

Curtis High School

Principal: Eric Brubaker Enrollment: 1,451



Mission: Teaching and learning to develop responsible global citizens.

Academic Goals: 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: 990



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

Academic Goals:

- 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

To achieve these goals, our learning plan will include:

- Programs to increase performance include a Reading and Math Intervention Program, After School Academic Support, a Mentor Program, and MAC Scholars
- Ongoing focus on Professional Development and Collaboration to improve student achievement
- Schoolwide Recognition Programs to focus students on citizenship, attendance, and academic achievement

Other Items of Interest:

- Curtis Junior High School students model the five ideals of our Cougar Code: Safety, Responsibility, Respect, Cooperation, and Excellence
- Over 300 students at CJH enroll in foreign language courses to prepare for college; these include Spanish, French, and Japanese
- Cougar students continue to demonstrate excellence as athletes, musicians, performers, and artists

Drum Intermediate

Principal: Maile Carr Enrollment: 614



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

Academic Goals: English Language Arts 90%, Math 75%, Science 75%

To achieve these goals, our learning plan will include:

- 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
- Title Math 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

Narrows View Intermediate

Principal: Jennifer Wong Enrollment: 694



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: English Language Arts 90%, Math 75%, Science 75%

To achieve these goals, our learning plan will include:

- Professional Learning Communities (PLCs): 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

Chambers Primary

Principal: Ali Shepard Enrollment: 481



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

Academic Goals: English Language Arts 90%, Math 75%

To achieve these goals, our learning plan will include:

- 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.

Evergreen Primary

Principal: Chris Backman Enrollment: 505



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

Academic Goals: English Language Arts 90%, Math 75%

To achieve these goals, our learning plan will include:

- 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.

Sunset Primary

Principal: Mary Godwin-Austen Enrollment: 412



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

Academic Goals: English Language Arts 90%, Math 75%

To achieve these goals, our learning plan will include:

- 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 research-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.

University Place Primary

Principal: Willie Keith Enrollment: 514



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

Academic Goals: English Language Arts 90%, Math 75% (3rd)

To achieve these goals, our learning plan will include:

- 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.

	3ELA	3M	4ELA	4M
Chambers	57.1%	64.9%	70.1%	79.5%
Evergreen	60.4%	70.8%	71.2%	77.7%
Sunset	72.5%	75.5%	64.8%	66.6%
UPP	57.8%	71.4%	66.3%	72.0%
District	62.1%	70.9%	68.1%	74.1%
State	52.0%	56.6%	54.5%	54.0%

	8ELA	8M	8S
CJHS	66.5%	62.3%	62.6%
State	56.8%	46.1%	60.6%

	11ELA	11M
CHS	15.5%*	10.7%*
State	26.2%	13.6%

* Value reflects only the small portion of CHS students tested.

	5ELA	5M	5S	6ELA	6M	7ELA	7M
Drum	67.7%	62.2%	75.5%	71.3%	60.5%	79.8%	66.8%
NVI	65.6%	62.2%	79.1%	66.0%	71.3%	72.8%	71.3%
District	67.7%	63.1%	78.8%	69.6%	66.9%	77.8%	73.0%
State	57.5%	48.0%	63.3%	53.9%	45.5%	56.8%	48.0%

SBAC and MSP Scores by School and Grade Level

This chart details the SBAC and MSP results for 2014-15, broken down by grade level.

