

PORT TOWNSEND SCHOOL DISTRICT NO. 50
6:00 p.m. Regular School Board Meeting
November 14, 2016
“Learning Through a Sense of Place”

Mission:

Through community-focused maritime place-based projects, students develop effective thinking, effective action, and effective relationships. As a result, our students demonstrate meaningful accomplishments as engaged citizens.

Vision: We create and enable the culture, competence and conditions to ensure each student is prepared for meaningful work and engaged citizenship in our diverse and rapidly changing world.

01. Location/Time

01.01 Gael Stuart Building, Room S-11, 1610 Blaine St., 6:00 p.m.

02. Call to Order

- 02.01 Roll Call
- 02.02 Pledge of Allegiance

03. Agenda

03.01 Agenda Approval

04. Recognition

- 04.01 Superintendent
- 04.02 Board

05. Public Comments

06. Board Correspondence

06.01 Email from J. Jablonski regarding capital levy funds

07. Reports

- 07.01 School Improvement and Assessment Reports
 - 07.010 Grant Street Elementary
 - 07.011 Blue Heron School
 - 07.012 Port Townsend High School
- 07.02 Curriculum Committee Update – Ann Healy-Raymond
- 07.03 Maritime Discovery Schools Update – Sarah Rubenstein
- 07.04 Discussion of The Five Dysfunctions of a Team, by Patrick Lencioni

08. Action Items

08.01 Approval of Swimming/Diving Sports Co-op with Sequim School District

09. Unfinished Business

10. New Business

11. Policy Review - None

12. Board Member Announcements/Suggestions for Future Meetings

12.01 Arrangements for WSSDA Conference November 16-18, 2016

13. Next Meeting

13.01 Regular Board Meeting, November 28, 2016, 1610 Blaine St., Room S-11, 6:00 pm

14. Executive Session – (if necessary)

15. Adjournment

John Polm

From: John Polm
Sent: Thursday, October 27, 2016 8:49 AM
To: 'Julie Wurden Jablonski'
Subject: RE: High school tennis court resurface

Hello Ms. Jablonski,

Thank you for your interest and input into the capital levy funds reallocation for Port Townsend Schools, which was reported in the Leader. I will forward your email to our Facilities Director and share with the Governing Board.

Best,

John Polm

From: Julie Wurden Jablonski [mailto:jw.jablonski@gmail.com]
Sent: Wednesday, October 26, 2016 8:11 AM
To: John Polm
Subject: High school tennis court resurface

Hi,

I see in the Leader that some \$400k of the capital levy needs to be allocated. If it has not been included already, would you please bring up to the board and facilities director, the need to resurface the tennis courts, replace the posts and fix cracks. There is really is no top coat left and it is pitting through the asphalt. It should have been done years ago. These courts are worth hundreds of thousands and should be maintained. They remain the only public courts usable without major cracks for a safe playing surface, and Mtn View's were lost years ago due to lack of resurfacing. By planning now and bidding winter, courts could be done during spring or summer dry weather.

Thanks.

Julie Wurden Jablonski
360 774 1623



Grant Street Elementary School Improvement Plan

2015-16 Report and 2016-17 Plan



Celebrations

2015-16

- Adoption of top rated K-5 Math Curriculum, Bridges in Mathematics
 - Added Eagle Math Room to provide support to struggling math students
 - Started Extended Learning Program three times a week with busing
 - Close to 10 % more students meeting standards on Grade 3 SBAC in English Language Arts and Mathematics
-

Priority Goals 16-17

- Literacy
- Numeracy
- Attendance
- Social Emotional Learning



- On average, students will improve more than one grade level in reading.
 - On average, Eagle Math Room students will make more progress more than one grade level in numeracy.
 - Attendance Goal: 95%
 - A team of teachers and support personnel will development a comprehensive plan for implementing a School-wide Positive Behavior Intervention Support System
-

Priority Goal:

MDS Projects and Professional Learning



- Two projects per year per team
 - Seven new teachers join the MDS New Teacher Group to ensure initiative fidelity
 - Extensive Grant Street representation on multiple MDS committees
 - Individual teacher goals to implement MDS professional learning to improve practice
-

Priority Goal:

Transition to New Birth to Grade 5 School



- Bring K-5 staff together throughout the year for teaming, decision making and training
 - Encourage collaborative teaching at Grant Street in preparation for new school
 - Develop Naming Committee to accept nominations and review for recommendations to school board
 - Work with architects and staff to plan for classrooms, common spaces and flow of building
-

Utilizing Data

To improve practices and monitor for improvement



For Literacy: STAR, SBAC, Phonographix, Developmental Reading Assessment, Fountas and Pinnell Running Records, Writing Benchmarks

For Numeracy: STAR, SBAC, Bridges in Mathematics Classroom Assessments and Intervention Assessments

For Attendance: Data from Skyward, including tracking classrooms, individual students, and whole school monthly.

For more qualitative areas: Survey data will be utilized as appropriate.

