

## All Capital Bond-Supported Projects Now Completed



### A Beautiful Asset

“These updated, remodeled and renovated facilities at Curtis HS are a beautiful asset to all students who use the pool, the stadium field, the gymnasium, the tennis courts and also the performing arts theater. The Curtis HS campus is now a premier-level facility that benefits the student body, and enhances our community as well. We have the community levy supporting citizens to thank!”

**Marion Lybbert**  
Parent and UP Resident

- 1 University Place Primary main entrance
- 2 University Place Primary back
- 3 Curtis High School theater
- 4 Curtis Junior High School
- 5 Aquatic Center and Curtis HS Gymnasium



### For Generations to Come

“As a lifelong resident of University Place and volunteer coach in our community, it is wonderful to see the recent upgrades of our athletic facilities in the University Place School District. They were long overdue. The new baseball fields, swimming pool, high school gymnasium, and upgrades to our football stadium will provide expanded opportunities and increased safety for generations to come. It will not only impact our student athletes, but also each and every student who attends these fine schools. Thank you, University Place schools, for providing great academic opportunities and top-notch athletic facilities for our kids and our community. GO VIKS!”

**Rodney Ostlund**  
CHS Class of 1983



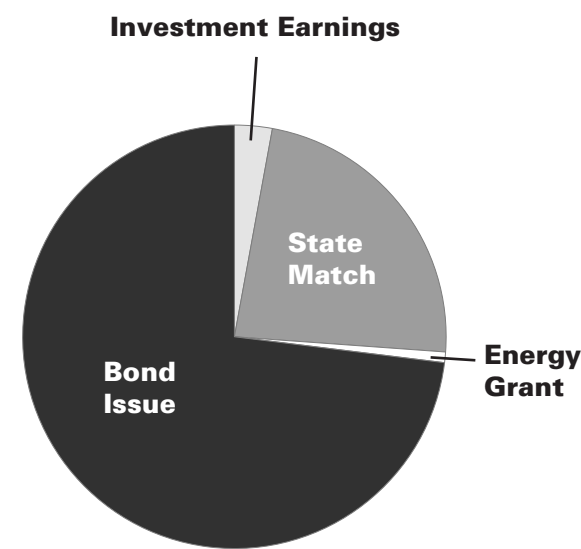
### Integral in Building Community

“Use of public facilities is integral in building community and providing positive and healthy activities. If a facility can be used in multiple ways, more people will be served, increasing the value to the community and creating a deeper appreciation for the provision of community assets.”

**Jose Gorospe**  
Recreation Manager  
Metro Parks Tacoma

## Capital Projects, Expenditures, and Revenues

Project	Expenditures
CHS HVAC & Chiller	\$2,251,780
Lighting Upgrade-NVI & Drum	\$217,672
Sunset Roof/HVAC/Windows	\$3,747,137
HVAC Upgrades Chambers & Drum	\$3,053,770
<b>Total Energy</b>	<b>\$9,270,360</b>
Bus Barn Acquisition	\$629,151
Sunset Fire Suppression	\$595,896
Chambers Fire Suppression	\$558,634
Sunset Gym/Kitchen Floors	\$40,323
Bond Costs	\$615,070
<b>Miscellaneous</b>	<b>\$2,439,074</b>
UPP Replacement	\$21,589,807
CJH Replacement	\$54,005,259
Curtis Aquatic	\$10,776,059
CHS Gym Remodel	\$13,470,912
CHS Auditorium/Music, Fire Suppression	\$2,216,475
CHS Athletic Complex (Visitor Grandstand/Tennis Courts/Field Turf)	\$2,397,642
<b>New/Remodel</b>	<b>\$104,456,154</b>
Evergreen Roof	\$291,758
Narrows View Roof	\$254,135
CHS Roofing	\$517,173
<b>Roofs</b>	<b>\$1,063,066</b>
<b>Total Expenditures</b>	<b>\$117,228,653</b>



Revenue Sources for Capital Bond Projects  
Total Revenue \$117,735,087

DEVELOPING COMPETENT CONTRIBUTING CITIZENS FOR A CHANGING WORLD

## SCHOOL DISTRICT

# UNIVERSITY PLACE

Volume 33  
Number 2  
March 2013

# Dialog

## Our Steady Stewardship

### A Message from School Board President Chris Kilduff



Thanks to University Place voters and under a watchful fiscal eye, the landscape of our district has changed noticeably over the last few years. A drive or walk along a half-mile stretch of Grandview Avenue on our city's western edge reveals two striking schools—University Place Primary (UPP) and Curtis Junior High (CJH). Collectively, UPP and CJH house approximately 1,600 of our 5,000 students. Nearby Curtis High School (CHS), home to an additional 1,300 students, features the refurbished Ray Beard Gymnasium, named in honor of its former principal, and serves as an unmistakably handsome landmark along 40th Street. This multipurpose facility also hosts numerous athletic events, such as Viking basketball and volleyball games.

