Parents/Guardians

State and federal regulations require reporting key information about UPSD schools, federal and state programs, and the performance of our students to parents and community members. UPSD believes a strong partnership between our schools and community is necessary to ensure a quality education for all students. We invite parents/guardians to be active, to be involved, and to provide input. Please contact the principal of your child's school to learn about ways to become involved. If you have questions or comments, please call the Educational Service Center (253-566-5600). UPSD complies with all federal laws, rules, and regulations and does not discriminate on the basis of race, color, national origin, gender, or disabilities in student education programs, co-curricular activities, and employment practices. The district is an equal opportunity/affirmative action employer encouraging application of qualified minorities, women, and disabled persons for employment and other opportunities. For elevator access at school sites, contact the staff in the school's main office. UPSD is a drug-free/smoke-free workplace and educational setting. Direct inquiries regarding compliance, grievance, or appeal procedures to District Affirmative Action, Title IX, and Section 504/ADA Officer John Sander.

Federal and State Funding

University Place School District uses state and federal dollars to support students who have been identified as needing additional support in specified content areas. Students are identified based on multiple measures. Title I, Part A is used to provide reading support to students at the primary level. L.A.P. (Learning Assistance Program) funds are used to provide additional reading support to students at the primary, junior high, and high school level, and to provide math support to students at the primary, intermediate, and junior high level. Title III (Transitional Bilingual Program) and state funds are used to provide language support to English Language Learners who qualify for supplemental language support.

DEVELOPING COMPETENT CONTRIBUTING CITIZENS FOR A CHANGING WORLD

SCHOOL DISTRICT

UNIVERSITY PLACE

Dialog

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Working to Keep Our Schools Safe

A Message from School Board President Christine Kilduff



Creating and maintaining a safe and positive learning environment is a vital part of a high-quality education. That's why keeping students and staff safe on buses, in classrooms and cafeterias, and across each of our campuses is our most important responsibility in University Place Schools. At a recent school board meeting, community members had an opportunity to hear and share ideas about specific steps the district is taking to promote student safety, how we are partnering with the community to advance safety, and what we are doing to make our

already safe schools even safer.

A Comprehensive Approach to Safety

There are many elements to school safety and we focus on each one of them daily. In University Place, safety begins with staff knowing their students, supervising them well and ensuring an atmosphere of respect and trust. Beyond these important basics, clear, consistent and school-wide behavioral expectations shared in assemblies or grade-level meetings foster a positive school climate, common understanding and a sense of unity among our students.

In addition, individualized campus security protocols for each of our eight schools promote site-specific safety and order. Carefully tracking student discipline incidents enables us to spot possible trends in behavior and take action to address them. Vigorously enforcing harassment, intimidation and bullying policies greatly reduces the risk of school violence and creates a welcoming environment for all students. Regular fire, earthquake, and lockdown drills and other procedures prepare students if confronted with an emergency situation at school. And with the assistance of our health services staff, counselors and teachers, we administer to individual student health needs, lead students in rigorous physical activity, and promote awareness around healthy food choices, as well as water, online, HIV/AIDS and personal safety.

Partnering with the Community

We at University Place Schools value our strong relationship with the surrounding community and collaborate daily with key partners to keep our students and staff safe. The University Place Police Department provides a dedicated and experienced school resource officer (SRO) on site every school day. Our SRO provides a direct and immediate connection to law enforcement, and serves as a visual crime deterrent and an important resource to students and staff. Another key partner, West Pierce Fire and Rescue, sponsors programs spanning kindergarten through high school on such topics as fire, child-passenger and bike safety and CPR. And as part of our emergency planning and preparedness effort, the district also actively partners with the City of University Place and University Place Presbyterian Church.

Making Our Safe Schools Even Safer

Our commitment to safety is an ever-present and continuous effort, which means we are always looking for ways to make our safe schools even safer. Thanks to the voters' approval of our safety and technology levy measure earlier this year, we are in the process of upgrading our camera and communications systems to enhance school security. Last spring, the district was also awarded an emergency response grant from the state of Washington to supplement our security efforts.

All of these efforts are part of our culture of safety and commitment to the community to keep our schools safe and secure. We look forward to a safe and productive school year.



UPSD's Board of Directors recently held a community linkage meeting to inform citizens about school safety measures. The schools work closely with the University Place police and fire departments.

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A Culture of Excellence

A Message from Superintendent Patti Banks



Dear Friends and Families of UPSD, Welcome to the 2014-15 school year in UPSD; we're off to a great start! In this issue of the Dialog you'll have an opportunity to review our most recent state-mandated test results. We're very proud to report that, as you'll see, UPSD students continue to score significantly above State averages at every level; more important, our data reflects a district-wide culture of high expectations and continuous improvement. The hard work, skill and dedication of our staff and the exceptional involvement and support of our families and community members ensure that our students not only graduate, but that when they do they are well-prepared for college or other rigorous job training programs and, ultimately, for rewarding careers and lives.