Leadership & Capacity



GRANT STREET NORMS

Clear and Open Communication

- Pause
- Paraphrase
- Probe

Pay attention to self and others

- Avoid private discussions
- Do not bring work to meetings.
 - Computers closed. Cell phones off.
- Process Observer/Time Keeper, Facilitator, Recorder

Presume Positive Intentions

Pursue a balance between advocacy and inquiry.

- Group vs Individual
- Members may ask for a survey at any time.

Technical Rules

- Begin on time. End on time.
- No decision is made outside of meeting times.
- Targets, timeframes, and agendas will be communicated
 - Before hand and meeting minutes after.
- The goal will always be to communicate as intentionally and positively as possible to the party/parties involved.

- Outstanding new staff hired
- Teacher leaders mentoring new staff
- BEST grant for first year teachers
- High Participation in Summer Thinking Strategies Institute and MDS Professional Learning
- Strong Building Leadership Team and building based subcommittees
- Administrative study and calibration around CEL 5D+ and TPEP
- Dynamic New PTA Leadership



Blue Heron School

2015-16 Report and Improvement
Focus - 2016-2017
Principal ~ Matthew Holshouser





Celebration: Placed Based Learning throughout all grade levels and rich variety of community partners:

> Enhanced Parent engagement via:

Coffee with the Principal, PTA, and volunteerism

Math K-5 resource implementation & 6-8 review and planning.

PEBC training and workshop model instruction

aligns to District Strategic Goal #3 Community Engagement

Priority Goals - 2016-2017

> Numeracy

- K-5 Bridges Math New curriculum implementation & 6-8 review and planning for 2017-2018 and math pathways 6-12. Improve SBAC scores to at or above state averages as well as project based and “real world” math challenges for all students.

> Literacy

- Quarterly reading running records - Fountas & Pinnell
- STAR data - 3 times per school year
- Common assessment and rubrics
- Google Doc. writing portfolios for all students

> Attendance

- 93% overall attendance rate 2015-2016
- Aiming for 95% overall attendance rate for 2016-2017

Monitoring Student Learning and Data



- > Fountas & Pinnell reading running records - Quarterly
- > STAR - Math and Literacy
- > Read 180 & System 44 Literacy Intervention
- > Common content assessments and common rubrics across grades and content as well as pre & post assessment data analysis.
- > WA Healthy Youth Survey - PE FitnessGram assessments - WA state PE Standards & life-long fitness focus.

Priority Goals - 2016-2017

Thinking Strategies for students

PEBC - Thinking strategies and focus

Thinking and engagement instructional
strategies

Project & Placed based learning inside and
outside the classroom walls

Math & Literacy intervention & afterschool

MDS - Across all grades

Placed based projects out in the field

Project based and relevant learning in the
classroom

Rigor, Relevance, Relationships

Blue Heron School Team And Capacity Building



Principal

Participating in CEL 5D+ and TPEP professional learning and alignment with administrative colleagues

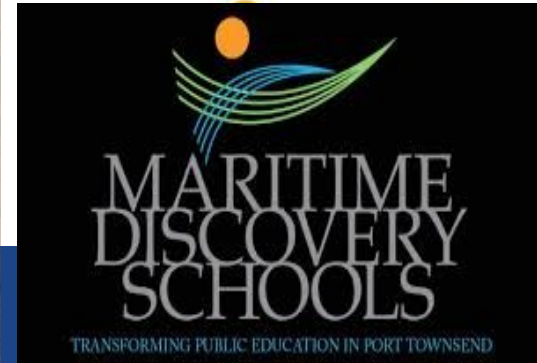


BH Building Leadership team

Focused on professional growth and improved climate. Included a Labor Management Relations Council (LMRC) to help address building concerns.

BH Teachers

Teacher leaders: TPEP Teacher Trainer, Content area teacher leadership, MDS teacher leaders



Community Partners

NWMC, PTMSC, NOSC, PTEF, Centrum, Jeff Land Trust, PT ReCyclery,

P. T. H. S.

2015-16 Report and Improvement Focus for 2016-17



Carrie Ehrhardt, Principal
Scott R. Wilson, Assistant Principal
November 14, 2016

Share an Accomplishment From 2015-16

SBAC Achievements

- Tripled SBAC math participation rate from last year
- High achievement rate in ELA

YES Environmental Stewards

- Place based credit bearing class
- 0.5 participant credit
- 0.5 internship credit
- Meets project evaluation through the lens of rigor, community and longevity.



Strengthening Academics 16-17 and beyond

Aligns with District's Strategic Goal #1 around Teaching and Learning

- English Language Arts: Assessment data continues to be strong, teachers trained in Socratic Seminar
- Mathematics: Rebuilding math department, utilize the Engage NY framework for Algebra 1 content, build stronger Algebra collaboration with Blue Heron
- Science: Ensure NGSS alignment, continue work with OSPP, new AP Biology course
- Continued evaluation of our courses/master schedule for 24 credit requirement

*Improving instructional supervision: Administrative book study, learning walks, and monthly CEL 5D+ and TPEP calibration.