Across from the gymnasium complex, community swimmers of all ages can take a dip or swim lessons at the state-of-the-art Curtis Aquatic Center. Aquatic center staff instruct second-, fifth-, and eighth-grade students on swimming techniques and water safety as part of the district's health and wellness curriculum. The center is also a sought-after site for swim meets and is home to our student athletes who consistently finish among the elite in the Puget Sound region and state.

Year-round, improved district athletic fields and venues are abuzz with activity. They provide the public an opportunity to take in any number of competitions, including games featuring our boys and girls Vikings lacrosse teams. Other sports enthusiasts can appreciate the upgraded CHS track and football/soccer field, covered 800-seat visitor stadium, new baseball and softball fields, batting cages, and publicly accessible tennis courts. CHS auditorium improvements and the cutting-edge CJH band, band/orchestra, and choral rooms vastly enrich the experience of music students, and concert and play attendees alike.

Beyond the immediacy of the landscape, taxpayer dollars have also accomplished less recognizable yet equally important upgrades—to school roofs, windows, and HVAC and electrical systems, for instance—that conserve energy, maintain infrastructure and protect the public's investment in these assets.

All of these visible and less ostensible changes strengthen the teaching and learning environment, promote students' academic success, health, and wellness, and enhance the overall quality of life in our community.

We welcome you to upcoming events at our schools! District facilities are the public's facilities and the Board remains committed to ensuring their steady stewardship in the years ahead.



The new Curtis Junior High School, above, was one of two new schools built with bond-supported funds. More photos and financial information can be found on pages 5 and 6.

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## A Great Return on Your Investment

### A Message from Superintendent Patti Banks



Dear Friends and Families of UPSD: In this edition of the *Dialog*, you'll find information detailing all of the facilities projects completed with funds from the district's 2006 voter-approved bond. Careful management of these dollars enabled the district to extend our facilities improvements to include Citizens Facilities Advisory Committee priorities which we had originally thought were beyond our resource capacity. We are very proud of the quality facilities available for

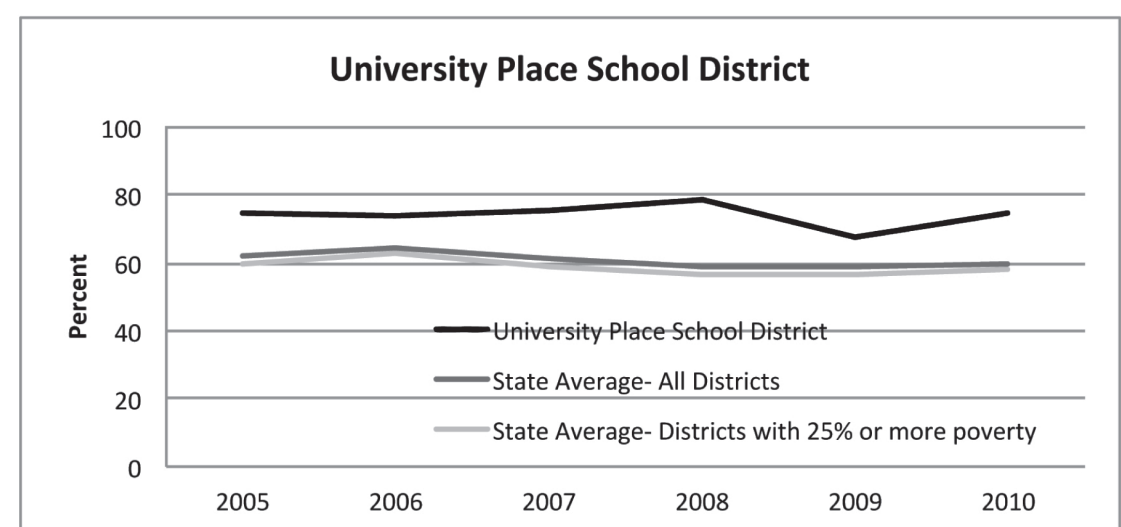
both school and community use; we are also proud to report to the community that careful fiscal stewardship, including maximizing state construction matching funds eligibility, ensured optimum leverage of the funds entrusted to us.