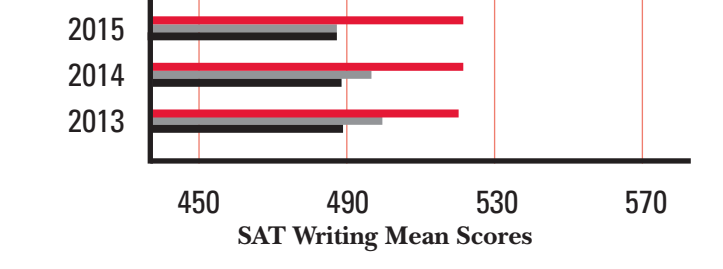
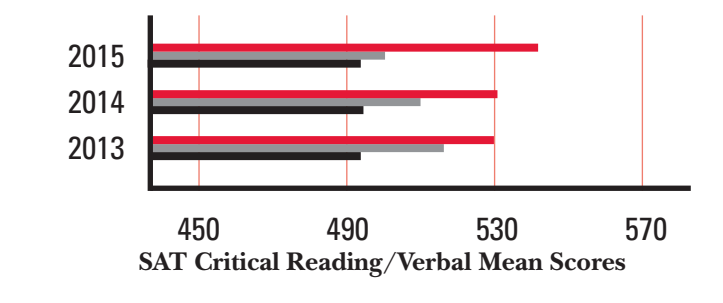
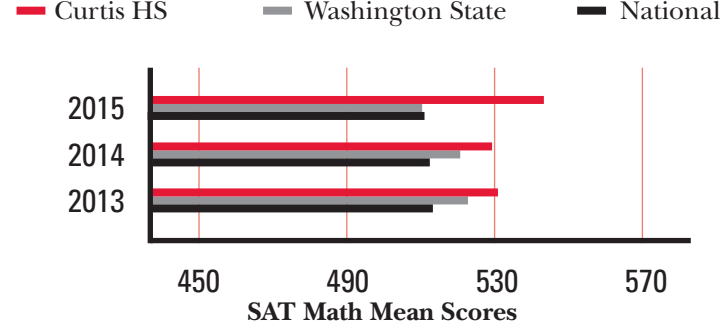
ELA = SBAC English Language Arts

M = SBAC Math

S = MSP Science

Mean SAT Scores 2013-15

— Curtis HS — Washington State — National



Federal and State Funding

UPSD 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 additional math support to students in grades 2-9 and additional reading support to students at the junior high. LAP (Learning Assistance Program) funds are used to provide additional reading support to students at the primary level. Title III (federal funds) and TBIP (Transitional Bilingual state funds) are used to provide language support to English Language Learners who qualify for supplemental language support.

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/TitleParentsGuide

POSTAL CUSTOMER

University Place, WA 98466
Educational Service Center
3717 Grandview Dr. W.



Non-profit Org.
U.S. POSTAGE
PAID
Tacoma, WA
Permit No. 411

DEVELOPING COMPETENT CONTRIBUTING CITIZENS FOR A CHANGING WORLD

SCHOOL DISTRICT

UNIVERSITY PLACE

Dialog

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Navigating Changes in Education

A Message from School Board President Mary Lu Dickinson



University Place School District is off to another great start to the school year. The first weeks of school always bring a sense of opportunity, excitement, and renewal for our families and staff members. Each year, as students return to school, they encounter new learning, meet new teachers, and make new friends. This annual rite of fall reminds us that change is constant in education as it is in life. In just the last five years, our school system has successfully navigated unprecedented

changes. To better serve students, we have administered new assessments, opened new facilities, welcomed new teachers, adopted new learning standards, implemented new evaluation systems, selected new principals in all eight of our schools, and started new programs all through our system. While such change is never easy, we continue to meet each new challenge together as a strong team with a clear vision, supported by our incredible community.

Sadly, the district will face another significant change next summer when we say goodbye to our wonderful superintendent. As I'm sure you've heard, Patti Banks recently announced her decision to retire at the end of the school year after 20 years of service to the University Place School District, eighteen as superintendent. In her care, our district has experienced tremendous success and growth in organizational performance, performing arts, athletics, and—most important—in student achievement. Not only has Patti's service to our district been rare in its quality and accomplishment, but it has also been extraordinarily long by modern standards. This longevity has been a great gift to the students and families in University Place and we are grateful for her many contributions. It is often said that the most important decision that a school board makes is to hire a superintendent. I am proud to say that in my 20 years as a school board member, the selection of Ms. Banks has been the best and most impactful decision I've helped to make. She has been the recipient of numerous awards, including Washington State Superintendent of the Year. She has served as a great resource because of her broad and deep knowledge base and continues to enrich and inspire the administrators under her tutelage. As you will see as you read on in this edition of the *Dialog*, UPSD students continue to learn and perform at high levels and we continue to be one of the most successful districts in the state by any measure.

While we will greatly miss Patti, we can be confident that she has assembled a devoted and highly skilled group of staff members, teachers, and administrators to serve our students for many years to come. This foundation is strong. With the continued support of our great community, high expectations, and a clear vision provided by the School Board, I know that our students will continue to thrive and University Place will remain among the very best school districts in the state.

Board Meetings*

November 4, 2015	Chambers Primary
December 9, 2015	Evergreen Primary
January 13, 2016	NVI
January 27, 2016	ESC
February 24, 2016	Curtis High School
March 9, 2016	ESC

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



The Curtis Junior High symphonic band plays annually at the Washington State Fair in September. The band benefits from the strong arts and music programs at the primary and intermediate schools in University Place, according to music teacher Craig Rine. See story inside.