Additional Areas of Focus

- Physical Education curriculum better aligned, which also aligns with District Strategic Goal #6 around Wellness
- Increase overall PTHS Attendance Rates from 89% to 92%
- Increase overall on time and extended Graduation Rates by 5% though providing an (LAP funded) after school online credit recovery course option
 - 2015 rates for District is 76.1% on time and 86.6% extended
 - 2015 rates for PTHS is 80.4% on time and 89.0% extended
- Strengthen our School Culture through the Redhawk Mentor program
- Implement the Department of Health Marijuana Prevention program for 9th graders (aligns with District Strategic Goal #6 around Wellness)

Strengthening Community Engagement

Connect PTHS students, staff and programs with the District's Strategic Goal #3 around Community Engagement:

- Increase community partnerships through new place based projects, reaching out to areas of the community we have yet to explore
- Increase authentic opportunities for student mentorships and internship through Skillmation
- Increase use of PTHS for 'after hours' educational opportunities for students (and community as appropriate)

Promoting Leadership & Capacity

- PD focus on sustainable MDS projects
 - Classroom projects vs. systems change
 - School Programs
 - Building budget support (@\$15,000)
 - High number of participants on MDS teams
- TPEP
 - Principal book study, learning walks
 - Teacher trainer model for support
- Data Collection Systems
 - Attendance, Discipline, grade/credit checks
 - Student/parent/staff surveying second semester

PTHS Professional Norms

- *Assume positive intent
- *Be fully present for the learning
- *Be an active and engaged participant
- *Share airtime Equitably
- *Celebrate divergent and creative thinking
- *Bring your own concerns and them them openly with the group during meetings
- *Be respectful of one another while pushing your own/our own thinking
- *Try to understand each other's perspectives

Questions?



For Resources Requiring School Board Approval

In a rapidly changing world, learning includes knowledge *plus* dispositions students will need to navigate and thrive. The resources we provide students are inextricably linked to the pedagogy with which they will be used. The intention of this document is to provide a framework for reviewing resources to ensure they support high student intellectual engagement and support students in attaining the needed knowledge and dispositions for their future success.

Curriculum Resource Statement:

Students are the focus of district resources decisions. The district's goal is to provide resources that will engage students in effective thinking, effective action, effective relationships and effective accomplishment. Learning projects are to engage students through place based themes: craftsmanship and creativity, stewardship of place/environment, leadership/self-reliance, community cultural elements, citizenship, and economic/entrepreneurial possibilities.

The framework elements are based upon the district vision for student development and learning. Resources requiring School Board approval are those that require a substantial district financial investment and/or resources that are a foundation for learning through frequency of use or concept development. A resource might not meet every element of the framework.

Instructions for Use of this Framework and Resource for Consideration:

For Resources such as digital or print texts-

- Record the grade and title of the lesson/unit on the district Framework recording form.
- Scan one resource at a time to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.

Once you have a sense of the selected resource, begin using the Framework

- Read the title of the Framework area (e.g. Rigor)
 - The detail in the framework shows meanings and applications of the title
- When you find a description that applies to the resource you are examining mark YES. If you notice the resource does not apply to an area mark N/A. Make comments for discussion.
- *You do not need to mark every descriptor.* Mark the ones that pertain to the resource.
- Your markings and comments are important for discussion and selection of the resource that best meets the framework criteria.

Resource Name _____ Grade Level _____ Title of Unit or Lesson (If applicable) _____

Date of Review _____

Qualities of the Resource

Rigor- The result of work that challenges students’ thinking in new and interesting ways, encourages students toward understanding of big ideas, and drives students through curiosity to discover what they don’t already know. Rigor is the intersection of encouragement and engagement.

This resource...	Yes	No	Comments
encourages curiosity and the exploration of independent, divergent ideas.			
contains open ended tasks and activities and meaningful practice.			
provides appropriate entry points for students at all levels.			
provides opportunities to develop deep understanding of content.			
allows students at all levels to be supported and challenged through scaffolding, structure, and independence.			
extends students learning beyond the Common Core State Standards			

Real World Application-Students apply learning to real-life problems and opportunities during the learning process.

This resource...	Yes	No	Comments
engages students in authentic disciplinary activities and problem solving that mirror real work in professional fields			
develops students’ conceptual understanding through tasks, problems, questions, multiple representations and			

Criteria for Resource Selection

Port Townsend School District

June, 2016 DRAFT

opportunities for students to write and speak about their understanding.			
provides relevant understandings/applications/design solutions related to MDS projects, families, community, world or careers			
includes opportunities for creativity and innovation in solutions.			
incorporates students' use of digital tools.			
Requires students to learn, use, and make meaning of discipline specific language.			

Rewarding- Activities create student engagement; develops intrinsic motivation/rewards

This resource...	Yes	No	Comments
engages students in relevant, first hand experiences, manipulatives or models to allow students to develop and makes sense of concepts, and the physical or natural world.			
promotes student talk, discussion and debate to advance student learning.			
makes the learning purpose explicit and students can articulate what they are learning and why.			
develops student interest beyond working for a grade by providing a sense of accomplishment through contribution to the community.			