The concept of return on investment, though, is applicable not just for construction and facilities management, but—more important—in terms of our core mission to provide the highest quality of education for all of our students. Over 20 percent of the district's general fund revenue—the resources we have to fund our overall instructional and co-curricular program—relies on community support in the form of the maintenance and operations levy. How can a taxpayer in our district be assured of a return on this investment in our schools?

Although we regularly provide the community with detailed student achievement data, I would like to highlight a recent report by the independent Washington

School Research Center, dated December 2012. This report highlights the most effective school districts in the State of Washington—districts that “move beyond compliance with educational mandates” and, despite demographic challenges, consistently perform beyond typically predictable achievement levels. 16 of the 295 districts in Washington State are singled out in the report, and University Place School District is one of them. The study is significant because the districts identified, like UPSD, demonstrate “strong and consistent records of academic achievement over long periods of time.”

Below is a link to the full report, and I invite you to read it in its entirety, and to share our pride in the return on investment we provide to our community.



The graph above and excerpt below were taken from *Continuing Toward Commitment: A Follow-up Report on Effective School Districts in Washington State in which UPSD is one of the 16 districts featured. The full report can be accessed at [www.spu.edu/orgs/research/currentresearch.html](http://www.spu.edu/orgs/research/currentresearch.html).*

*“The first objective of this study was to identify effective districts meeting Washington’s learning standards despite demographic challenges like high percentages of free/reduced lunch. Our purpose was to add to the growing body of research in this state that identify the characteristics of effective districts and the value they add to school reform. This study marks the emergence of a number of districts that appear to be successful beyond ‘pockets of excellence.’ By examining current (through 2010) district academic performance with the results of the 2004 study, we might gain further insight into the nature of effective districts.”*



## School District Says Goodbye to Terry Pullen

After postponing his retirement several times during the past two years, Deputy Superintendent Terry Pullen officially retired on March 4. “What I will miss most of all is the people,” he said. “The caliber of people here and their commitment to education is really extraordinary. I feel so fortunate to have been part of it.” Pullen considers this job to have been the “icing on his cake,” and the highlight of a long career in education as an English teacher, counselor, and assistant principal in Olympia, a principal in Tumwater, principal and assistant superintendent in Bethel, and finally deputy superintendent here in University Place. “I wish I didn’t like my job so much,” said Pullen. “It would have made retiring so much easier.”

“Terry has been my right hand over the past 11 years,” said Superintendent Patti Banks. “He played an important role in hiring administrators, working with the community on issues of mutual concern, and overseeing the projects that were part of the 2006 levy. You will see many of those improvements described in this issue of the *Dialog*. We will all miss his humor and his positive, can-do attitude.”

Terry Pullen and his wife, Gail, who retired as principal of Stadium High School in June 2012, plan to stay involved in the community, but also take time to travel.

## Dialog

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## New English Language Arts Curriculum for Grades 6-8

A new English Language Arts curriculum has been implemented in grades 6, 7, and 8 that is aligned with the state’s Common Core State Standards for all grade levels. Established in 2011, the standards “describe what students should know and be able to do in order to be college and career ready in the 21st century,” according to the Washington Office of Superintendent of Public Instruction. “With the new curriculum,” said Andrew Eyres, director of Teaching and Learning for the district, “we’re giving teachers a map that outlines required content, pacing, and strategies so that our students can be compared with other students throughout the district, the state, and eventually even in other countries.”

After extensive research and pilot testing by a committee of teachers and administrators, Holt McDougal was selected to provide textbooks for grades 6-8 “because of its strong multimedia approach to learning,” said Jennifer Wong, assistant principal at Narrows View Intermediate. She cited video clips, test generators, online textbooks, and teacher planning tools as appealing features to the selection committee, as well as its alignment with the new, more rigorous core standards. A take-home copy of the textbook, a literature anthology, is bar-coded and checked out to each student, while a classroom set is available to them on a day-to-day basis, eliminating the need—and subsequent wear and tear—to carry the books to school each day.