That said, we're certainly not resting on our laurels. We continue to develop and implement rigorous and exciting new programs to increase students' opportunities to learn. The *Dialog* highlights several of these new initiatives, which address both literacy instruction in kindergarten through 12th grade and expanded career-oriented courses for high school students. Even though we are a smaller school district than many in our region, we are proud of both the wide variety and the overall excellence of our academic, co-curricular, athletics and activities programs. Neither the range of options nor the high quality of our programs would be possible without the high expectations and steadfast support of our community.

Great teachers, administrators and support staff, and a focused and service-oriented Board of Directors working in partnership with our families are the hallmarks of our very successful school district. It's a collaboration that continues to benefit our students and contributes significantly to the quality of life in our community. Thanks for your support.

Board Meetings*

November 12, 2014	UP Primary
December 10, 2014	Sunset Primary
January 14, 2015	Drum Intermediate
January 28, 2015	ESC
February 25, 2015	Curtis Junior High
March 11, 2015	ESC

* For a complete list of board meetings and topics, please visit: upsd.wednet.edu/page/32

New Administrators Join University Place Staff

Mary Godwin-Austen has assumed the position of principal of Sunset Primary School. A graduate of the University of Puget Sound, she earned her Master's in Education and her credentials at the University of Washington, Tacoma. Prior to joining the UPSD schools, she was an elementary school principal in the Peninsula and Sumner school systems. She has also taught in the South Kitsap School District.



Ali Shepard joins UPSD as principal of Chambers Primary School, coming to the district from the Tacoma Public Schools, where she was an elementary principal. She was also a principal in the North Thurston Public Schools, and taught grades K-4 in the Kent and Peninsula schools. She earned her B.S. degree from the University of Nevada and her Master's in Education from the University of Washington.



Michelle Scherer is the new assistant principal at University Place Primary School. She earned her B.A. degree from Washington State University and her Master's in Education and credentials from the University of Washington, Tacoma. She has taught at the elementary level in the Peninsula school system, and spent a year teaching junior high school in Japan prior to joining UPSD.



Familiar Faces in New Places

Allison Drago has been appointed to the newly created position of Director of Primary Education. No newcomer to the UPSD system, she was most recently the principal at Sunset Primary School. She has also served as principal at University Place Primary School.

Maria Hetland has been appointed to the position of Director of Special Services. Most recently, she was Assistant Director of Special Services.

Literacy Institute Aligns Curriculum and Common Core

This past summer more than 120 UPSD teachers participated in a series of two-day workshops designed to help them improve the literacy of their students. "We focused on developing reading and writing skills," said UPSD Curriculum Coordinator Angie Franklin, and our goals and objectives aligned well with the federally developed Common Core State Standards." The summer institute was designed in part to develop skills for teaching students to do "close reading," a central tenet of the Common Core State Standards. Teachers learn how to get students truly involved with the text they are reading by encouraging them to return to the text "pen-in-hand" for evidence, and to approach complex technical texts on a rigorous level. Ultimately, students improve their comprehension of the material.

The institute covered teaching strategies at all classroom levels, from kindergarten through high school. The methodology varied—early

students back into the reading and increase their level of involvement and understanding.

According to Franklin, the program started with a focus on English language arts (ELA), but has expanded to more informational text (nonfiction) in the sciences and social studies. "By the time students reach high school," Franklin said, "some 70 percent of the text instruction is informational. We want to teach students how to be active and engaged readers, and to develop the ability to examine and comprehend the rigorous and complex ideas that they are reading."

The other dimension of the institute is the teaching of writing, which is integrated with reading instruction. Teachers learn strategies for instructing students in producing and analyzing three types of writing: informational, opinion/argument, and narrative. They also learn how to use Common Core-aligned learning progressions, rubrics, and student checklists for meaningful student assessment and for developing a student's ability to make a case in written form.

"This is a great program," Franklin says of the institute, "and parts of the instruction are unique and original. Based on our experience, we are continually refining our offerings and techniques. The entire effort is a big commitment on the part of the district, from the leadership to classroom teachers."



Above, Chambers Primary School teacher Sarah Oyster leads a summer workshop session. She is a member of the cadre helping to train teachers in "close reading," a key part of the new Common Core State Standards. At right, she puts her knowledge into practice while helping a student in her classroom.



National Merit Semifinalists

University Place School District is proud to announce that three seniors placed among the top one percent in the nation on the Preparatory SAT, and were named National Merit Semifinalists. Later in the year, finalists are chosen based on essays written by the students, and are awarded college scholarships. **David Gill** is co-captain of the CHS cross country team, as well as an avid cello player and member of the Tacoma Youth Symphony. **Juliana Palomino** has been on the swim team for four years, and is taking full advantage of the wide Advanced Placement offerings at Curtis High. **Christine Phan** is president of the science olympiad club and the environmental club. She also runs for the cross country team.



Curtis HS national merit semifinalists are (from left) Juliana Palomino, Christine Phan, and David Gill.