Rich in thinking- thinking is developed and encouraged through activities and discussion

This resource...	Yes	No	Comments
provides opportunities for students to identify and apply multiple methods to show learning and/or to solve problems (oral, written, graphic, digital, models, simulations, etc.)			
builds concepts through the use of manipulatives			
provides opportunities for students to analyze situations and the thinking of others.			
presents a balance of procedural and deeper conceptual understanding.			
encourages student initiated questions.			
encourages thinking as both work and play			
provides opportunities for students to explain their thinking.			
engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit content thinking			
provides opportunities for making connections between content and disciplines.			

Personal learning- learning fosters independence and choice

This resource...	Yes	No	Comments
provides students with targeted, differentiated practice and support in areas of struggle or competence. – Provides extra supports for students working below grade level. – Provides extensions for students with high interest or working above grade level.			

Criteria for Resource Selection

Port Townsend School District

June, 2016 DRAFT

supports a broad range of learners: supports diverse cultural and linguistic backgrounds, interests and styles. Supports access for students with disabilities			
supports a flexible learning environment (e.g., less time spend in solo seatwork; inside and outside, different groupings, online learning)			
offers tasks that can be adapted to student interests and passions, including choice in place-based endeavors and career interests			
provides opportunities for making connections between content and disciplines.			
encourages student initiated questions.			
encourages thinking as both work and play			
provides opportunities for students to explain their thinking.			
promotes students new learning, not repeatedly practicing what is already known.			
allows students to make appropriate choices in how they will learn and demonstrate their learning.			
allows students to pursue learning out of standard sequence.			
supports students in addressing challenges, making mistakes and moving forward			
supports anytime/anywhere learning			

Reflection and Metacognition- Students reflect on their learning, set goals, evaluate progress

This resource...	Yes	No	Comments
provides multiple opportunities for students to demonstrate and receive feedback on their understanding of disciplinary core ideas and concepts.			
provides learning and assessment criteria and targets to students ahead of assignments.			
promotes student reflection on errors and successes to reflect on their learning progress			
facilitates students to set realistic goals and monitor their progress; student reflection anchors understanding, facilitates connection making and makes thinking visible.			
allows for frequent formative assessment for students and teachers to make “next step” decisions about teaching and learning for each student.			
provides reporting based on student’ achievement of learning goals and targets rather than assignment completion and dispositions.			

Relationships- communication and collaboration fosters relationship building and citizenship

This resource...	Yes	No	Comments
promotes relationship building between stakeholders of all ages, within the school settings and beyond.			
promotes collaboration and co-learning, 1:1, in teams, in the community, in work environments and/or on-line.			
provides opportunities for developing dispositions and social-emotional skills: negotiation, networking, empathy, critical thinking, sensitivity to diversity, and conflict resolution.			
embeds opportunities for students to demonstrate and present their learning and accomplishments with others.			

Please complete the remainder of this sheet for the resource under consideration.

Is this resource: ___ for daily use ___ for a limited time (e.g. a unit)? If for a limited time, explain how often the students will be using this resource: (For example- *This is for a unit I will use for 3 months every other year. Students will use it every day for these three months*)

Will students use this resource in a place-based project? If so, please describe its use.

How will the resource develop students' achievement of adopted standards?

___ Common Core ELA

___ Arts Standards

___ Common Core Math

___ Career and Tech

___ Next Gen Science Standards

___ Health/PE

___ Other: _____

Please explain how this supports achievement of adopted standards-

___ Targets a set of grade level standard(s) to the **full depth** of the standards for teaching and learning.

___ Standards that are central to the lesson are identified, handled in a grade appropriate way, and well connected to the content being addressed.

K-12 Articulation: Briefly describe what you/your team see as benefits to the development of students' skills and knowledge K-12.

What other resources were vetted and researched as you/your team arrived upon this resource? Please list.

Will professional development be required to facilitate quality implementation? If yes, describe.

Is this an Open Educational Resource or digital resource? _____ Yes, _____ NO*

If you answered NO: Using Open Educational Resources (OER) and digital curriculum is a district goal. Which OER and/or digital resources have you considered? (Required)

Describe any digital access to resources for students that are part of this proposal.

What other resources are required to use the proposed resource? (e.g., computers, workbooks, teaching assistants, etc.)

Costs-

Total number proposed for purchase _____

Cost per student _____

Recurring costs _____ (explain)

Equity Criteria:

Submitted materials must provide models, selections, activities and opportunities for responses which promote respect for all people regardless of race, color, creed, national origin, age, sexual orientation, gender or disability.