There is a lot of preparation work associated with these new curricula. It is the hard work and dedication of the teachers, said Drum Assistant Principal Steve Stoker, that have made this transition seamless and effective. “We are so fortunate to have the kind of educators we do in this district,” he said. “While change can

prove challenging for both staff and students,” added Narrows View teacher Allison Swarner (pictured), “this literature adoption has been a great opportunity for teachers to collaborate as a team on how to better meet the higher expectations of the state’s new common core through a more rigorous text.”

A selection committee is currently reviewing new curricular materials for grades 9-12 for adoption next year. When implemented, the curriculum for grades 6-12 in English Language Arts will be fully aligned.



Above, Narrows View Intermediate teacher Allison Swarner teaches from the new curriculum adopted this year. Multimedia lessons, videos, and additional support augment the textbooks. The curriculum also aligns all UPSD students with the new Common Core State Standards, an example page of which is pictured below. These new standards will help make comparisons across different schools, districts, and states.

Reading Standards for Literature 6-12		
Grade 6 students:	Grade 7 students:	Grade 8 students:
<b>Key Ideas and Details</b>		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its relationship to the characters, settings, and plot; provide an objective summary of the text.
3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Taken from the OSPI website at [www.k12.wa.us/CoreStandards](http://www.k12.wa.us/CoreStandards).

## School District Receives State Grant to Lead Math Project

University Place School District recently received a \$350,000 grant from the Washington State Office of Superintendent of Public Instruction (OSPI) to lead the “Common Core Math Connections Project.” The grant

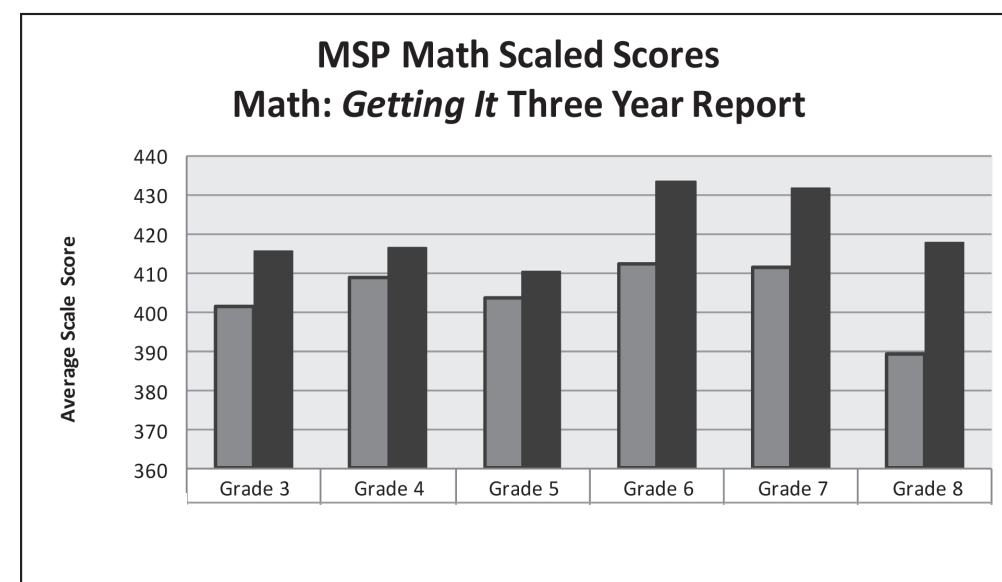
is designed to increase student achievement in math and support more effective mathematics instruction in kindergarten through fifth grade.

One of only two school districts to receive a Mathematics

Science Partnership (MSP) grant, UPSD will partner with the Fife School District and Seattle Pacific University. According to Jeff Loupas, Executive Director of Mathematics and Assessment, the project will focus on improving the content knowledge of K-5 teachers. Funds will be used for intensive summer institutes, follow-up teacher training, and the development of classroom materials and resources for the state’s new Common Core Standards that will be available to teachers throughout the state.

“Far too often students find math to be an unrelated jumble of lessons,” Loupas explains. “Our teachers work hard to help learners make the connections that link key math concepts across grades. This training helps teachers develop consistent and effective instructional strategies to help students understand those foundational connections.” Over 100 teachers are expected to attend the summer institute.