Extraordinary Results

A Message from Superintendent Patti Banks



Dear Friends and Families of UPSD, in this issue of the *Dialog*, you will find a wealth of information about UPSD students' extraordinary achievement on the new, more rigorous Smarter-Balanced Assessment (SBAC) and other required tests. But in the spirit of a picture being worth a thousand

words, I'd like to highlight the two graphs below that I shared with our staff at our annual opening of school assembly.

UPSD students significantly exceed the Washington state average, in both English Language Arts and Mathematics, in every grade level, and at every school in the district. These are important signposts that our students—your children—will graduate well prepared for college, advanced technical training, and living-wage employment. These results are even more impressive when you take into account the very high levels of participation in our excellent music, athletics, NJROTC, arts, world language, and career-technical programs.

These results are not a function of luck or accident, and they can't be achieved overnight. They are the culmination of many years of collaboration among deeply committed Board members who have provided stable, positive guidance and direction; a community that takes great pride in and steadfastly supports its schools; and the most dedicated, hardworking, talented teachers, support staff and administrators I have known in a 36-year career in public education.

No public school district is without its perennial challenges. Despite these challenges, our mission has been, to keep our students safe and to provide them with the widest possible range of opportunities—in academics, in the arts, in athletics—to learn and grow into capable, responsible, and contributing citizens. With such a strong foundation of success, I know that UPSD can and will continue to be a great school district in the years to come.

New Administrators at Drum and Curtis Junior High

Maile Carr has assumed the position of principal of Drum Intermediate School. She did her undergraduate work at the University of Southern California and earned her Master of Arts degree at the University of Puget Sound. She taught and coached swimming in Federal Way before joining UPSD. Carr has served as acting principal at Sunset Elementary, and was assistant principal at CJHS.



Steve Hagen joins Carr's staff as assistant principal of Drum, coming to UPSD after teaching in the Peninsula School District for 18 years. He received his B.A. from Pacific Lutheran University and his master's degree in music at Northwestern, working as a professional musician before becoming an educator. Hagen earned his administrator's credentials from the University of Washington-Tacoma.



Jennifer Zamira is the new assistant principal at Curtis Junior High School. A true product of UPSD, she attended school here K-12, while her mother was a teacher in the district. After earning her B.A. in education at WSU, Zamira taught for 12 years in the Tacoma School District. She received her master's degree in multicultural education and her administrator's credentials at the University of Washington-Tacoma.



Other New Administrators

Reby Helland has been named Assessment and Curriculum Coordinator. She comes to University Place from the Kent School District, where she was the Highly Capable program specialist.

Heidi Johnson has been appointed as assistant director of Special Services. She has been a special education teacher and administrator in Moses Lake schools for the last 13 years.

Amy Royster is now Coordinator for Special Services, facilitating special education at the primary and intermediate levels. She worked at Drum Intermediate's learning center prior to her appointment.

Susie Whitlock has been appointed as director of Safety and Operations. A teacher and administrator in UPSD since 1990, she served as principal of Drum Intermediate for the past seven years.

Strong Student Leaders Ease School Transitions

Leadership is a skill, and one that must be cultivated in our students, according to Deputy Superintendent Jeff Chamberlin. One way to build future leaders is to ensure that kids have multiple chances to take on leadership roles throughout their K-12 education. Athletics, extracurricular activities, community service work, and other programs all present students with opportunities to lead. Both the junior high and high school offer leadership classes, with teachers, counselors, and coaches recommending students they feel exhibit the traits needed to be a leader: responsibility, enthusiasm, and the ability to connect with people, said CHS Principal Eric Brubaker.

CHS Viking Crew

Two years ago Barnaby Fletcher, a new counselor hired by Brubaker, brought to his attention an intriguing mentoring program called the Boomerang Project. The idea, according to Fletcher, is to form a cadre of student leaders who start each school year with a peer-mentoring event to help new students adjust more easily to their next level of schooling. "The first week of high school can be extremely stressful in many places," said Fletcher, who had previously experienced this type of mentorship as both a student and counselor. "But this type of student-driven mentoring starts new students off with a sense of familiarity, community, and acceptance in an amazing way. Orientation coming from one's own peers is much more powerful than from teachers or counselors."