AND

Avoid stereotyping

Does this resource meet the Equity Criteria? _____ **Yes** _____ **No**

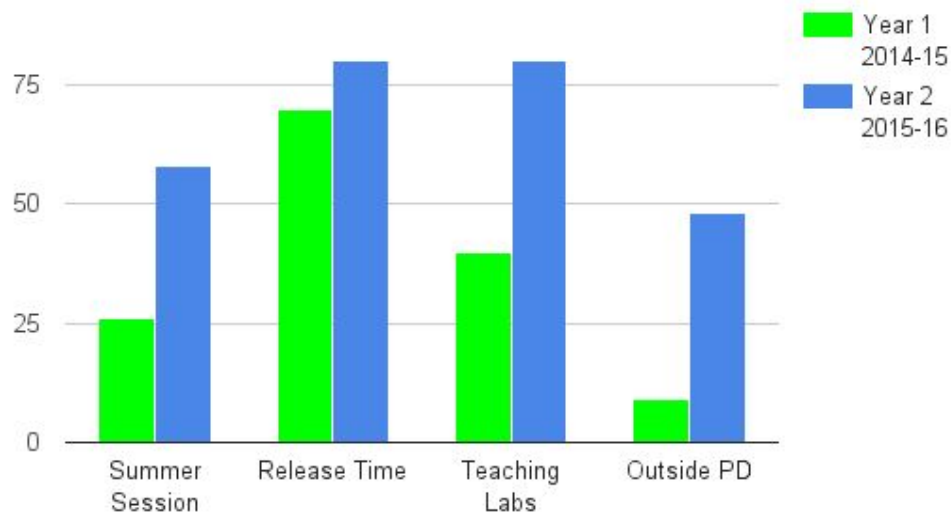
Maritime Discovery Schools - Two Years in Review

As we enter into the full implementation phase of the Maritime Discovery Schools Initiative we are refining and growing our work, and focusing on long term sustainability . Over the past two years we have developed a pilot K-12 maritime and place-based curriculum, increased professional development and collaboration focused on place-based learning, offered a high school Maritime Academy program, created a farm to table scratch cooking model food service program, and developed over 70 community partnerships. As we move forward into the next phase of our initiative we will focus on strengthening our maritime career preparation program, sustaining partnerships, broadening the curriculum, and institutionalizing changes in the district.

Curriculum Development and Professional Learning

A significant portion of the work in the first two years of the initiative has been focused on developing pilot curriculum, alongside professional learning for our teachers to support the curriculum development and implementation. In May of 2016, we published on our website the complete pilot curriculum. We initially envisioned that we would phase in the curriculum by grade level and subject, but as we moved into the second year of the initiative we saw readiness for all teachers to undertake the curriculum development in their teaching areas. Curriculum development primarily took place during summer 2 or 3 day institutes during the summer of 2014 and 2016, or during 1 day sessions during the school year when teachers were released from their classrooms to work in collaborative groups.

Teacher Participation in MDS Activities



Each year of the initiative all teacher in the district participated in 10 trainings focused on the elements of project-based learning, pedagogy and teaching strategies that support project based learning, developing community partners, and integrating technology into projects. Each year teachers participated in teaching labs, which are a group observation of student thinking during a demonstrating teacher's lesson, followed by a debrief discussion with the group of teachers. The goal is to focus on how student thinking is emerging, and for each teacher to see how they can deepen student thinking through their own practice. Entering year two, the high school offered teachers the option to participate in a two day summer session focused on workshop model, and an additional training in October about project-based learning.

In the past two years we have supported opportunities for teachers to attend outside professional development. These have included the Teaching with Small Boats Conference which was held in Port Townsend, in part because of the MDS initiative and interest in learning more about our programs. As well as the Steinbeck Festival, and Aleutian Bidarka Building Workshop. Through district funding, teachers participated in the PEBC conference on thinking strategies, and a PEBC Math Workshop Model Session in Port Townsend. In addition, a Blue Heron teacher applied, and was accepted, into the Steinbeck Institute summer professional development.

In the summer of 2016 we offered a 3-day Maritime Industry Immersion and Curriculum Development funded in part by WA Sea Grant. In these sessions teachers had an opportunity to spend time in a maritime industry worksite, learn more about the skills, knowledge, and disposition needed in the industry and then develop maritime and place-based projects with a focus on developing those same set of skills, knowledge, or disposition in students. The maritime industries including WA State Ferries, WA State Fish and Wildlife, Port Townsend Sail Loft, and Port Townsend Shipwrights. Teachers developed new curriculum that helped many teachers be prepared to meet our goal of 2 maritime or place-based project for the 2016-17 school year.

Our next steps for curriculum development and professional development are:

- Develop a minimum of three projects per grade level/subject area over the next two years.
 - Develop additional high school multi-disciplinary projects
 - Develop projects that incorporate upper level high school math
 - Integrate craftsmanship and design thinking more deeply in projects K-12
- Continue to develop collaboration amongst professional learning and grade level teams, including use of protocols, and self-directed teaching labs and teacher peer observations
- Refine evaluation methods and data collection for the initiative

Partnerships

By year 2, teacher identified 70 different community partners that were a part of maritime and place- based learning projects. Our partners are finding that the MDS initiative gives them an avenue to partner with the schools, as well as some partners finding there is added value to their organization in fundraising efforts because of these partnerships. For example, the Port Townsend Marine Science Center (PTMSC), received a \$150,000 grant from the Institute of Museum and Library Services to partner with MDS in supporting professional learning, and sustaining partnerships, along with providing direct programming to the schools. Over the two years of the grant the PTMSC will support four education experts working with district staff and community partners to strengthen our work and further our learning.