“This grant builds on the work we did on a previous project,” said Loupas. “Across the state, student proficiency declines in the years leading up to algebra. As a result of the work of our teachers in this area, we are seeing students maintaining and even gaining proficiency as they enter algebra reversing a previous trend. This is true even for students in poverty, which is a result seldom seen elsewhere.”



## CHS Theater Facilities Improved, Program Flourishing

In order to graduate from high school in Washington State, students are required to take one full year of classes in the arts—choosing from courses in choral or instrumental music, art/photography, or theater. University Place has a rich array of choices and a long tradition of support for the performing and visual arts.

### Course Offerings in the Theater Arts

Briony Schroeder offers students two options in theater arts: acting and stagecraft. Her acting class gives students experience being on stage, doing experimental acting exercises, and learning the craft. Some students perform in major theater productions, while others just want to try it out and see if it is something they would enjoy pursuing, says Schroeder. Last year, she added a freshman-only option for students at the junior high school who were eager to get a head start on acting opportunities.

Her stagecraft class is more involved with the production aspects of the performances. She teaches hands-on technical skills leading up to—and during—the performances throughout the year. Many students take this class every year throughout high school. Schroeder has been certified as a CTE (Career Technical Education) instructor, and is qualified to prepare students to enter the job market. “The updates to the theater have made a world of difference to students from a technical standpoint,” said Schroeder. “Our up-to-date

equipment is now on par with what they will see in the real world, so they can leave high school and begin immediately to work in lighting or sound and not miss a beat.”

### Curtis High School Performances

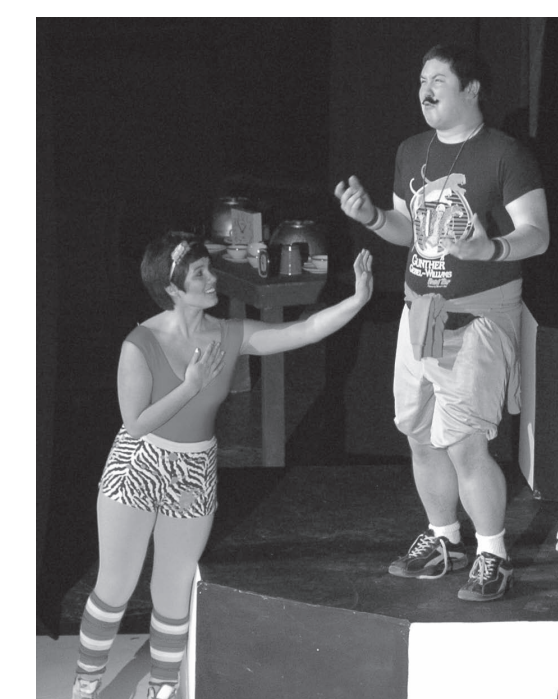
There are three productions each year, and auditions are open to anyone, including freshmen from the junior high. The fall production this year, *The King and I*, drew from the entire district, casting 30 high schoolers, 30 younger students from K-7, 25 orchestra members, and 20 crew, while the spring production of *Alice in Wonderland* had a cast of more than 30 and a crew of 15.

The third theatrical event this year will be the annual one-act play festival on May 16-17.

Four seniors are chosen each year to each direct a one-act play from start to finish. They are responsible, explains Schroeder, for everything from script selection and auditions to choosing the cast and running rehearsals. It is, she says, in every respect the same process a director goes through in a private theater with only minimal supervision. “It’s a terrific opportunity for students to sample what theater is like beyond high school,” said Schroeder, “and it’s a treat for audiences as well, so we encourage the community to come out and support them.” Performances both nights will be at 7:00, with an awards ceremony and announcement of next year’s shows concluding the second night.



*“The updates to the theater have made a world of difference to students from a technical standpoint. Our up-to-date equipment is now on par with what they will see in the real world, so they can walk out of high school and begin immediately to work in lighting or sound and not miss a beat.”*



Students in Briony Schroeder’s theater arts classes at Curtis High School have several opportunities during the school year to either perform or use their stagecraft skills such as lighting, set design, or makeup. Above, students are pictured in the final dress rehearsal for *Alice in Wonderland*, their winter production, which involved more than 45 students in the cast and crew.