Fletcher and leadership teacher Jackie Thomas both completed training, then recruited 90 sophomores and juniors to be mentors. Each of these students volunteered to attend trainings in the spring and summer. When the school year started this fall, the mentors organized a half-day event in which new sophomores are split into small groups and

pairs of mentors help acclimate them to their new school. "Everything is so different in high school," said sophomore Emily Barrett. "It could be overwhelming, but in these groups you realize everyone is in the same boat, so you're not at all afraid to ask questions." Senior Donnell Diego, who has developed leadership as captain of the football team, loves the new program. "I knew I connected well with new football players on the team. I remember that tough transition from two years ago, so I really wanted to help mentor new students, encourage them to participate in all that Curtis has to offer, whether it is sports or clubs, or just building their confidence and social skills."

CJHS Ambassadors

The junior high has been holding a similar event since 2008, also using the resources of the Boomerang Project. "We had more than 100 participate in training this past spring and summer, and the event was a huge success. Our entire staff sees the value of the Ambassadors in establishing positive behavior in both the mentors and mentees. We're creating leaders at the same time that we're helping new students transition, so it's a boon to both." Many of her student leaders also participate in the leadership class, which organizes spirit assemblies, school-wide events for Veteran's Day and MLK Day, and other monthly projects, as well as producing a weekly PSA to encourage positive traits in students.

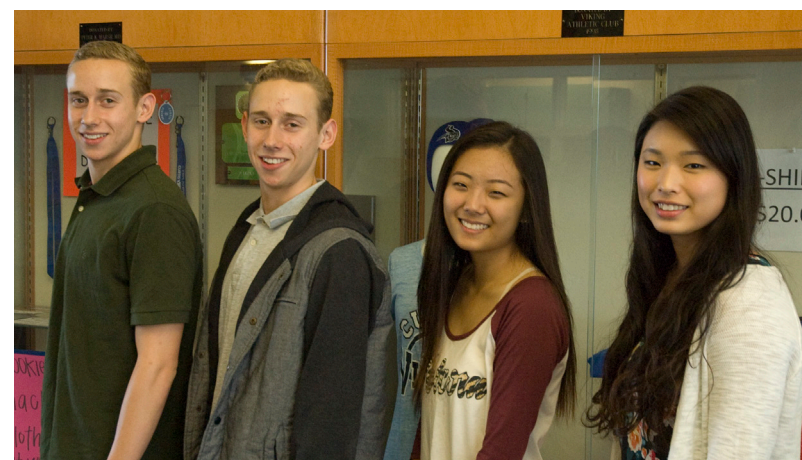


Above, Shelby Zemanek, Ewan Steers, and Te'jhan Potts-Woods, members of the CJHS Ambassadors, hang a poster for a school-wide event. These events are planned and run by student leaders.



The Curtis High School Viking Crew organized a student-driven event to welcome new sophomores. The event, involving more than 90 student mentors, helped foster a sense of comfort and community, easing the transition into high school. New students participated in group activities and question and answer sessions.

National Merit Semifinalists



Curtis High School national merit semifinalists for 2015 are (from left) Troy and Garrett Friedman, who co-captain the CHS water polo team and have been in the district since 2nd grade; Jenni Chang, the ASB treasurer and a student in UPSD since kindergarten; and Hannah Redden, who moved to University Place in the 5th grade and is also on the water polo team and swim team, and plays flute.

CJHS Bands Play the Fair

The Curtis Junior High band and the larger symphonic band took turns playing at the Washington State Fair, where they have performed since 2005. "It's a great opportunity," said Craig Rine, who teaches music class and directs the bands. "I love bringing the students here at the beginning of the year—it gives them such a motivational boost just to have their music heard right off the bat." The concert band has more than 30 members, while the symphonic band is an audition-only group of over 50. Both benefit, according to Rine, from the strong primary music background in the district.



Above, Craig Rine conducts at the Washington State Fair as his band plays a selection of pieces from *The Phantom of the Opera*.



Above, 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. They are, from left to right, row 1: Kaya Bramble, Gloria Bacon, Halle Walker, Jane Brazeau, Katie Chikwinya, Neeah Williams-Randolph, Berlone Mboyo, Jenna Bouyer. Row 2: Kendahl Williams, Marcus Knight, David Brazier, Jajuan Hendrickson, Gerick Howell, Gabrielle Anderson, Charissa Bacon. Row 3: Amir Simms, T.J. Banks, Alice Harness, Trevor Morrow II, Malachi Morris. Not pictured: Miranda Washington, Mikayla Gingrey, CeDrice Howard, Anika Nyasha, Madison Davenport, Cassidy Wilkins, Naarah Edmon, Anecyia Shields, Erikah Walton. For more information about the awards, please visit www.ewesleyaward.org.