In year three, the Fort Worden PDA, has become a formal partner, providing classroom space for district teachers and students to use during the school day. Classes can use the space as a launching place for outdoor learning, or as a retreat space for focused project work. This partnership supports the PDA's mission to provide a life-long learning center. The district is providing school bus transportation for classes to get to the Fort on a regular basis.

Our next steps for developing partnerships:

- Evaluate existing partnerships and develop mutually beneficial, sustainable, long term partnerships.
- Formalize partnerships through an MOU process as appropriate.
- Work collaboratively with key partners to continue committee participation in various aspects of district administration and curriculum development

High School Maritime Academy

In year one, the Maritime Academy included a Marine Robotics and Engineering course and a two credit Maritime Studies course. In year two and three, we expanded our offerings to include Vessel Operations, Marine Trades and Boatbuilding, Maritime Manufacturing and Woodworking, and Marine Robotics and Engineering. In these courses students learned about water based operations, foundations of marine trades, manufacturing, design, programming, and fabrication. Students sailed, built and repaired boats, and manufactured underwater vehicles. In year three, students will be building their own skin on frame kayaks. Each course involves community partners on a regular basis to help provide specialized instruction in the various fields.



In three of the courses students had a job experience through a partnership with Sound Experience and their vessel Adventuress. Students worked side by side with Adventuress crew and volunteers to restore and maintain the vessel. They also completed a Maritime Career assignment, students select a career of interest, interview a professional, and apply to a school program to support their career development pathway.

Our next steps for Maritime Academy development:

- Develop job experiences for all of our Maritime Academy students and expand this to a program for all Juniors at the high school.
- Develop a career speaker series for Maritime Academy students
- Evaluate our current Academy offerings, and determine if other course such as marine systems would be useful
- Propose a Skills Center pilot program for summer 2017, Vessel Operations
- Propose a set of Maritime Skills Center courses to be taught in Port Townsend
- Study the possibility of a January term schedule at the high school and middle school to allow the teaching of 40 hour certifications and skills needed for employment in the maritime industry

Garden/Food and Cafeteria

As a part of the place-based learning initiative we set a goal to increase the local, fresh foods served in our cafeteria, and increase student participation in growing and preparing food. Over the past two years our school food service has transformed from a heat and serve operation to a scratch cooking full service kitchen. All meals are now prepared from scratch in house, incorporating many local and organic ingredients. In year one the high school garden was doubled in size, and in year two a high school garden coordinator was contracted. In year two, the high school health and culinary classes began to regularly work and learn in the high school garden. The culinary arts students worked with elementary students and taught them about healthy foods.

In year two food from the school garden at the high school began to be included on the menu, and now provide fresh greens, tomatoes, and potatoes, among other things, for menu items every month. Students in seventh grade learned about nutrition and made sample menu items, voting on a selecting the best, healthy nachos, which are now a regular part of the school lunch menu. In year two the school board adopted a new Wellness Policy in support of the changes in food service as well as other wellness practices. During year two, a new elementary school design was proposed and passed by a vote of 73%. The heart of the new school is creating indoor and outdoor learning spaces, as well as a large learning and food production garden.



In year three, kitchen permitting issues were resolved allowing for the high school kitchen to be used as a kitchen for preparing food, not just warming. Overcoming, obstacles such as these, allow us to serve breakfast at the high school until 10am since staff can stay there and prepare lunch while keeping the breakfast line open.

Food service staff have been able to attend a number of conferences and trainings, including one the Edible School Yard, in Berkeley, CA. These opportunities for professional development have helped our staff see opportunities for developing our menu and program, including excitement around meatless Monday.

Our next steps for Garden and Food Service development:

- Integrate nutrition and wellness learning into every grade level

Teacher Leadership

Throughout the project we have been focused on developing teacher leadership, as a part of developing long lasting systems change. In year one and two we supported a group of teacher leaders to reflect on teaching practice and to help advise on the professional development across the district. In year two, we were able to use district funds to send 5 teachers to PEBC conferences to support deepening student thinking. In the first two years teachers have been ready to advise and learn about leadership, but have been tentative about taking the next steps towards developing as leaders of professional learning and facilitating groups of teachers.

Our next steps for teacher leadership development:

- Send teachers to trainings to develop their skills and have them return and lead professional development in the district. Possibilities:
 - Deeper Learning Conference, Spring, 2017
 - PBL World, Summer 2017
 - PEBC Institutes (Denver), Winter, Spring and Fall
 - Teaching with Small Boats Conference, Spring 2017
 - Critical Friends Group Training, Fall 2018
- Develop teacher leadership using the competencies of a teacher from NBPTS, a leadership buddy system, specific training, and peer support.

Sustaining the Maritime Discovery Schools Initiative

As we move into the third year of the five year initiative we are looking towards the sustainability of the maritime and place-based learning focus of the Port Townsend School District beyond the five year grant and community supported funding. At the end of year 2, the school board adopted a new mission, vision, and core principles in support of the Maritime Discovery Schools initiative. This is a concrete step towards creating a lasting vision for maritime and place-based learning in the district. The mission and vision statements of the district are helping to shape the School District's 5-year strategic plan that is under development.