'Project Lead the Way' Increases Science and Technology Opportunities

As part of an effort to increase science, technology, and math offerings at Curtis High School, new specially equipped classroom space has been added to accommodate career pathways in biomedical sciences and engineering. The school district received a grant from the State of Washington to renovate an unused area that was once an automotive shop. According to Curtis Principal Eric Brubaker, "It seems appropriate that this facility is being utilized in this way because it really is today's industrial arts. It is what many of our current students will need to prepare them for careers in the twenty-first century."

The STEM curriculum is called Project Lead the Way. The

courses, which are available to all students, utilize the same technology and specialized equipment used by many of the region's successful tech companies. The already popular classes, which were offered to students this fall include: Introduction to Engineering Design, Computer Integrated Manufacturing, Principles of the Biomedical Sciences, and Human Body Systems. Regardless of whether a student majors in these fields, Brubaker says the curriculum teaches students to think critically, work collaboratively, and examine how math and science are used in everyday life. More courses will be added as the program develops.

In addition to the new classroom spaces and computing labs, a lot of new specialized technology supports the new classes. For the biomedical classes, this includes a centrifuge, heart-rate monitors, and blood pressure monitors. For robotics and engineering, there are four 3D printers, a laser engraver, a vinyl cutter/plotter, and additional Smartboard projectors, according to assistant principal Juanita Stone.

Dan Reddin, the robotics and engineering teacher (top) oversees Project Lead the Way engineering class in one of the new rooms, a shared computer lab. Above, students explore the capabilities of one of the 3D printers, which can produce plastic shapes designed on a computer.

Dialog

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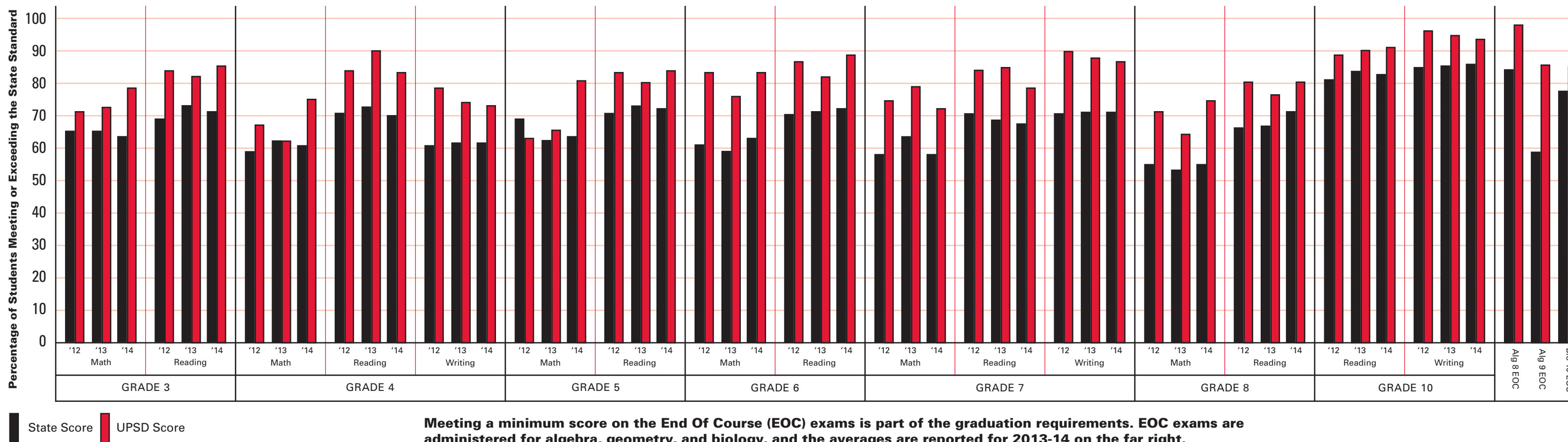
Board of Directors
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Mary Lu Dickinson, *vice president*
Michael Ehart, *legislative representative*
Annie Fitzsimmons
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Patti Banks, *superintendent*



Above, this year's 20 winners of the Elizabeth Wesley Youth Merit Incentive Award pose in front of Curtis High School. The award is given annually to African-American students who have demonstrated outstanding academic achievement and good citizenship. Started in 1996 as a way to send a positive message to African-American youth in Tacoma-Pierce County, the award honors the legacy of long-time Tacoma resident Elizabeth Wesley, known as "Mother Wesley." In the front row are Makaila Orton (left) and Alexia Franklin (right). Standing, from the left, are JuJuan Hendrickson, Neeah Williams-Randolph, Adriona Thompson, Madison Davenport, Cassidy Wilkins, Nicholas Yet, Gaby Anderson, Kendahl Williams, Trevor Morrow II, Mikayla Gingery-Osborne, Teonna Crudup, Ayanna Jordan, Alice Harness (front), Namarea Randolph-Yosea, Domonique De Jongh, Erikah Walton, Miranda Washington, and Gloria Bacon. For more information about the awards and the organization, please visit www.ewesleyaward.org.

Measurements of Student Progress (Grades 3-8) and High School Proficiency Exam (Grade 10), 2014



Meeting a minimum score on the End Of Course (EOC) exams is part of the graduation requirements. EOC exams are administered for algebra, geometry, and biology, and the averages are reported for 2013-14 on the far right.