CHS Student Honored at Awards

CeDrice Howard became the first Curtis High School student to deliver the keynote address as the student speaker for this year's Elizabeth Wesley Awards. The event, which took place on September 19, honors award recipients every fall, but this year was a special one for UPSD. Howard is a three-time Wesley awardee, based partly on her stellar academic record—a 3.84 GPA. She is also a member of the National Honor Society, is on pace to receive her Associate Degree through Running Start, and has logged over 700 hours of community service, all while earning six varsity letters in basketball and track and field. She hopes to go into the medical field, and her motto is, "To the world I am one person, but to one person I could be their world."

Curriculum Ties Literacy to Background Knowledge

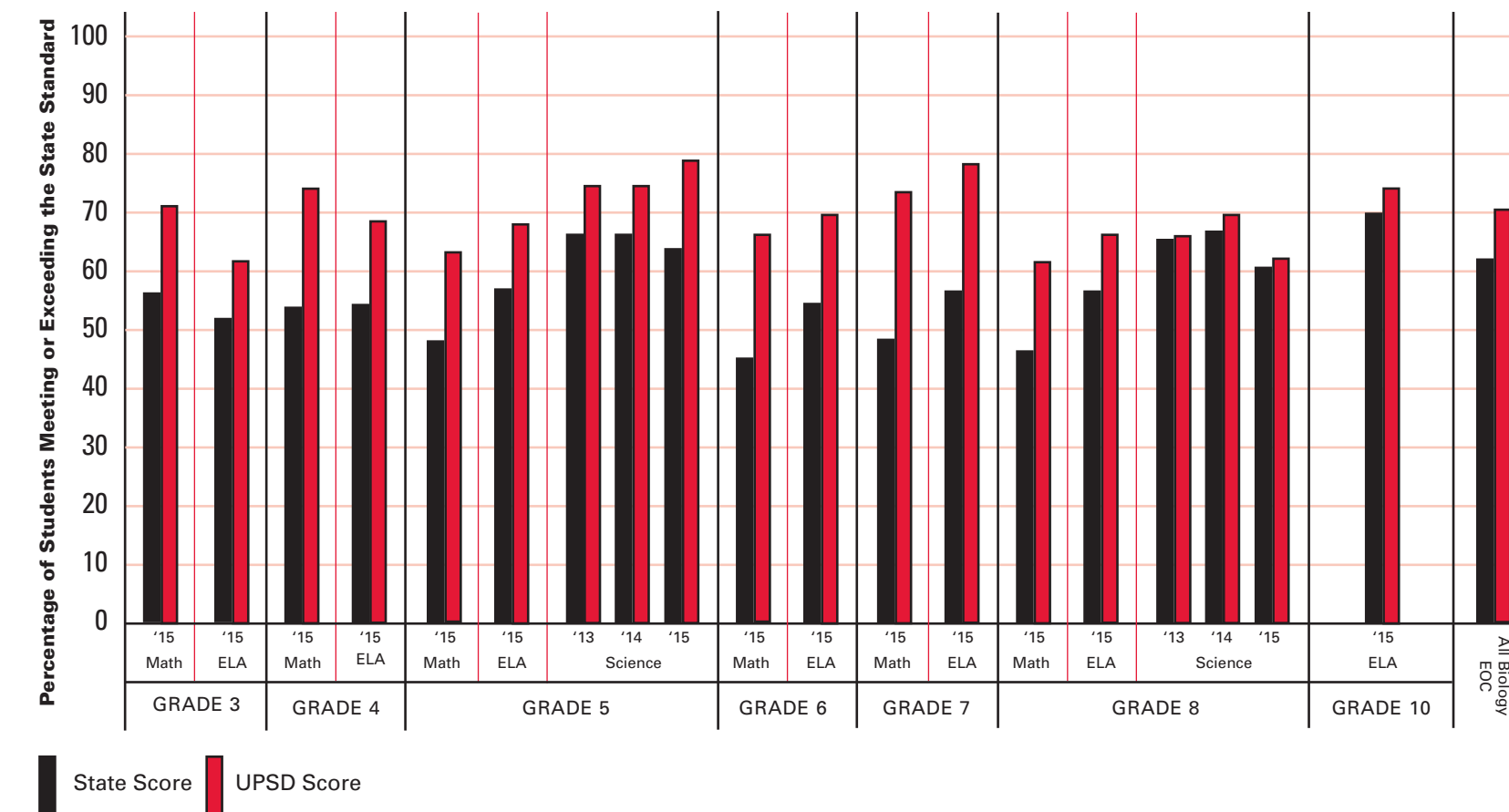
Last year the K-5 literacy team field-tested new core literacy programs, leading to the adoption and implementation of two exciting new literacy curriculum during the 2015-2016 school year, said Executive Director of Primary Education Allison Drago. Read Well was adopted at kindergarten and grade 1 and Core Knowledge Language Arts (CKLA) was adopted at grades 2-5. Read Well is a foundational reading program with an emphasis on phonemic awareness and phonics. CKLA utilizes complex text to engage students in content related to world history, science, and geography in order

to build content knowledge across grade levels. "We are educating students with different experiences," said Willie Keith, principal of UP Primary. "When students come to us, their background knowledge varies greatly, and this can often lead to an achievement gap. These programs increase their learning opportunities by building critical knowledge across units and between grades." The teachers in the district have put in a lot of extra work to ensure the success of the new curriculum, according to Drago. "Our teachers are committed to the success of students with these new programs."

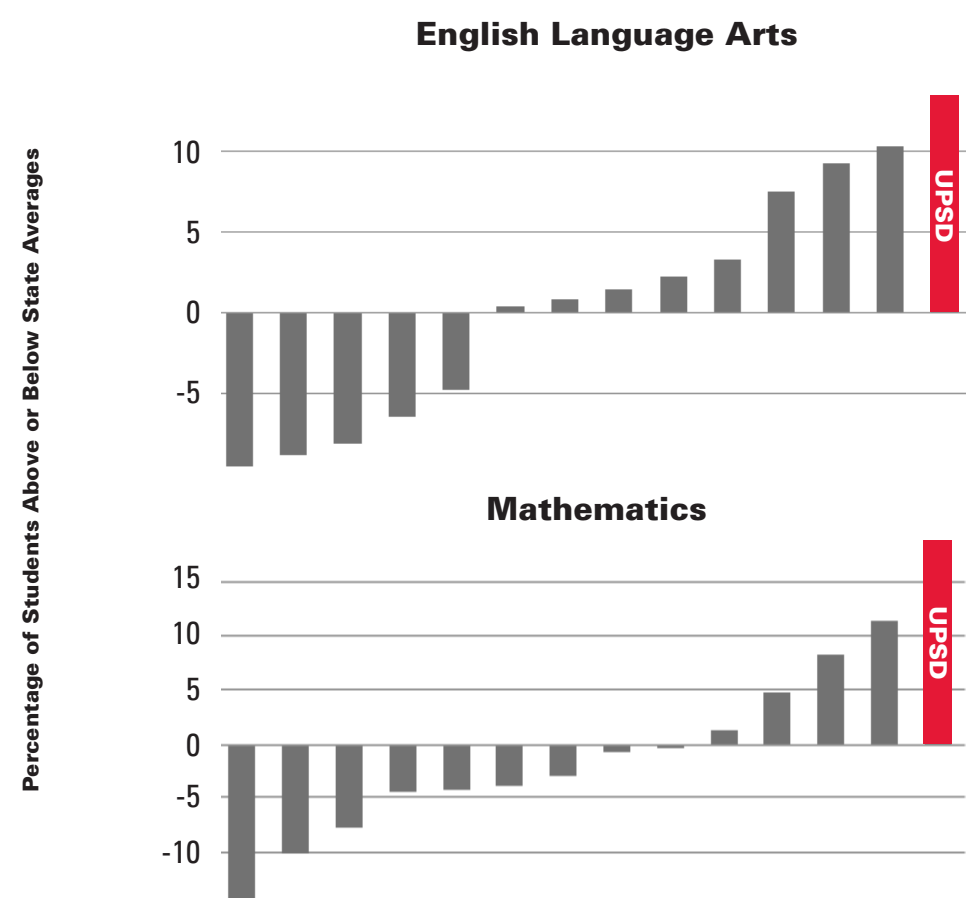


In the photo above, UP Primary kindergarten teacher Kay Stevens reads aloud to her class.

Smarter Balanced Assessment (Grades 3-8 & 11), Measurements of Student Progress Science (Grades 5 & 8), and Biology End of Course Exam, 2015



UPSD Students Earn Highest Scores in Pierce County on State Exams in Grades 3-8



Dialog

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