Our next steps towards sustainability:

- Develop a 5-10 year sustaining plan to continue the maritime and place-based focus of the district
- Develop a sustainable funding plan including grants and district resources to continue beyond the five year initiative.
- Integrate the district mission, vision, and core principles into the daily work and decision making across the school district.
- Developing a sustaining partnership with the NWMC, where the NWMC continues to play an integral role in advising curriculum development, as well as continuing as an educational programming partner, possibly with an expanded role through the Maritime Academy, Skills Center courses, and certification programs.

Lessons Learned

As we review the past two years there have been a few major shifts in our thinking and approach to crafting the vision laid out in “Place-Based Education in the Maritime Community of Port Townsend Washington, Executive Summary” as well as other early planning documents. The pace and timing of the curriculum as a whole, as well as the configuration of the Maritime Academy have both shifted.

In our early thinking a phased approach to curriculum development seemed the most logical, and would allow for teachers to enter the process as they were ready. As we undertook the process of professional development for our staff related to place-based learning and the supportive practices of workshop model, cooperative learning, and backwards design, we realized that teachers needed to dive into the first experiences of developing maritime and place-based projects to apply their new learning and frameworks. Part of this shift was helping teachers and administrators feel comfortable experimenting and be willing to try projects that might not be a 100% success. In year one, we allowed interested teachers to enter into project based learning in the subjects and courses where it was a best fit, or an area where the teacher had the most interest. In year two, our goal was for all teachers to develop a project, and as we enter year three we are asking each teacher to develop two projects. As teachers have developed projects they have learned about how to build lasting partnerships, and successful project outcomes. In year three we have given teachers permission to modify the projects they created in the first two years, or throw projects “overboard” that no longer seem to be a good fit, or do not meet the goals of their courses any more. This flexibility and willingness to experiment, reflect, and refine, has been key to getting more teacher comfortable with project-based learning. The small size of our district, with less than 100 teachers, has allowed this process to be flexible. As we move forward with our curriculum development our focus is on developing teacher instructional practices, alongside the skills and knowledge of designing authentic and standards aligned projects.

In addition, we have shifted our thinking on how to develop the High School Maritime Academy. Early on we looked at models such as the Ballard Maritime Academy, where students enter a comprehensive program and earn all required credits in the program. In our small rural district, we realized that we may not have enough students for a cohort to enter a free standing Maritime Academy. Through the first two years of development we saw the need for focusing our Academy on a core set of CTE course which would help prepare students for a variety of maritime industry jobs. In the development of this program we came to see that we could develop a strong set of introductory course, but for a student to be career ready upon the completion of high school there would need to be an additional set of certifications and training that would also be required. That has lead us to exploring additional options for skills center courses or a certification program embedded in our school year.

Student Experience Shifts

In the first two years of the MDS initiative, the student experience across our district has shifted. One of the biggest shifts can be observed in our 8th grade program. Before the initiative our 8th grade students experienced a traditional middle school program with distinct math, science, social studies, and language arts classes. There was a yearly multi-day experiential learning trip to Mount St. Helens. As MDS was introduced, the 8th grade teaching team were early adopters, and in year zero, they redesigned their previous experiential learning trip, into a year long program embedded into science, social studies, math and language arts classes. The Salish Sea to Olympics Challenge program they developed has students learning about and testing water quality across the Salish Sea, advocating for clean water issues, and gaining skills to help the transition to high school. The teachers have connected with a diverse number of community partners so that students are having multiple experiences through the year learning alongside a variety of agencies and organizations that are involved into water quality monitoring and regulation. Students had an opportunity to sail aboard Adventuress and learn about Maritime careers along with environmental issues. Integrated into the program was the annual trip students had been taking to the State Capitol Building, the teachers added context to the experience by having students focus on how they can use that experience to lobby their state legislators around environmental and water quality issues that they had been learning about in science and social studies. The MDS initiative has helped the teachers design a year long experiences that connects their learning across subjects around a common maritime environmental health theme. One student remarked, “my best learning experience this year was going on the Adventures, because while we were on the boat we learned a lot about what is happening in our water and how we can help it. We also learned about what we are doing to cause many environmental issues and how we can reduce our carbon footprint.”

High school students have experienced a shift in both our course offerings, as well as the curriculum taught in existing courses. Teachers have integrated maritime and place-based learning across the high school curriculum, so that our students will have many more experiences where they are learning about maritime topics and making a difference in the community. Our CTE course offerings have grown and shifted because of our Maritime Academy. A tenth grade student through the school year might be writing creative non-fiction based on the a visit to a local business such as Port Townsend Sail Loft, investigating geometry by creating storage containers to meet the needs of Key City Public Theater, working on the Adventuress to service blocks and do engine maintenance, putting together research on the effects of climate change on ocean acidification for the community Climate Change Summit, and visiting Grant Street Elementary to work with a third grader to write a book in Spanish.

The shifts for our elementary students have been focused on creating more in-depth and integrated projects. Before the initiative our students had a number of great experiences throughout the day, but the projects did not all address real world community needs. An example of this shift would be the 3rd grade students birdhouse project. Students learned about local birds and the effect of humans on their habitat. This project included a study of seabirds with the Adventuress and the Northwest Maritime Center. They had an opportunity to apply

math skills and build a wooden birdhouse that would provide habitat for local birds. In art class they studied birds and made pencil drawings of the birds they were learning about.

Successes

More than 60% of teachers reported their students worked on school projects where they learned about nature, the sea, or our community one day a month or more through the year. A fifth grader remarked, "My best learning experience was when we went to the Dungeness River." A 7th grader said, "My best learning experience is when we worked on nautical charts in math because I got to learn about the different terms on a chart, and I got to work with a group to help me find the markers and scales on the chart." Parents are also excited about what's happening for their kids. A middle school parent shared, "Water quality testing around our community and field trips to local water sources have really sparked an interest in chemistry. She talks about it a lot. Salinity, oxygen saturation and things like that."

In a survey, 94% of teachers said they are comfortable facilitating project based learning, and 55% of teachers agreed that, the Maritime Discovery Schools initiative has helped them become a better teacher. With the help of our teacher recruiting efforts our principals report an increase in the quality of our applicants for open positions compared to before the implementation of MDS. For the 2016-17 school year, at least 50% of our new hires reported that the maritime and place-based focus of our district was one of the biggest factors influencing their application for the position. All of our new teachers have participated in curriculum planning sessions in the first months of school.

While end of year test score data is not the only metric we use to measure our success, we have not seen an implementation dip in our test score data as might be anticipated, and in comparison to the state average have seen some moderate gains. In year two, our average test scores in English Language Arts (ELA) are all above the state average, all but two grade levels math scores are above the state average. Compared to the year before implementation where three of our seven grade levels were below the state average in ELA, and four of our seven grade levels were below the state average in math. Our science scores have been above the state average, and continue to be so, and our 10th grade scores have stayed steady while the state average declined.

Conclusion

In the first two years of the initiative we have seen considerable progress in developing a pilot curriculum. In the next three years we will focus on sustaining and institutionalizing the progress, and refining our work. The High School Maritime Academy will be strengthened by the addition of programs, and schedules that allow for specific certification that will translate directly into employment readiness for our students. Sustaining the K-12 curriculum shifts will require continued professional development and sustaining the diverse community partnerships. Continued focus across the district, with all stakeholders, will be needed to sustain the maritime and placed-based learning focus of our district.



WASHINGTON INTERSCHOLASTIC
ACTIVITIES ASSOCIATION

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435 Main Ave South, Renton, WA 98057 | (425) 687-8585 | Fax (425) 687-9476
COOPERATIVE/COMBINE REQUEST FORM

ALLOCATION CYCLE: 2016-20

SCHOOL NAME	LEVEL (HS, JH, MS)	CLASSIFICATION	SPORT	BOYS OR GIRLS
Sequim High School	HS	2A	Swimming & Diving Please submit a separate form for each program request, unless all, then write all.	Boys
Port Townsend High School	HS	1A		COMBINE OR COOPERATIVE
Type name here	Level	Choose one		Cooperative

FOR COMBINED PROGRAM ONLY:

NEW CLASSIFICATION WILL BE: 1B 2B 1B/2B 1A 2A 3A 4A

MAIN ATHLETIC DIRECTOR CONTACT:

NAME	PHONE	EMAIL
Type AD name here	(area code) number	Type email here
HIGH SCHOOL ONLY: Combine School Formal Name: <small>(To be used in State Tournament Program and League Standings. All participating schools' names must be listed.)</small>	Type name here (Examples: School A-B or School A/B)	
League name in which the Combine program will participate in:	Type name here (Examples: School A-B or School A/B)	
Combine program fees to be covered by: <small>This is in regards to the annual membership fee for offering the sport/activity so that both schools don't pay for offering a combined program. Questions? Contact Alli Krous: akrous@wiaa.com</small>	<input type="checkbox"/> Split 50/50 <input type="checkbox"/> Covered by: Type school name here <input type="checkbox"/> Other: Click here to enter text	

COMBINED ENROLLMENT:	Type number here	VERIFIED BY WIAA STAFF:	
SUBMITTED BY:	Type Administrator name	SIGNATURE OF SUBMITTER:	DATE: Type date here

SIGNATURES OF APPROVAL (all signatures required before submitting to WIAA office)

SCHOOL NAME	SCHOOL BOARD PRESIDENT SIGNATURE	DATE	LEAGUE PRESIDENT SIGNATURE	DATE
Sequim High School				
Port Townsend High School				
Type name here				
WIAA DISTRICT DIRECTOR SIGNATURE			WIAA DISTRICT	DATE

WIAA OFFICE USE ONLY

<input type="checkbox"/> Approved for school year(s): _____	<input type="checkbox"/> Denied	<input type="checkbox"/> Decision pending. Additional information is required.
WIAA Assistant Executive Director Signature:		Date: