

# **Academic Performance Audit for Required Action Districts**

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**Lakeridge Elementary School**

**Renton School District**

**January 31 and February 1, 2011**



# Academic Performance Audit for Required Action Districts

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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# Lakeridge Elementary School Academic Performance Audit

## Introduction

The purpose of this report is to assist Renton School District (RSD) in identifying a federal intervention model appropriate for Lakeridge Elementary School (LES) and to inform the Required Action District (RAD) application and plan. The findings in this report are based on information gathered from the following sources:

- 1) a review of district level practices and policies to identify potential district policies and practices that may support or impede the district's ability to implement an intervention;
- 2) a classroom observation study focusing on instructional practices within the school;
- 3) qualitative interviews and focus groups focusing on the alignment of school structures and practices with OSPI's *Nine Characteristics of High Performing Schools*;
- 4) surveys of school staff, students, and parents; and
- 5) demographic and achievement data.

In addition to assisting with the RAD grant application, this report will assist in the ongoing implementation of improvement goals and turnaround plans at the school and district levels. This study will be an annual review of progress for funded districts and schools. The school practices rubrics, along with a handbook, accompany the report to allow staffs to self assess during the year.

Evaluators obtained information during a site visit on January 31 and February 1, 2011. Approximately 47 people, including district and building administrators, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 24 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school improvement plans, student achievement data, and additional school documents.

The following section includes an overview of the district findings. This is followed by an overview of the school and a detailed review of the school's alignment to the *Nine Characteristics of High Performing Schools* based on classroom observations, interviews and focus groups, and survey results. The report concludes with a summary, a set of specific recommendations focused on what researchers deem to be high priority and high impact areas, and an overall recommendation as to which of the four intervention models would be most appropriate for this school and district. Appendices that support the recommendation rationale are also included. The application for the RAD Grant and required planning documents should be developed or revised to select, implement, and monitor the recommendations deemed most appropriate and critical to improving student achievement.

## Required Action Districts

As required by state legislation (SB 6696/RCW 28A.657.030), the State Board of Education (SBE) can designate districts as Required Action Districts (RADs) if the district has at least one school that: a) is identified in the bottom 5% (Title 1 or Title 1 eligible) of the persistently lowest-achieving school list; b) did not volunteer for or receive SIG support in 2010; and c) whose summative assessment results are less than the state average on combined reading and mathematics proficiency in the past three years. Required Action Districts will receive funds targeted to make lasting gains in student achievement and must follow School Improvement Grant (SIG) requirements and SB 6696 by:

- selecting and implementing one of the four federal intervention models, which are described below;
- creating a local application and planning documents for improvement *with input from stakeholders*;
- allowing for the opening of any collective bargaining approved after June 10, 2010 if necessary to meet requirements of this academic performance audit.

## Intervention Models

In an effort to improve education and educational opportunities across the nation, the federal government has provided funding for School Improvement Grants (SIG) to support the lowest performing schools. Districts accepting SIG money must choose among four federally defined intervention models for their lowest performing schools: Closure, Restart, Turnaround, and Transformation. The school closure model refers to a district closing a school and enrolling the students who attended the school in other higher-achieving schools in the district. The restart model occurs when a district converts the school or closes and reopens it under management of an educational management organization (EMO). The turnaround model includes replacing the principal and rehiring no more than 50% of the school's staff, adopting a new governance structure, and implementing a research-based instructional program aligned to state standards. Over the last two years, this model has produced significant gains in student achievement and has helped schools prepare for the longer process of transformation into a high performing organization.<sup>1</sup>

The transformation model requires replacing the school principal and addresses four areas critical to transforming persistently low-achieving schools: developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time, creating community connections, and providing operating flexibility and sustained support. Selection of any of the four federal models may require modification or addition of Board policy and procedures and/or collective bargaining agreements.

The tables in Appendix A of this report describe the specific requirements for both the turnaround model and the transformation models in more detail. The restart model and the school closure model are not addressed in the Appendix because the factors considered for turnaround and transformation are not relevant to the restart or closure model. Should the school make a decision to implement either a restart model or school closure model, the school would be required to declare the administrator(s) and staff as excess and implement the

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<sup>1</sup> Mass Insight (June 2010). *School Turnaround Models*. Boston, MA: Mass Insight Education and Research Institute.

reduction-in-force provisions of the existing collective bargaining agreement. All districts have reduction-in-force procedures in existence to determine the placement and/or termination of staff. If school closure is not an option due to the absence of higher performing schools within the district for the students to attend, the restart model is a limited option in that specific legislative authority would be required to create a charter school. Districts, however, may consider the Restart model by contracting with an Education Management Organization (EMO).

## **District Level Findings**

### **District Overview**

The district employs approximately 774 teachers serving approximately 14,322 students attending fourteen elementary schools, three middle schools, four high schools, and six alternative schools or programs. Lakeridge Elementary School employs 30 teachers and serves approximately 468 students. Sixty percent of the teachers possess master's degrees, and on average teachers have approximately six years of teaching experience. Three teachers have received their National Board for Professional Teaching Standards certification. Most core content area teachers meet the NCLB highly qualified definition.<sup>2</sup> According to district personnel, the staff is relatively young and new to the school. Several teachers are also one-year leave replacements.

The district experiences difficulty recruiting for administrator positions because salaries have dropped and Renton is at the bottom of the salary range within the surrounding nine districts. There is not as much difficulty in recruiting teachers because they are able to offer slightly higher salaries than some of the competing districts, and they feel they have a strong teacher pool.

The Superintendent is visible and active around the district and in school buildings and appears to have the support of the school board, community, and many staff members. In addition, the district's Chief Academic Officer (CAO) for elementary education is well known and liked by the Lakeridge staff and is viewed as a support person for them. Her continued sponsorship of the school improvement changes at Lakeridge Elementary School is considered integral to the process, and district leaders are beginning discussions among themselves about how to manage the CAO's workload so that she is able to maintain an ongoing and intense focus on the school. There is some discussion also about hiring a project manager to help drive and monitor implementation of the federal model that is chosen for the school.

Over the past several years, Renton School District has worked to put into place a district-wide philosophy and vision of effective teaching and learning with specific objectives and strategies supported by district-wide professional development. During late start days, school staff is trained in Powerful Teaching and Learning, high yield strategies, the STAR Classroom Observation Protocol, the district's vision of instruction, and classroom walkthroughs. The district offers curriculum training for reading, math, and science curricula as well. The impact of professional development offered by the district is monitored through classroom walkthroughs; Center for Educational Excellence (CEE) perception surveys with students, parents, and school

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<sup>2</sup> Data from OSPI Washington State Report Card for Lakeridge Elementary School retrieved from <http://reportcard.ospi.k12.wa.us> on 2/3/11.

staff; and through test scores. District leaders admit that their formative assessments need work.

District leaders are also considering how the central office may need to reorganize to support school improvement activities at LES and throughout the district. There are ongoing discussions about how better to support building principals as instructional leaders, and plans are in the works to spend some time in principal Professional Learning Community (PLC) meetings understanding and practicing the process of creating and monitoring teacher plans of improvement and due process. In addition, the district is looking at ways to flag school data and track results differently so that they can anticipate trends and target support for schools before schools find themselves in a persistently low performing position. This will require flexibility and possibly a different allocation of resources, which would be a big change for the district.

The district continues to use the traditional teacher evaluation model, which has been in place for several years. Three years ago the district, with union and teacher collaboration, began work on a three-tier rating system but put this work on hold when OSPI's Summit Initiative began. Renton School District was not chosen as a pilot site for the teacher evaluation work but district leaders have been talking with those districts that are participating to understand how that work will fit with the direction the state is going. The development of a new evaluation model is on hold until the state makes a decision. However, union leaders and district leaders all agree that the current model is not adequate. With administrator evaluations, the district is hoping to move to a four-tier model next year so principals have some experience with being evaluated on a tiered model before the district adopts a teacher model.

Union leaders (from both the teachers' union and the classified staff union) are supportive of the district and believe that good communications exist between the union and the superintendent. There has been a stable team of union leaders for a number of years, and they seem to work well with the district Assistant Superintendent for Human Resources and the Chief Academic Officer for Elementary Education. District leaders have involved teachers and union leaders in deliberations about Lakeridge from the beginning, including them in the process of voting to open the teacher contract back up and choosing a federal model. Union leaders generally support the process and expressed a strong willingness to look at options and to explore a new evaluation and professional growth model. The union's primary concern with regard to the new evaluation model revolves around how teachers' effectiveness will be assessed and how it will be tied to student test scores.

District administrators appear to have the support, the vision, and the capacity to implement the changes necessary to implement the changes needed for the school improvement model that is chosen. District administrators have school improvement backgrounds, and the district as a whole has already been working to put the technical pieces in place to support school improvement in all schools, including district wide professional development in support of a district wide vision for teaching and learning, a system for data collection and analysis, and instructional support for teachers. Both union and district leaders also support the teaching staff. Resources are tight and getting tighter, especially with the loss of Summit funding after three years, but the district focus and willingness to be accountable for supporting the changes needed at school should be a strong foundation upon which to build.

District administrators and union leaders mentioned a number of potential barriers to full implementation of a SIG model. The barriers included maintaining a balance between what is directed from the central office and what is directed by the school; managing the budgeting process in a time of tight resources when other schools may be losing funds while Lakeridge is not; managing administrator work load so that the right people are in place with the time to devote to supporting the SIG model; and creating the appropriate public relations message about the quality of the school, students, and staff.

### **Challenges to Implementing the Intervention Models**

Lakeridge Elementary School faces unique challenges in implementing any of the four intervention models. The closure model does not apply to the district because there are no other middle schools in the district to receive transferring students. The restart model is a limited option for Renton School District. The district could consider utilizing an Education Management Organization but the restart model also requires that the district declare the administrator(s) and staff as excess and implement the reduction-in-force provisions of the existing collective bargaining agreement. Since most of the teaching staff is relatively new to the school already, it is not clear that the restart model would be effective in creating a new sense of urgency among the staff.

The turnaround model calls for adopting a new governance structure and implementing a research-based instructional program aligned to state standards. Theoretically, this model is a viable option for the district but the provision of rehiring no more than 50% of the teaching staff would not necessarily be as effective at Lakeridge whose teachers are already relatively new to the school. However, this option has shown promise in other schools. If the district selects this model with input from the community and union, the district can consider a voluntary opt out first before using a competency-based approach to determine which teachers will return. With this model, the district will have the ability to recruit teachers by providing financial incentives given improvements in student results.

The transformation model addresses areas critical to Lakeridge Elementary School's improvement (as described in the recommendations at the end of this report): developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support. Many elements of this model are already in place district wide. However, because the district is large, it is perhaps harder to develop the flexibility needed to support the changes, and sustained support can be difficult in a situation of limited resources.

## **School and Classroom Level Findings**

### **School Overview**

The research team gathered and analyzed contextual data from Lakeridge Elementary School. This includes demographic data, assessment data, mobility patterns, and feeder patterns.

Table 1 shows student demographics in Lakeridge Elementary School have shifted in the school, with increasing numbers of Black students. The number of students receiving free and reduced lunch (FRL) services has risen by approximately 6 percentage points. School level data differ

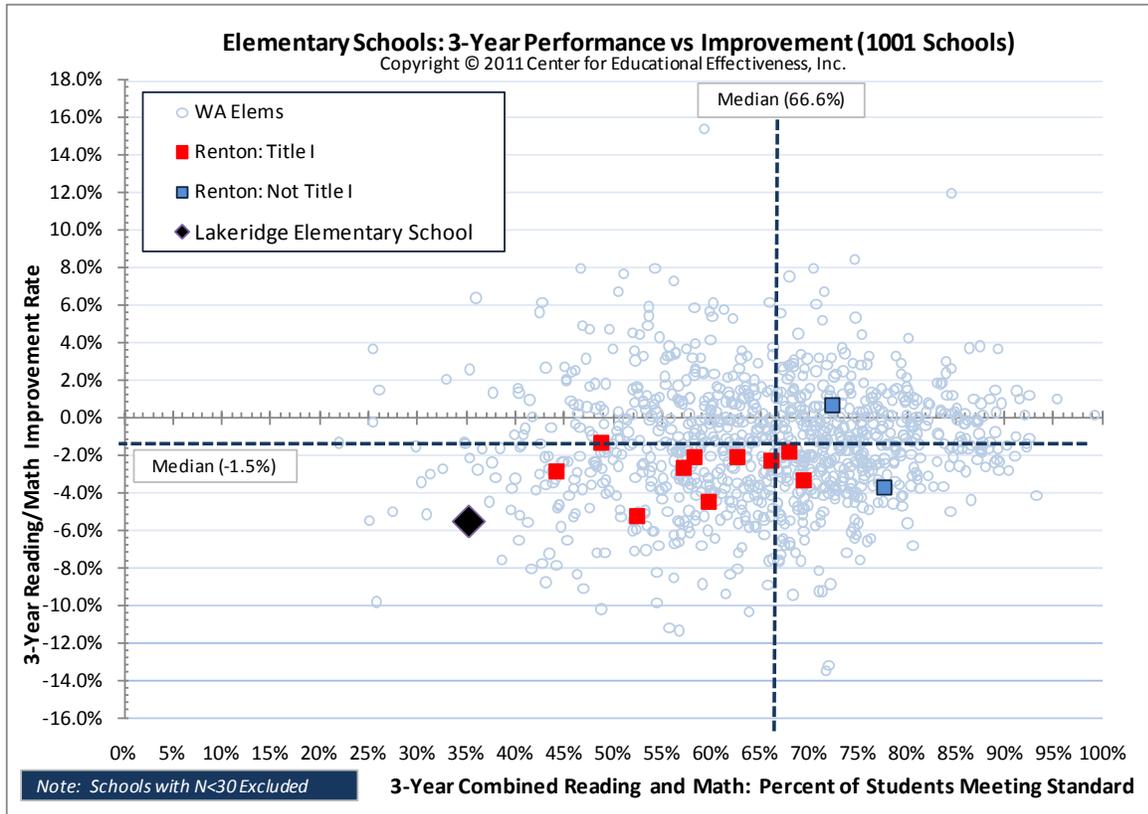
slightly from district-wide data, which shows increasing rates of FRL but only by about 3 percentage points across the district. Hispanic, Asian, and Black students are making up an increasing percentage of the district student population overall, and school level student enrollment has been increasing – quite dramatically at Lakeridge (from 270 in 2005 to 461 in 2010) and district-wide.

**Table 1. School and District Demographics<sup>3</sup>**

<b>Lakeridge</b>	2005	2006	2007	2008	2009	2010	Change per Year (students)	2005	2006	2007	2008	2009	2010	Change per Year (students)
Enrollment	270	269	362	444	420	461	43	13236	13423	13565	13751	14024	14219	197
for the school year ending:	2005	2006	2007	2008	2009	2010		2005	2006	2007	2008	2009	2010	
	Lakeridge	Lakeridge	Lakeridge	Lakeridge	Lakeridge	Lakeridge	Change per Year (in percentage points)	Renton	Renton	Renton	Renton	Renton	Renton	Change per Year (in percentage points)
American Indian	0.4%	1.1%	1.9%	1.4%	1.7%	1.5%	0.19	1.3%	1.2%	1.3%	1.2%	1.2%	1.2%	-0.02
Asian	21.9%	19.3%	19.6%	15.1%	14.8%	14.8%	-1.53	22.1%	22.8%	23.7%	24.5%	25.2%	25.7%	0.74
Black	40.7%	40.1%	46.1%	55.6%	54.0%	57.0%	3.79	18.4%	19.5%	19.7%	20.0%	19.9%	20.4%	0.33
Hispanic	17.0%	16.0%	15.5%	13.7%	14.8%	13.9%	-0.60	12.5%	13.4%	14.7%	16.5%	17.4%	17.7%	1.14
White	20.0%	23.4%	16.9%	14.2%	14.8%	10.4%	-2.19	45.8%	43.2%	40.6%	37.8%	36.3%	34.7%	-2.26
Free-Reduced Meal Eligible	45.2%	68.1%	75.0%	77.2%	85.7%	77.4%	6.17	30.3%	42.1%	43.3%	43.5%	47.6%	45.9%	2.71
Special Education	15.6%	18.1%	16.7%	14.8%	13.1%	14.1%	-0.70	12.8%	12.9%	11.5%	12.6%	12.7%	13.8%	0.16
Transitional Bilingual	45.6%	13.5%	17.0%	16.7%	22.4%	25.0%	-2.19	11.3%	12.5%	13.0%	14.3%	14.7%	14.2%	0.64

Lakeridge Elementary School is a Title 1 school in the second step of improvement. Lakeridge did not make Adequate Yearly Progress (AYP) in 2010. Figure 1 shows the three year proficiency rates on the Washington Assessment of Student Learning/and Measurement of Student Progress and the slope of improvement for Lakeridge Elementary School for reading and math combined compared to the state. Table 2 shows the disaggregated three year proficiency rates and improvement rate for reading and math. Overall, the percentage of students meeting minimum proficiency standards in reading and math is below the state average and the slope of improvement is below the state average.

<sup>3</sup> This data was supplied by the Center for Educational Effectiveness, Inc.



**Figure 1. Reading and Math Three Year Performance versus Improvement**

**Table 2. Reading and Math Three Year Proficiency and Improvement Rate**

Lakeridge Elementary School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
47.3%	-3.75%	23.2%	-7.36%

The Lakeridge feeder pattern is the highest need feeder pattern in the district. Students from Lakeridge Elementary School generally move to Dimmitt Middle School and then to Renton High School. Students also have the option of attending one of the alternative programs in the district.

District-wide initiatives include professional development around curriculum, the STAR protocol, high yield strategies, professional learning communities, Response to Intervention (RTI), Sheltered Instruction Observation Protocol (SIOP), and other district wide programs. The district provides district-wide late start days on Fridays.

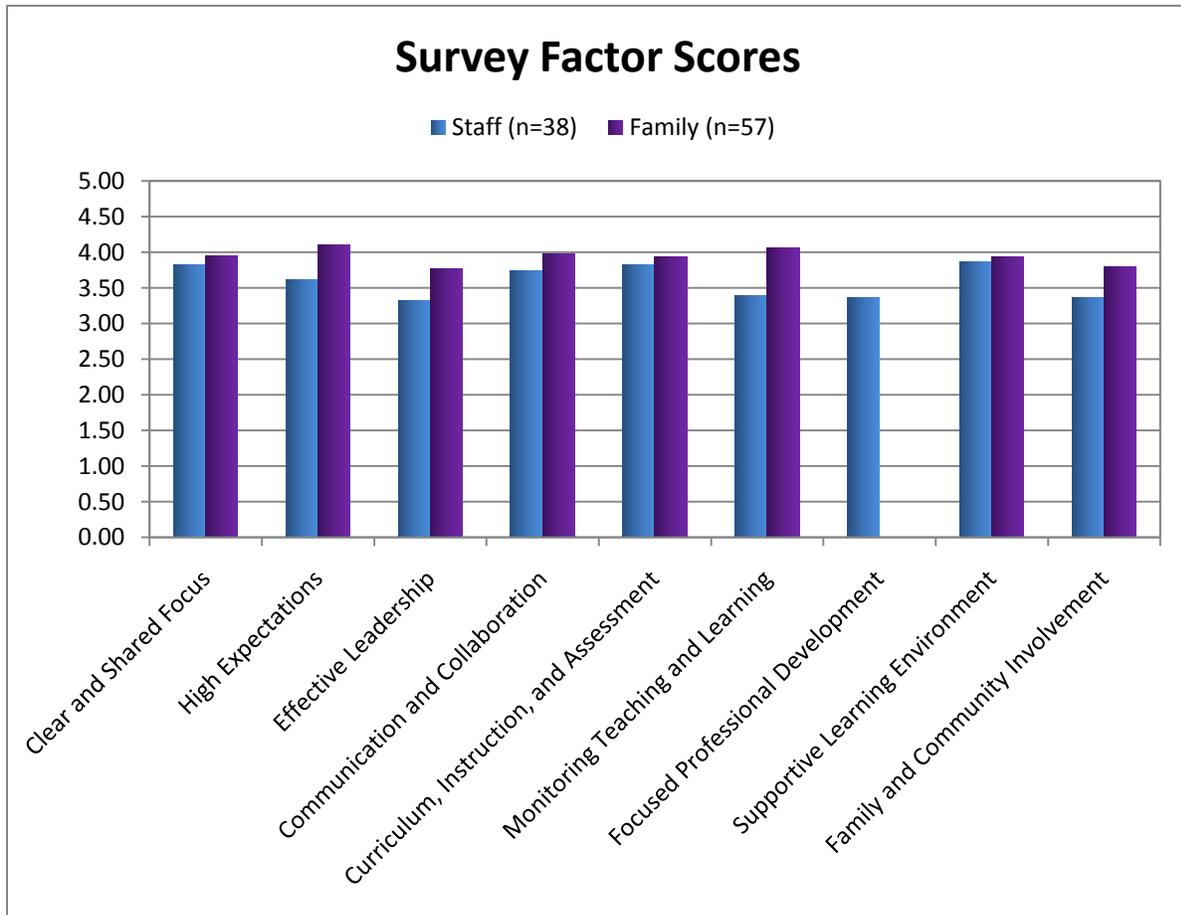
**Survey Results**

Lakeridge staff and families also completed a survey designed to measure whether these groups see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*, and the family surveys

include factors around each of the characteristics, except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a “4” or “5” response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response.

A summary of the survey findings appears in Figure 2. Most scores are below a 4.0, indicating the factor does not exist to a high degree. On all factors, parent scores were higher than staff members. The Lakeridge staff members scored the *Supportive Learning Environment* (3.87) factor the highest and *Effective Leadership* (3.33) the lowest. Parents scored *High Expectations* (4.11) the highest and *Effective Leadership* the lowest (3.77).

Researchers considered survey findings in scoring the rubric, and the results are included in the following discussion of the school’s alignment to the *Nine Characteristics*. Appendix B includes the frequency distribution for the two surveys, organized around the *Nine Characteristics*.



**Figure 2. Survey Factor Scores**

## School and Classroom Practices Study Findings

Using data collected through the School and Classroom Practices Study and survey results from staff, students, and parents, research team members reached consensus on scores for 19 Indicators organized around the *Nine Characteristics of High Performing Schools*. Each Indicator was scored using a rubric with a continuum of four levels that describe the degree to which a school is effectively implementing the Indicator. The four levels are:

- 4 – Leads to continuous improvement and institutionalization (meets criteria in column 3 on this indicator plus additional elements)
- 3 – Leads to effective implementation
- 2 – Initial, beginning, developing
- 1 – Minimal, absent, or ineffective

Indicators with a score of a 3 or above represent strengths in the school, and Indicators with a score of 2 or below warrant attention. Table 3 includes rubric scores for all the Indicators.

**Table 3. Indicator Scores for the Nine Characteristics of High Performing Schools**

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	3
High Standards and Expectations for All Students	
Academic Focus	2
Rigorous Teaching and Learning	2
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	3
High Levels of Collaboration and Communication	
Collaboration	3
Communication	3
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	3
Instruction	2
Assessment	2
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	2
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	3
Personalized Learning for All Students	2
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	3

## Clear and Shared Focus

*Everyone knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.*

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	3

**Core Purpose – Student Learning.** Lakeridge Elementary School’s mission “to support every child to realize his or her highest level of achievement while celebrating our diverse community” and vision “The Lakeridge Elementary community collaborates to provide a safe and respectful student-centered environment where staff and students are motivated by high expectations to achieve their personal best,” were developed collaboratively by staff and administrators two years ago. In addition to the mission and vision, the staff also developed a school motto “Learning is our business. Are you ready to dive in?” which students recite at most assemblies. The mission, vision, and motto are printed in the Parent-Student Handbook, and staff, parents, and students generally know that the school is focused on learning for all students and high expectations. The mission seems to act as a reminder to staff about their purpose. “I think we know it’s driving our work, and it is referred to in moments when we’re trying to remember our purpose,” one staff member explained. According to the staff survey 66% agree the school’s mission and purpose drive decision-making. Parents agreed that the focus was on all students. “Their quote is ‘every student can learn’ and to me at this school it seems like they really believe that. Some schools say every kid can learn but they write off kids, and here the teachers try to get to every kid. It seems like they really believe every kid can learn here,” said one parent. On the family survey, 83% of those responding agree the school has a clearly defined purpose and mission, 78% of those responding agree that they had a clear understanding of the school’s purpose, and 72% agree the school communicated its goals effectively to families and the community.

Lakeridge’s School Improvement Plan (SIP) was also developed collaboratively two years ago, along with the mission and vision. The plan is clearly articulated with the district’s mission and goals and includes data and rationales for each of the goals and strategies laid out in the plan. SMART goals were used to create action plans for literacy, math, and equity and access (which includes two subsets of goals: one for family involvement and one for implementation of Positive Behavior Support initiatives). Four SIP committees (literacy, math, family involvement, PBS) meet regularly to monitor progress toward the goals. “It seems like we spent a lot of time creating SIP goals, and it seems like this year committees are more focused on adhering to those goals. I think the SIP has become more of an actual working and usable document,” one teacher explained.

Resources are allocated based on the SIP. Staff members requesting resources of time, staffing, or money are required to note how their request aligns with the SIP. “Resources, including staff resources, are always used based on our data,” explained an administrator. This includes Title 1 para-educator assignments. SIP data also highlighted the need for extra support around behavior, so the school spent funds on a full time interventionist and an assistant principal. Staff members’ perceptions of resource allocation is that reading/literacy has received most of

the resources this year. "I feel like the funding and our time on planning goes towards reading," one staff member said. Other staff members reported that special education does not get enough resources, particularly staffing. This is especially difficult in light of the many behavioral issues within the school. While staff members note that student behavior is better this year, there are many who suggest that if the process for putting a student into behavioral programs or special education was not so lengthy, resources of time and attention would not be spread so thin." According to the staff survey, 47% agree resource allocations align with the school's goals.

## High Standards and Expectations for All Students

*Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. All students are offered an ambitious and rigorous course of study.*

Indicators	Rubric Score
High Standards and Expectations for All Students	
Academic Focus	2
Rigorous Teaching and Learning	2

**Academic focus.** Staff members at LES appear familiar with state standards, the Essential Academic Learning Requirements (EALRs), and Grade Level Expectations (GLEs)/Performance Expectations (PEs) and most use them regularly to develop lessons and guide assessments. On staff surveys, 78% of respondents agree they have a good understanding of state standards in the areas they teach. Assessments, particularly in reading, and benchmarks (for math) are used to set academic goals, and several teachers mentioned using rubrics with their students to help them assess their own progress and set their own learning goals. Parents report that their children are challenged by their school work and that students have a lot of homework, although this seems to be the case more in reading than in math. "In reading they seem very challenged," said one parent. But when students get to the middle school, parents report that math is difficult for them. "It seems like a lot of the Lakeridge students at Dimmitt were struggling in math," another parent said. Parents also worry that an increased emphasis on teaching to the test has taken up time teachers used to have to do creative projects with their classes. "I have a feeling as the years go by it's about math and reading. Every year it's more homework and less creativity," one parent explained. Classroom walk throughs, grade level team meetings, lesson study cycles, and the presence of an instructional coach all help to maintain an academic focus at Lakeridge. Staff members also report that meetings are more focused on instruction this year than on planning events or other school activities. As one teacher put it, "We've worked hard on trying to make it less about a meeting and more about vertical conversations around instruction. I feel like it's been more successful since we've shifted that way."

Advanced students at Lakeridge can be put into the Discovery Program for students from grades two through eight. This is a full-day, self-contained program at two other elementary schools. Students are eligible for the program through a referral process that begins in December. Students from Lakeridge who are put into the Discovery Program do not actually attend classes at Lakeridge. High achieving students not placed in the Discovery Program are grouped into ability groups for reading and are used in individual classrooms as tutors, but it is not clear that teachers are able to provide a challenging learning experience for these students. As one teacher explained, "The kids beyond benchmark fluency are bored. We have that problem because we have so many kids at benchmark, and we don't have enough teachers to teach them plus the kids that haven't progressed that far."

On staff surveys, 75% agree that all students can learn complex concepts, 83% agree that staff expects all students to achieve high standards, and 63% agree that the school maximizes instructional time for student learning. However, only 43% agree students are promoted to the next level only when they have achieved competency. Parents generally agree that school staff

expects all students to meet high standards (88%) and teachers were fully supporting their children, with 78% agreeing that teachers do whatever it takes to help students meet high academic standards, and 66% agreeing that students are learning what they need to know to succeed in later grades.

***Rigorous teaching and learning.*** Levels of rigorous teaching and learning at LES are uneven. The school as a whole has been focusing more on reading comprehension rather than just fluency and higher order skills such as synthesis and analysis but this is still a work in progress for the staff. As one teacher put it, "It feels like we spent a lot of time in reading on improving student engagement, and now we're starting to dig into comprehension and what does that look like not only in reading? What are the core thinking skills, and how do we transfer them across our curriculum?" Another teacher added, "It's also a transition for students to think not only about getting the right answer but being a thinker, being a scholar. And that's an internal belief system. It's hard breaking that habit of 'what's next' and going deeper." Researchers noted that math classes were remarkably consistent in focusing on student inquiry, exploration, and group work during the classroom observations.

Classroom observations using the STAR Classroom Observation Protocol™ yielded the following scores on the five essential components (3's and 4's combined): *Skills* (71%), *Knowledge* (50%), *Thinking* (42%), *Application* (21%), and *Relationships* (80%). This data suggests *Skills* and *Relationships* are relative strengths in LES classrooms. The other scores show there is room for improvement in the areas of *Knowledge*, *Thinking*, and *Application*, which involve developing students' conceptual understanding, ability to think independently, and engage authentically in their own learning.

## Effective School Leadership

*Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders have different styles and roles. Teachers and other staff, including those in the district office, often have a leadership role.*

Indicators	Rubric Score
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	3

**Attributes of effective school leaders.** Lakeridge Elementary School's current principal has been at the school for seven years. There is also an assistant principal who has been at the school for two years. Both administrators are well liked by staff, parents, and students. Staff members and district administrators report that the assistant principal has brought a measure of stability to the school by addressing some of the student behavior issues. Building administrators report that they hold adults accountable by monitoring the activity of the SIP committees, monitoring grade level and teacher data, sitting in on data review meetings, conducting formal evaluations, and by doing informal classroom walkthroughs as part of the district-wide Classroom Walk-through Tool (CWT) process. Teachers find the administrators accessible but they say they do not feel held accountable to their pacing guides or to maintaining fidelity to the curriculum. Some teachers also report that they have not received help or support with discipline and classroom management issues until they have asked directly three or more times. "I approached them a lot with a really tough class, and it wasn't being received. I wasn't getting the help I needed. I didn't get help like how can I handle these kids, can you come and observe and give me ideas. It wasn't there." Parents report that the principal has been very supportive of the Parent Teacher Association (PTA) and that they are comfortable approaching her. Staff members also report the principal has an open door policy although they wish that they saw the principal out in the hallways more during the school day. District administrators say that it is clear that the principal cares about the students, works very hard, and puts in long hours. However, they suggest that her biggest challenge has been her presence and command as a leader.

Survey results show that 64% of the staff members feel free to express their opinions or concerns to administrators, 53% agree that instructional and organizational systems are regularly monitored and modified to support student performance, and 43% agree that the principal systematically engages staff in discussions about current research on teaching and learning.

**Capacity building.** It is not clear that teachers at LES are held to high standards because teachers are unsure about what administrators are looking for in their walk-throughs. Administrators conduct 20 walk throughs per week and while these are not meant to be evaluative, administrators report that the visits give them an idea of what is going on in the classrooms. Teachers report some confusion about the purpose of the walk-throughs because the data they receive from the visits are not helpful to them and because the visits themselves are sometimes disruptive. "When I look at the data there's nothing that tells me what I need to look at, just big bars on a graph that tell how the school is doing. The only thing that walk-

throughs do is it's more of a disruption than it is helping me," one teacher explained. Administrators note that they struggle with the CWT also because walk-throughs cannot be used for feedback. "More and more I'm seeing teachers asking for feedback," one administrator said. "Our dilemma is we can't use the walk-through to evaluate. However, if we see something to be addressed, we put the clipboard down and pull the teacher in and have suggestions." Administrators say they also try to build capacity in the leadership team by having them present to the staff and by encouraging staff to go to each other and the leadership team rather than only to the administrators. "They're seen as leaders; people go to them with concerns and questions," one administrator explained.

Staff survey results show that 35% agree there is an evaluation process in place that helps them improve their practice. Sixty-seven percent agree that administrators expect high quality work of all the adults who work at the school, and 72% of parents agree with this statement. Fifty-four percent of staff agrees their accomplishments are formally recognized and celebrated.

***Distributed leadership.*** LES has a collaborative decision-making structure involving staff and the principal. There is a school leadership team with representatives self-selected from each grade level, and from the special education department, and from the specialists. There is also a representative from the para-educators. Grade levels and other groups elect their representatives for two-year terms on the team. The leadership team follows a clear set of guidelines for decision making that include a clear description of decision-making responsibility and decision-making criteria. Decisions regarding the SIP are generally collaborative and involve the SIP committees and staff. Evaluation and discipline decisions are generally the purview of the administrators although decisions in this area are sometimes made with input or recommendations from the leadership team. Individual staff members expressed some frustration at not being more involved in discussions about student behavior. "I wanted to sit in on an intake for a kid and they agreed and then they had it without me," one teacher said. There is a parent on the leadership team but parents in focus groups say that their participation in school-level decision making has been limited to completing questionnaires. Students say that they have not been involved in school-level decision making. On staff surveys, 41% agree that administrators consider various viewpoints and obtain a variety of perspectives when making decisions. Parent surveys show that 47% agree they were asked for their ideas and suggestions on important decisions.

## High Levels of Collaboration and Communication

*There is strong teamwork across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community to identify problems and work on solutions.*

Indicators	Rubric Score
High Levels of Collaboration and Communication	
Collaboration	3
Communication	3

**Collaboration.** Staff members at LES have common planning time with their grade level teams at least three days per week, and the school has late start Fridays, which are used alternately for building wide professional development, grade level team professional learning communities (PLCs), and teacher work time. Administrators sit in on PLC meetings. According to administrators, it took a few years to get going but now PLCs are more focused on students learning and data. "They're not just planning a lesson or figuring out who is going to set up the field trip, they're looking at student work and figuring out what they can do," said one administrator. "We're at the beginning stages of talking about rubrics and developing common assessments." Teachers report that they use this time to observe their colleagues in the classroom, to work together on a lesson cycle, or to meet with the instructional coach. "There has been a lot more conversation about [making teaching] more transparent, what are the objectives, and what does engaging instruction look like," said one teacher. Specialists are able to meet during this time with other specialists in the district, which they find useful. PLC time appears to be less useful for special education and English Language Learner (ELL) teachers who are not assigned to a particular grade level and thus must be more assertive in joining and claiming time in a particular PLC. Para-educators sometimes join in the conversation but their role in these collaborative meetings is unclear to them. As one staff member explained, "For ELL, I have to be assertive. It's up to me, and I don't really know what they're going to be discussing. It's how I get to know what they're doing, but I have to figure out which group do I pop in on?" Staff surveys show that teachers feel they are collaborating, with 78% of respondents agreeing they engage in collaborative professional development opportunities, 74% agreeing they collaboratively review student work, and 77% agreeing they invite their colleagues into classrooms to observe instruction.

**Communication.** There has been a concerted effort at LES to reach out to communicate with parents and to make the school a welcoming place for them. The school produces a monthly newsletter and communicated with families through an automated phone messenger system, letters go home as do progress reports. There are parent-teacher conferences, and parents are invited to school to attend school events. The school makes an effort to translate as many of their letters to families as possible. Several staff members speak Spanish, and the school maintains a part-time para-educator who is Somali to help them interpret, translate, and connect to the large Somali population in their district. Administrators have also gone to the nearby apartment complex where many of the Somali families live to talk with them about resources available, homework, and the school. "That's made a huge difference because in the past they have not felt welcome. So now you're seeing them at activities," said one administrator. There is now a Somali parent on the SIP parent involvement committee who has been useful in helping staff plan school activities that conform to Somali cultural and nutritional traditions. In interviews, parents reported that they feel welcome at the school and are on campus frequently so they are able to have one-on-one conversations with teachers and administrators. They are also contacted by email. This is not the case with all parents however,

and parents in interviews expressed frustration that there was not more parent involvement. Parent surveys show that 87% agree the school staff communicates with parents in a way that is convenient for them, 85% agree that teachers response promptly to them when they have a question or concern, and 83% agree school staff works with them to meet their children's' needs.

## Curriculum, Instruction, and Assessments Aligned with State Standards

*The planned and actual curriculums are aligned with the Essential Academic Learning Requirements and Grade level Expectations. Research-based teaching strategies and materials are used. Staff understands the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.*

Indicators	Rubric Score
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	3
Instruction	2
Assessment	2

**Curriculum.** Curriculum at Lakeridge appears to be aligned with state standards, Essential Academic Learning Requirements and grade level expectations, although the math curriculum is supplemented to meet standards. There is no formal intervention curriculum for math. Teachers report that the reading curriculum provides a structure, but they feel the need to supplement to provide more rigor in comprehension. As one teacher explained, "There's been a lot of conversation about how Reading Street provides a structure but the comprehension piece isn't rigorous. It's not going to get our kids what they need to be critical thinkers so lots of conversations about synthesis, evaluation, analysis, and judgment and what that looks like and how to engage students in conversation." Researchers observed deeper levels of thinking encouraged by the math curriculum and lower levels of higher thinking skills required in the reading curriculum during classroom observations. Staff surveys show that 76% agree that students are presented with a challenging curriculum designed to develop depth of understanding and 83% agree the curriculum is aligned with the state standards.

Teachers use common planning and PLC time to address horizontal and vertical articulation of the curriculum, even working across schools in some areas. An example of vertical articulation that was cited frequently by many staff members was the SIP math committee working on a 5<sup>th</sup> grade lesson together, which helped teachers in other grades think about how they might prepare students for that lesson in earlier grades or augment it in later grades. Teachers are also being supported in working with ELL students through school wide professional development for the Sheltered Instruction Objectives Protocol (SIOP) and the assistance of a full time ELL teacher who helps them provide ways for ELL students to access the curriculum. "There's been a lot of talk about how to pre-teach or give them background information," explained one teacher. Staff surveys show that 80% agree the curriculum is aligned within grade levels and 50% agree the curriculum is aligned across grade levels.

**Instruction.** Although there appears to be no single instructional framework at Lakeridge, staff members have been exposed to professional development around Marzano's high yield strategies, the STAR Protocol, classroom walkthroughs and a yearly focus on setting objectives (last year), SIOP and lesson cycle planning (this year), and other strategies around the Reading First curriculum, and Guided Language Acquisition Design (GLAD). The district is working to align this through the Renton Vision of Instruction. Staff members report that common understanding about best instructional practices has improved over the past few years. However, staff members also report they do not get opportunities to revisit the focus from years before and that when the emphasis shifts to another strategy, the earlier ones get

dropped. "I feel like it's the trend. This is what we're doing this year, and we haven't gone back to visit anything. We haven't talked about setting objectives this year at all," said one teacher. "Here we've got all these books on high yield strategies, and I feel like we did some jigsawing on it, but I think there's a lot more depth that could go into it. I feel like the whole thing has been dropped," another teacher added. "I still don't know what the vision is," said a third staff member. Several staff members also mentioned the frequent interruptions to their instruction from announcements and walk-throughs that affect their instructional practice. "The interruptions are horrific," said one staff member. "I was interrupted five times today. They interrupted my instruction to announce a birthday. How do we make these things so they happen outside of the instructional block?"

Staff survey results show 63% of respondents agree the school maximizes instructional time for student learning. In addition, 83% of respondents agree that classroom learning goals and objectives are clearly defined and 73% of respondents agree that staff provides ongoing, specific, and constructive feedback to students about their learning. Parent responses show 87% of respondents agree that students receive detailed feedback about the quality of the work they do.

Teachers report using various strategies to differentiate instruction in the classroom, including such things as using peer tutors, re-teaching, grouping students in ability-level groups, and working individually with students. Students reported they work frequently in pair groups or table groups. On the staff survey, 70% of respondents agree they differentiated instruction and 79% agreed they modified and adapted instruction based on continuous monitoring of student progress. Scores on the STAR Classroom Observation Protocol™ indicate that 42% of students in all classrooms experienced instructional approaches that were adapted to meet the needs of diverse learners and only 50% of students in all classrooms were given opportunities to work collaboratively. In addition, only 21% of students in all classrooms demonstrated meaningful personal connections to their learning by extending activities in or beyond the classroom.

**Assessment.** Lakeridge assesses students using Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Diagnostic Reading Inventory, Words Their Way, developmental writing assessments, the district benchmark test for math, Strategic Reading Instruction (SRI), MSP released items and other curriculum based and individual teacher-designed classroom assessments. Some grade level teams are developing common assessments as well. In addition to this data, school staff also receives data from the classroom walk-throughs that are conducted frequently. SIP committees meet three times per year for data review meetings. Administrators and staff members report more use of rubrics in classrooms and with students. These, and showing students the standards for the grades above them, have been useful in raising student engagement and helping students set learning goals. "With math standards [the students'] goal is to beat the 5<sup>th</sup> grade math standard before they get to 5<sup>th</sup> grade. And now it's like a game. They think it's not good enough to just make the 4<sup>th</sup> grade standard," said one staff member.

Teachers say that they are using this data to modify their instruction for students whom they have identified as needing assistance in particular areas. However, many staff members commented that while they collect a lot of data, they don't feel they have enough time to process it, and there is not enough direction from administrators or the district on how they should move forward with implementing changes based on the data. "We do have our staff

meetings and late start Fridays, which are incredible but we don't have time to say how we are going to use this to inform our instruction fully," one staff member said. Another agreed, saying, "The technical support is great but what are we going to do to fully implement this? There are discussions happening but no 'this is what we want people to do with this.' I want more direction on implementation." Staff surveys show 81% agree school staff uses assessment data to help plan instructional activities.

## Frequent Monitoring of Learning and Teaching

*A steady cycle of different assessments identify students who need help. More support and instructional time are provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.*

Indicators	Rubric Score
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	2

**Supporting students in need.** There are structures in place to support students who are struggling at LES. Lakeridge is a Title 1 school and is able to use Title 1 funds to support additional staff for literacy and math instruction. Students in need of extra support are identified through DIBELS, WASL/MSP and classroom based assessments, and their progress is monitored regularly. Monthly data review meetings are conducted by grade levels to determine if changes need to be made. Lakeridge also received LAP (Learning Assistance Program) funds to support extra services for students in need. There is a full time interventionist on staff who monitors the behavior room, a half time counselor, and a half time family liaison who works with families and the community. Several paraprofessionals assist in classrooms. Some school staff members have also received training in the Response to Intervention (RTI) program, which provides extra push in and pull out support for reading instruction. The reading curriculum is also designed for three different levels of proficiency, which helps teachers differentiate instruction for students at all levels. Students can also attend a parent-supported Truth to Youth after school tutoring program to get extra help. Each low performing student at Lakeridge has a Student Learning Plan (SLP) although teachers seem to feel that this is more about doing the paperwork than being helpful. "It's basically what we're already doing so we just check the boxes," said one teacher. There has been some conversation about rewriting the SLPs but this has not happened yet.

One difficulty mentioned by several staff members in supporting students in need is the lack of clarity and timeliness around assigning students to special education. Teachers stated that special education feels isolated from the rest of the staff. Staff members said special education is not the principal's area of expertise, and it is their perception that special education at Lakeridge does not get enough staffing resources. As one staff member explained, "[Resources for special education] have gotten less and less and the paperwork seems to get more and more. And we have more and more special education kids coming. Even some of the students that are here would need a full time aide, and that is something that does not come with some students that we get." Another staff member added, "The process takes so long. We have a 3<sup>rd</sup> grader who has been here since 1<sup>st</sup> grade and it's taken until now to get her into a program. We get told, 'that's the way it is.'" At the same time, parents have appreciated the hands on approach to their children with disabilities and the individual attention and learning plans the staff has devised for them. One parent said, "The teacher took the time to pull us to the side and from that time on the school met with us on a regular basis to monitor [my child's] progression and work with her. We sat down and formulated a plan, and they've been good at recommending outside resources, tutoring, etc. She's now nearly at grade level, and they expect her to be at par by 6<sup>th</sup> grade." In surveys, 61% of staff respondents agree that structures are in place such as early intervention and remediation programs to support all students, 65% of respondents agree they work with students to identify their learning goals and 64% report using data to target the needs of diverse students.

## Focused Professional Development

*A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focused extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.*

Indicators	Rubric Score
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2

**Planning and implementation.** Researchers did not identify a systemized process at LES for assessing staff training needs and for creating long term professional development plans; however, staff survey results that show that 56% of respondents agree there is one. Professional development plans are discussed in staff meetings and determined based on student data and areas of need. Most professional development appears to be provided by the district at an offsite location. Teachers may also initiate requests to attend professional development. Staff members attend and then present back to the rest of the staff during faculty meetings or PLCs. In interviews, staff members noted that the same Lakeridge staff members seem to attend all of the professional development offered by the district and that the presentations they offer back at the school are not always helpful. As one staff member put it, "It's always the same people who get the trainings. But the same people have done it so they assume that all of us know it, and we don't. They need to remember that we're not all there with them." Another staff member agreed saying, "The PD outside the building was excellent, but I felt frustrated because we didn't have the time, it wasn't a priority to come back and present." While many staff members appreciated the PD presentations from their colleagues, several staff mentioned the desire for onsite training so that all of the staff members can participate, and several also wanted follow up training to refresh their understanding and practice. Specialists and special education teachers also struggle with presentations that do not seem to apply to their work, and different grade levels also felt excluded depending on the grade level focus on the training. "It needs to be targeted. We could have two separate staff meetings so let's split it up and make it effective," said one teacher.

**Curriculum, instruction, and assessment.** The professional development offered by the district appears to be research-based and standards-driven. Teachers at Lakeridge have received curriculum based professional development as well as training in SIOP, RTI, lesson cycles and planning, setting objectives, and the STAR protocol among other programs. Much of the training, as noted above, occurs offsite and is lead by consultants or district trainers. Staff members then bring the information back to Lakeridge to present to staff. Administrators monitor the impact of the professional development using classroom walk-throughs and data reviews. Staff survey results show that 43% of respondents agree that professional development opportunities offered by the school and district are directly relevant to staff learning needs, and 41% agree that professional development activities are sustained by ongoing follow-up and support.

## Supportive Learning Environment

*The school has a safe, civil, healthy, and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.*

Indicators	Rubric Score
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	3
Personalized Learning for All Students	2

**Safe and orderly environment.** The physical structure of the school generally provides students and staff with a safe, clean, and orderly learning environment. Behavior has been a serious issue at Lakeridge in recent years although by most accounts from staff members, students, parents, and administrators, this problem has declined this year. LES has adopted a discipline program, Positive Behavior Support (PBS), to address behavior issues. The school has also begun using a curriculum called Kelso’s Choices to help students solve problems. Student helpers, called Kelso’s Cadets, are enlisted and trained to help with this program during recess. Behavior guidelines and the Lakeridge code of conduct are posted in the school, using the acronym ORCA – Outstanding Citizens, Respectful and Responsible, Cooperative, Always Safe. These guidelines seemed well known by parents and students, partly because awards are offered for student behavior that exemplifies these guidelines. While school data shows that discipline referrals are down this year, there are still issues with behavior referrals. One staff member explained, “Behavior is a big issue in our building, and it has improved but there are things that we could put into place to get kids what they need. It takes the district a long time to get kids into the right special education placement if they have a behavior disability. It’s not right that it takes that long. And sometimes it feels like we have to jump through extra hoops to get kids placed.”

Although discipline referrals decreased, implementation of the now two-year old PBS program has also been somewhat problematic. Teachers and office staff report that students are spending quite a bit of time sitting in the office or the PBS room with no consequences. “Our intervention room is atrocious,” said one staff member. “Kids will beg you to go there. I understand connections need to be made but if they’re in trouble they need to be in trouble.” At other times, teachers report that they have sent students out of the classroom because they were violent, but they were sent back to the classroom in a few minutes. Parents have also noticed that students are not being kept busy when they are sent out of class. As one parent explained, “The common practice seems to be to go sit at the office. It’s a practice to avoid conflict or a blow up. Then the staff in the office, it becomes their problem. The secretaries are now wardens in a long line of children sitting there.”

Some students who have behavior issues are known as “clipboard kids.” These students work with a specific teacher or staff member to set behavior goals for themselves every day. These goals are written down and students carry them around (some on a clipboard) throughout the day so that other teachers can be aware of what behaviors they are working on. These “clipboard kids” receive points for their efforts to achieve those goals. Students check in with their teachers at the end of the day to tally the points, and those making their daily goal are

rewarded. In focus groups, students reported that they felt that the students who were not paying attention, the students with negative behaviors and the “clipboard kids” received more attention and more rewards (candy) than kids who were behaving. “It isn’t fair because some of the kids they give clipboard to don’t need that much help but at the end of the day they get all kinds of prizes. For people that are doing good, they don’t get anything,” one student said. Some teachers agree that negative behaviors receive more attention at Lakeridge. As one teacher put it, “Negative behaviors are so taking over that positive behaviors don’t get rewarded enough. We don’t know how to do that. Like our Outstanding ORCA parties. A lot of kids don’t even know why they’re there. You have kids asking to be on a clipboard because they don’t get attention. And a clipboard is a bad thing.”

In surveys, staff members (83%) and parents (77%) agree that the school is a safe place. Similar to interviews and focus groups, only 66% of staff members agree that rules for student behavior are consistently enforced, and only 51% agree the school deals effectively with bullying if it occurs. Parents (81%) agree that their students are treated fairly, 90% agree that they know what behavior is expected of their children at school, and 83% of parents agree teachers enforce classroom and school rules.

***Building relationships.*** Lakeridge staff makes concerted efforts to get to know students, and many report seeing all Lakeridge students as “our” students. Parents agree that teachers know their children well and say that the focus on “all” kids has helped to build a supportive atmosphere for students at Lakeridge. As one parent described it, “I’ve noticed when there is a concern for one kid that all of the teachers talk about it. The teacher understands my daughter’s little quirks and how it affects her learning and that spreads to other teachers.” Students appear to feel comfortable with Lakeridge staff and administrators. In surveys, 95% of staff respondents agree that school staff shows they care about all students, and 78% of parents agree that there was an adult at the school whom their child trusts and could go to with a problem.

***Personalized learning for all students.*** Staff members honor student success through Outstanding ORCA parties once per trimester, Sparkle awards once a week, and Kelso’s Choice awards once a month for students who have exemplified elements of that problem solving behavior curriculum. There are also classroom celebrations where parents are invited to hear students’ writing. Staff accomplishments are noted in the school newsletter, and staff meetings open with “kudos” for staff accomplishments and service to the school.

There is no formal transition program in place for students who are moving into middle school. An assistant principal from the middle school does come to Lakeridge to share information with the students and to meet with the 5<sup>th</sup> grade team but this has not involved the school counselor. Attempts have been made to connect with the middle school to share specific information about students but there has been no response to these requests. Some attempt to mentor and support a few low performing 5<sup>th</sup> grade boys through the transition to middle school is being made through a partnership with Communities In Schools (who also fund the family liaison) but this is not a school wide program.

## High Level of Family and Community Involvement

*There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Families, as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.*

Indicators	Rubric Score
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	3

**Family communication.** Lakeridge staff members have made concerted attempts to connect with students' families and draw them into the school. The school hosts a barbeque at the beginning of the school year for all families to able to meet and mingle with teachers and administrators. There are also curriculum nights, Pastries for Parents, and opportunities for parents to volunteer at the school. There is a PTA, which hosts a cultural fashion show and holds fundraisers to support school activities and student needs. The school also started a Scholars Club for Kindergarten and 1<sup>st</sup> grade parents where parents come to school and travel around to different hands on learning stations to create artwork or other items with their children. "It was a lot of fun," said one parent. "All these tables, you move to music, you go home with activities, sit with parents, and talk." Lakeridge also has a part time family liaison, made possible through a partnership with Communities in Schools. The family liaison makes home visits and works to provide students and their families with resources they need. In spite of these attempts, teachers report that parental attendance is uneven, and often low, and teachers are unable to reach some parents. Poverty, cultural differences, lack of adequate translation services, and lack of phone or email access by parents continue to be barriers to parental involvement at Lakeridge.

A particular focus for the school is the large group of Somali parents who live at Creston Point, a subsidized housing complex near the school. Administrators have visited the complex to answer questions parents might have about the school and have even conducted a summer school for reading at the complex for students who live there and may not have had access to other summer school programs. The school supports a para-educator who is Somali and assists with translation and interpretation, and there is now one Somali parent on the parent involvement committee. District administrators mentioned in interviews that the Somali community at Creston Point is divided by tribal rivalry, which may be affecting parental involvement at the school.

On the family survey, 88% of parents agree that they felt welcome at the school, 86% agree that the school staff kept them informed about activities and events at the school, and 80% agree the school offers many opportunities for family members to volunteer or help in the school. Staff survey results show that only 18% of respondents agree that parents participate in school wide decision making and only 35% agree teachers have frequent contact with their students' families.

**Family and community partnerships.** In part because of the presence of the family liaison and her ability to focus on these relationships, Lakeridge does maintain partnerships with several community organizations including Communities in Schools, which funds the family

liaison position and provides mentoring services, the school participates in the Salvation Army weekend food backpack program that provides students with food, the Renton clothes bank provides students with clothing, Eastside Baby Corners provides clothes, cribs, and car seats, the Renton Rotary provides scholarships, and there are other partnerships with churches, Boeing employees, and local stores and businesses to provide prizes or supplies for students and their families. The school counselor also worked with community agencies that offer counseling, referring students and families to those agencies if needed.

## Summary and Recommendations

A *transformation model* is the most supported model given the school and district assessment. The district leadership is supportive of a transformation model, and there are strong indications that the union would also be supportive. Although a turnaround model would also be appropriate, most of the teaching staff at the school is already relatively new to the building (within the last 3-5 years).

At Lakeridge Elementary School, there is evidence of attention to all of the *Nine Characteristics of High Performing Schools*. The majority are currently in the "Initial, beginning, developing" stage although many are also in the "Leads to effective implementation" stage, supporting the claim from both district and school staff members that the school is moving in the right direction and is doing many of the "right things." Survey results were consistent with these findings, suggesting there are definite strengths but also areas of challenge. LES staff members have significant strength in their commitment to the school and to the students of their community. There are also other areas that may provide foundations upon which to build such as the professional development support around high yield strategies, Powerful Teaching and Learning, and the lesson cycle that is bringing new energy and focus into teaching and learning, a strong structure and climate of collaboration that supports staff efforts to improve their instruction, and the presence of ongoing relationships with parents and the community that can form the basis for further outreach.

The results of this study suggest there are a few areas that require additional attention. These recommendations represent the most critical areas to move forward in with the recommended model and the corresponding required elements:

- **Increase the academic focus.** LES students have many barriers to learning. This can make it challenging to set high expectations and focus on academics. However, all students should be encouraged and challenged to excel, and the school's motto "Learning is our business" should be the focus in every classroom. We recommend staff members work together to identify ways to minimize classroom interruptions and maximize instructional time. Staff members should consider ways to use the relationships they may already have with students to push them further toward academic goals. This would include creating opportunities for students to take advanced classes and explore independent projects that would build student engagement and thinking skills.
- **Provide ongoing professional development and coaching for all instructional leaders and staff in effective classroom practices.** While professional development opportunities are relatively frequent for LES staff, it appears that not all staff has been trained in all of the programs and curriculum being used at the school, leading to uneven implementation. In addition, there appears to be little follow-up on previous training and few opportunities to work as a staff to integrate all of the training into a cohesive instructional framework or program. We recommend that administrators and staff work collaboratively to focus on a few areas of Renton's Vision of Instruction to build these into a cohesive framework that is understood and shared by all instructional staff. Instructional coaching should focus on these strategies and follow up with teachers who require additional support to implement them.

- **Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students.** Staff members noted that they have a great deal of data but are not always sure how to use the data to modify their instruction. Assessment data should be utilized for more than monitoring/tracking student progress and placing them in remediation. It can be used to find supports for struggling learners, to design accelerated activities for advanced learners, and to re-teach concepts when students have not mastered the material. We recommend staff receive training in collecting, analyzing and using student performance data to inform their own instruction as well as monitor student progress. In addition, administrators should clearly outline expectations for data use and its connection to instructional improvement.
- **Fully implement PBS.** LES staff spent time and resources to consider, adopt, and be trained in the PBS program, and data show that behavior referrals are down. However, behavior is still an issue at LES, and it does not appear that the PBS program is being consistently and effectively implemented. We recommend that *all* staff members receive follow up training in PBS. Further, we recommend that parents be invited to attend these trainings as well, to better inform them of their responsibilities in helping to address the behavior issues at the school. Staff members may also wish to investigate existing programs to see how PBS has been implemented at other schools and explore ways to adapt the program for the specific LES student population.
- **Develop and expand connections to families and community.** LES has a set of active parents who participate in most of the school's activities and then a set of parents who are less visible. This is not uncommon in schools. We recommend that LES staff use the parent responses to the Family Survey as a jumping off point for learning more about what parents and the community need from the school in order to participate. In addition, more training in cultural understanding and supporting families in poverty may help staff to develop creative ways to increase parental involvement and connect to parents. Building on the success of such activities such as the Scholars Club and involving the counselor and family liaison more consistently in communicating with families and the community may also help to build additional bridges between school and community.

## Appendix A

Scoring of the conditions under each model as **"In Place"** or **"Able to Put in Place"** is based on:

- (1) The condition for the model does not currently exist and essential pieces for implementing the condition do not exist (e.g., policies, procedures, collective bargaining language, and programs or processes are not in place). This scoring level does not mean that the condition cannot be implemented; but rather that implementation will be more demanding, require more extensive engagement of all parties, and require greater external support and assistance.
- (2) Essential pieces to implement the condition exist (e.g., no significant barriers are contained in the current collective bargaining agreement; existing programs lend themselves to adaptation). The condition can be implemented at an acceptable level with some support and assistance.
- (3) The condition is currently in place at an acceptable level.
- (4) The condition is currently in place at a high level and could be considered as an exemplar.

The ratings in the table below come from an analysis of district personnel ratings combined with data collected by The BERC Group.

X" Required "O" Permissible

<b>Actions</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>In Place or Able to Put In Place</b>	<b>Comment</b>
<b>Teachers and Leaders</b>				
Replace the principal.	<b>X</b>	<b>X(O)</b>	<b>2</b>	The district is prepared to implement an administrative change.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	<b>X</b>		<b>2</b>	The existing CBA language would require clarification to assure adequate flexibility in creating staffing changes.
Screen all existing staff, rehiring no more than 50% of the school staff.	<b>X</b>	<b>O</b>	<b>2</b>	No legal or CBA basis exists to support a "rehiring" model or to force removal of 50% or more of the staff. For a transformation model, the district does have highly qualified teachers who could be "swapped" with incumbent staff. However, under RAD, it requires reopening the CBA, and this language can be negotiated into the contract.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	<b>X</b>	<b>X</b>	<b>2</b>	The district is in discussion about this.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	<b>X</b>	<b>X</b>	<b>2</b>	The existing evaluation model is inadequate. However, the district and the union are willing to explore a new competency model that contains some relationship to student growth (i.e., research-based competencies).

<b>Teachers and Leaders (Cont.)</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>In Place or Able to Put In Place</b>	<b>Comment</b>
Identify and reward school leaders who have increased student achievement and graduation rates. Identify and reward school leaders who have increased student achievement and graduation rates; Identify and remove school leaders and teachers who, after ample opportunities to improve professional practice have not done so.	<b>0</b>	<b>X</b>	<b>1</b>	This is not in place at this time. Model does not exist.
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school.	<b>0</b>	<b>0</b>	<b>2</b>	The district is in discussion about this.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	<b>0</b>	<b>0</b>	<b>4</b>	Currently in place.

<b>Instructional and Support Strategies</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>In Place or Able to Put In Place</b>	<b>Comment</b>
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	<b>X</b>	<b>X</b>	<b>4</b>	Currently in place.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	<b>X</b>	<b>X</b>	<b>3</b>	The district has a systematized professional development program in place. Additional funding would be required to support delivery of an expanded professional development program. There are no barriers to professional development outside the normal work day, work year providing a compensation arrangement is agreed to with the association.
Ensure continuous use of data (e.g., formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	<b>X</b>	<b>X</b>	<b>2</b>	Data collection has been occurring but a focus on data analysis at the school level is still needed. Other elements need to be in place for this to occur such as clear understanding of the purpose and the capacity to implement
Institute a system for measuring changes in instructional practices resulting from professional development.	<b>0</b>	<b>0</b>	<b>2</b>	This is currently in place but not adequate.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	<b>0</b>	<b>0</b>	<b>2</b>	
Implement a school-wide response to intervention model.	<b>0</b>	<b>0</b>	<b>2</b>	Beginning elements in place. Need to do better as a system with RTI.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	<b>0</b>	<b>0</b>	<b>2</b>	The district is prepared to do this, but will need support.

<b>Instructional and Support Strategies (cont.)</b>	<b>Turn Around</b>	<b>Trans Form</b>	<b>In Place or Able to Put In Place</b>	<b>Comment</b>
Use and integrate technology-based supports and interventions as part of the instructional program.	<b>0</b>	<b>0</b>	<b>2</b>	Basic elements in place.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	<b>0</b>	<b>0</b>	<b>N/A</b>	
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	<b>0</b>	<b>0</b>	<b>N/A</b>	
Secondary Schools: Improve student transition from middle to high school.	<b>0</b>	<b>0</b>	<b>N/A</b>	
Secondary Schools: Establish early warning systems.	<b>0</b>	<b>0</b>	<b>N/A</b>	

<b>Learning Time and Support</b>				
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	<b>X</b>	<b>X</b>	<b>2</b>	Collective bargaining agreements would be required to implement increased learning time proposals and provide for associated professional development and collaboration (e.g., PLC) time to support and enhance the increased learning time. Indications are that the association would be supportive of the change.
Provide appropriate social-emotional and community-oriented services and support for students.	<b>X</b>	<b>O</b>	<b>2</b>	Basic elements are in place and a more cohesive approach can be developed. Community relationships require more attention and effort.
Provide ongoing mechanisms for family and community engagement.	<b>O</b>	<b>X</b>	<b>2</b>	PTA in place but they are encountering significant challenges. They would benefit from working with an appropriate consultant.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	<b>O</b>	<b>O</b>	<b>1</b>	Condition does not currently exist.
Implement approaches to improve school climate and discipline.	<b>O</b>	<b>O</b>	<b>2</b>	PBS system adopted but not fully implemented. Staff may need additional training and monitoring for fidelity.
Expand program to offer pre-kindergarten or full day kindergarten.	<b>O</b>	<b>O</b>	<b>2</b>	

<b>Governance</b>				
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	<b>X</b>	<b>O</b>	<b>1</b>	This is not in place.
Grant sufficient operational flexibility (e.g., staffing, calendar, budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.	<b>X Princip al</b>	<b>X Scho ol</b>	<b>N/A</b>	
Ensure school receives intensive ongoing support from district, state, or external partners.	<b>O</b>	<b>X</b>	<b>2</b>	
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	<b>O</b>	<b>O</b>	<b>1</b>	This is not in place.
Implement a per-pupil school based budget formula that is weighted based on student needs.	<b>O</b>	<b>O</b>	<b>1</b>	This is not in place.

<b>School Closure Model</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
Other schools exist (with capacity).		X	District does not have another school with capacity to absorb students.

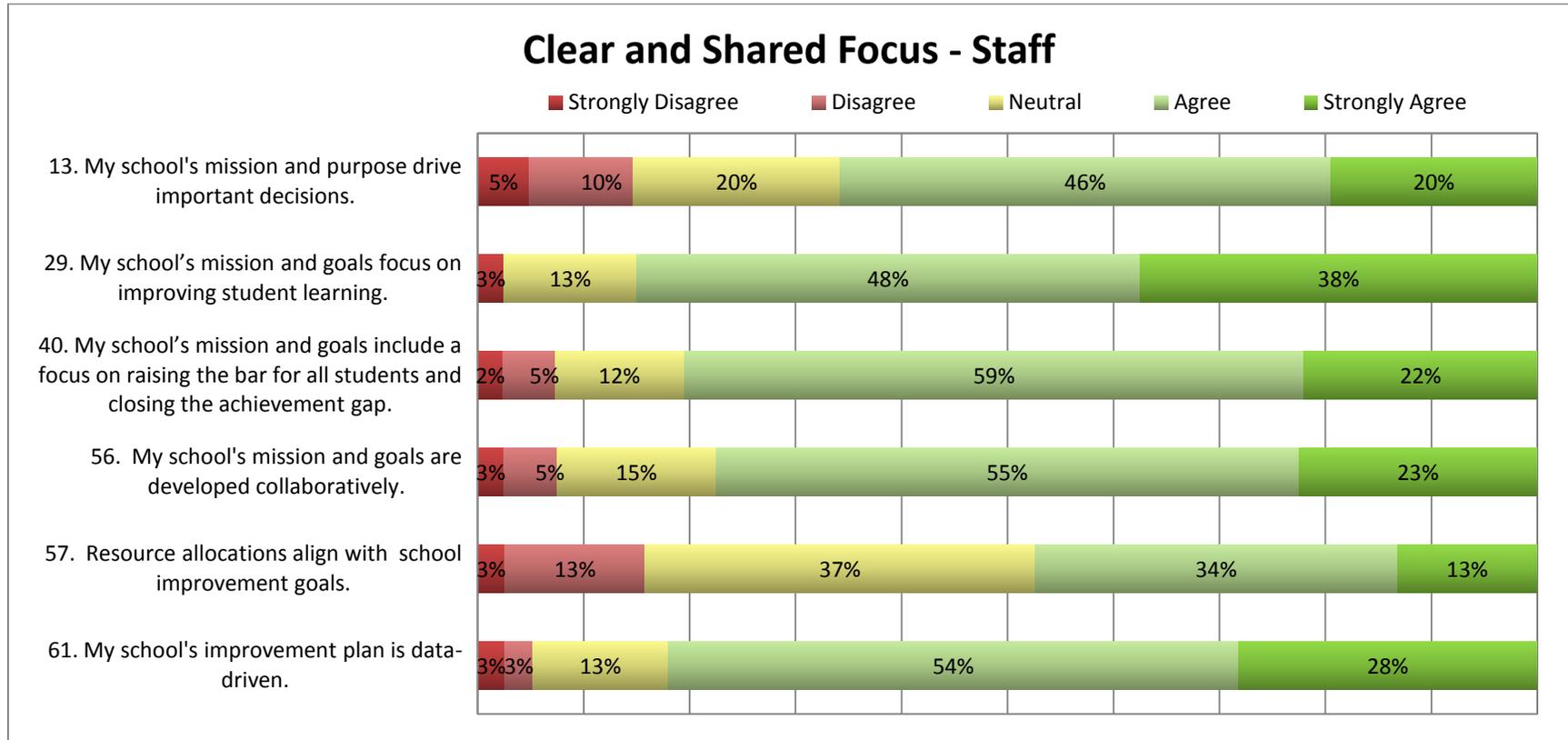
**Appendix B**  
**Staff Survey Demographics**

<i>Gender</i>	
<i>Male</i>	9.8% (n=4)
<i>Female</i>	90.2% (n=37)
<i>Race</i>	
<i>Asian</i>	4.5% (n=2)
<i>Black/African American</i>	9.1% (n= 4)
<i>White</i>	75.0% (n=33)
<i>Hispanic/Latino/a</i>	2.3% (n=1)
<i>Declined to identify</i>	11.4% (n=5)
<i>Staff Role</i>	
<i>Certificated Staff</i>	70.5% (n=31)
<i>Classified Staff</i>	25.0% (n=11)
<i>Administrator</i>	4.5% (n=2)
<i>Years Teaching at this School</i>	
<i>1st year</i>	17.1% (n=4)
<i>2nd or 3rd year</i>	24.4% (n=10)
<i>4th or 5th year</i>	26.8% (n=11)
<i>6th-9th year</i>	17.1% (n=7)
<i>10th year or more</i>	4.6% (n=6)
<i>Total years Teaching</i>	
<i>1st year</i>	2.4% (n=1)
<i>2nd or 3rd year</i>	14.6% (n=6)
<i>4th or 5th year</i>	12.5% (n=5)
<i>6th-9th year</i>	26.8% (n=11)
<i>10th year or more</i>	43.9% (n= 18)
<i>National Board Certified</i>	
<i>Yes</i>	7.0% (n=3)
<i>No</i>	93.0% (n=40)

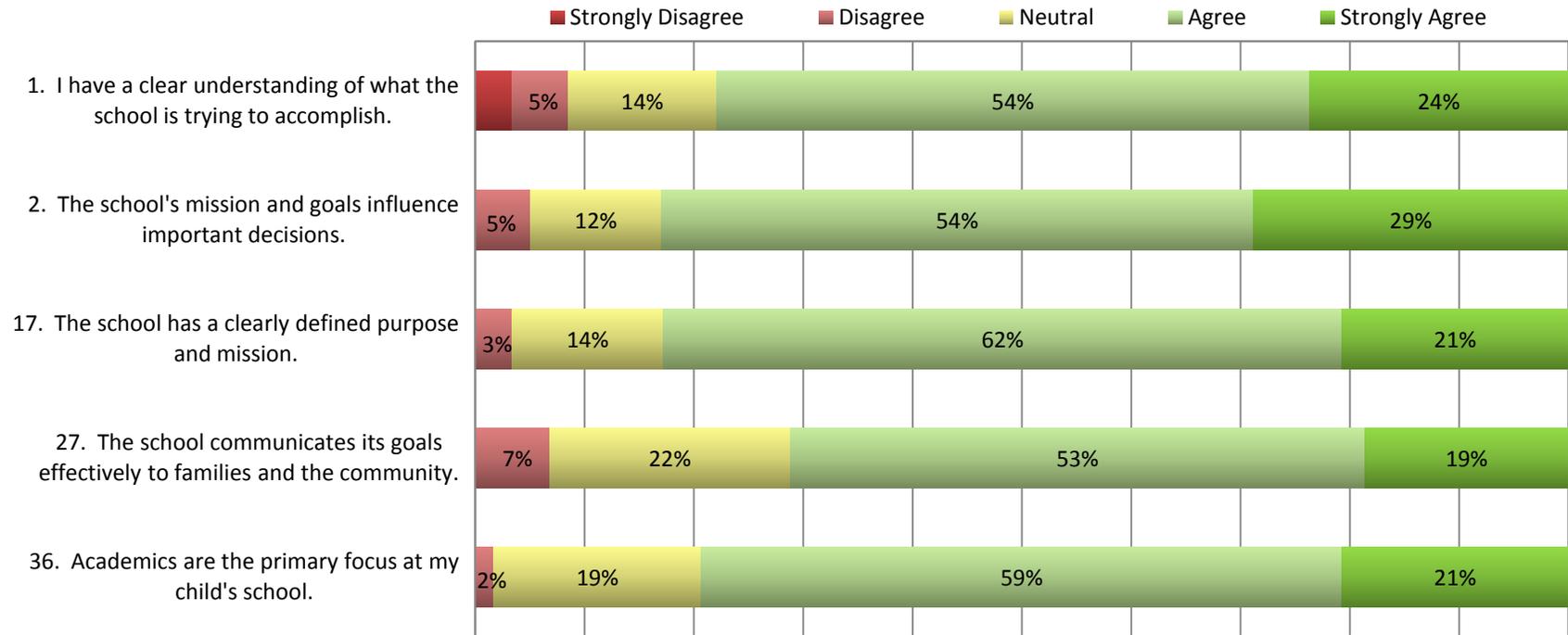
## Family Survey Demographics

<i>Race</i>	
<i>Asian</i>	14.3% (n= 8)
<i>Black/African American</i>	55.4% (n= 31)
<i>White</i>	7.1% (n= 4)
<i>Hispanic/Latino/a</i>	12.5% (n= 7)
<i>Decline to Identify</i>	10.7% (n= 6)
<i>Relationship to Student</i>	
<i>Mother</i>	75.4% (n= 43)
<i>Father</i>	17.5% (n= 10)
<i>Grandparent</i>	3.5% (n= 2)
<i>Foster/adoptive parent or Guardian</i>	1.8% (n= 1)
<i>Extended Family Member</i>	1.8% (n= 1)
<i>Free or Reduced Lunch?</i>	
<i>Yes</i>	69.1% (n= 38)
<i>No</i>	30.9% (n= 17)
<i>English is the Primary Language</i>	
<i>Yes</i>	61.0% (n= 36)
<i>No</i>	39.0% (n= 23)
<i>School Provides Interpreter Services when Needed</i>	
<i>Yes</i>	15.5% (n= 9)
<i>No</i>	24.1% (n= 14)
<i>Not Applicable</i>	60.3% (n= 35)

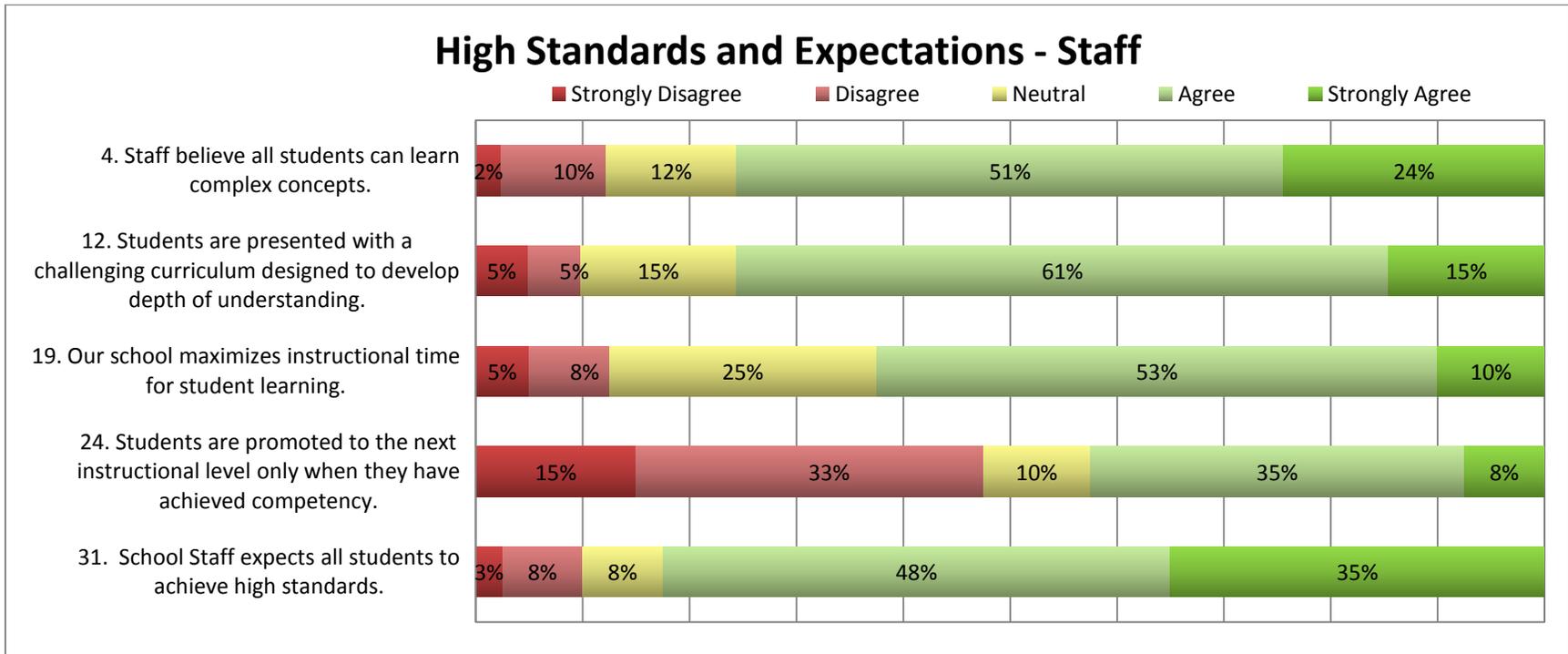
## Clear and Shared Focus



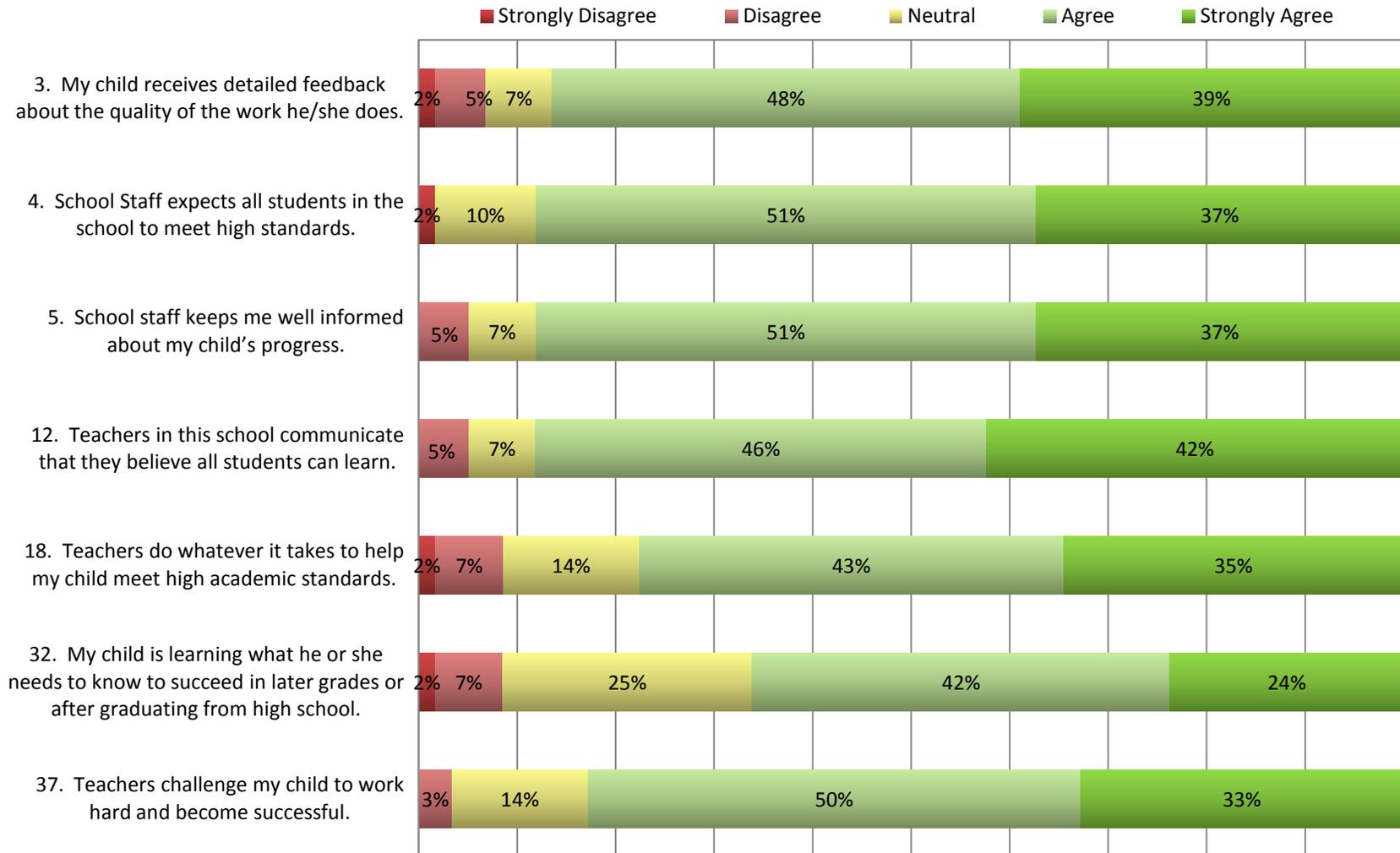
## Clear and Shared Focus - Family



## High Standards and Expectations



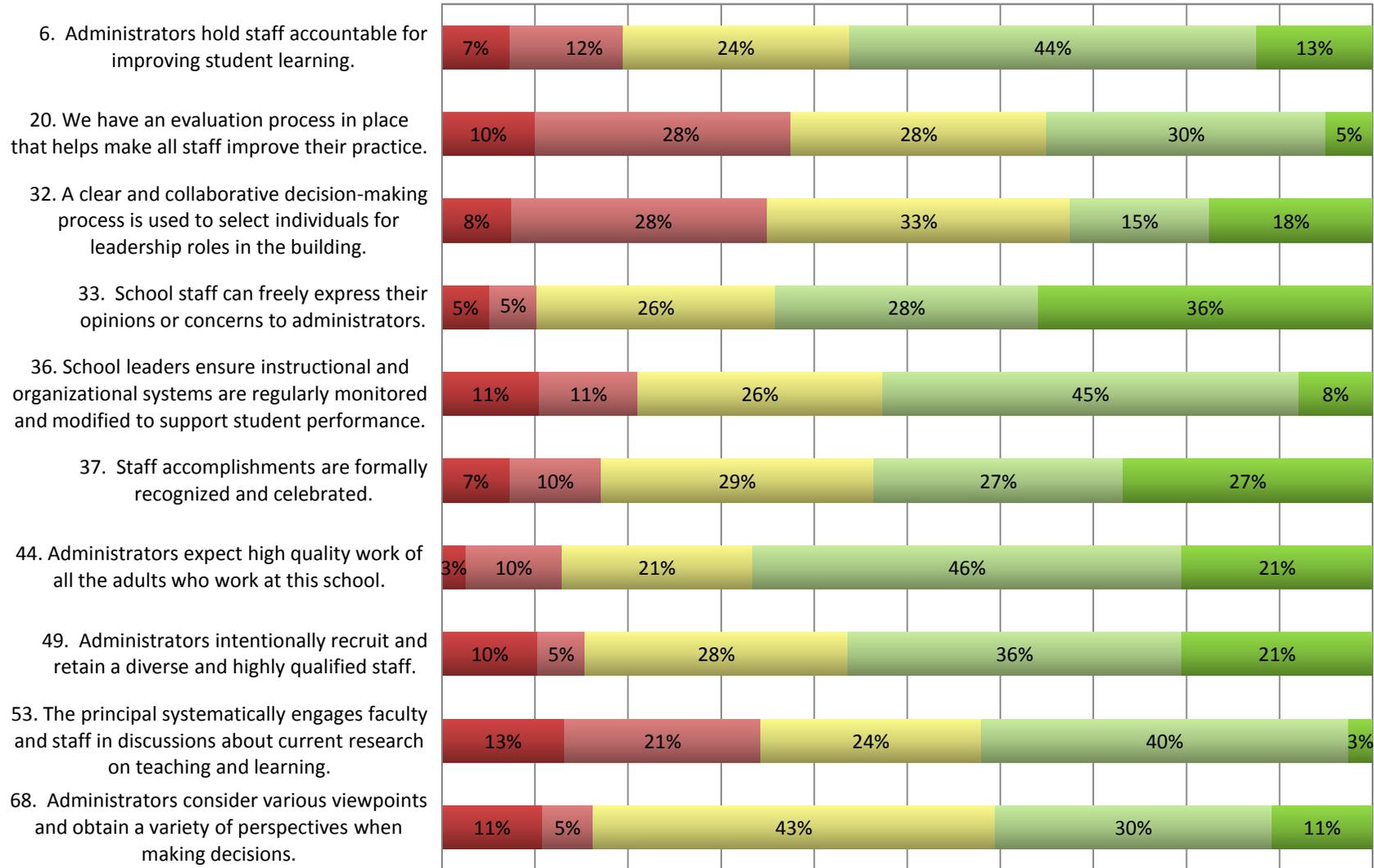
## High Standards and Expectations - Family



## Effective School Leadership

### Effective School Leadership - Staff

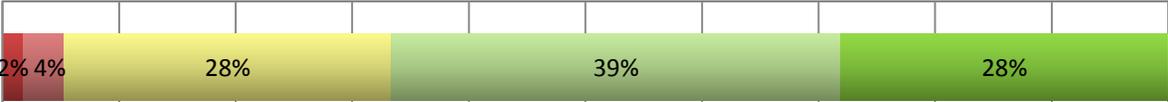
■ Strongly Disagree   
 ■ Disagree   
 ■ Neutral   
 ■ Agree   
 ■ Strongly Agree



### Effective School Leadership - Family

Strongly Disagree Disagree Neutral Agree Strongly Agree

6. Administrators provide opportunities for me to express my ideas and concerns.



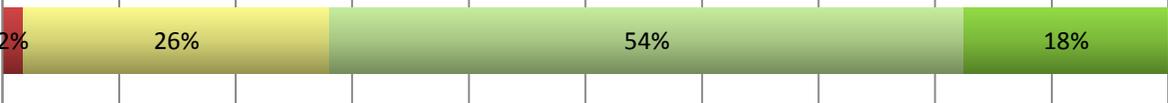
13. Administrators at this school are available to parents/guardians.



19. School staff asks for my ideas and suggestions on important decisions (for example, changes in curriculum, school policies, staffing, budget, dress codes).



20. Administrators expect high quality work from all adults at this school.



## High Levels of Communication and Collaboration

### High Levels of Communication and Collaboration - Staff

■ Strongly Disagree   
 ■ Disagree   
 ■ Neutral   
 ■ Agree   
 ■ Strongly Agree

23. Staff members engage in collaborative professional learning opportunities focused on improving teaching and learning.



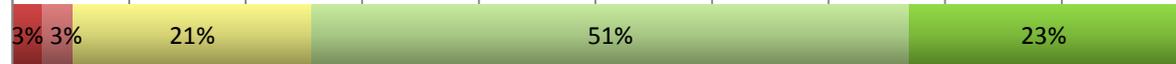
34. Our school translates a variety of documents, including newsletters, progress reports, event announcements, and letters...



45. In our school we communicate effectively to families and the community using a variety of methods (for example,...



51. Staff members collaboratively review student work.



58. Interpreters are readily available to teachers, students, and families.



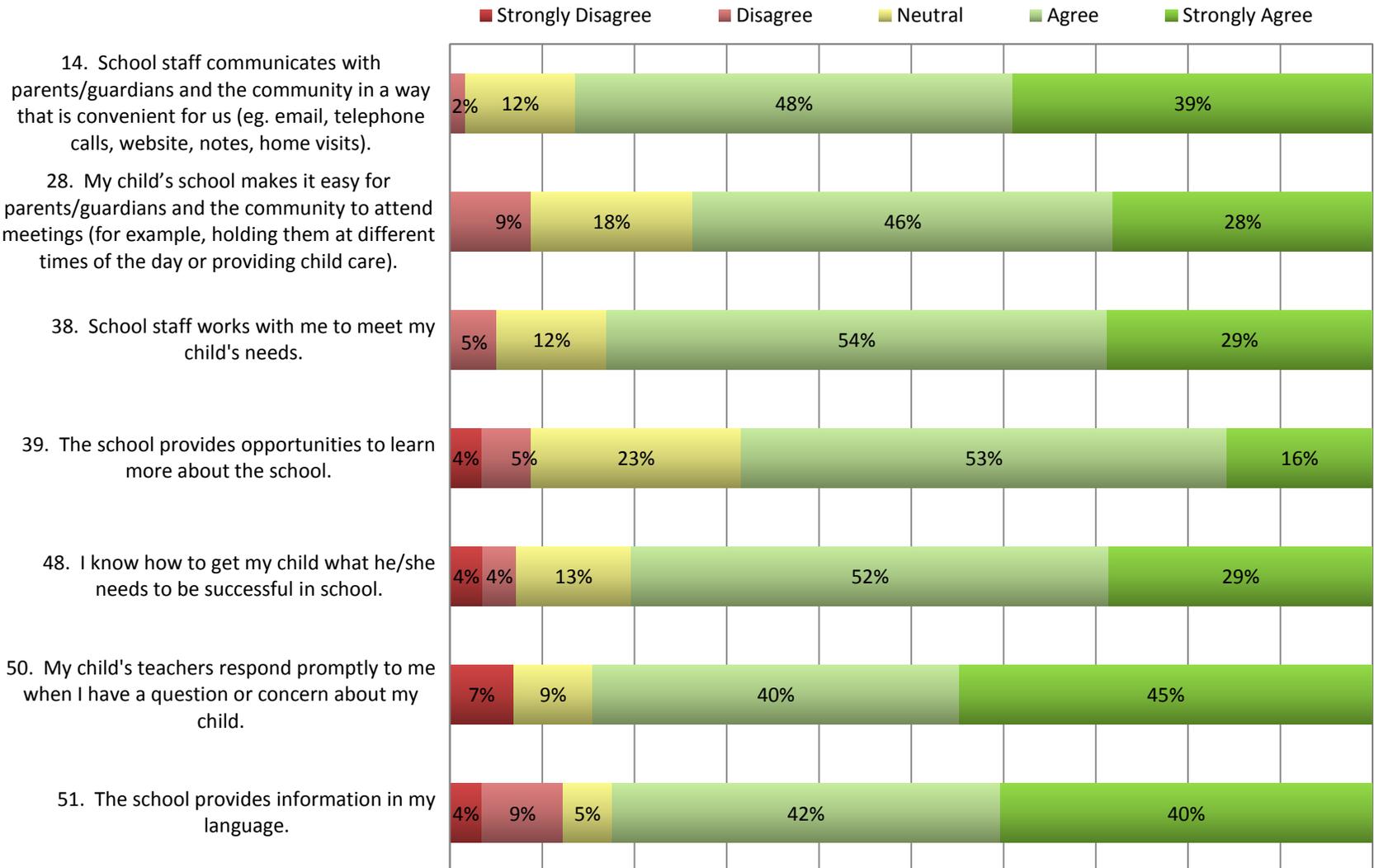
65. Teachers invite their colleagues into classrooms to observe instruction.



69. The school has a regularly maintained and updated website or other online platform that provides information for...



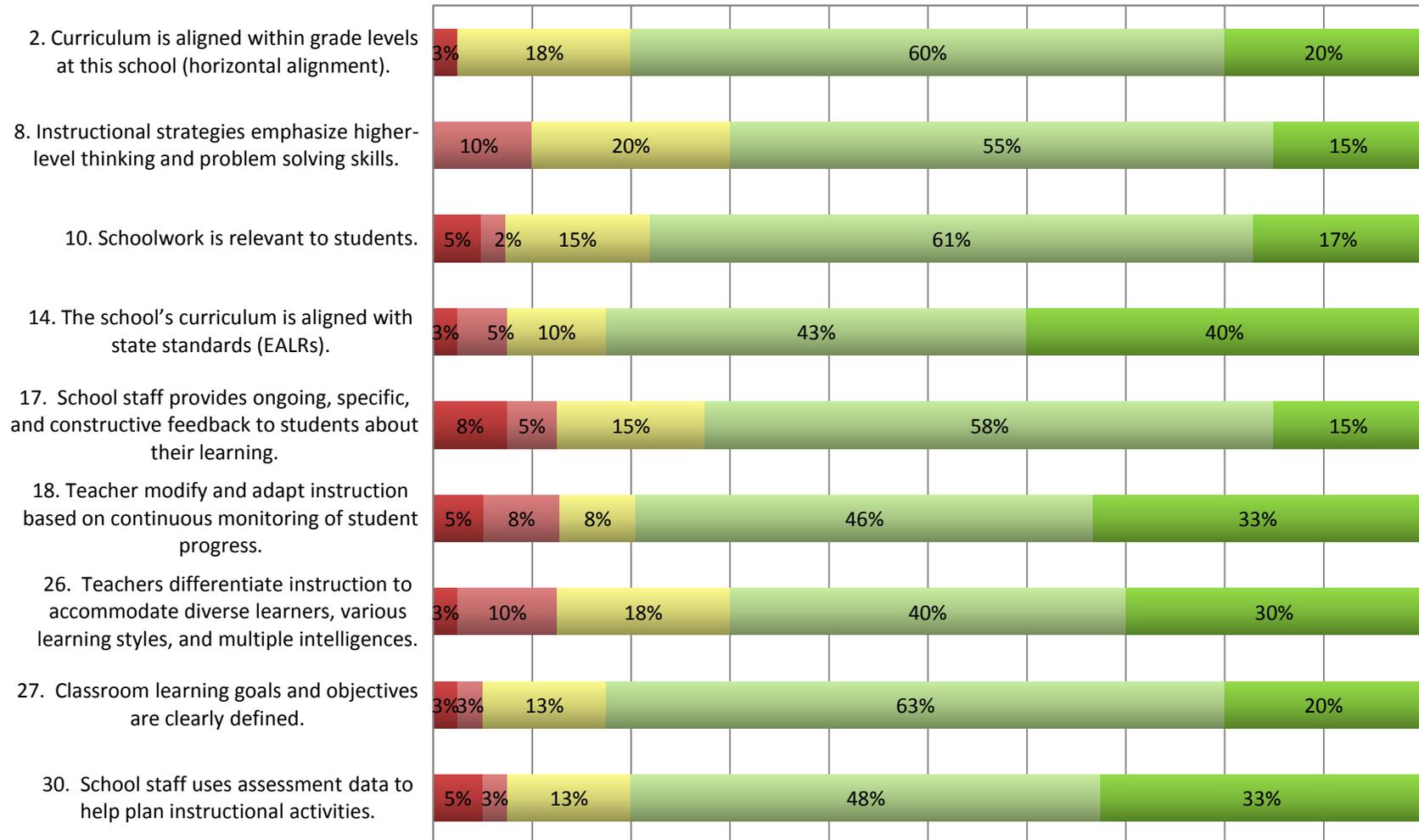
## High Levels of Communication and Collaboration - Family

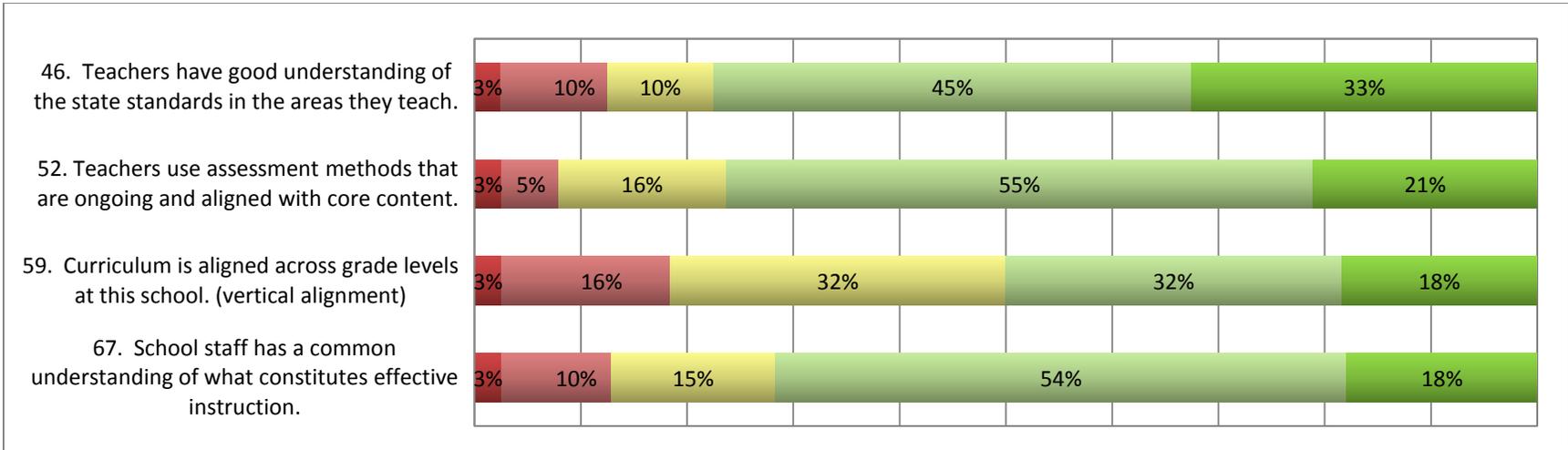


## Curriculum, Instruction, and Assessment

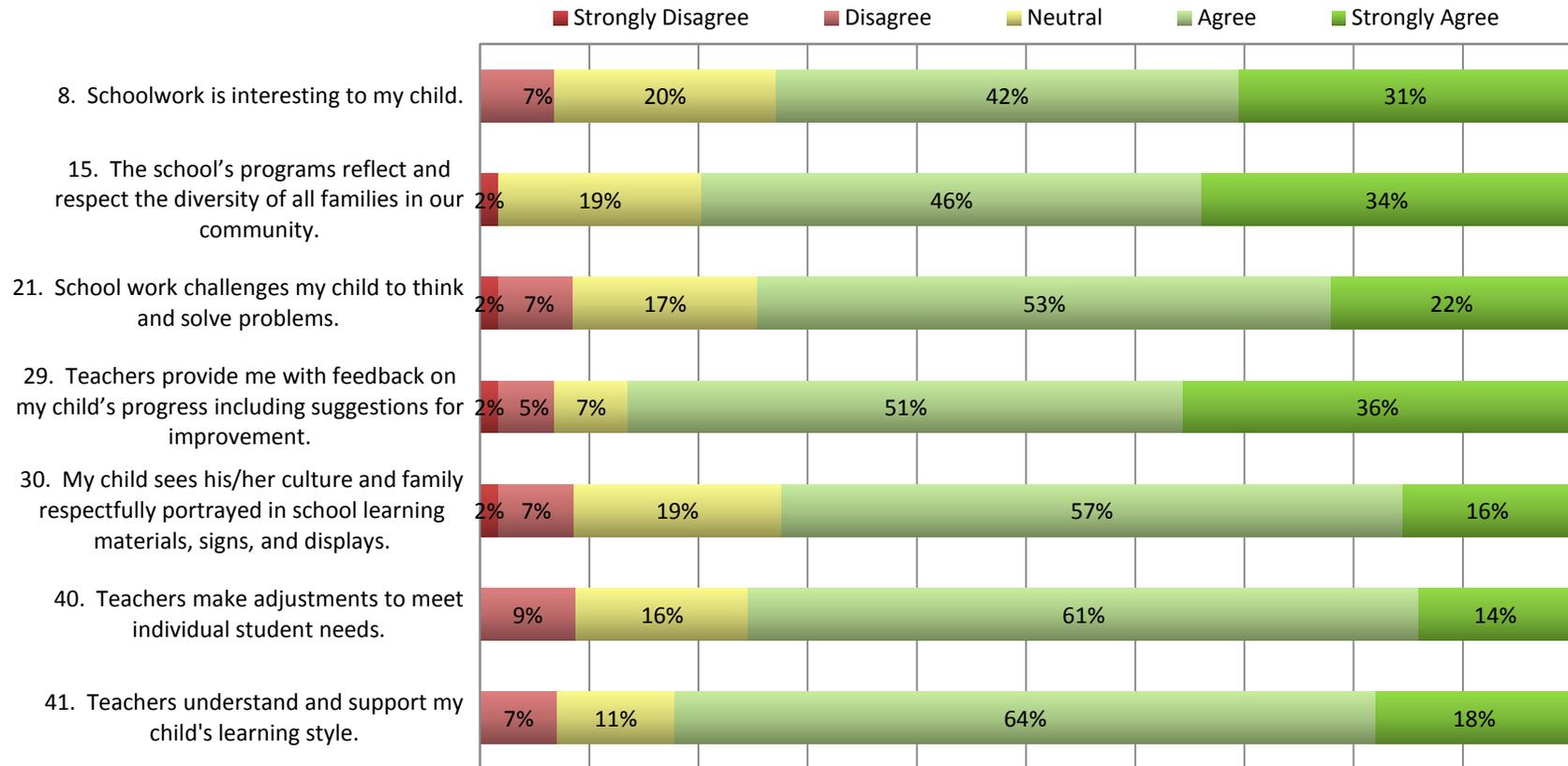
### Curriculum, Instruction, and Assessment - Staff

Strongly Disagree Disagree Neutral Agree Strongly Agree





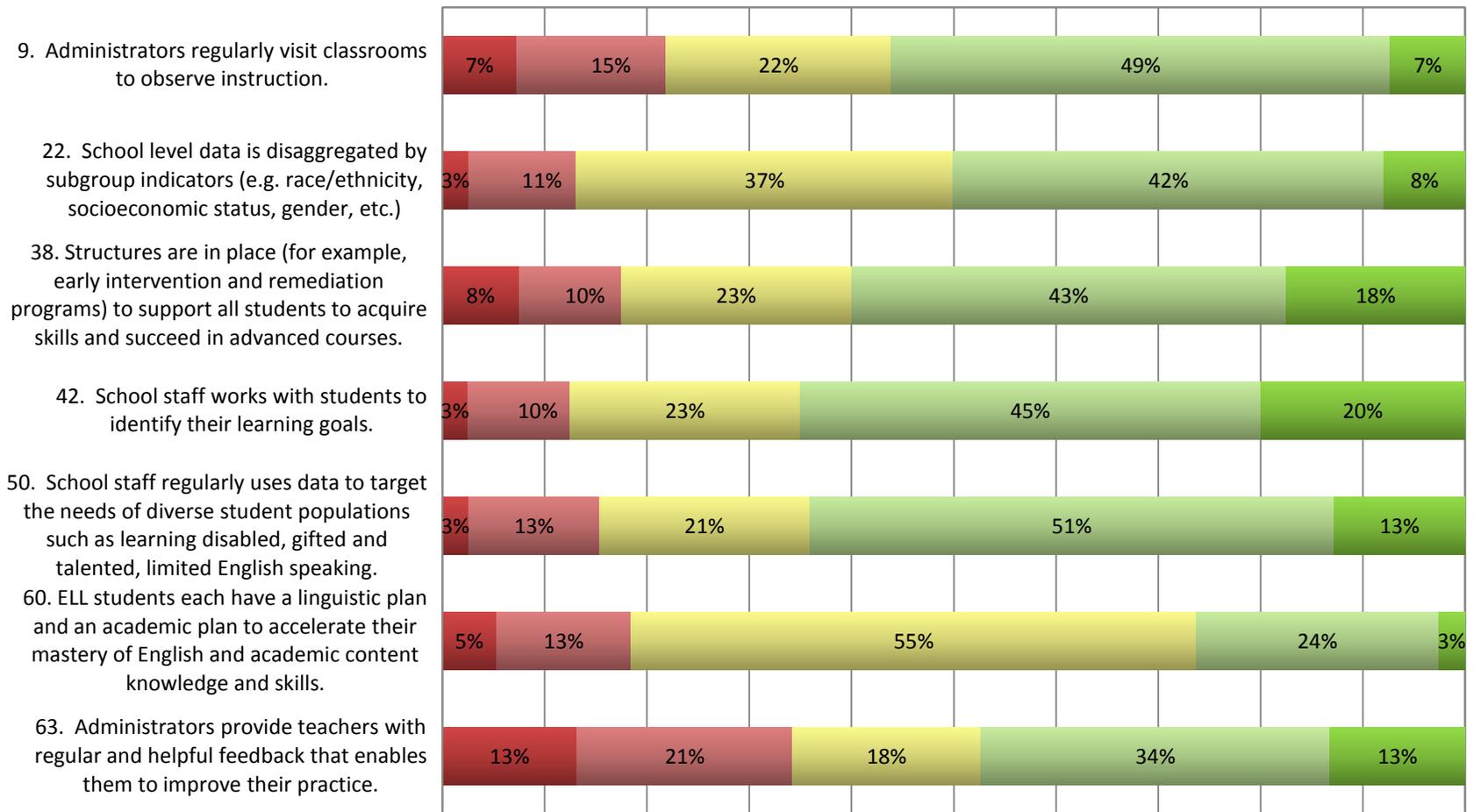
## Curriculum, Instruction, and Assessment - Family



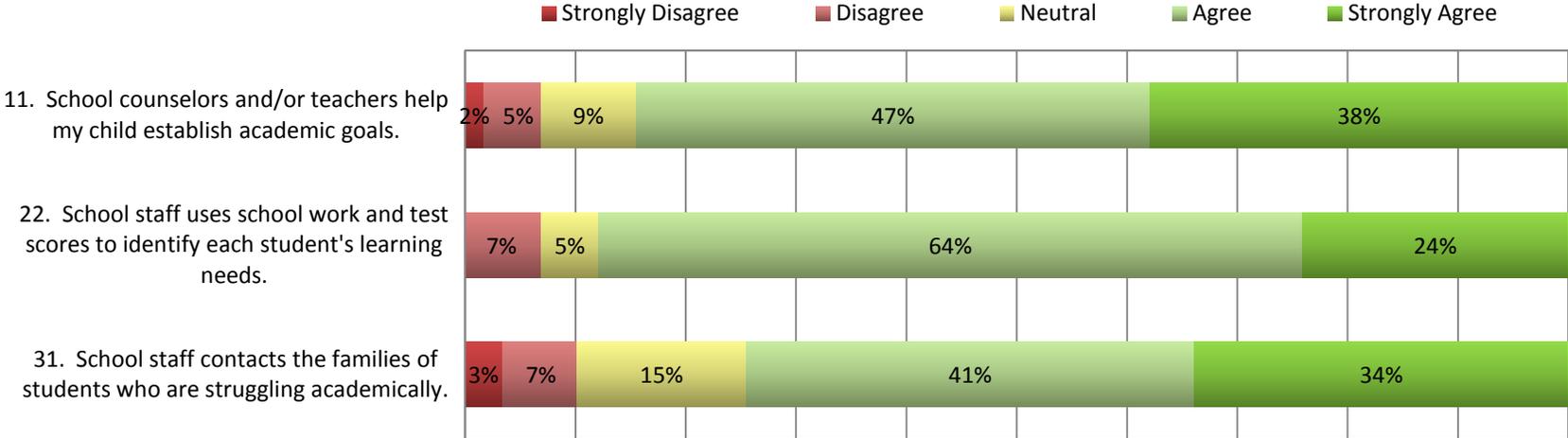
## Frequent Monitoring of Learning and Teaching

### Frequent Monitoring of Learning and Teaching - Staff

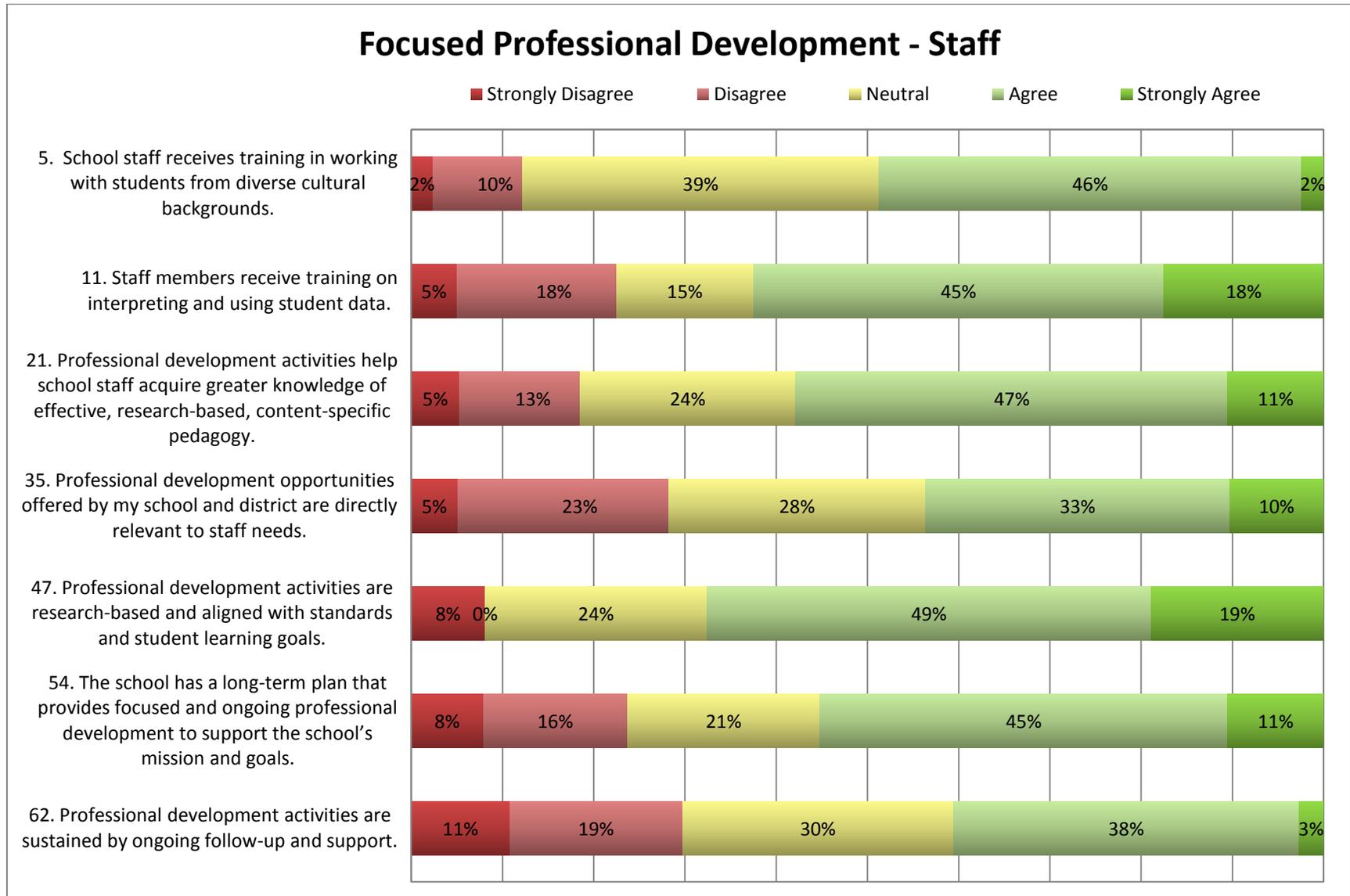
Strongly Disagree Disagree Neutral Agree Strongly Agree



## Frequent Monitoring of Learning and Teaching - Family

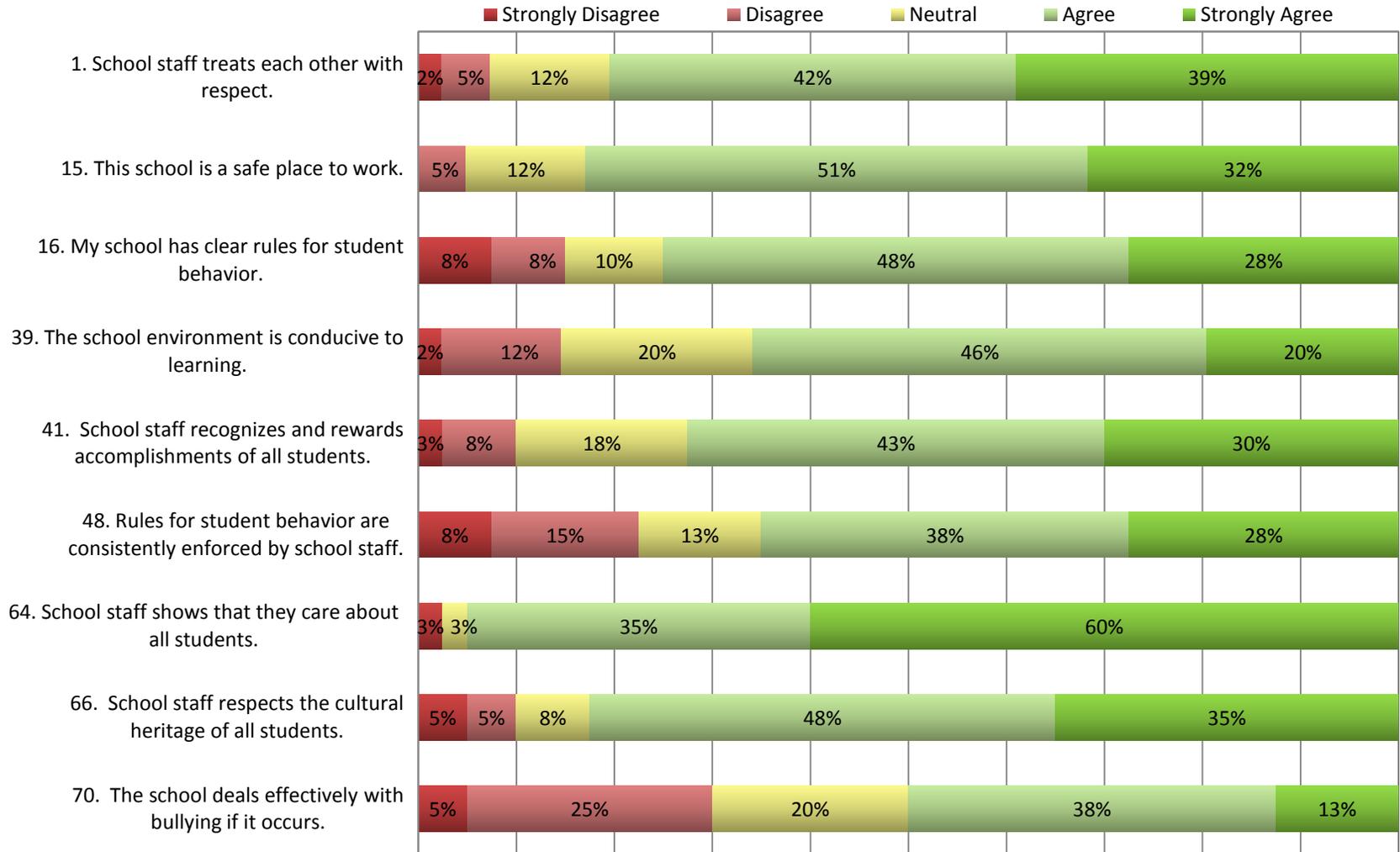


## Focused Professional Development



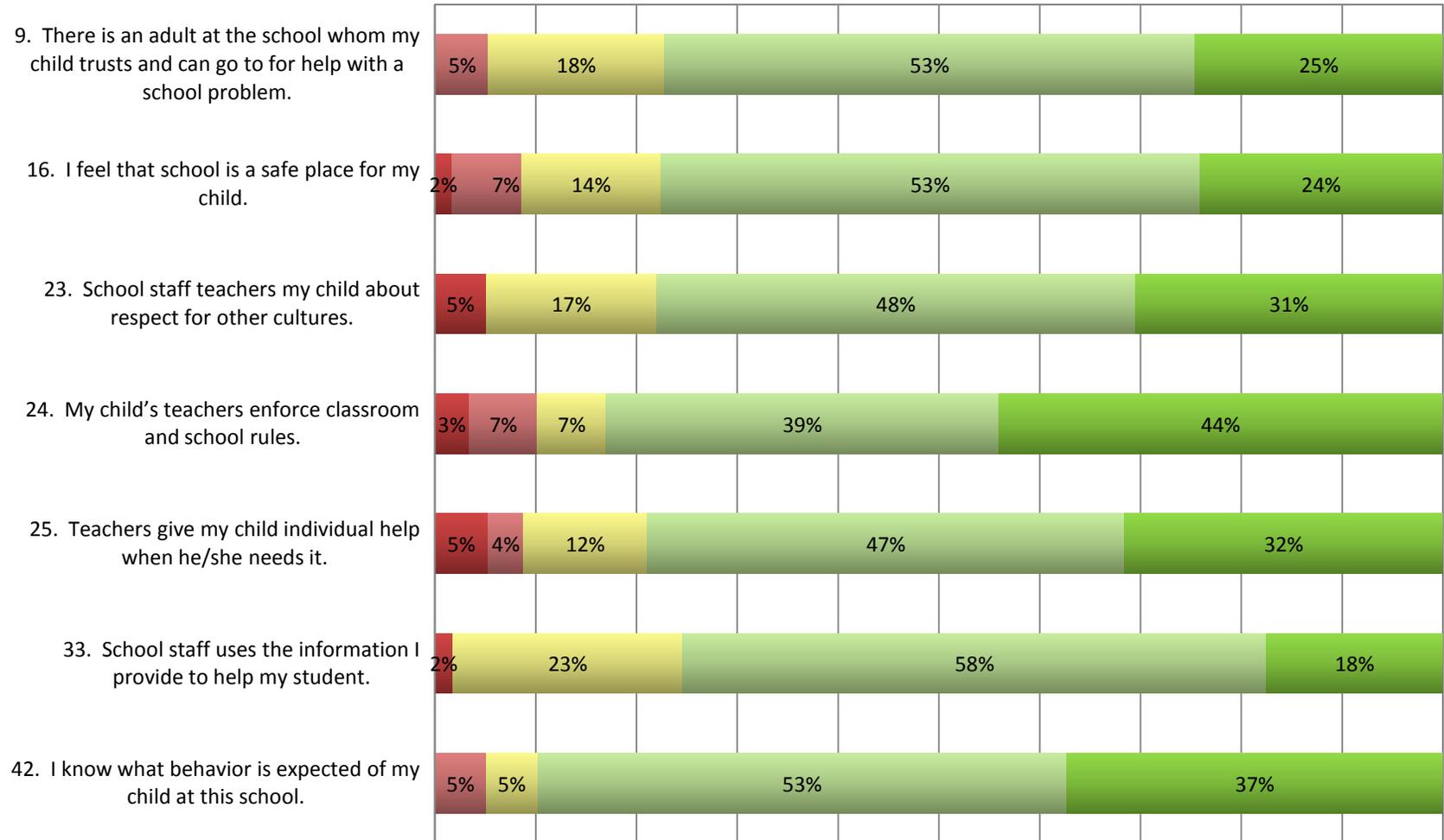
## Supportive Learning Environment

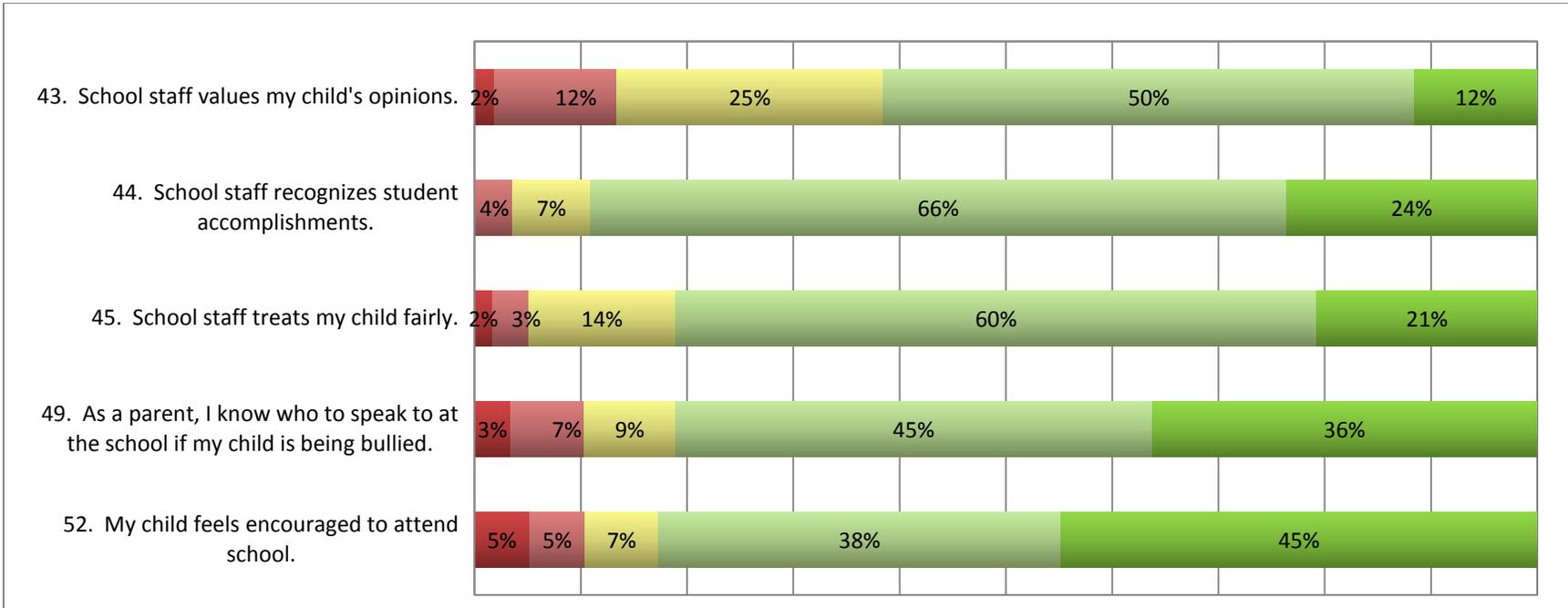
### Supportive Learning Environment - Staff



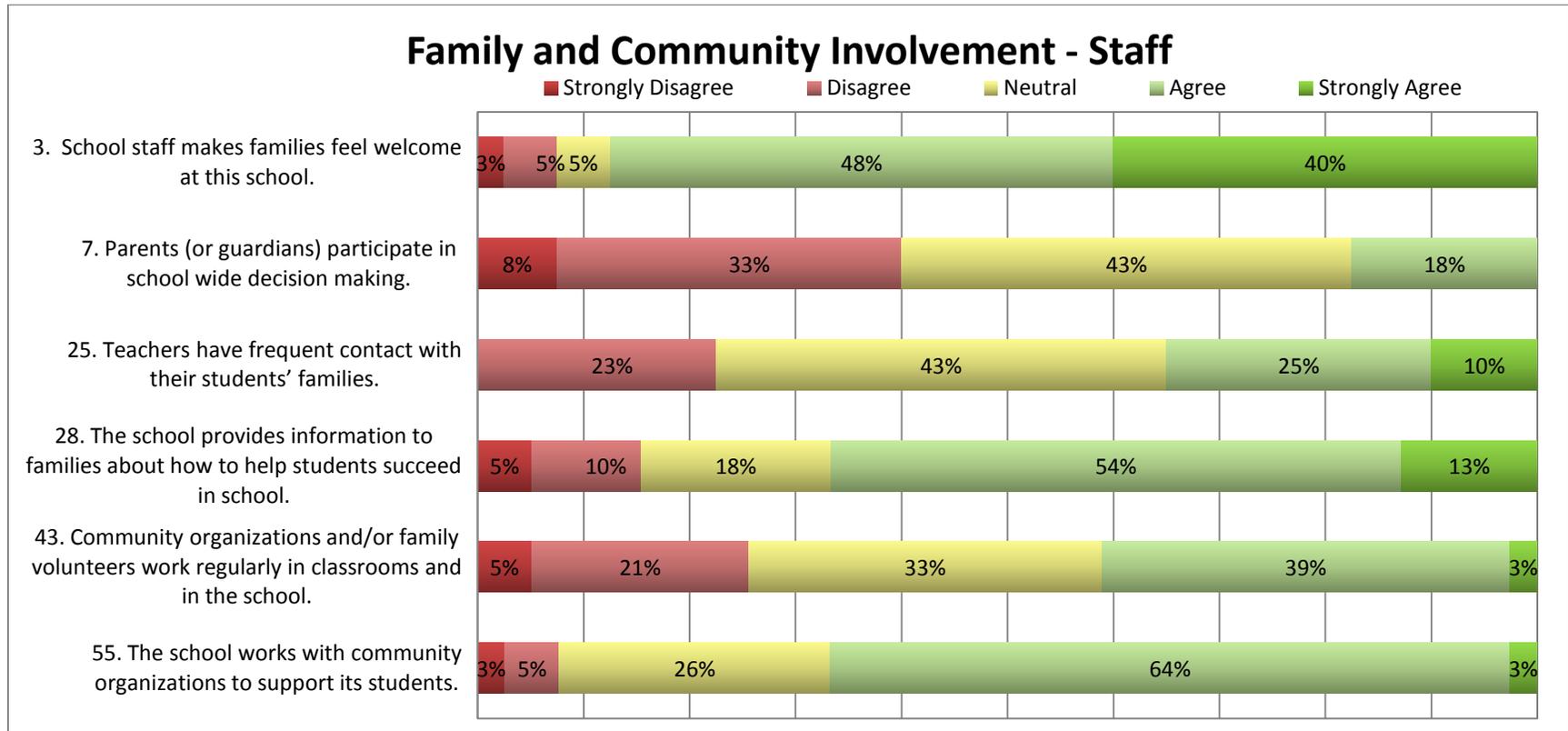
## Supportive Learning Environment - Family

■ Strongly Disagree   
 ■ Disagree   
 ■ Neutral   
 ■ Agree   
 ■ Strongly Agree

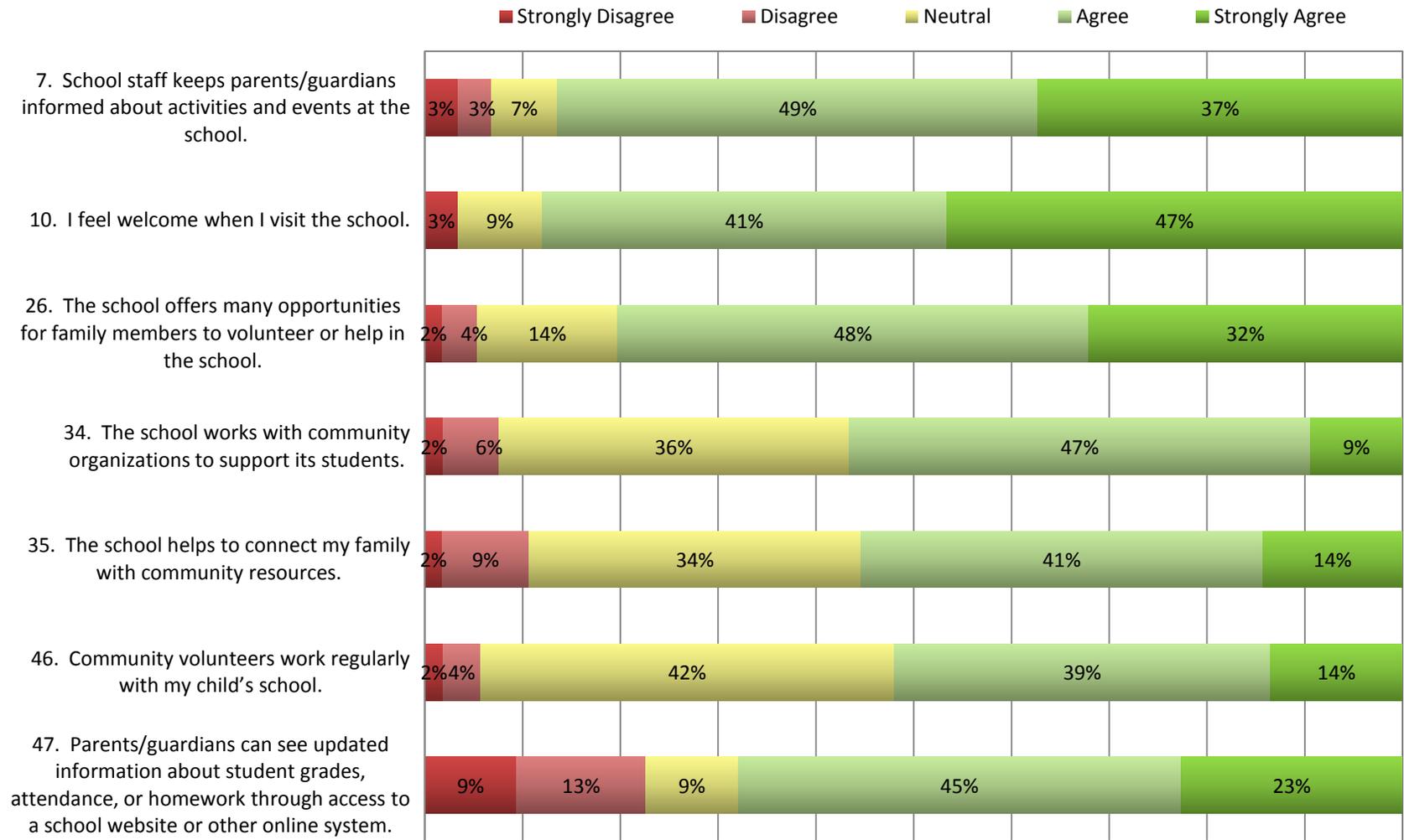




## Family and Community Involvement



## Family and Community Involvement - Family





# **STAR Report for Required Action Districts**

**Lakeridge Elementary School**

**Renton School District**

**January 31, 2011**



# STAR Report for Required Action Districts

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

The BERC Group, under contract, for  
**District and School Improvement and Accountability**  
***Office of Superintendent of Public Instruction***

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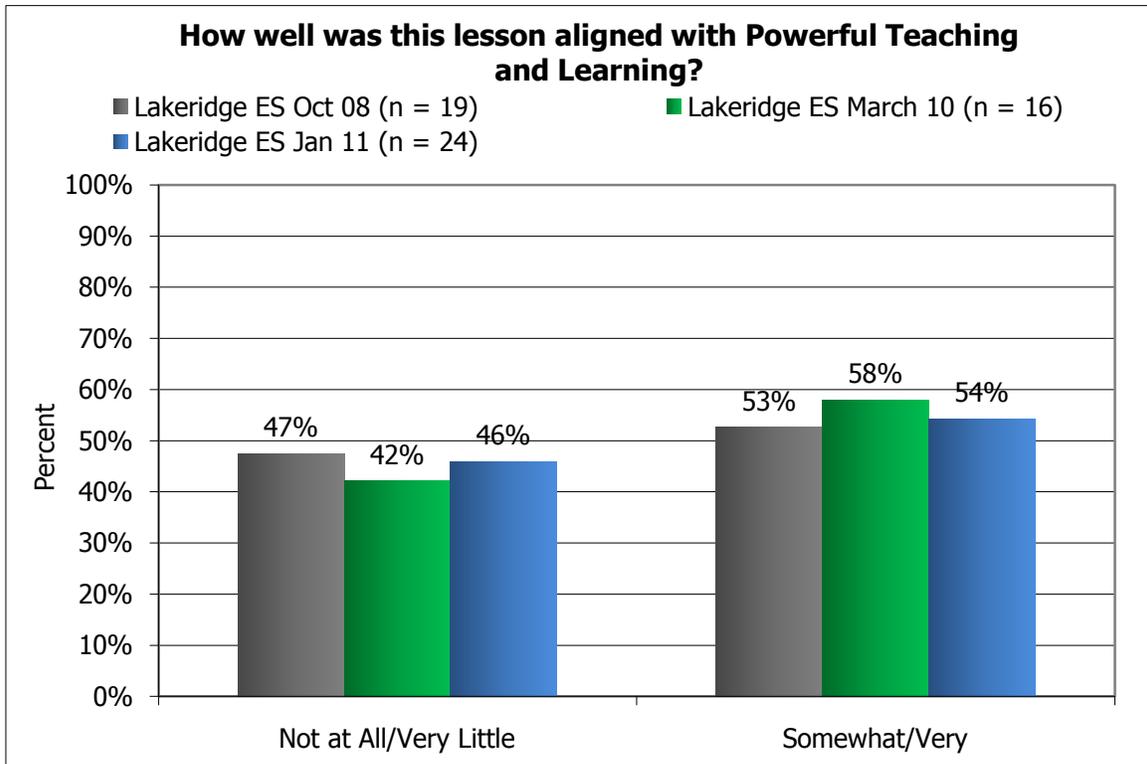
# STAR Classroom Observation Study

## Introduction

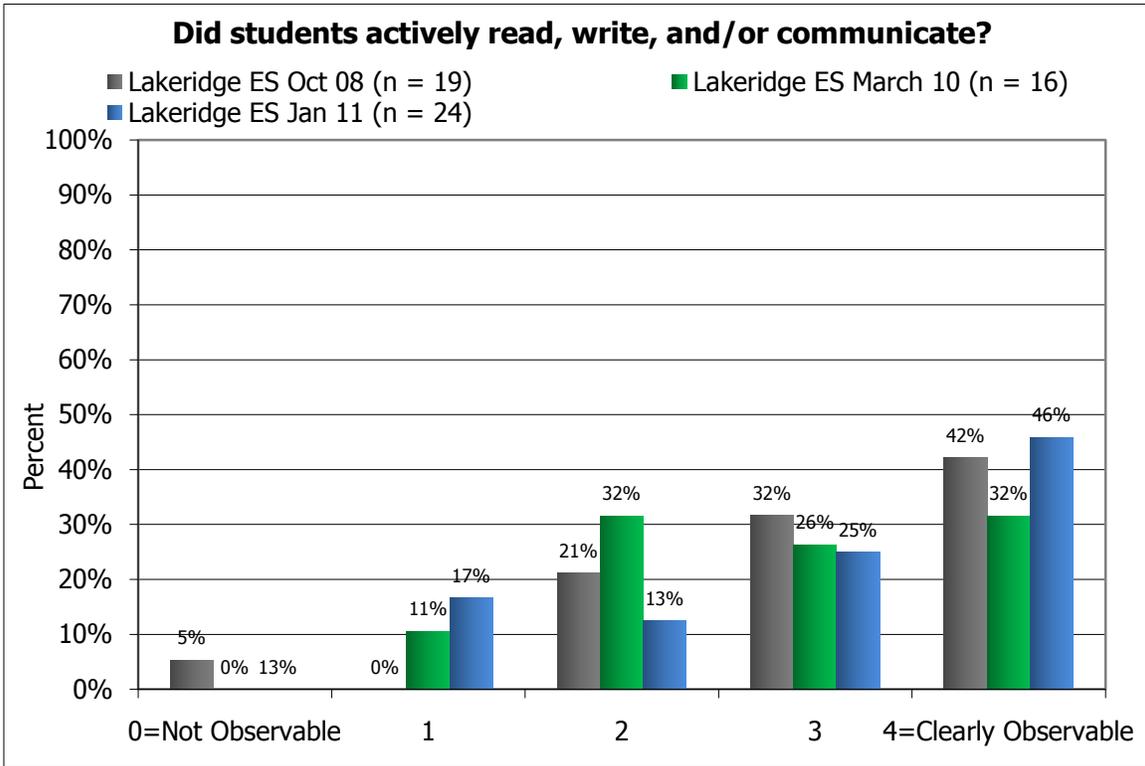
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the presence of Powerful Teaching and Learning™. Thus, the STAR protocol allows for ease of use with any classroom observation and aligns with the educational improvement goals and standards for effective instruction. The STAR protocol helps participants view Powerful Teaching and Learning™ through the lens of 5 Essential Components and 15 Indicators.

The goal of this data collection is to determine the extent to which general instructional practices throughout the school align with Powerful Teaching and Learning™. Findings within this report highlight Lakeridge Elementary School's STAR classroom observation results in comparison to past observations. The results for the Essential Components are shown on pages 2 through 4, and the results for the Indicators are on page 5. A summary and recommendations are included at the end of the report.

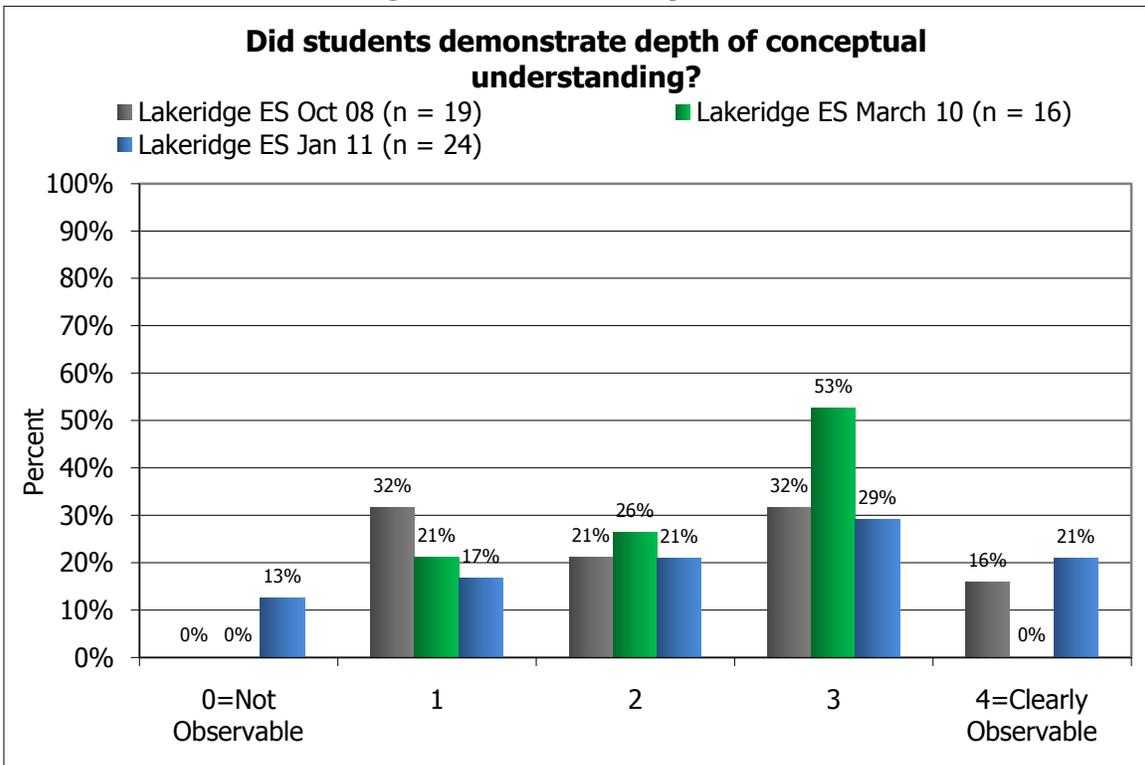
## Overall Results



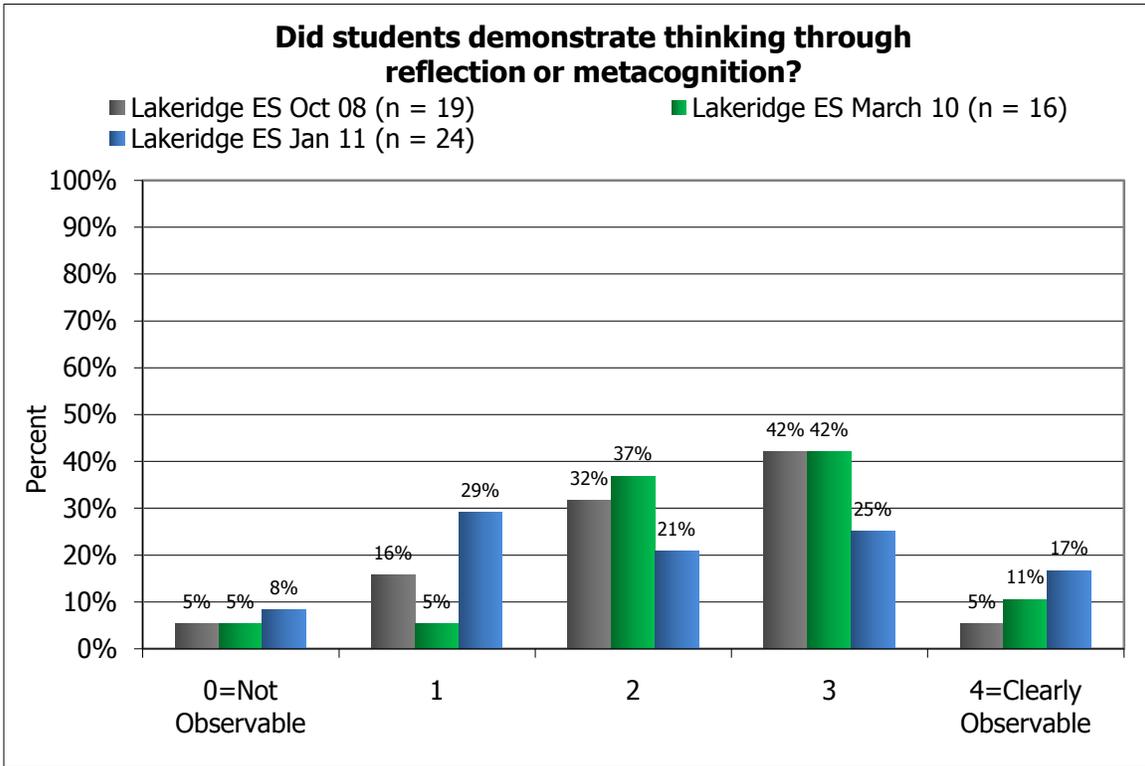
### Skills: Essential Component Results



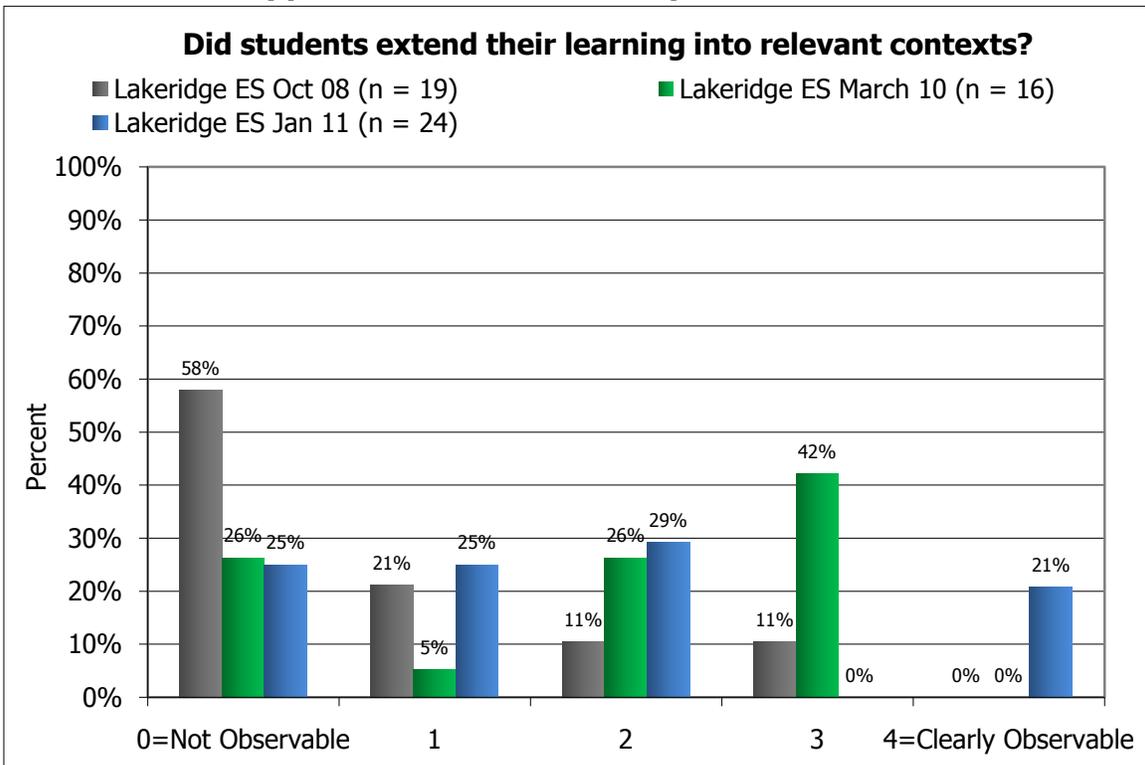
### Knowledge: Essential Component Results



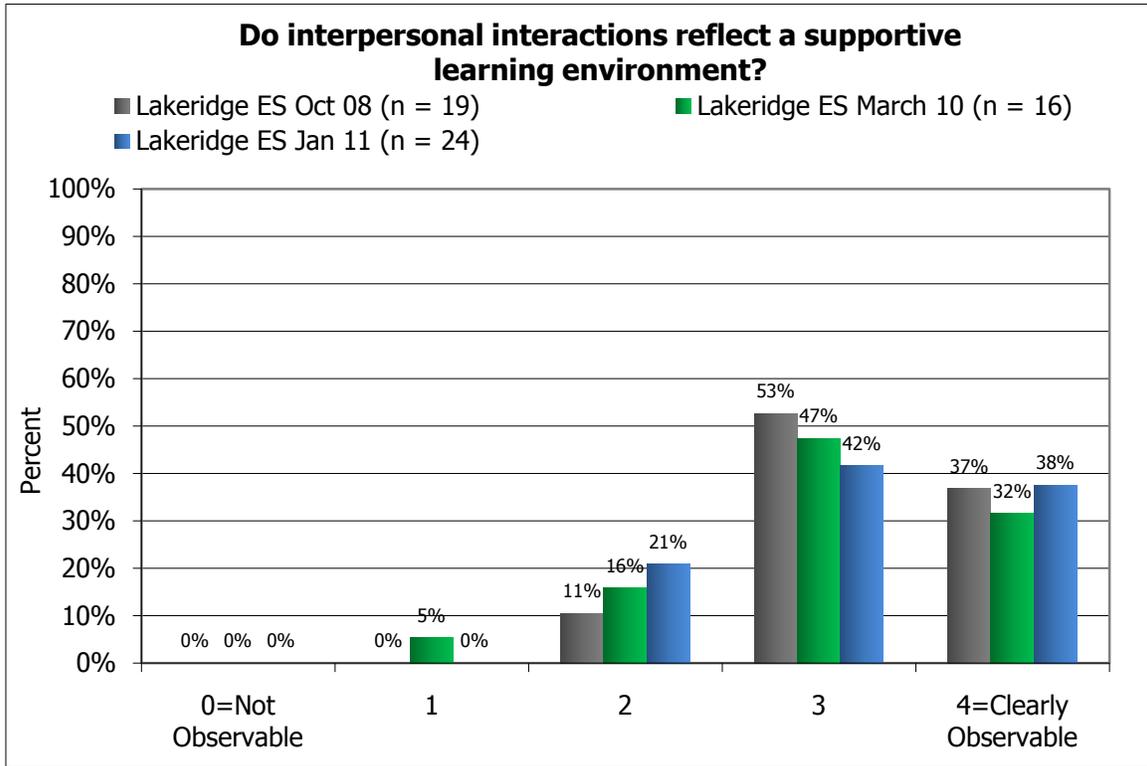
### Thinking: Essential Component Results



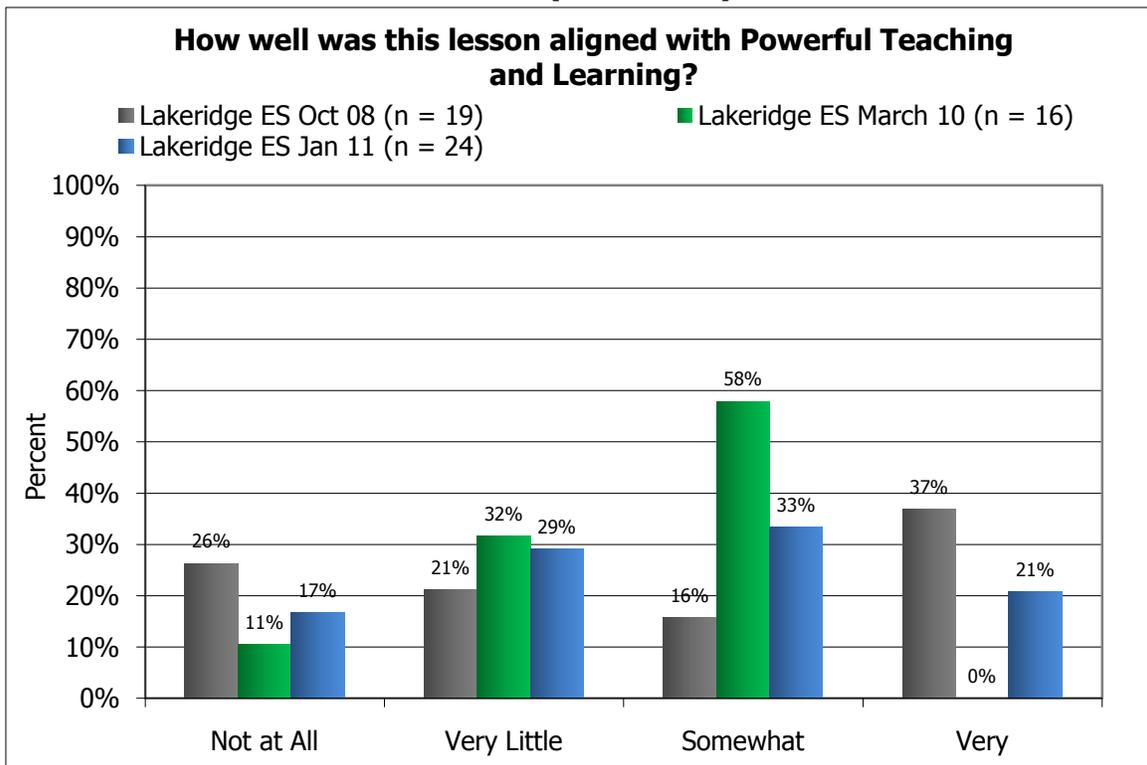
### Application: Essential Component Results



### Relationships: Essential Component Results



### Overall (scales 1-4)



## Disaggregated STAR Indicator Results

<b>Skills Indicators</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	0%	13%	21%	25%	42%
				67%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	4%	21%	21%	17%	38%
				54%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	4%	8%	13%	21%	54%
				75%	
<b>Knowledge Indicators</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4. Teacher assures the focus of the lesson is clear to all students.	8%	13%	33%	25%	21%
				46%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	25%	4%	21%	21%	29%
				50%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	25%	8%	25%	29%	13%
				42%	
<b>Thinking Indicators</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	13%	17%	21%	38%	13%
				50%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	8%	29%	29%	17%	17%
				33%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	42%	17%	25%	17%	0%
				17%	
<b>Application Indicators</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	25%	17%	25%	17%	17%
				33%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	33%	25%	21%	0%	21%
				21%	
12. Students produce a product and/or performance for an audience beyond the class.	100%	0%	0%	0%	0%
				0%	
<b>Relationships Indicators</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	0%	25%	29%	46%
				75%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	21%	25%	4%	29%	21%
				50%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	8%	8%	42%	25%	17%
				42%	

## Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning™ in 54% of the classes, similar to previous results. All Essential Components, except for *Skills* and *Relationships*, have dropped from the last set of observations. However, an analysis of the data shows that more Indicators are scoring 4s. Overall, 21% of lessons scored a 4 in comparison to 0% in March of 2010. Building on these strengths, we recommend that staff members explore three specific Essential Components of the STAR Classroom Observation Protocol™:

**Knowledge:** The *Knowledge Component* scored at a moderate level on the Protocol; 50% of classrooms scored a 3 or 4, a 3 percentage-point decrease from March of 2010. Researchers observed lesson objectives posted in many classrooms; however, the majority of the time these were not referenced, did not apply to the lesson, and students were not provided an explicit lesson focus. When students know what they are expected to learn or where a lesson is headed, they are able to think back on past learning experiences, access previous knowledge, and in turn understand information at a more conceptual level. We recommend that staff continue to work on lesson objectives while placing more emphasis on incorporating their discussion at multiple times in the lesson.

**Thinking:** The *Thinking Component* also scored at a moderate level on the Protocol; 42% of classrooms scored a 3 or 4, an 11 percentage point decrease from March of 2010. An analysis of the data shows that teachers are using a variety of questioning strategies (50%; Indicator 7) more often than students are demonstrating and/or developing effect thinking processes (33%; Indicator 8) and reflecting on their own learning (17%; Indicator 9). Student reflection and/or metacognition allow students to become more effective learners and give teachers an opportunity to determine if and how students learned the concept. One way to accomplish this is by having students revise their work based on feedback from peers and/or teachers. We recommend teachers continue to use strategies that elicit thinking from students and consider ways to increase student thinking, reflection, and metacognition. For example, asking multiple students the answer to a question, and then following up with "Why do you think that?," having students revise their thinking based on feedback, or reflecting on their learning to develop understanding

**Application:** The *Application Component* is one of the lowest scoring on the Protocol; 21% of classroom scored a 3 or 4, 21 percentage-points lower than observations in March of 2010. Researchers observed only a few instances of teachers and/or students making personal connections and relating subject matter to other subject areas and contexts outside the classroom. When students extend their learning into relevant contexts, they increase their conceptual knowledge, thinking skills, and motivation for learning. We recommend that staff work together to generate additional ideas for extending learning. These can include asking students what they would do if they were a character in a story, writing math story problems from their own lives, or discussing how vocabulary words apply to their lives. It is reasonable to incorporate Indicators 10 and 11 multiple times in every lesson and Indicator 12 every month.

## STAR Classroom Observation Reflection Page

Use this page to take notes, synthesize information, draw conclusions, and make plans

**General observations, comments, questions regarding the data:**

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**What is/are the highest scoring Essential Component(s)?** \_\_\_\_\_

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**What is/are the lowest scoring Essential Component(s)?** \_\_\_\_\_

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**What is/are the highest scoring Indicator(s)?** \_\_\_\_\_

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**What is/are the lowest scoring Indicator(s)?** \_\_\_\_\_

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**What are some areas that we could all focus on?** \_\_\_\_\_

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**What should we do next?** \_\_\_\_\_

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## **Additional Notes**

# District Application Competitive School Improvement Grants & Required Action Districts

This application in its entirety serves as the foundation for all participating districts to use as they develop short- and long-term improvement plans to fully and effectively implement selected intervention(s) in identified Tier I and Tier II schools and school improvement activities in identified Tier III schools during the three-year timeline submitted in this application. Districts selected through this process will be required to develop, implement, and monitor short- and long-term plans aligned with this application.

Districts selected to receive *School Improvement Grants (SIGs)* will be required to apply for *SIG* funds through this iGrants form package on an annual basis (i.e., for 2012-13 and 2013-14). Funding for *SIG* activities will be provided annually based on federal funding availability and review of implementation efforts and outcomes related to student achievement. Note that adherence to required actions within the selected intervention model(s) will also be a determining factor for continuation of this funding.

All applicants must respond to questions aligned with [federal guidelines for School Improvement Grants](#), and for Required Action Districts, based on both federal guidelines and [state legislation](#). Districts are strongly encouraged to review the **Scoring Guides**, found under the profile link in iGrants, which will be utilized to evaluate district applications.

## SECTION A: SCHOOLS TO BE SERVED

### A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA *commits* to serve and identify the model that the LEA will use *in each* Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Lakeridge Elementary	530723001076	X						X

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools selected to receive services through this grant funding.

## SECTION B: DESCRIPTIVE INFORMATION

Refer to the following table to determine which questions from Section B must be addressed in this application.

Applicant	Mandatory Questions in Section B
<b>Districts applying for competitive <i>School Improvement Grants (SIGs)</i> to serve their Tier I and Tier II school(s)</b>	<b>#1 through #5 and #8</b> Applications with incomplete answers will not be considered.
<b>Districts applying for competitive <i>School Improvement Grants (SIGs)</i> to serve their Tier III school(s)</b>	<b>#6 and #7</b> Applications with incomplete answers will not be considered.
<b>Required Action Districts funded through federal <i>School Improvement Grants (SIGs)</i>.</b> Note: This application serves as the proposed action plan required through state legislation.	<b>#1, #3, #4, #5, and #8</b> Applicants are required to respond to all questions completely.

**Question #1a:** Is the District applying to serve a Tier I or Tier II school identified by the State?  Yes  
If “Yes” continue with Question #1b; if “No” continue to Question #6a.

**Question #1b:** Describe the process used to determine the appropriate intervention model (i.e., turnaround, restart, school closure, transformation) for each Tier I and Tier II school the District has committed to serve. Also describe ways in which findings of the required OSPI *School-Level Needs Assessment/Academic Performance Audit* were utilized. Include the name(s) of the school(s) in the description.

Note: Districts applying for competitive *SIGs* will complete the OSPI-sponsored external *School-Level Needs Assessment*; Required Action Districts will complete the OSPI-sponsored external *Academic Performance Audit* at both the school and district levels.

The BER Performance Audit report finds that, *Union leaders (from both the teachers union and the classified staff union) are supportive of the district and believe that good communications exist between the union and the superintendent. There has been a stable team of union leaders for a number of years, and they seem to work well with the district Assistant Superintendent for Human Resources and the Chief Academic Officer for Elementary Education. District leaders have involved teachers and union leaders in deliberations about Lakeridge from the beginning, including them in the process of voting to open the teacher contract back up and choosing a federal model. Union leaders generally support the process and expressed a strong willingness to look at options and to explore a new evaluation and professional growth model. The union’s primary concern with regard to the new evaluation model revolves around how teachers’ effectiveness will be assessed and how it will be tied to student test scores. (p. 6)*

The Audit report draws this conclusion, based on available data including staff survey results and interviews: *A transformation model is the most supported model given the school and district assessment. The district leadership is supportive of a transformation model, and there are strong indications that the union would also be supportive. Although a turnaround model would also be appropriate, most of the teaching staff at the school is already relatively new to the building (within the last 3-5 years)... The school is moving in the right direction and is doing many of the “right things.” Survey results were consistent with these findings, suggesting there are definite strengths... (p. 29)*

In addition to their own local knowledge of the school staff and specific student population and research conducted during the grant design phase, the Lakeridge Elementary Planning Team concurred with the Audit report and voted unanimously, in a “fist to five” protocol (“5” being complete support) to adopt the Transformation model and recommend the transformation model to the staff as a whole: all ten members of the design team indicated level 5.

On Monday, February 14, the staff voted strongly in favor of following the Transformation model to make necessary improvements in their school program: twenty five staff indicated level 4 or 5 support for transformation; two indicated level 3; one indicated level 2.

The planning team met several times to review research related to requirements of the transformation model and then make specific recommendations regarding the content of the plan including extended instructional hours, embedded staff development, and expanded connections with the families and larger community.  
(See question #8 for additional details.)

Here is the schedule of meetings during the planning process:

**Planning Team Meetings:**

2/2: 8:30-3:30

2/9: 3:30-6:30

2/11: 7:30-9:30am (Planning team unanimously selects Transformation model)

2/15: 8:30-3:30

2/17: 8:30-3:30

3/3: 3:30-6:30

**Whole staff meetings:**

1/25

1/26

1/28 (Design team is selected)

2/4

2/14 (Staff votes to accept transformation model)

2/16

2/18

2/28

**BERC School and District Academic Performance Audit**

1/31

2/1

2/9—Report delivered to staff

**Superintendent's cabinet:**

- Weekly updates to the entire cabinet
- Daily District planning team updates and planning: Superintendent; Asst Supt Learning and Teaching; Asst Supt Human Resources; Chief Academic Officer (CAO) Elementary Level; CAO Secondary Level; District Improvement Facilitator
- Weekly Updates to District Instructional Leadership Team (Director level)

**School Board:**

Weekly Friday letter update to the Board

Work session: 3/9

Final Approval: 3/23

Board President Al Talley attended community meetings and staff meetings

**Parent/Stakeholders meetings:**

The design team included a parent representative

2/10

3/1

**REA Leadership:**

Weekly updates to Renton Education Association leadership

Bargaining Team:

2/3: MOU #1 complete

3/3: MOU #2 complete

**Question #1c:** Provide evidence the District has capacity to use *SIG* funds to provide adequate resources and related support to each Tier I and Tier II school in order to fully and effectively implement the required activities of the selected intervention model(s).

The Renton School District has had over five consecutive years of involvement in the School Improvement Assistance program and/or the Summit District Improvement Initiative, during which time the district supported the implementation of all requirements of the aforementioned grants. For the Required Action District (RAD) grant the school district is prepared to:

- Monitor that the required professional development and training is being implemented/delivered with fidelity through frequent monitoring visits from a designated district office administrator, and reported to the Chief Academic Officer for Elementary Education and the Assistant Superintendent for Learning & Teaching
- Weekly updates to the Superintendent’s Cabinet by the Chief Academic Officer for Elementary Education
- Quarterly implementation reviews with the District Improvement Leadership Team (led by the Assistant Superintendent for Learning & Teaching) and the Superintendent
  - Including student assessment data (e.g. benchmark assessments, RTI data)
  - Including attendance and discipline data
  - Including implementation review data (e.g. professional development exit slips)
- Quarterly progress updates to the District Board of Directors which are summaries of the Implementation Reviews
- Monthly monitoring of the RAD Budget by the Chief Academic Officer for Elementary Education

**Question #2a:** Is the District applying to serve *each* Tier I school identified by the State? X Yes  
If “Yes” continue to Question #3a; if “No” answer Question #2b and then continue to Question #3a.

**Question #2b:** Explain why the District lacks capacity to serve each Tier I school, that is, why the District is NOT choosing to serve each Tier I school with *SIG* funds. Include the name(s) of the Tier I school(s) the District is choosing NOT to serve.

N/A

**Question #3a through #3e:** The following questions refer to actions the District may have taken, in whole or in part, prior to submitting this application, but more likely will take after receiving a *School Improvement Grant*. Actions should specifically relate to required elements of the selected intervention model(s) and align directly to strategies described in the tables used to respond to Question #4 and proposed budgets included in Section C.

**Question #3a:** For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to design and implement the selected intervention model(s) consistent with final *SIG* requirements. **Note: Completion of the Washington Transformation/Turnaround Template will serve as the response to Question #3a; no additional response is required.**

See attached Washington Transformation/Turnaround Template.

**Question #3b:** For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to ensure the school receives ongoing, intensive technical assistance and related support from the District, external consultants, the District and School Improvement and Accountability Division (DSIA) of OSPI, regional Education Service Districts, or a designated external lead partner organization (such as a school turnaround organization or an educational management organization [EMO].)

If the District plans to use an external lead partner organization or EMO, explain actions the District has taken, or will take, to recruit, screen, and select external provider(s). Districts may contact DSIA for information regarding a State-vetted list of external providers.

The Renton School District will ensure that the Transformation model is implemented with fidelity at Lakeridge Elementary School, and will support the implementation through:

- Providing for weekly, on-site, technical assistance through an outside contractor. The focus of the assistance will be to work with the school-based leadership team on the monitoring and adjustment of the plan with an emphasis on demonstrating evidence of implementation and evidence of impact (e.g. benchmark assessment results, walkthrough data)
- Providing an outside assessment of the school's PBIS practices and monitoring of implementation by a qualified consultant
- Providing classroom coaches for teachers in Literacy and Mathematics, with the coaching focused on the content specific pedagogy and the Vision of Instruction
- Providing continued support for initiatives and strategies that are currently being implemented at Lakeridge, including:
  - Sheltered Instruction Observation Protocol (SIOP)
  - Vision of Instruction (district adopted instructional framework)
  - Lesson Study Cycles
  - School Improvement Planning Process

**Question #3c:** For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to align other existing and new resources to fully and effectively implement the intervention model(s).

Teachers and Leaders:

- Expedited principal hiring process, including criteria relevant to Lakeridge and the transformation model as screening, interview, and selection criteria
- Instituted MOU to develop and implement evaluation system that uses student growth as a significant factor
- Instituted MOU that allows staff various “exit points” as necessary, based on individual circumstances and performance, and that defines processes for staff displacement and replacement
- Continuation of additional administrative staffing by allocating an assistant principal for Lakeridge

Instructional and Support Strategies:

- Implementation of a district-wide Vision of Instruction that includes expectations for successful instructional strategies: High Yield Strategies, STAR protocol, SIOP, and observation and classroom walk-through strategies; aligns with feeder pattern expectations
- Recent addition of Renton Achievement Data program and software that allows teachers to update and monitor student performance based on daily work, tests, formal assessments, and attendance; data is available, at various levels, to students, families, teachers, principals, and central office supervisors
- Continuation of late-start Friday, giving staff time to collaborate to plan lessons and to review student work; time to fully implement the Lesson Study Cycle that is a tool related to the Vision of Instruction

Learning Time and Support:

- Extended school day (30 minutes/day) and extended school year (5 days); 80 minutes of after school extended learning and enrichment; extended school day allows for uninterrupted instructional blocks for math and reading instruction
- Doubles amount of family liaison currently allocated to Lakeridge, from .5 to 1.0 FTE to strengthen school community connections
- Doubles amount of counselor support currently allocated to Lakeridge from .5 to 1.0 to more fully implement PBIS and SWIS student behavior program
- Adds parent education classes, based on interest survey distributed to families, in such areas as helping with math at home, reading to your child, and other related classes.

Governance:

- Provides flexibility in how late-start Friday can be use, separate from expectations for other district schools
- Establishes external partner for math professional development
- Continues and expands student-based budgeting process
- Continues support from district directors: Curriculum/Professional Development, Categorical Programs, Assessment
- Provides TAC support, both in pre-implementation activities and during implementation
- Provides separate evaluation processes, including transfer, displacement, and replacement

**Question #3d:** For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to modify its practices or policies, if necessary, that will enable identified school(s) to fully and effectively implement the intervention(s).

In order to fully implement the Transformation model plan for Lakeridge Elementary School the Renton School District has worked closely with the Renton Education Association (REA) and the joint Bargaining Team to develop Memorandums of Understanding in order to enact necessary changes in the Collective Bargaining Agreement. The district will continue an ongoing dialogue with REA around successful implementation, bringing issues to the bargaining team as deemed appropriate.

The district is currently reviewing policies that may have an impact on improving student achievement and making revisions accordingly (e.g. Policy 2015 Instructional Planning, is pending a revision to align the policy to the newly adopted, district wide Vision of Instruction).

Existing practices in the district that will support the implementation of the Transformation model at Lakeridge include:

- Quarterly district wide implementation reviews of the District Improvement Plan, including building based evidence and use of rubrics
- Ongoing training for principals on supervision and evaluation
- A comprehensive and integrated data system to support using data for frequent progress monitoring of student performance
- Accountability structures including quarterly reports to the superintendent and school board

Supt's cabinet will create procedures so that requests for support from Lakeridge will receive priority over other requests. Examples include staffing, facilities, and operational requests. Additionally, a "point person" will be designated centrally to ensure that there is a contact person to shepherd issues through the system: a "one-stop-shopping" model so that Lakeridge personnel make one call to one person for action, no matter the request. Additional flexibility around staff development, use of PLC delayed-start Friday, and other such issues is also granted to Lakeridge.

**Question #3e:** For each Tier I and Tier II school identified in the application, explain actions the District has taken, or will take, to sustain the reforms after the funding period ends.

The Cabinet has entered into a project with the Washington State Leadership Academy that is focused on refining ways that all central departments, from Operations and HR to Learning and Teaching, can be more intentional about providing support to schools. The intent is to provide support in such a way so as to allow school personnel to spend more time and energy on instruction, learning, and student achievement. One area under current analysis is the budgeting process. While the district has practiced equitable distribution of resources (rather than an equal distribution), there will be a more intentional approach to "student-based" or "needs-based" budgeting. This approach could allow some of the cost-based elements of the Lakeridge program (e.g. enhanced staffing—instructional coaching) to continue beyond the life of the grant. The district already has modeled this approach to budgeting by including an assistant principal and interventionist to Lakeridge—beyond their basic allocation—recognizing the unique needs and characteristics of the school community.

Additionally, the RAD/SIG designation has given the staff at Lakeridge, and central office administrators as well, the opportunity to re-examine how Title I funds are being used in the school. No doubt, a reconfiguration of these funds can continue to support elements of the RAD/SIG plan after the grant funds are exhausted.

The nearly completed Summit District Improvement Grant will leave a lasting legacy that includes a district created Vision of Instruction, elements of which will be in place and ready to go late spring, 2011 into autumn, 2011. The Lakeridge plan incorporates the Vision of Instruction, redoubling efforts to practice instructional strategies based on the BERC STAR protocol. The Vision of Instructional also includes instructional strategies linked to SIOP and Marzano’s High Yield Strategies. It is anticipated that the Vision of Instruction—high quality practice by teachers at Lakeridge—will continue after RAD/SIG funds are expended, supported through district designed professional development.

Interim assessments—MBA and DIBELS, and SRI, SMI, or MAP assessments will deepen the alignment between curriculum and assessments, using interim assessment data not only to drive improvements in instruction and student achievement but also to ensure that the district curriculum is aligned both with formative and with summative assessments, a lasting legacy of the RAD/SIG process.

Improved connections between Lakeridge and its families and larger community will transcend the loss of RAD/SIG funding. The staff believe that once the “Lakeridge way” is the habit of mind and practice, such work will continue well beyond the life of the grant and will continue to positively influence the lives of staff, students, and families at Lakeridge, enabling expectations, standards and achievement to remain high.

**Question #4:** Provide a three-year timeline delineating the steps the District will take to implement the selected intervention model(s) in each Tier I and Tier II school identified in this application. The timeline should also identify pre-implementation activities that will be utilized in spring and summer 2011 to prepare for full and effective implementation of the selected intervention(s) in the 2011-12 school year. Note: Activities in the timeline should correspond directly to the budget and to the responses to Questions #3b - #3e provided in this application.

Use the tables below to assist in responding to this question. Complete one set of tables for each identified Tier I and Tier II school. Insert additional rows as needed to ensure each required element of the selected intervention model is addressed. For example, the timeline for Turnaround and Transformation models must include the following: replacing the principal and selecting school leadership demonstrating capacity for turning around school performance; adding sufficient number of minutes to the school year to expand student learning time to ensure all students have access and opportunity to achieve to high levels; and implementing aligned curriculum, classroom instruction, assessments, and interventions.

The timeline described in each table should reflect Assurance #4 in the District’s application that it will implement research-based strategies or practices that align with required elements of the selected intervention(s) and are appropriate to the school’s grade band. These may include Response to Intervention System (RtI), assessment systems (e.g., Kindergarten Readiness Pilot (WaKIDS), Mathematics Benchmark Assessments, social-emotional support programs (e.g., Navigation 101, PBIS (Positive Behavior Intervention System), AVID (Advancement Via Individual Determination), or STEM (Science, Technology, Engineering, and Mathematics).

**School:** Lakeridge Elementary      **Intervention:** Transformation

- Is the School currently operating as a Title I Schoolwide Program? X Yes
- Is the School currently operating a Navigation 101 Program? X No
- If the School serves elementary students, is it currently operating a full-day Kindergarten program? X Yes
- If the School serves elementary students, is it currently operating a Pre-K program? X No

**Notes:**

1. **Completion of the Washington Transformation/Turnaround Template for each school will serve as the response to Question #4; no additional response is required.**

**2. Applications from Required Action Districts must also include the dates for addressing requirements for collective bargaining agreements established in state legislation (E2SSB 6696), as applicable.**

See attached Washington Transformation/Turnaround Template

See application question #8 for current Memorandum of Understanding related to RAD/SIG status.

**Question #5a:** Describe proposed annual goals for student achievement on the State’s assessments in reading and mathematics the District will use to monitor each Tier I and Tier II school that receives *SIG* funds. If the Tier I or Tier II school also has a weighted-average graduation rate of less than 60%, include annual goals related to decreasing its annual dropout rate from grade to grade for grade 7 through grade 12 or for all grades served. Districts may also include additional annual goals they will use to monitor each Tier I and Tier II school.

Goals must be sufficiently rigorous to lead to the school substantially raising student achievement and making significant progress toward exiting improvement status by the end of the funding period. At a minimum, Required Action Districts must establish goals that will be sufficient to allow the District to be removed from the list of districts designated for required action by the State Board of Education within the three years of grant funding. Goals are subject to approval by OSPI.

**Note: Completion of the Washington Transformation/Turnaround Template for each school will serve as the response to Question #5a; no additional response is required.**

See attached Washington Transformation/Turnaround Template

**Question #5b:** Describe how the District will use interim assessments or other measures of progress to determine if students are on track to reach annual goals the District has established to monitor its Tier I and Tier II schools that receive *SIG* funding (goals subject to OSPI approval).

**Note: Completion of the Washington Transformation/Turnaround Template for each school will serve as the response to Question #5a; no additional response is required.**

See attached Washington Transformation/Turnaround Template

**Question #6a:** Is the District applying to serve a Tier III school identified by the State? **X** **No**

If “Yes,” complete Questions #6b and #7 only, and continue to Section C (Budget) in iGrants.

If “No,” continue to Question #8.

**Question #6b:** For each Tier III school identified in the application, describe services the school will receive or improvement activities the school will implement. Services may be provided by the District, or with the approval of the District, by the District and School Improvement and Accountability Division of OSPI or by other external providers (e.g., Educational Service Districts). Include the timeline for providing these services and activities. Timeline should also include pre-implementation services/activities conducted in spring and summer 2011 to provide for full and effective implementation in the 2011-12 school year.

**N/A**

**Question #7:** Describe goals the District has established (subject to OSPI approval) in order to hold accountable those Tier III schools that receive *SIG* funds.

N/A

**Question #8:** Describe how, as appropriate, the District collaborated with administrators, teachers, and other staff; parents; unions representing employees within the District; students; and other representatives of the local community to develop this application and implement intervention model(s) in its Tier I and Tier II schools. Districts must attach a copy of their Memorandum of Understanding/Agreement or Collective Bargaining Agreement.

Note: The timeline for meetings with various groups is laid out as part of answer 1b above.

The planning team was elected by the staff at large after consultation with Association leadership and central administration including the Asst Supt for Learning and Teaching and the Chief Academic Officer (CAO) for elementary education. Additionally, the Technical Assistance Contractor and District Improvement Facilitator provided assistance. Staff members filled out applications for the one of the positions on the planning team; staff then selected the final team.

The final team has representatives from the primary and intermediate levels and includes the instructional coach. The team is led by the elementary CAO and TAC (note—the TAC has worked in the school for 3 years and is familiar with the dynamics within Lakeridge). A parent/community member also joined the team and ably entered into the discussion from her perspective on the school and larger community.

Duane Baker from the BERC group presented the Performance Audit results to the team and staff at large. The team continued their work with an assertive schedule of meetings, beginning with a review of relevant research and presentations from the Director of Curriculum and Professional Development, the Director of Categorical Programs (including Title I), and the Director of Assessment for the district. Additionally, the team read these research briefs and articles, debriefing each article while tracking content with specific requirements of the transformation model:

- Blank, Martin J. (2004, May), *How Community Schools Make a Difference: Educational Leadership*, May, 2004, 62-65
- Chenowith, Karin, (Fall, 2009), *Piece by Piece: How Schools Solved the Achievement Puzzle and Soared*, *American Educator*, Fall, 2009, pp. 15-23
- Chenowith, Karin, (2008), *It's Being Done*, Cambridge, Massachusetts: Harvard Education Press, pp. 213-227
- DuFour, Rick (February, 2011), *Work Together, But Only If You Want To*, *Kappan*, February, 2011, pp. 57-61
- Epstein, Joyce L. and Karen Clark Salinas (May, 2004), *Partnering with Families and Communities*, *Educational Leadership*, May, 2004; pp. 12-18
- Gabrieli, Chris (April, 2010), *More Time, More Learning: Educational Leadership*, April, 2010; pp. 38-44

- Jukes, Ian, et. al., (December/January, 2011), *Education and the Role of the Educator in the Future*, Kappan, December/January, 2011, pp. 15-21
- National Staff Development Council: “What is Job-Embedded Professional Development?”
- Neuman, Susan B. (April, 2010), *Empowered After School*, Educational Leadership, April, 2010; pp. 30-36
- Perlman, Carole L. and Sam Redding, Handbook on Effective Implementation of School Improvement Grants: Center on Innovation and Improvement (revised January, 2011), “Chapter 6: Human Capital—Personnel and Professional Development” pp. 103-105; “Chapter 7: Curriculum and Instruction” pp. 151-166; “Chapter 8: Scheduling and Learning Time” pp. 107-138; “Chapter 9: Student Supports” pp. 179-180
- Reeves, Douglas B. Leading Change in Your School, Alexandria Virginia: Association for Curriculum and Supervision, 2009, excerpts
- Resnick, Lauren (Summer, 2005), *Research Points: Teaching Teachers: Professional Development to Improve Student Achievement*, American Educational Research Association, Summer, 2005, pp. 1-4
- Waits, Mary Jo, et.al., Beat the Odds, Morrison Institute for Public Policy-Arizona State University, 2006, pp. 1-2; 27-45

The team also reviewed multi-year student achievement data and perceptual survey data as presented by the Center for Educational Effectiveness (CEE).

During the design phase, the planning team continued to inform the whole staff and seek further input from their colleagues. A central office team comprised of the Superintendent, the Asst Supt for Learning and Teaching, the Asst Supt for Human Resources, the elementary CAO, the secondary level CAO, and DIF met daily for updates on progress as well as to provide input into the process. Out of the morning meetings, Friday letter information went to the Board of Directors and weekly updates and discussion was provided to Association leadership. It is important to note that Board President Al Talley is an active volunteer at Lakeridge; he attended all parent/community meetings and many of the staff meetings.

In addition to the parent/community member on the planning team, two additional evening meetings were held in order to keep families informed about potential changes in the school program and to seek input regarding those changes, especially pertaining to family involvement in the school and ways the school could broaden its connections with the larger Lakeridge community. A brief survey was administered to seek formal input. Spanish language and Somali translators were available to support non-English speaking parents.

The Renton Education Association was formally involved on two occasions, each to negotiate a separate Memorandum of Agreement to the current contract. The first MOU agreed to open the contract on issues relevant to the RAD/SIG grant, and the second to address specific details related to working conditions, pay, and other related issues. Those MOUs are attached to this document. One member of the design team also is on the Executive Board of the Association. During the initial presentation of the RAD/SIG situation, Ann Randall from WEA joined Tonya Middling from OSPI to present the RAD/SIG process to the whole staff, thus sending the message of cooperation between the two units from the very first meeting. The Association and District have agreed, too, to develop and implement a teacher evaluation system that is “based significantly on student achievement.” The path has been prepared in MOU #2.

The reading and research, inclusion of district-level staff, a design team authorized by staff, communication with the Association and with Lakeridge families and community, Board knowledge lead to broad knowledge and acceptance of

the core changes in the Lakeridge program. Teachers, families, central office staff, and the REA all agree on the need for these changes and will work together to ensure success for the students at Lakeridge Elementary.

**MEMORANDUM OF AGREEMENT**  
**by and between**  
**RENTON SCHOOL DISTRICT (RSD)**  
**and**  
**RENTON EDUCATION ASSOCIATION (REA)**  
**for the**  
**REQUIRED ACTION DISTRICT (RAD) / SCHOOL IMPROVEMENT GRANT (SIG)**  
**as it relates to**  
**LAKERIDGE ELEMENTARY SCHOOL, RENTON, WASHINGTON,**  
**TO OPEN THE 2009-2011 COLLECTIVE BARGAINING AGREEMENT**

**We**, the parties, on behalf of the Renton School District (District) and the Renton Education Association (REA) hereby, agree to the following provision(s):

**Whereas**, the District is eligible to voluntarily apply for a School Improvement Grant (SIG) by March 4, 2011, as a Required Action District (RAD); and

**Whereas**, implementation options to meet certain requirements for receipt of a SIG may entail some impact on wages, hours, and terms and conditions of employment for the bargaining unit, or a portion thereof, represented by the Association; and

**Whereas**, the District and Association have a mutual interest in the potential positive outcomes that may be derived from action plans stemming from a SIG; and

**Whereas**, the District and the Association are willing to engage in good faith problem solving and potential bargaining as necessary over any issues that may arise from possible implementation plans stemming from a SIG;

**Whereas**, Lakeridge Elementary, through ample staff dialogue, staff input and building based decision making, voted 93% in favor to open the current 2009-2011 Collective Bargaining Agreement (Agreement) between the District and the Association in order to implement the terms of the Lakeridge Grant Application Plan (Plan);

**Now, therefore**, the parties agree as follows:

1. As action plans or program options to implement what is envisioned and/or required by SIG guidelines are developed, the District and the Association will consider what impact those plans or programs may have on the current Collective Bargaining Agreement and/or wages, hours, and terms and conditions of employment.
2. The District and the Association agree to open the current Collective Bargaining Agreement to engage in good faith problem solving and bargaining necessary to resolve issues emanating from plans or program options for Lakeridge staff that impact wages, hours, and terms and conditions of employment and/or are inconsistent with the current Collective Bargaining Agreement.
3. The District recognizes the Association's right to demand bargaining over issues identified in paragraphs 1 and 2, above.
4. The parties acknowledge the timeliness of any problem solving or bargaining that may occur as provided by this Agreement, and therefore that any such problem solving or bargaining will occur in the period of March 1, 2011 through June 30, 2011.

5. A separate Memorandum of Understanding addresses negotiating the specific terms of the RAD Grant Application Plan.

**(SIGNED COPIES ON FILE)**

\_\_\_\_\_  
For the Renton Education Association

\_\_\_\_\_  
For the Renton School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Memorandum  
of  
Understanding  
by and between  
Renton School District (RSD)  
And  
Renton Education Association (REA)  
To Bargain Contract Impacts to Implement the Lakeridge RAD/SIG Plan**

**We, the undersigned**, on behalf of the Renton School District (District) and the Renton Education Association (Association) hereby agree as follows:

**Whereas**, the State Board of Education has designated Lakeridge Elementary in the District as a Required Action District (RAD);

**Whereas**, Required Action Districts will receive funds over three years targeted to make lasting gains in student achievement and must follow School Improvement Grant (SIG) requirements and SB 6696;

**Whereas**, Lakeridge Elementary, through ample staff dialog, staff input and building based decision making, has selected the transformation federal intervention model for school improvement, the model recommended by the Academic Performance Audit for Required Action Districts performed by the BERC group (January 31/February 1, 2011);

**Whereas**, Lakeridge Elementary, through ample staff dialog, staff input and building based decision making, voted 93% in favor to open the current 2009-2011 Collective Bargaining Agreement (Agreement) between the District and the Association in order to implement the terms of the Lakeridge Grant Application Plan (Plan);

**Whereas**, the District and the Association, based upon the Lakeridge staff vote, entered into a separate Memorandum of Understanding to open the current Agreement to negotiate in good faith the contract modifications concerning wages, hours and terms and conditions of employment that are needed, and will be needed, to implement the Plan over three years;

**Whereas**, the District and the Association have a long-standing and authentic commitment to problem solving and using interest based bargaining principles for contract negotiations and resolving contract administration issues;

**NOW THEREFORE**, the parties agree as follows:

1. Work Day/Year

The parties acknowledge and agree that the Plan terms provide for extended school day, extended school year, and mandatory professional development activities for staff. Consistent with the Agreement, all additional mandatory work time required by the Plan shall be paid at the employee's per diem rate. This rate applies to extended school day and extended school year schedule, and to mandatory professional development activities occurring outside the extended school day and extended school year schedule. (Articles VI, XII). For mandatory, regularly scheduled extended work with students, teachers are able to use sick leave. If absent for mandatory professional development activities,

teachers are required to make up the professional development in order to receive per diem pay. To the extent possible, make-up professional development will be provided.

## 2. Delayed Start

In adherence with the Plan, the principal, in collaboration with the school leadership team, agree to direct and focus the collaborative team time (“pink”) delayed start Fridays. (Article VI).

## 3. After-School Activities

In recognition that the Plan does not yet provide specific requirements for staff related to after-school activities, the parties agree to meet and negotiate any impacts on the current and future Agreement(s) as needed in order to implement the Plan’s terms.

## 4. Substitutes

The parties shall establish appropriate rates of pay for substitute employees in order to accommodate any deviation from the regular daily schedule and work hours for substitute employees. (Article XVIII).

## 5. Support for Staff – Voluntary Transfer, Involuntary Displacement and Dismissal. In recognition of the challenging terms of the Plan and the immediate need to transform Lakeridge, the following contract processes and procedures shall be expeditiously and immediately applied to support staff through voluntary transfer, involuntary displacement and/or dismissal for staff who are unable to improve their professional practice.

a) Voluntary Transfer: During the pre-implementation activities, the parties agree to support continuous voluntary displacement through June 30, 2011, in order to assure that remaining staff are able to fully support the Plan implementation. During the term of the Plan, the parties agree to provide multiple opportunities to use voluntary displacement for staff who choose to leave the school. (Article X)

b) Involuntary Transfer: During the term of the Plan, the parties agree to apply the District-initiated Involuntary Transfer processes to transfer staff who are unable to meet the program changes required by the Plan and/or those, who after ample opportunity to improve their professional practice, have not done so. (Article X)

c) Dismissal: During the term of the Plan, the parties agree to apply the dismissal processes to staff who, after ample opportunity, are unable to improve their professional practice and need to be removed. (Article VI, VIII)

## 6. Evaluation

The parties have been engaged in reforming the Agreement’s evaluation processes since 2007, as noted by the Academic Performance Audit for Required Action Districts (BERC, 2011). Legislative revisions have placed that work on hold pending final outcome of the State Teacher-Principal Evaluation Project. Currently, a joint steering group from District

and Association leadership monitors that Project and considers the application of the District's instructional framework (Vision of Instruction) to the recently revised state evaluation criteria, with preparatory work for implementation in 2013-2014. The parties acknowledge and agree that the transformation model selected by the Lakeridge staff requires changes to the evaluation system in order to incorporate staff incentives and to take into account data on student growth as a significant factor. To that end, the joint steering group shall be tasked for 2011 -2012 with the work on the evaluation components required in the transformation model, and shall include representatives from Lakeridge (to be determined) as part of that work. Such tasks shall be completed and ready for implementation for the 2012-2013 school year. (Article VIII)

7. Labor-Management Decision Making

The District and Association leadership meet on a weekly basis in order to work on and resolve labor-management administration and operational issues. The Association and District bargaining team meets on a monthly basis. The joint leadership teams are committed to supporting the Lakeridge leadership and staff in fully implementing the Plan terms. To that end, the parties agree to meet and expeditiously negotiate in good faith modifications and adjustments that are expected to occur during the term of the three year Plan.

8. Term of Agreement

This memorandum of understanding contains revisions to the Agreement which apply only to staff working at Lakeridge Elementary during the term of the Plan. All other terms and conditions of the Agreement shall continue in full force and effect, except as otherwise negotiated and agreed to by the parties. (Article IV, XV).

**(SIGNED COPIES ON FILE)**

For the District:

\_\_\_\_\_

\_\_\_\_\_  
Date

For the Association:

\_\_\_\_\_

\_\_\_\_\_  
Date

## SECTION C: BUDGET

A district must include a proposed budget that indicates the amount of *SIG* funds the district will expend each year in each Tier I, Tier II, and Tier III school it commits to serve. The proposed budget for Year 1 must also indicate the amount of *SIG* funds the district will expend for pre-implementation activities in spring and summer 2011 at the district level and in each identified school.

### Instructions:

#### 1. Summary of the Proposed Three-Year Budget

In the space below, provide proposed funding amounts and budget narrative indicating how the district will allocate *SIG* funds over a maximum three-year period, with **separate** budgets for each of the Tier I, Tier II, and Tier III schools the district commits to serve. The proposed budget should be consistent with the activities and timeline described in Question #4 of this application.

- Identify **each Tier I, Tier II, and Tier III school** the District commits to serve.
- Identify the **model** that the District will use in each Tier I and Tier II school.
- Include the **total for each year for the District** (for a maximum of 3 years through September 30, 2014). Include the total for pre-implementation activities in the budget for Year 1 for the District.
- Include the **total for each year for each Tier I, Tier II, and Tier III school** (for a maximum of 3 years through September 30, 2014). Description should include name of each school and the total proposed budget for that school for each year. Include the pre-implementation activities in the budget for Year 1 for the each school.
- Compute **totals for the District and each Tier I, Tier II, and Tier III school** for a maximum of 3 years (through September 30, 2014).
- Provide **budget narrative** to support proposed budget.

**NOTE:** Since Year 2 and Year 3 Action Plans are informed by implementation efforts and impacts from the previous year's plans, Districts should focus on developing their Year 1 Budget and describe Year 2 and Year 3 Budgets as "shadows" of Year 1. Districts should also consider "funding cliffs" and sustainability of changes and progress after grant sunsets as they develop budgets.

**Proposed Three-Year Budget will be entered into iGrant Form Package 520 Application Tab Page 4.**

#### Proposed Three-Year Budget – Narrative

The following describes how the district will allocate *SIG* funds over a maximum of a three-year period. This budget was developed with a school based Planning Team and district administration during a series of meetings over a month, totaling 29 hours of study and discussion. There is a strong commitment from the Lakeridge staff to support school transformation through expenditure of funds in the following ways.

#### Extended Day/Extended Year - Total \$280,353

- Longer School Day (Years 1,2,3) – Teachers want to extend the day by 30 minutes to ensure time in the daily schedule for 90+ minutes of reading, 75+ minutes of mathematics, and 30 minutes of writing plus the other curriculum areas, including science, social studies, health, and art. A walk-to-read model will continue and will allow for 1<sup>st</sup> – 3<sup>rd</sup> grade and 4<sup>th</sup> – 5<sup>th</sup> grade span groupings. Teachers also want to schedule two 30 minute blocks for reading and math intervention/enrichment. These times will be designed with support from LAP/Title I staff to allow for leveling of intervention. The Planning Team also considered other options including extending the day by 60 minutes and with whole staff feedback, later determined it was too exhausting for students and staff

and would be too costly. (\$174,060) Transportation costs for the extended day are based on additional driver time and 2 additional buses. (\$33,768)

- Longer School Year (Years 1,2,3) – The school year will be extended by 5 days. Considering that attendance is typically low at the beginning of the school year, it is recommended that the additional days be embedded in the year, probably added during school vacation times. Since the district calendar has not been established, specific dates are yet to be determined. A spring student led conference is also under consideration, adding an opportunity to connect individually with parents and establish a model for students' goal-setting.(\$72,525)

Transportation costs for the 5 additional days will be (\$

### **Reforming Instruction – Total \$259,614**

- Improving Math Achievement, contract – (Years 1,2) – Improving students' mathematical understanding and achievement is a major goal area for Lakeridge. Two different outside partners are being considered, Teachers Development Group from Oregon and Mathematics Education Project at U. of Washington. Both groups provide customized professional development that includes on-site training, classroom demonstrations, observations, and team teaching with Lakeridge teachers. Estimated cost for Year 1 (\$60,000) Year 2 would be developed based on continuing needs for training and support to the Math Instructional Coach as the internal leader. (\$60,000)
- New Teacher Training on Reading and Math Core Curricula – (Year 1,2,3) New teachers must be prepared to instruct using the Tier I Core Curricula. 2 days training on the reading/writing programs and 3 days training on the math programs for up to 6 new teachers. (\$11,760)
- Re-EDucation Training – (Year 1) Student discipline/management is a continuing challenge for Lakeridge staff. While results of the Positive Behavior and Intervention Support (PBIS) program implemented the last 2 years reduced discipline referrals, continued training is needed. Establishing a fundamental philosophy and refining the PBIS system is critical for all staff. Required Re-Ed training for all staff will occur before school begins. Trainer fees (\$5,000)
- Re-EDucation Training staff time (Year 1) – Required attendance for 5 days of training (\$79,800)
- Support for the PBIS Implementation – A 3 hour para-educator will be hired to support full implementation of Tier 2 and Tier 3 strategies for students, including daily check, connect, and expect (CC&E) programs, regular contact with parents, and implementation of additional incentives. (\$12,900)
- Evaluation of the Re-Ed/PBIS Model Implementation (Year 1,2,3) – Contract with an outside evaluator to provide feedback on implementation and effectiveness in the spring, 2012. (\$2500)
- .5 FTE School Counselor/Student Management Team Leader – (Year 1,2,3) – Student discipline/management will be coordinated by this person to ensure that administrators, teachers, parents, and community agencies are collaborating and supporting students in a coordinated and effective manner. This person will report bi-monthly to the principal on individual student plans and steps toward solutions. (\$45,000)
- Development of a Student Technology Plan (Year 1) – Few students at Lakeridge have home computers and there is no plan to ensure that students meet the State Technology standards. To ensure Lakeridge students have equal opportunity to use technology effectively, a teacher team will begin to develop a multi-year plan. This will blend into other SIP team work throughout the year under the leadership of the library/media specialist. (\$864)

- Support for the Technology Plan – (Year 1,2,3) – The current librarian position will be replaced with a Library/Technology Specialist under a new job description. This person will continue to be responsible for the operation of the library and will also be responsible for leading the implementation of the new Technology Plan. Given that this new plan will require time in the computer lab and teaching additional classes, a library assistant ( 4 hours per day) will be needed to support the clerical tasks in the library. (\$17,200)
- Student Assessment System – (Year 1,2,3) The current assessment system has gaps, especially in mathematics, the area of greatest academic concern. We are researching different systems. We need to be able to: Diagnose the level of performance of each student so instruction can be adapted; Measure growth in student achievement within the year and across years; Monitor progress in a common way. An estimated cost per student is \$15.50. (\$72,000)

Assessment System Professional Development Contract – (Year 1,2) A contract to provide 2 days of PD for Year 1 and Year 2 will ensure that teachers understand the system and use the data appropriately to monitor student progress and adjust their instruction. (\$7,400 each year)

### **Job Embedded Professional Development – Total \$296,240**

- Two Instructional Coaches (Years 1,2,3) – The staff recognizes the value of an effective Instructional Coach (IC), having worked with one over the past several years. With district budget reductions, the IC position is being eliminated. The Lakeridge staff wants to build on their Reading First model in the primary grades and extend those strategies to the intermediate grades. This, plus building a strong writing program based on the newly adopted district model, Writers’ Workshop, will be the focus of the Literacy Coach. It is clear that significant support is needed in math instruction when looking at student performance data, thus the desire for an IC with expertise in math instruction. (\$180,000 for 2 positions)
- Release time for Teachers to work with the outside math partner – (Year 1, 2) – Teachers will be released for 10 visits during the year to work with the outside math partner. Substitute costs for 20 teachers for 10 days. (\$32,000)
- Data Reviews - Release time for Teachers (Year 1,2,3) to participate in bi-monthly data meetings with the principal and to conduct peer observations using the district Vision of Instruction framework. This will require 2 half-day substitutes for each teacher per month for 9 months. (\$28,800)
- August start-up Training for all staff – (Year 1,2,3) This will be the official start of the school year during which time the principal and staff solidify their expectations for school operations, staff priorities, and student behavior and learning goals. Professional development from the outside math partner will be included as well. Attendance will be mandatory for certs and classified. (\$31,920)
- Mandatory training regarding a new Staff Evaluation System- (Year 1, 2) District and REA/WEA will provide training on the Cohort 1 SIG model(s) for staff evaluation and determine the system for Lakeridge certificated staff in 2012-13. (\$23,520)

### **Family/Community Engagement- Total \$113,720**

- Extended Learning Program (Year 1,2,3) – Most of the Lakeridge students lack opportunities for academic support and/or enrichment programs beyond the school day. The fall of 2011, a paid employee will explore

options for an after-school program (Mon – Thurs, 3:40 – 5:00) that offers help with academic skills and homework, as well as a variety of enrichment activities. The local Boys & Girls Club is interested in a joint venture. Estimated cost is based on a staff of 10 for a program from Jan. – May, 2012. (\$48,000 for Year 1)

- Extended Learning Program Transportation (Year 1,2,3) – Estimated at \$300/day. (\$25,000 for part year)
- Extended Learning Program Coordinator - (Year 1,2,3) – This person will begin in October (2 hr., 4 days/week) to design and staff the program. When the program opens in January, 2012, the person will be the on-site coordinator. (\$7,000)
- Monthly Parent-Teacher Workshops – (Year 1,2,3) Parents expressed a desire to help their children with academics in the parent/community meetings. They prioritized getting guidance in helping their children with math and reading at home. A monthly series of one hour parent workshops will be offered by teachers to support learning at home. 5 teachers will be paid to plan and present at each of the 8 workshops for parents. (\$6,720)
- 1.0 FTE Family Liaison for Wrap-around Support – (Year 1,2,3) The Family Liaison role will expand beyond crisis management to support development of services for families and students through work with community agencies, e.g. family counseling at Renton Area Youth Services, GED programs with Renton Technical College. (\$54,000)

#### **Outside Partners/Contractors – Total \$40,960**

- Pre-implementation Technical Assistance Contractor – Much of this grant must begin this spring. Considering a new principal needs to be hired and there will be some significant changes in staff, over-sight and continuity for spring activities is critical. The contractors already closely involved in the SIG will add a total of 18 days to support pre-implementation activities. (\$9,360)
- School-District Grant Liaison/Contractor – (Year 1,2,3) – In Year 1, this person will meet weekly with the LR principal and at least monthly with the Leadership Team to support and monitor implementation of the grant and troubleshoot specific concerns. The contractor will also communicate weekly with the Elementary Chief Academic Officer regarding grant implementation. Years 2 & 3 the contacts will be reduced to bi-monthly.(\$24,000)
- Data Package through CEE (Year 1,2,3) – One measure of change at Lakeridge will be student, staff, and family perceptions. Analysis of the MSP data will also help evaluate and guide the grant. (\$1,600)
- Classroom Observations/School Review through BERC– (Year 1,2,3) – Changes in instruction in the classroom are key to the increased growth in student learning. The BERC group will conduct a Classroom Observation Study as well as a complete School Review to measure growth each year. (\$6,000)
- 

#### **Other Implementation Costs – Total \$34,000**

- Principal Stipend (Year 1,2,3) – The new principal at LR has expanded work hours and responsibilities. Compensation is necessary. (\$10,000)
- Assistant Principal (Year 1,2,3) – The A.P. has expanded work hours and will need to support all aspects of this grant. The current A.P. position is less than a full contract. The position will increase to a full time A.P. with 22 additional work days. (\$9,000)

- Pre-implementation Staff Leadership – Members of the Lakeridge SIG Planning Team and/or Leadership Team need to work in the spring to meet grant commitments. (\$5,000)
- Transformation Leadership Training – The principal and some lead teachers will benefit from training related to the Transformation model and successful implementation. This may be available in- state and may require travel and conference registration fees, e.g. lateral capacity building with other SIG district/school leaders, attendance at the Education Trust conference. (\$10,000)

The district anticipates similar allocations in years 2 and 3 of the grant. Reductions will include:

- The professional development required of all staff (Re-Ed) will be reduced to only new staff.
- The professional development required for the new Assessment System will be reduced to only new staff in Year 3.
- There will not be any Pre-implementation TAC support.
- TAC contract from weekly support to twice monthly for Years 2 and 3.

Three year budget (tables to follow):

	Year 1	Year 2	Year 3
<b>Extended Day/Extended Year - Option 2</b>	\$246,585.00	\$246,585.00	\$246,585.00
Ext. Day Transportation	\$33,768.00	\$33,768.00	\$33,768.00
<b>Job Embedded Professional Development</b>			
Instructional Coaches (2)	\$180,000.00	\$180,000.00	\$180,000.00
Math PD Release time	\$32,000.00	\$32,000.00	0
Data Mtg/Observation Release Time	\$28,800.00	\$28,800.00	\$28,800.00
Additional PD for overview /setting expectations (2 days)	\$31,920.00	\$15,960.00	\$15,960.00
Additional PD re: cert. staff evaluation (2 days)	\$23,520.00	\$11,760.00	0
<b>Reforming Instruction</b>			
Improving Math Achievement Contract	\$60,000.00	\$30,000.00	0
PD in Read/Math for new teachers (5 days)	\$11,760.00	\$11,760.00	\$11,760.00
Re-Ed Training (trainers)	\$15,000.00	\$3,000.00	\$3,000.00
Re-Ed Training (5 days all staff)	\$79,800.00	\$10,000.00	\$10,000.00
Support schoolwide management prog. (PBIS) (3 hr. para)	\$12,900.00	\$12,900.00	\$12,900.00
Student Management Prog. - Outside Evaluator Contract	\$2,500.00	\$2,500.00	0
Counselor .5 FTE	\$45,000.00	\$45,000.00	0
Development of technology plan	\$864.00	0	0

Extra staffing (4 hr. para) to implement tech. plan	\$17,200.00	\$17,200.00	\$17,200.00
Student Assessment System (per student cost)	\$7,200.00	\$7,200.00	\$7,200.00
Assessment PD Contract (Yr. 1 & 2)	\$7,400.00	\$7,400.00	0
<b>Family/Community Engagement</b>			
Extended Learning Program	\$48,000.00	\$60,000.00	\$60,000.00
Extended Learning Program Transportation	\$25,000.00	\$37,500.00	\$37,500.00
Extended Learning Program Coord.	\$7,000.00	\$7,000.00	\$7,000.00
Monthly Parent-Teacher workshops	\$6,720.00	\$3,360.00	\$3,360.00
Wrap around support - 1.0 Family Liaison	\$54,000.00	\$54,000.00	\$54,000.00
<b>Outside Partners/Contractors</b>			
School-District Grant Liaison/ Contractor	\$24,000.00	\$12,000.00	\$12,000.00
CEE Data Package	\$1,600.00	\$1,600.00	\$1,600.00
BERC review - Spring 2012	\$6,000.00	0	0
Pre-implementation staff time (technical assistance)	\$9,360.00	0	0
<b>Other Instructional costs</b>			
Principal Stipend	\$10,000.00	\$10,000.00	\$10,000.00
Assistant Principal - full contract	\$9,000.00	\$9,000.00	\$9,000.00
Transformation Leadership Training	\$10,000.00	\$8,000.00	\$5,000.00
Pre-implementation staff time (team & principal)	\$5,000.00	\$1,620.00	\$1,620.00
<b>Indirects .0324</b>	\$34,081.00	\$29,157.00	\$24,891.00
<b>Total Cost of Expenditures</b>	\$1,085,978.00	\$929,070.00	\$793,144.00

### Proposed Three-Year Budget - Amounts

Building	Tier	Model	Year 1	Year 2	Year 3	Total
District: Renton	N/A	N/A	\$0	\$0	\$0	\$0
School: Lakeridge Elem.	1	Transformation	\$1,085,978	\$929,070	\$793,144	\$2,808,192
Totals	N/A	N/A	\$0	\$0	\$0	\$0

### Proposed Three-Year Budget - Narrative

Provide rationale to support the amounts included in the three-year budget. Refer to the activities and timeline described in Section B, Question #4. Narrative should specifically address required elements for the selected intervention model.

Note: Approval of proposed budgets for subsequent years (2012-13 and 2013-14) will be based on school and district performance on agreed-upon measures and availability of federal school improvement grant funds.

**Narrative will be entered into iGrant Form Package 520 Application Tab Page 4.**

#### 2. Individual Proposed District and School Budgets through June 30, 2012 (Year 1)

In the space below, provide **individual** proposed funding amounts and budget narrative indicating how the district will allocate *SIG* funds through June 30, 2012, with **separate** detailed budgets for the district and each of the Tier I, Tier II, and Tier III schools the district is committing to serve. Proposed budget should include expenditures to support pre-implementation activities identified in this application. All amounts should be consistent with the activities and timeline described in Question #4 of this application.

The proposed budget must provide sufficient funding through June 30, 2012 for the following actions:

- Conduct school and district activities during the pre-implementation period (spring and summer 2011) that will enable full and effective implementation of the selected intervention (i.e., turnaround, restart, closure, transformation) in each Tier I and Tier II school and improvement activities at each Tier III school identified in this application.
- Implement the selected school intervention model in each Tier I and Tier II school the district commits to serve.
- Conduct district-level activities designed to support implementation of the selected school intervention models in identified Tier I and Tier II schools.
- Support school improvement activities at the school or district level for each identified Tier III school.

As appropriate, include State-level technical assistance and other supportive services required or requested and agreed upon by OSPI and the district. Requests may support pre-implementation activities at the school or district level, implementation of intervention models in Tier I and Tier II schools and improvement activities in Tier III schools, or associated district-level activities. Districts may also contact OSPI/DSIA regarding the use of external providers.

**Proposed District and School Year One Budgets are NOT entered into iGrant Form Package 520 at this time. Enter all proposed amounts in the tables below. Year One Totals must match Year One Totals entered in the Proposed Three-Year Budget.**

**Individual Proposed District and School Budgets through June 30, 2012 (Year 1)**

**District: Renton School District**

	<b>Object 0</b>	<b>Object 2</b>	<b>Object 3</b>	<b>Object 4</b>	<b>Object 5</b>	<b>Object 7</b>	<b>Object 8</b>	<b>Object 9</b>	<b>Total</b>
<b>Total for Activity 21</b>	\$92,849	\$522,572.76	\$93,330	\$169,366.24	\$0	110,500	\$0	\$0	988,618
<b>Total for Activity 23</b>	\$0	\$15,960		\$3,040	\$0	\$0	\$0	\$0	\$19,000
<b>Total for Activity 24</b>	\$0	\$37,800	\$0	\$7,200	\$0	\$0	\$0	\$0	\$45,000
<b>Total for Activity 21</b>	\$0	\$0	\$0	\$0	\$0	\$33,360	\$0		\$33,360
<b>Grand Total</b>									\$1,085,978

**Building Name: Lakeridge Elementary**

**Intervention Model (if Tier I or Tier II): Transformation**

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

**DISTRICT: Renton School District**

**DATE: 3/16/11**

**Notes:** Renton has applied to implement the federal Transformation model. The sections below represent each of the federal required elements and are annotated based on federal rules and guidelines. The section “Academic Performance Audit” addresses Washington requirements in RCW 28A.657.040. See Appendix A for an external assessment of the district’s ability to implement the Transformation model.

Lakeridge Elementary currently has 30 teachers and 468 students. Lakeridge is a Title I school with 77.4% free or reduced lunch eligible students.

ACADEMIC PERFORMANCE AUDIT		
Audit Findings are addressed in the Required Action Plan/Application		
Required Element	Completion Status/Reviewer Comments	District Response
<p>The proposed Required Action Plan/Application addresses the findings from the external Academic Performance Audit and the Audit findings were made available to the local school district, its staff, the community (RCW 28A.657.040)</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE &amp; SI staff</i>)</p> <p>➤ <input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> <li>○ List the part(s) of the required element that the LEA is missing or has not adequately described.</li> <li>○ Identify any language that is unclear or needs to be discussed.</li> </ul> <p><input type="checkbox"/> Absent/does not address requirements</p>	
Evidence from Application		
<p>There are five explicit recommendations in the Lakeridge Elementary School Academic Performance Audit for Required Action Districts which include: increase the academic focus; ongoing professional development in effective classroom practice; training to use student data to inform and differentiate instruction; and fully implement PBS (PBIS – Positive Behavioral Interventions and Supports). The Federal application and planning template are organized around the required elements of the federal models, thus additional comments, clarifications or questions are noted below in the required elements sections of the Transformation model. The district application and planning template address each of the recommendations.</p>		
Collaboration with Key Stakeholder Groups		
<p>The Required Action Plan was developed in collaboration with administrators, teachers, and other staff, parents, unions representing</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE &amp; SI staff</i>)</p>	

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

<p>any employees within the district, students, and other representatives of the local community.</p> <p>The school board conducted a public meeting to allow for comment on the proposed required action plan. (RCW 28A.657.050)</p>	<ul style="list-style-type: none"> <li>○ Submit evidence, such as an agenda or meeting notice that the school board conducted a public meeting to verify this requirement has been met, include a statement within the MOU that speaks to all required elements and provide a signed copy of the MOU. See below. Met 3/18/11</li> <li>➤ <input type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box.             <ul style="list-style-type: none"> <li>○ List the part(s) of the required element that the LEA is missing or has not adequately described.</li> <li>○ Identify any language that is unclear or needs to be discussed.</li> </ul> </li> <li><input type="checkbox"/> Absent/does not address requirements</li> </ul>	
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Evidence from Application

The MOU presented with the application adequately addresses all but three issues: please submit an agenda, minutes or a signed statement that the Board has approved the plan and it has been presented for input and discussion to the public.

The District and association jointly selected a planning and design team to lead the and organize the effort for creating and drafting an initial program plan, hosting 7 team meetings and 7 staff meetings. In addition there were two family and community stakeholder meetings to present information and to gather ideas and input. The Board president and Superintendent attended all of these meetings. Evidence throughout the application supports satisfactory compliance with these requirements as well.

On 3/18/11, the district submitted board meeting minutes and agendas to demonstrate it has met the requirement of holding a public meeting to obtain comments from the public on the district’s proposed required action plan. This requirement has been met.

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

TEACHERS AND LEADERS		
Replace Principal		
Required Element	Completion Status/Reviewer Comments	District Response
<p>Replace Principal</p>	<p><input checked="" type="checkbox"/> Meets Requirements <i>(To be completed by SE &amp; SI staff)</i></p> <ul style="list-style-type: none"> <li>➤ <input type="checkbox"/> Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box.               <ul style="list-style-type: none"> <li>○ Identify any language that is unclear or needs to be discussed.</li> </ul> </li> <li><input type="checkbox"/> Absent/does not address requirements</li> </ul>	
Evidence from Application		
<p>The current principal has been notified of replacement as part of the Transformation model requirements, the job has been posted and applications will be screened based on competencies required for turnaround leadership, and a selection committee of staff, parents and central office administrators will make final recommendations to the Superintendent for further consideration. The district plans to have a principal identified by April 12, 2011 so that the principal can play an integral role in the pre-implementation period, selection of staff and further development of a turnaround plan.</p>		
Incentives to Recruit, Place & Retain Effective Teachers		
<p>Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.</p>	<p><input checked="" type="checkbox"/> Meets Requirements <i>(To be completed by SE &amp; SI staff)</i></p> <ul style="list-style-type: none"> <li>○ During our face to face meeting on March 16<sup>th</sup>, the district team indicated they would reconvene the District and Association team to revisit the MOU language by March 23<sup>rd</sup> to ensure it reflects the understanding of the District and Association’s commitment to implement and negotiate all of the relevant required elements of the Transformation Model. The district will resubmit a revised MOU reflecting this agreement by March 24<sup>th</sup> even though they have until March 30<sup>th</sup>.</li> </ul>	

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

	<input type="checkbox"/> Insufficient information ( <i>e.g.</i> , merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box. <ul style="list-style-type: none"> <li>o List the part(s) of the required element that the LEA is missing or has not adequately described.</li> <li>o Identify any language that is unclear or needs to be discussed.</li> </ul> <input type="checkbox"/> Absent/does not address requirements	
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**Evidence from Application**

Renton School District currently has policies and practices that stipulate a school is not required to accept a teacher without mutual consent of the teacher and principal regardless of the teacher’s seniority. As openings occur, there is no barrier in seeking candidates possessing competencies essential to turnaround work. Teachers had an option of leaving the school and other staff members were on one year or non-continuing contracts. The school will have the opportunity to select 5-7 new teachers for the 2011-12 school year.

The second requirement is a statement within the MOU that attests to the understanding and agreement of the District and the Association that all required elements must be implemented fully and effectively over the three years of the grant. The third requirement is to provide a copy of the signed agreement.

**TRANSFORMATION MODEL—New Evaluation System with Student Growth Significant Factor**

<p>Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor. (Transformation)</p>	<input checked="" type="checkbox"/> Meets Requirements ( <i>To be completed by SE &amp; SI staff</i> )  <input type="checkbox"/> Insufficient information ( <i>e.g.</i> , merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box. <ul style="list-style-type: none"> <li>o Identify any language that is unclear or needs to be discussed.</li> </ul> <input type="checkbox"/> Absent/does not address requirements	
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**Evidence from Application**

The MOU reflects the District and Association’s understanding and commitment to implement new principal and teacher evaluation system that incorporates staff incentives and

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

takes into account student growth as a significant factor. A joint steering committee will be established and tasked to develop this system for the 2011-12 school year with implementation for the 2012-2013 school year.

The U.S. Department of Education Guidance Fiscal Year 2010 School Improvement Grant (November 1, 2010, speaks to which of the Transformation tasks must be completed the first year and which may be implemented in later years in E-16 which is provided below. At a minimum, the evaluation system must be developed in Year 1 of the SIG even though implementation may be delayed until the 2012-13 school year.

**E-16. In implementing the transformation model in an eligible school, may an LEA gather data during the first year of SIG funding on student growth, multiple observation based assessments of performance, and ongoing collections of professional practice reflective of student achievement, and then remove staff members who have not improved their professional practice at the end of that first year?**

Yes. Although we expect an LEA that receives FY 2010 SIG funds and/or FY 2009 carryover SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model fully at the start of the 2011–2012 school year, we recognize that certain components of the model may need to be implemented later in that process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

**Reward Effective School Staff/Remove Ineffective Staff**

Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.

- Meets Requirements (*To be completed by SE & SI staff*)
- Insufficient information (*e.g., merely repeats regulation language; does not address all parts of the requirement*) make notes in the “Evidence from Application” box.
  - o List the part(s) of the required element that the LEA is missing or has not adequately described.
  - o Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

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**Evidence from Application**

See E-16 above. It is recognized that this element will be implemented after the 2011-12 school year.

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

INSTRUCTIONAL SUPPORT STRATEGIES		
Select and Implement Research-Based, Standards-Aligned Instructional Program		
Required Element	Completion Status/Review Comments	District Response
<p>Use data to select and implement research-based instructional program, vertically-aligned to each grade and state standards.</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE &amp; SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> <li>○ List the part(s) of the required element that the LEA is missing or has not adequately described.</li> <li>○ Identify any language that is unclear or needs to be discussed.</li> </ul> <p><input type="checkbox"/> Absent/does not address requirements</p>	
Evidence from Application		
<p>The district has standards-based curriculum and pacing guides in place; the school and district will monitor for implementation with fidelity. The district will continue work with the Teachscape lesson study cycle as a tool to implement the Renton vision of Instruction which is comprised of research-based practices designed to challenge and engage students at a rigorous level. The use of Teachscape walkthrough tools also allows the gathering of data on implementation of research-based practices in instructional practice and student engagement; it is effective use of the data that changes practice in classrooms.</p> <p>As participants in the Summit Improvement Initiative, teachers are accustomed to open classroom, collaborative lesson planned and examination of student work that will continue in their pursuit of turning around Lakeridge Elementary School.</p> <p>The school will continue to seek out more creative approaches to provide interventions and enrichment for students’ reaching and exceeding state standards.</p>		
Provide Job-Embedded Professional Development		
<p>Provide ongoing, job-embedded professional development aligned with school’s comprehensive instructional program and designed with school staff.</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE &amp; SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <p><input type="checkbox"/> Absent/does not address requirements</p>	

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

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**Evidence from Application**

All staff will be expected to participate and implement all professional development as is appropriate. The plan proposes providing as much of the training as possible on site. Staff new to the building will have targeted reading and math training that will be supported by onsite literacy and math coaches. A University of Washington program providing laboratory math experience for teachers will augment mathematics instructional training. The Audit indicated ELL and Special education teachers do not feel well integrated into PLCs. There are indications that the time from referral to identification and service of special education students is unacceptably long. The plans for professional development are thorough and comprehensive.

**Continuous Instructional Use of Student Data**

Ensure continuous use of data (e.g., formative, interim and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.

- Meets Requirements (*To be completed by SE & SI staff*)
- Insufficient information (*e.g., merely repeats regulation language; does not address all parts of the requirement*) make notes in the “Evidence from Application” box.
  - List the part(s) of the required element that the LEA is missing or has not adequately described.
  - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

**Evidence from Application**

The district currently used DIBELs and the state Math Benchmark Assessment with data analysis through Data Director. One of the specific recommendations in the Academic Audit is “use of data.” Renton is fortunate to have significant data available, but isolating actionable data that changes instruction for individual students is essential; the onsite mathematics coaches and UW Math Labs will both improve instruction and use of data to inform instruction. Further use of Data Director can accelerate the customization of lessons and intervention for students as well.

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

**LEARNING TIME AND SUPPORT**

**Increased Learning Time**

Required Element	Completion Status/Review Comments	District Response
<p>Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE &amp; SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <p><input type="checkbox"/> Absent/does not address requirements</p>	

**Evidence from Application**

Based on a research analysis of extended instructional time, the Lakeridge plan proposes five additional instructional days, plus an additional thirty minutes per day for every student. In addition, the planning template speaks directly to the Audit recommendation to use existing time more effectively. This is an essential step to make as the staff increases time for all students. Staff have committed to working on this during the pre-implementation period. In addition, there will be an after school program specifically targeting students in tiers 2 and 3. This opportunity will offer an additional hour and twenty minutes to the day. The provider for this service has not been identified yet; frequent monitoring of effectiveness will be essential by the school and district administrators.

**Social-Emotional Supports for Students**

<p>Provide appropriate social-emotional and community-oriented services and support for students.</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE &amp; SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> <li>o List the part(s) of the required element that the LEA is missing or has not adequately described.</li> <li>o Identify any language that is unclear or needs to be discussed.</li> </ul> <p><input type="checkbox"/> Absent/does not address requirements</p>	
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**OSPI School Improvement Grants  
LEA Application Feedback/Response**

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**Evidence from Application**

The availability of the family liaison’s and the counselor’s time will be increased. With poverty levels at about 80% many basic needs are not currently being met. Under consideration is an expansion of the Renton Boys and Girls Club to provide after school services at Lakeridge. The PBIS system in place and being renewed with stronger fidelity next year contributes to an emotionally and physically safe environment for all students.

**Family and Community Engagement**

Provide ongoing mechanisms for family and community engagement.

- Meets Requirements (*To be completed by SE & SI staff*)
- Insufficient information (*e.g., merely repeats regulation language; does not address all parts of the requirement*) make notes in the “Evidence from Application” box.
  - List the part(s) of the required element that the LEA is missing or has not adequately described.
  - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

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**Evidence from Application**

The family liaison will serve as a resource and broker for family services. The Academic Audit speaks to the communication efforts through monthly newsletter, phone messenger systems, letters, progress reports, parent-teacher conferences. Communication is delivered in Spanish and many staff members speak Spanish. Administrative outreach to Somali students has included home visits. While 87% of the parents are positive about communication, this remains a critical goal to reach all families and students.

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

<b>GOVERNANCE</b>		
<b>Operational Flexibility</b>		
Required Element	Completion Status/Review Comments	District Response
<p>Grant sufficient operational flexibility (e.g., staffing, calendar, and budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE &amp; SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <p style="margin-left: 20px;">o Clarify the operational flexibility the school and principal will have to implement the model: Met: 3/18/11</p> <p><input type="checkbox"/> Absent/does not address requirements</p>	<p>When the district amends the application to address the questions addressed under the Evidence from Application, this section will move from “Insufficient” to “Meets Requirements” subject to OSPI approval. <b>Amendments to the application are due no later than March 18th, 2011</b></p>
Evidence from Application		
<p>The District is working with the Washington Leadership Academy to realign district level resources to most effectively support school efforts. Operating flexibility is a requirement of the grant; many ideas have already been put in place without the new principal’s input or leadership. How will the district ensure the principal and school have the autonomy and operating flexibility to vary from the plan, to use staffing in a different way, to change the extended learning plans if evidence does not substantiates their effectiveness? What process will the district require of a principal to operationalize flexibility, or as some MERIT principals have asked, “What hoops will I have to go through to be creative or innovative?” For instance, will the principal and staff have the freedom to alter the district-wide use of PLC or late start Friday? Might the principal choose to restructure the role of support personnel or the assistance principal’s role?</p> <p><b>On 3/18/11, the Renton SD re-submitted an amended application highlighting the role of principal on B5 of the Transformation Template. After further review, OSPI has determined the district sufficiently addressed the issue operational flexibility. This section has been changed from “Insufficient” to “Meets Requirements,” accordingly.</b></p>		

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

BUDGET		
Sufficient in Scope		
Required Element	Completion Status/Review Comments	District Response
<p>Budget request is sufficient in scope to implement the selected intervention model fully and effectively in each Tier I, II or III school (Budget requests align with Section C; budget narrative supports proposed budget)</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE &amp; SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> <li>o The district needs to address and justify the budget requests and question provided below.</li> </ul> <p>Met: 3/18/11</p> <p><input type="checkbox"/> Absent/does not address requirements</p>	
Evidence from Application		
<p>Page 4 of iGrant form package</p> <p><b>Add to budget:</b> Annual School Classroom Practices Study and the Annual Classroom Observation Study (approximately \$8,000 per year), Advanced Achievement Gap Analysis (approximately \$1300 per year), CEE Data Package (approximately \$600/year).</p>		

**OSPI School Improvement Grants  
LEA Application Feedback/Response**

<b>OTHER</b>		
Required Element	Completion Status/Review Comments	District Response
None	<input type="checkbox"/> Meets Requirements ( <i>To be completed by SE &amp; SI staff</i> )  <input type="checkbox"/> Insufficient information ( <i>e.g., merely repeats regulation language; does not address all parts of the requirement</i> ) make notes in the “Evidence from Application” box. <ul style="list-style-type: none"> <li>○ List the part(s) of the required element that the LEA is missing or has not adequately described.</li> <li>○ Identify any language that is unclear or needs to be discussed.</li> </ul> <input type="checkbox"/> Absent/does not address requirements	
<b>Evidence from Application</b>		

## WASHINGTON TRANSFORMATION/TURNAROUND PLANNING TEMPLATE

This template has multiple functions. It is intended as a link between a school's plan and the *Washington Transformation/Turnaround Toolkit*, adapted from the Center for Innovation and Improvement's *Transformation Toolkit*. Districts can also use this format to schedule activities by using selected columns relating to pre-implementation activities and/or Year 1, Year 2, or Year 3 activities. In addition, the template provides an expanding text box at the end of each element to detail proposed actions related to that element. District/school planners should use this template in conjunction with both Washington State's *Toolkit* and required elements for the selected model (i.e., Transformation or Turnaround). Note: Because efforts and outcomes from Year 1 will impact subsequent years, we suggest teams briefly describe activities for Year 2 and Year 3. Teams will use this same template when they create their plans for Year 2 and Year 3.

### TEACHERS AND LEADERS

#### Replace the Principal

Strand C:	Selecting a Principal and Recruiting Teachers	Pre-implementation	1st 90-Day Plan	2nd 90-Day Plan	3rd 90-Day Plan	4th 90-Day Plan	Year 2 & 3
		March-July for Cohort 2	August-October	November-January	February-April	May-July	August 2012-July 2014
C1	Determine whether existing principal in position for two years or less has the necessary competencies to be a transformation leader	X					
<b>If replacing principal then:</b>		Pre-implementation	1st 90-Day Plan	2nd 90-Day Plan	3rd 90-Day Plan	4th 90-Day Plan	Year 2 & 3
C2	Advertise for candidates in local newspapers, publications such as Education Week, regional education newsletters or web sites; alternatively, engage a search firm	X					
C3	Screen candidates	X					
C4	Prepare to interview candidates	X					
C5	Interview candidates	X					
C6	Select and hire principal	X					
C7	Establish a pipeline of potential turnaround leaders						
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
C1: The current principal was notified that, under the requirement for the Transformation Model, she will be replaced as part of the process.				January, 2011		<b>Elementary Chief Academic Officer (CAO)</b> Asst Supt for Learning and Teaching Asst Supt for Human Resources	
C2: Job description based on the requirements for a Transformation principal was posted in a variety sources.				February 18-March 25, 2011		<b>Asst Supt for Human Resources</b> Elementary Chief Academic Officer (CAO)	

<p>C3-6: Candidates will be screened against the job requirements established in the job description, using elements from the preliminary SIG plan to focus the screening, interviews, and selection on the Transformation model designed at Lakeridge. Equal consideration will be given to in-district and out-of-district candidates. Criteria include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff;</li> <li>• demonstrating commitment to closing the achievement gap;</li> <li>• providing for school safety;</li> <li>• leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements;</li> <li>• assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals;</li> <li>• monitoring, assisting, and evaluating effective instruction and assessment practices;</li> <li>• managing both staff and fiscal resources to support student achievement and legal responsibilities;</li> <li>• partnering with the school community to promote student learning.</li> </ul> <p>A selection committee comprised of Lakeridge staff and a parent representative, and central office administrators will screen and interview candidates, making final recommendations to the Superintendent for further consideration.</p> <p>The Superintendent will present a finalist to the Board of Directors for selection and approval.</p>	<p>March 28-April 13, 2011</p>	<p>Asst Supt for Learning and Teaching</p> <p><b>Asst Supt for Human Resources Elementary CAO</b>  Lakeridge staff committee  Parent representative  Asst Supt for Learning and Teaching  Superintendent  Board of Directors</p>
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<b>Turnaround/Transformation Leadership and Competencies</b>							
<b>Strand G:</b>	<b>Leading Change (Especially for Principals)</b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
G1	Become a change leader	X	X	X	X	X	X
G2	Communicate the message of change	X	X	X	X	X	X
G3	Collect and act on data	X	X	X	X	X	X
G4	Seek quick wins	X	X	X	X	X	X
G5	Provide optimum conditions for school turnaround transformation team	X	X	X	X	X	X
G6	Persist and persevere, but discontinue failing strategies	X	X	X	X	X	X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<p>G1-G6: These are the principal attributes necessary for school transformation. The principal position for Lakeridge was posted on February 18 and will close on March 25. As indicated above, a team of school and central office staff will screen, interview, and recommend candidates to the superintendent who then will complete the selection process by recommending a finalist to the Board of Directors. The criteria established in strand G will serve as criteria, among others, the team will use to select recommended candidates. Criteria G3-G6 will be considered in the district's development of the principal evaluation system that will be based significantly on student performance. While criteria G1-G6 are immediate "look for's" in potential principal candidates, and in the performance of the principal in the first stages of the grant, it is anticipated that the more formal evaluation system could include similar criteria as measure of principal performance.</p>				<p>March, 2011-April, 2011</p> <p>April, 2011-June, 2012</p>		<p><b>Elementary CAO</b> Superintendent Asst Supt HR Asst Supt Learning/Teaching Renton Principal Association OSPPI</p>	
<b>Use locally adopted competencies to measure effectiveness of staff who can work in turnaround environment; use to screen existing staff and select new staff (REQUIRED FOR TURNAROUND MODEL; PERMISSABLE FOR TRANSFORMATION )</b>							
<b>Strand C</b>	<b>Selecting a principal and Recruiting Teachers</b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
C1&2	Identify research based competencies	X					X
C8	Recruit teachers to support the transformation	X					X
C3	Screen candidates	X					X
C5	Interview Candidates	X					X
C6	Select and hire teachers	X	X				X
C7	Establish a pipeline of potential turnaround transformation teachers		X				X

<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<p>C1-7: As a result of the staff requirements in the transformation plan and because several current Lakeridge staff members are on non-continuing contracts (“leave replacement” status), it is anticipated that Lakeridge will have 5-7 openings for staff new to Lakeridge. Because of the specific requirements teachers have at Lakeridge over other elementary schools in Renton (e.g. extended day and year, required staff development), in addition to existing Renton SD processes for hiring (or transferring ) teachers, staff considering placement at Lakeridge will be screened and interviewed, potentially using materials from the “School Turnaround Teachers: Competencies for Success” and “...Selection Toolkit” in addition to established district hiring protocols.</p> <p>It is anticipated that openings will occur throughout the life of the RAD/SIG program (and beyond), so processes developed early on can be further refined as subsequent openings occur.</p>				<p>April, 2011-June, 2011 (immediate openings)</p> <p>June, 2011-on going (long range)</p>		<p><b>Principal Elementary CAO Asst Supt Human Resources</b></p>	
<b>Screen all existing staff, rehiring no more than 50%</b>							
<b>Details:</b> <b>N/A: Lakeridge will use the transformation model.</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<b>Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.</b>							
<b>Strand:</b>	<b>Evaluating, Rewarding, and Removing Staff</b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
C8	Recruit teachers to support the transformation	X				X	X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<p>C8: Once teachers have expressed interest in teaching at Lakeridge, the process described above will be used to screen and interview potential candidates. More specific details regarding rewarding and removing staff will be included in the teacher evaluation system to be developed and implemented through joint agreement of the Renton School District and Renton Education Association. Note that should the replacement principal not be hired until later spring, the elementary CAO and Asst Supt for Human Resources will guide the screening process.</p>				<p>April, 2011-June, 2011 (immediate recruitment of teachers to fill openings)</p>		<p><b>Principal Elementary CAO Asst Supt Human Resources</b></p>	

<b>Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.</b>							
<b>Strand H:</b>	<b>Evaluating, Rewarding, and Removing Staff</b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
H1	Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff	X	X	X	X	X	X
H2	Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools						X
H3	Include evaluation of student outcomes in teacher evaluation <b>(Including student growth in teacher evaluation is a required element in the Transformation Model.)</b>						X
H4	Make the evaluation process transparent	X	X	X	X	X	X
H5	Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures	X					X
H6	Document the evaluation process	X	X	X	X	X	X
H7	Provide timely, clear, constructive feedback to teachers	X	X	X	X	X	X
H8	Link the evaluation process with the district's collective and individualized professional development programs						X
H9	Assess the evaluation process periodically to gauge its quality and utility	X		X			X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
H1-H9: An evaluation system based significantly on student performance, developed and implemented jointly by the Renton School District and Renton Education Association, will be developed during the 2011-2012 school year and implemented during the 2012-2013 school year. The criteria listed above (H1-H9) will guide that work as well. Until such time as the new evaluation system is developed and implemented, the current evaluation system used in Renton will be used to evaluate staff, following established protocols and timelines. The District and Renton Education Association agree that Step H7 is a crucial step both for the established evaluation system and for the newly created system.				May, 2011-June, 2012 (development) June, 2012-on going (implementation)		Asst Supt HR Renton Education Association Asst Supt Learning and Teaching Elementary CAO Superintendent Board of Directors	

<b>Strand H:</b>	<b>Evaluating, Rewarding, and Removing Staff</b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
H10	Create a system for making awards that is transparent and fair					X	X
H11	Work with teachers and teachers' union at each stage of development and implementation	X	X	X	X	X	X
H12	Implement a communication plan for building stakeholder support	X					
H13	Secure sufficient funding for long-term program sustainability					X	X
H15	Use non-monetary incentives for performance					X	X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<p>H10, H13, H15: These criteria will be addressed once the work of the grant is underway and more deeply understood by school staff, central office administrators, and association leadership, with development set to begin during spring, 2012.</p> <p>H11: Throughout the development of the plan, and expected throughout the life of the grant, Renton Education Association leadership and council will work cooperatively with school and district staff to ensure that the best plan possible for students is implemented at Lakeridge. This process started with initial notification and has continued through the design phase. It is anticipated that such collaboration and coordination will continue through span of the grant (and beyond).</p> <p>H12: While school and district staff have been very busy preparing the specific content of the transformation model at Lakeridge, the team has communicated with stakeholders to provide information to them and to elicit input from the families. A more coordinated effort will be designed during the pre-implementation phase. On-going parent, staff, and student perceptual surveys will be conducted yearly through the Center for Educational Excellence. A recommendation from the BERC audit report states that, "Lakeridge has a set of active parents...and then a set of parents who are less visible... We recommend that staff (learn) more about what the parents and community need from the school in order to participate..." (p. 30) On-going, clear communication is critical to developing relationships with every family in the school community.</p>				<p>March, 2012-on going</p> <p>January, 2011-on going</p> <p>April, 2011-on going</p>		<p><b>Asst Supt Human Resources</b>  <b>Renton Education Association</b>  <b>Elementary CAO</b>  <b>Asst Supt Learning and Teaching</b>  <b>Principal</b>  Staff</p> <p><b>Principal</b>  <b>School Leadership Team</b>  Elementary CAO  Director Assessment  School staff  Lakeridge Families</p>	

Identify and reward school leaders and teachers who have increased student achievement and graduation rates; identify and remove those who, after ample opportunities to improve professional practice, have not done so.							
H16	Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems)	X	X	X			X
H17	Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning	X	X				X
H18	Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals	X	X				X
H19	Negotiate expedited processes for performance-based dismissals in transformation schools	X	X	X			X
H20	Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals	X	X				X
H21	Make teams available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers	X	X	X	X	X	X
H22	Facilitate swift exits to minimize further damage caused by underperforming employees	X	X	X			X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<p>H16-H22: The BERC Performance Audit report notes that Renton currently has in place policies and practices that “ensure (that) the school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher’s seniority.” (p.33) Transferring teachers into or out of schools can occur, then, under special circumstances (such as the situation at Lakeridge) without using seniority as the deciding factor.</p> <p>Section 10.3 of the current contract further defines circumstances and procedures for “district initiated transfers.” Clause 10.3.1 states that “the ultimate assignment of employees is the responsibility of the Superintendent or designee. Although every effort will be made to seek and to grant employee-initiated transfers, circumstances may necessitate a change in assignment. Such circumstances include changes in student enrollment and program elimination or reduction. The District shall make such transfers and changes in the spring whenever possible. However, final assignments are subject to the timing of the circumstances which precipitated the change.” The Renton Asst Supt for Human Resources and Renton Education Association leadership agree that the dramatic change in program at Lakeridge meet this standard for district-initiated change of assignment. Clause 10.3.3 further elaborates on such changes of assignment: “...Although there may be circumstances unique to a specific situation (<i>such as the</i></p>				Current—June, 2012		<b>Asst Supt Human Resources</b> <b>Renton Education Association</b> Superintendent Board of Directors	

<p><i>changes in program at Lakeridge</i>), District initiated transfers and changes in assignment will be made..."</p> <p>It is further anticipated that during the design phase of the revised principal and teacher evaluation system, specific issues related to H16-H22 will be addressed. Until such time, however, there is sufficient contract language and established practice to address situations noted in H16-H22.</p> <p>Attached to question #8 is Memorandum of Agreement #2 wherein interim practices are established (especially clauses 6-8) that address H16-H22.</p>		
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INSTRUCTIONAL SUPPORT AND STRATEGIES							
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.							
Strand K:	Reforming Instruction	Pre-implementation	1st 90-Day Plan	2nd 90-Day Plan	3rd 90-Day Plan	4th 90-Day Plan	Year 2 & 3
K1	Establish a team structure among teachers with specific duties and time for instructional planning	X	X				
K2	Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction	X	X				
K4	Ensure that teachers align instruction with standards and benchmarks		X	X	X	X	X
K8	Prepare standards-aligned lessons and differentiated activities		X	X	X	X	X
K9	Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework		X	X	X	X	X
K11	Employ effective classroom management		X	X	X	X	X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<p>K1: With additional time established in the daily schedule, staff will have increased opportunities for common planning time as well as time for uninterrupted blocks for reading and math instruction. Late start Fridays also provide directed time for staff to collaborate around lesson study cycle, using instructional strategies identified in the district Vision of Instruction.</p> <p>K2: Pre-implementation activities include orienting the principal to the specific needs of Lakeridge through collected data, observations, and specific conversations with staff, students, and parents. Staff not wanting to continue at Lakeridge will have moved on, giving the principal the opportunity to select staff better suited to the local conditions.</p> <p>Throughout the planning process, teachers involved have expressed a desire to actively lead and support the work. The planning team chose goals, from among a set of goal structures that were the most ambitious of the set. Staff are eager to move themselves, and their students, forward as rapidly as possible by engaging in required professional development ("It's what we do at Lakeridge...") that focuses directly on improving student achievement.</p> <p>While this will continue through the next three years (and beyond!), the pre-implementation</p>				<p>April, 2011-December, 2011 (and continuing beyond)</p> <p>May, 2011-December, 2011 (and beyond)</p>		<p><b>Principal</b> Elementary CAO School Leadership Team Staff</p> <p><b>Elementary CAO</b> <b>Principal</b> Staff</p>	

<p>period and first 60 days of year one will establish a clear direction for further action.</p> <p>K4: The district has long-established pacing guides. In math, the pacing guides are linked to state benchmark assessments. While the implementation of benchmark assessments has been complicated by technology and alignment errors, staff across the district remain eager for results that will help guide their instruction. Benchmark assessments will be one interim assessment staff will use at Lakeridge.</p> <p>The content-focused professional development that is part of the Lakeridge plan also takes direct steps toward insuring teachers implement the standards-based curriculum with fidelity, coupled with interim assessments such as the earlier mentioned benchmarks and SMI, SRI, DIBELS, or MAP. A pre-implementation decision must be to select and schedule interim assessments in math and reading. And, it will be an integral part of the instructional program that teachers use results from these assessments to guide instruction.</p> <p>K8/K9: Lesson study cycle as a tool to implement the district Vision of Instruction will be the primary strategy to monitor, reflect on, and adjust lessons so that students receive appropriately varied instruction. Lesson study is conducted through professional learning communities that meet during late-start Fridays and, with the flexibility for scheduling common planning periods for staff, there is additional time for teachers to reflect on their lessons and adjust their instruction to better match student learning needs.</p> <p>K11: The plan establishes on-going and embedded training using PBIS as the basis for classroom management. PBIS and SWIS data collection already are established throughout Renton schools. The RAD/SIG process deepens PBIS/SWIS at Lakeridge with further staff development.</p> <p>Additionally, the Washington RE-Education Association will provide mandatory training for all teachers and selected classified staff in Re-Ed, providing staff with strategies to strengthen classroom and student behavior management.</p> <p>A team including the Asst Principal, counselor, family liaison, and behavior intervention specialist will serve to guide and support staff in the day-to-day management of student behavior.</p>	<p>April, 2011-June, 2011 (planning)</p> <p>September, 2011- on going (implementation, monitoring, and adjustment of assessments)</p>	
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<b>Strand K:</b>	<b>Reforming Instruction</b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
K5	Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum/instructional adjustments	X	X	X	X	X	X
K6	Differentiate and align learning activities		X	X	X	X	X
K7	Assess student learning frequently using standards-based classroom assessments	X	X	X	X	X	X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<p>K5-K7: In addition to using the state-initiated benchmark interim assessment, Lakeridge will review and adopt further interim assessments, choosing from among SRI, SMI, and MAP to provide a range of data that teachers will use to guide instruction. Adopting additional interim assessments will enable staff to refine teaching strategies—and improve student learning.</p> <p>The Summit District Improvement Grant has provided opportunities for teachers to learn and practice such instructional strategies as Marzano’s High Yield Strategies and BERC Powerful Teaching and Learning STAR Protocol. As a means to develop these instructional strategies, staff have used Teachscape’s model of Lesson Study Cycle. Teachers are accustomed, then, to collaboratively developing lessons, teaching the lessons, and then reviewing the outcomes of those lessons—student work—to adjust further lessons based on student performance. The long-established late-start Fridays provides staff time to institute collaborative planning and lesson study cycle. Finally, through Teachscape training and introduction of the STAR observation protocol, staff are growing increasingly at ease with opening their classrooms for colleagues to observe and discuss specific instructional practices, especially those that contribute to improved student learning.</p> <p>Additionally, the extended school day will allow more common planning time for staff to use to align learning activities across a grade level. The reading and math instructional coaches will further help staff align curriculum and activities vertically across all grade levels.</p>				Current-June, 2011 (planning, selection of additional interim assessments)		<b>Principal</b> <b>Elementary CAO</b> <b>Director: Professional Development and Curriculum Staff</b>	

<b>Strand K:</b>	<b>Reforming Instruction</b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
K3	Align professional development with classroom observations and teacher evaluation criteria		X	X	X	X	X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
K3: Using year 1 as a planning year, using the resources of state models already being created as well as responding to local conditions, the district and Renton Education Association have agreed to cooperatively develop and implement an evaluation system that is based significantly on student performance. See MOU's attached to question #8.				April, 2011-June, 2012		<b>Asst Supt for HR Principal Director: Professional Development and Curriculum</b> Asst Supt for Learning and Teaching Elementary CAO Renton Education Association & District bargaining team OSPI	
<b>Strand I:</b>	<b>Providing Rigorous Staff Development</b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
11	Provide professional development that is appropriate for individual teachers with different experience and expertise		X	X	X	X	X
12	Offer an induction program to support new teachers in their first years of teaching	X	X	X	X	X	X
13	Align professional development with identified needs based on staff evaluation and student performance		X	X	X	X	X
14	Provide all staff high quality, ongoing, job-embedded, and differentiated professional development	X	X	X	X	X	X
15	Structure professional development to provide adequate time for collaboration and active learning	X					X
16	Provide sustained and embedded professional development related to implementation of new programs and strategies	X	X	X	X	X	X
17	Set goals for professional development and monitor the extent to which it has changed practice	X					X
18	Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice		X	X	X	X	X
19	Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers		X	X	X	X	X

I10	Create a professional learning community that fosters a school culture of continuous learning	X	X	X	X	X	X
I11	Promote a school culture in which professional collaboration is valued and emphasized	X	X	X	X	X	X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<p>I4: Prior to designing the specific plan, Lakeridge planning team members read research reports on what effective embedded PD entails. Additionally, they heard a presentation from the Renton School District Director of Curriculum and Professional Development concerning the connection between effective PD and effective instruction. This work provided important structure to subsequent conversations regarding embedded PD. The need for rigorous PD at Lakeridge was reinforced by the BERC audit report: "Levels of rigorous teaching and learning at Lakeridge are uneven..." (p. 15) The design team realizes that it is critical to include thoughtful, connected, and embedded PD to staff throughout the year. Additionally, the team recommends that the PD be mandatory rather than the more familiar "suggested" or optional. While this drives costs up (per diem rather than project pay because training is mandated), staff know that this is the key to improving instruction and, therefore, student learning. Baseline data indicate that current PD strategies have had a limited effect: "Staff survey results show that 43% of respondents agree that professional development opportunities offered by the school and district are directly relevant to staff and learning needs, and 41% agree that professional development activities are sustained by ongoing follow-up and support." Further, "Much of the training occurs off-site and is lead by consultants or district trainers. Staff members then bring the information back to Lakeridge to present to staff." The Lakeridge plan includes embedded and on-site professional development for ALL instructional staff, with onsite literacy and math coaches to help staff sustain the work.</p> <p>I1: The processes described below, taken as a whole, will provide for appropriate, individualized professional development.</p> <p>I2: Renton school district provides professional development to all teachers who are new to the district, orienting them to the curriculum appropriate to their assignment. The course is spread through the year allowing teachers to implement the curriculum and then return to PD session for further support, question/answer and planning. The Lakeridge plan includes additional training for staff new to Lakeridge, specifically targeted at reading and math curriculum and instruction, supported by onsite, fulltime literacy and math coaches.</p>				Current-June, 2014		<b>Elementary CAO</b> <b>Principal</b> <b>Director Curriculum and PD</b> <b>External Partners</b> <b>Staff</b>	

<p>I3: Elements of the revised evaluation process will define the connection between professional development and staff evaluation based in part on student performance. Until the revised evaluation process is revised, however, language in the Memorandum of Understanding between the REA and Renton SD has processes that address issues of teacher performance and professional development.</p>	<p>March, 2011-June, 2012</p>	<p><b>Asst Supt HR</b>  <b>Renton Education Association</b>  Superintendent  Board of Directors</p>
<p>I5, I6: The District calendar provides late-start Fridays for staff to use for implementing professional development such as lesson study cycle and elements from the Renton Vision of Instruction. The grant provides additional time for onsite, job embedded staff development, using release time for some portion of the PD (requiring substitute time), days before school for other portions. The grant provides time for bi-weekly data review sessions that will complement expectations raised through PD. Here is one example of how embedded PD will work at Lakeridge. While the team is exploring two possibilities for math PD, they both are based on parallel models. The UW Math Labs program requires 10 release days per staff member (scheduled in grade bands). The UW staff collaboratively plan a math lesson with teachers using the Lakeridge/Renton math curriculum. The UW facilitator then teaches the lesson, with Lakeridge teachers observing, and talking with students in a very prescribed manner. The team reassembles to debrief both the instruction and student mathematical thinking. Under direction of the UW master teacher, teachers then collaboratively plan a subsequent lesson. The cycle repeats 10 times through the year. Using the onsite math coach will deepen the math PD as teachers plan, implement, and reflect on their lessons between PD sessions with the provider. It is embedded, intense, focused, and outcome oriented PD.</p>	<p>April, 2011-June, 2011  (planning)  August, 2011-June, 2014  (implementation)</p>	<p><b>Elementary CAO</b>  <b>Principal</b>  <b>Director Curriculum and PD</b>  <b>External Partners</b>  <b>Staff</b></p>
<p>I7, I8, I9: These elements will need to be included in the evaluation system being negotiated during year 1 and implemented in year 2. In the short term, however, PD will have specific goals and measures, both measures of implementation (are we doing what we said we would do?) and measures of impact (how does the PD affect student learning?). Benchmark assessments, for example, are a natural for measuring the impact of math PD, lesson study cycle, and other instructional practices. The data provided will shine a light on effective instructional practice and on areas that need improvement. The data, then, will guide subsequent PD that will be measured in subsequent benchmark assessments. Lesson study cycle is another way that instructional PD is put into practice, with more immediate results. LSC will use classroom observations based on the Renton Vision of Instruction (which is, in turn, based in large part on the STAR observation protocol). Teachers receive immediate feedback on the impact of the lesson, based on a review of student work, with the expectation that the next round of instruction will be based on feedback received through observation and student work review.</p>		

<p>I10, I11: While it can be awkward to “create a culture of continuous learning... where professional collaboration” is valued through mandating such work, staff are dedicated to a process that leads to this belief and practice: “This is the way it’s done at Lakeridge!” Over time, successful practice will create the culture—it is a matter of beliefs emerging from practice, practice that leads to changed beliefs. The BERC report paves the way:</p> <ul style="list-style-type: none"> <li>• <i>There appears to be little follow-up on previous training and few opportunities to work as a staff to integrate all of the training into a cohesive instructional framework or program. We recommend that administrators and staff work collaboratively to focus on a few areas of Renton’s Vision of Instruction to build these into a cohesive framework that is understood and shared by all instructional staff. Instructional coaching should focus on these strategies and follow up with teachers who require additional support to implement them. (p. 29)</i></li> </ul> <p>Staff know they need a deeper understanding of curriculum and instruction, again noted in the BERC report:</p> <ul style="list-style-type: none"> <li>• <i>It feels like we spent a lot of time in reading on improving student engagement, and now we’re starting to dig into comprehension and what does that look like not only in reading? What are the core thinking skills, and how do we transfer them across our curriculum? (p. 15)</i></li> </ul> <p>Staff hold these beliefs:</p> <p>The culture of continuous learning and collaboration is what we do at Lakeridge. We know why we do it. And here are the results.</p> <p>This is the culture we want. This is the culture we are committed to creating at Lakeridge.</p>	<p>Ongoing: starting with the hiring of new staff, implementing PD. The foundations for cultural shift are present.</p>	<p><b>Elementary CAO Principal Director Curriculum and PD External Partners Staff</b></p>
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<b>LEARNING TIME AND SUPPORT</b>							
<b>Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.</b>							
<i>Strand J:</i>	<i>Increasing Learning Time</i>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
J1	Become familiar with research and best practices associated with efforts to increase learning time	X					
J2	Assess areas of need, select programs/strategies to be implemented and identify potential community partners	X					
J4	Allocate funds to support extended learning time, including innovative partnerships	X					
J7	Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development		X	X	X	X	X
J8	Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications		X	X	X	X	X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<p>J1-J4: During the grant planning phase, design team members read research articles regarding the implications of an extended day and extended year calendar. Based on those readings, combined with stakeholder preferences and staff knowledge of the community and students, the Lakeridge plan calls for extending the instructional day by thirty minutes and adding 5 additional instructional days to the year calendar (placement of these days will be determined during the pre-implementation period). The extended day addresses the BERC report recommendation: "We recommend staff members work together to identify ways to minimize classroom interruptions and maximize instructional time..." (p. 29) In addition to interrupted instructional blocks, staff are committed to reducing such interruptions as announcements and assemblies that break up the instructional day.</p> <p>Additionally, an after-school support and enrichment program, open to all students but directed toward tier 3 and tier 2 students, will offer an additional hour and twenty minutes to the day four days a week. While this will be an optional program, lower performing students will be heavily recruited and encouraged to attend. The after-school program will be jointly planned and implemented by school staff, parents, and outside provider (to be determined during the</p>				April, 2011-June, 2011		<b>Asst Supt HR</b> <b>Renton Education Association</b> <b>Elementary CAO</b>  <b>Principal</b> <b>Planning Team</b> <b>Staff</b> <b>Community Partner</b>	

<p>pre-implementation period). Transportation will be provided so that all students have access to this program. Again from the BERC report: “Staff members should consider ways to use the relationships they may already have with students to push them further toward academic goals. This would include creating opportunities for students to take advanced classes and explore independent projects that would build student engagement and thinking skills.” (p. 29)</p> <p>J7-J8: Staff have agreed that the additional instructional time during the school day will allow for uninterrupted instructional blocks for reading and math. The time also will provide common planning time for teacher teams to meet and plan together. Professional development, especially in math, will be embedded in the work of the teachers, during the work day as much as possible. Two outside providers are being considered to provide the math professional development: Teachers Development Group offers year-long, embedded math development that is customized to the immediate teacher and student needs. The University of Washington Math Labs program also offers classroom-based professional development using a model that fits the Renton Lesson Study Cycle initiative while teachers work collaboratively to plan and implement lessons with support and guidance from UW math educators. Final selection will occur during pre-implementation.</p>	<p>April, 2011-June, 2011</p>	<p><b>Elementary CAO Principal Planning Team Staff Consulting Agency</b></p>
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<b>Strand:</b>	<b><i>Working with Stakeholders for Transformation/Turnaround Model</i></b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
D1	Assign team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the model	X	X	X	X	X	X
D3	Engage parents and community	X	X	X	X	X	X
K10	Demonstrate sound homework practices and communication with parents	X	X	X	X	X	X
J3	Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication	X	X	X	X	X	X
J5	Assist school leaders in networking with potential partners and in developing partnerships	X	X	X	X	X	X
J6	Create and sustain partnerships to support extended learning	X	X	X	X	X	X

<b>Details:</b>	<b>Timeline Details</b>	<b>Who is Responsible?</b>
D1, D3, K10: During the planning stage, the design team reviewed research on family/stakeholder involvement in schools, and then set about incorporating the research into the Lakeridge plan. While the research was ambiguous concerning the effects of such	On going-June, 2011 (planning) August, 2011-on going	<b>Elementary CAO Principal Planning Team</b>

<p>involvement, the team believes that the specific school community of Lakeridge needs to be involved in a number of ways. To support their thinking, the team reviewed the data collected by CEE through parent and staff perceptual surveys. Additionally, the team created a survey to collect ideas and needs concerning family involvement from participants in the evening family/stakeholder meetings. Representative of comments and ideas collected are noted below. It is important to note that interpreters in Somali and Spanish were present so that all voices could hear and be understood:</p> <ul style="list-style-type: none"> <li>• The majority said that they need support to “help my child with mathematics” and to “help my student with reading.” Other areas included “helping my child be organized for school.”</li> <li>• “I like to have better communication with the school and homework for my kids.”</li> <li>• “ I think that Lakeridge is doing all very well only we need to increase parents’ help you together (sic).”</li> </ul> <p>And these positive comments, indicating that Lakeridge already has programs that are effectively reaching students and families:</p> <ul style="list-style-type: none"> <li>▪ “I like that the teacher is interested in my daughter’s improvement.”</li> <li>▪ “For me what you are doing is good and I see in my daughter how she progress every day.”</li> <li>▪ “Positive programs for kids – Kelso Cadets, Science Club, Recycle Team.”</li> </ul> <p>Finally, through the Spanish language interpreter, after the presentation of the plan and much discussion, a parent made this comment: “Unity. With unity we can do anything!”</p> <p>It is in this spirit and with research and comments from families and stakeholders that the Lakeridge plan includes providing workshops to parents including how to help with math, reading with the student, helping with vocabulary development, and other such parenting classes. The family survey indicated that after school and evening would be the best time to offer such classes. During the first phase of implementation, details of the plan will be fleshed</p>	<p>(implementation)</p>	<p>Family Liaison Asst Principal</p>
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<p>out including schedule of classes and teachers for each class.</p> <p>The plan includes additional time for the family liaison and additional time for the counselor. Lakeridge currently has a part time family liaison who is working at capacity (and more). Her duties include connecting families with community resources and general advocacy and trouble shooting for many of our families in need. We know that if basic survival needs can be met (food, clothing, etc.), students are much more likely to be able to focus on school and learning. We also know that at Lakeridge, with over 80% in poverty, this is an unmet need, even with resource already provided through District resources. The BERC report says it this way, “Building on the success of such activities as the Scholars Club and involving the counselor and family liaison more consistently in communicating with families and the community may also help to build bridges between school and community.” (p. 30)</p> <p>District resources have provided an intervention specialist and assistant principal in order to support students in school, focusing on student behavior and school/home connections. PBIS/SWIS are the foundation for behavior management at school, yet the need exists for stronger school/home connections. Having a fulltime counselor would provide support for the student intervention team (asst principal, interventionist, counselor, family liaison) to ensure a solid relationship and on-going communication between school and home, making it more possible for our students to focus their time and energy on learning!</p> <p>J3-J5: The plan creates an after-school program for enrichment and homework support. The Renton/Skyway Boys and Girls Club already provides such a program to the feeder middle school (Dimmitt), and is enthusiastic about expanding the program to Lakeridge. While further collaboration with other community agencies will be part of Lakeridge, cooperation with Boys and Girls Club will start the after school program. Families understand the support such a program will be for them and for their students. The enhanced family liaison position will give needed time for community outreach as well.</p> <p>Research does suggest that cooperation among parents, school, and community organizations can make a difference when efforts are coordinated and directed toward support for students to learn. Collaborate in finding resources; coordinate the resources; focus the resources to best support student learning.</p>		
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**GOVERNANCE**

**Grant sufficient operational flexibility (e.g., staffing, calendar, and budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.**

<i>Strand B:</i>	<i>Moving Toward School Autonomy</i>	Pre-implementation	1st 90-Day Plan	2nd 90-Day Plan	3rd 90-Day Plan	4th 90-Day Plan	Year 2 & 3
B1	Examine current state and district policies and structures related to central control and make modifications to fully support transformation	X	X				
B2	Reorient district culture toward shared responsibility and accountability	X	X	X	X		
B3	Establish performance objectives for the school	X	X		X		X
B4	Align resource allocation (money, time, human resources) with the school's instructional priorities	X	X		X		X
B5	Consider establishing a turnaround office or zone	X	X	X	X	X	X
B6	Negotiate union waivers (MOUs) if needed	X	X		X		X

<i>Details:</i>	Timeline Details	Who is Responsible?
<p>B1: The Supt's Cabinet regularly reviews policies and procedures related to central control, the instructional program, curriculum, and district and school structures.</p> <p>In 2010-2011, Renton applied for and received a grant from the Washington State Leadership Academy intended to guide the Cabinet through a process that would realign district-level resources to more directly support student learning.</p> <p>B2: Through the Summit District Improvement grant, district-level and school staff have been striving to create a culture based on clear roles and responsibilities, collaboration, and accountability. For example, time on late-start Fridays is dedicated to using professional learning community protocols in order to improve instruction (and student learning) through collaboration among teachers in planning lessons and assessing student work. The PLC structures now function as a conduit for lesson study cycle as introduced by Teachscape training. The SIG process reinforces these processes already underway in Renton, and will be made explicit in professional development activities.</p>	<p>On going</p> <p>August, 2010-June, 2011</p> <p>April, 2011-on going</p>	<p><b>Supt's Cabinet:</b>                      Superintendent                      Asst Supt Business/Ops                      Asst Supt Human Resources                      Asst Supt Learning/Teaching                      Elementary CAO                      Secondary CAO                      Executive Director, HR                      Executive Director, Facilities</p> <p><b>Supt's Cabinet</b>  <b>Renton Education Association</b>                      Principal                      School Leadership Team</p>

<p>Pre-implementation planning includes creating a school-wide professional development calendar and daily schedule that creates opportunities for staff to collaborate.</p> <p>B3: See question #5a for specific details. The planning team, in cooperation with the school staff, elementary CAO, and assessment director established baseline measures and three year goals. Goals will be reviewed and adjusted yearly based on student performance data. Additionally, staff will meet regularly with the principal and peers to review formative student performance data and adjust instructional strategies accordingly.</p> <p>B4: Resources include staffing, budget, and time. The RAD/SIG process gives school and district staff the opportunity to realign these resources to more directly support student learning, especially students in Tier 3 and in Tier 2. Wrap-around student support resources complement classroom based resources. Time has been added to the school day so that critical instructional blocks in reading and math can go forward uninterrupted; days have been added to the yearly calendar to provide students—especially under-performing students—additional time including pre-teaching activities and catch-up support. Time after the school day has been designated for enrichment and extension activities as well as for homework support. See budget narrative for more detail.</p> <p>As a result of the RAD/SIG process, the Supt’s Cabinet is examining approaches to budgeting and resource allocation that is student-based (needs-based, that is) and that is based in equity rather than a straight, equal division. Work still needs to be done with this and will involve principals across the district as allocations shift.</p> <p>B5: Supt’s. cabinet will create procedures so that requests for support from Lakeridge will receive priority over other requests. Examples include staffing, facilities, and operational requests. Additionally, a “point person” will be designated centrally to ensure that there is a contact person to shepherd requests through the system—a one-stop-shopping model so that school personal make one call to one person, no matter the request. Additional flexibility around staff development, use of PLC delayed-start Friday, and other such issues is also granted to Lakeridge.</p> <p>B6: MOU’s are attached to application question #8. Work will proceed during year 1 to design an evaluation system for teachers and the principal based significantly on student performance.</p>	<p>February, 2011-on going</p> <p>April, 2011-on going</p> <p>February, 2011-May, 2011</p> <p><b>March, 2011-ongoing</b></p> <p>Initial MOU’s: March, 2011 Evaluation: March, 2011- June 2012</p>	<p>Teacher teams <b>Elementary CAO</b> <b>Assessment Director</b> <b>Principal</b> Staff</p> <p><b>Supt’s Cabinet</b> School staff Principal</p> <p><b>Supt’s Cabinet</b> Principals</p> <p><b>Supt’s Cabinet</b></p> <p><b>Asst Supt HR</b> <b>District/Association bargaining team</b></p>
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<b>Ensure school receives intensive ongoing technical support from district, state, or external partners.</b>							
<b>Strand A:</b>	<b>Establishing and Orienting District Team</b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
A1	Appoint a district transformation Team	X	X	X	X	X	X
A2	Assess team and district capacity to support transformation	X	X	X	X	X	X
A3	Provide team members with information on what districts can do to promote rapid improvement	X	X	X	X	X	X
A4	Designate an internal lead partner for each transformation school	X	X	X	X	X	X
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
<p>A1-4: Upon learning that Renton School District and Lakeridge Elementary met criteria for RAD action, senior administrators met to begin planning long-range and immediate strategies to address the requirements, including delegating strategic planning and oversight to key central office administrators including the Assistant Superintendent for Learning and Teaching, the Assistant Superintendent for Human Resource, the elementary level Chief Academic Officer (CAO), District Improvement Facilitator (DIF), and the school Technical Assistance Contractor (TAC). This team meets regularly for progress updates on the RAD/SIG processes at Lakeridge, providing guidance and support to the design team as necessary. (A1, A2, A4)</p> <p>Additionally, within the Department of Teaching and Learning, the District Improvement Leadership Team serves as a set of “critical friends” for the work, providing technical support in such areas as collecting and using data to support instruction, implementing professional development strategies, deploying Title I and ELL support services, using instructional technology to support teaching and learning, and incorporating special education services. (A2, A3)</p> <p>District school staff, including Lakeridge, have been engaged in learning research-based instructional strategies through a three-year Summit District Improvement grant. Through grant</p>				<p>December, 2010</p> <p>January-June, 2011</p> <p>January, 2010-June 2014</p> <p>Weekly DILT meetings</p> <p>Quarterly implementation and data-review sessions</p> <p>September, 2008-June,</p>		<p><b>Asst Supt Learning and Teaching Elementary CAO</b>  <b>Renton Education Association</b>  Asst Supt Human Resources  Superintendent  DIF</p> <p>Directors:</p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Prof. Development</li> <li>• Categorical Programs</li> <li>• Instructional Technology</li> <li>• Special Education</li> </ul>	

<p>resources, staff have learned and practiced such instructional strategies as Marzano’s high yield strategies, classroom walk through protocols as instituted through Teachscape services, Powerful Teaching and Learning strategies taught by the BERC group. This work complements district-delivered training using SIOP strategies. (A2, A3)</p> <p>The Summit grant has provided funds to support a School Improvement Facilitator (SIF)/ Technical Assistance Contractor (TAC) to support the work in the school and to provide leadership support for the principal. (A2, A3)</p> <p>The District now provides a data-dashboard to teachers and administrators throughout the district to track student achievement. Staff, students and parents can look daily at student progress including assignments, tests, and larger assessments. Attendance data and teacher comments also are available. Teachers can use the dashboard to readily track student performance and communicate immediately with students and families regarding student progress and issues that emerge. Staff also have a history in using state assessment data as presented by the Center for Educational Excellence (CEE) as well as information from staff, parent, and student perceptual survey data. (A2, A3)</p> <p>Another attribute demonstrating support and readiness for SIG implementation is a year-long calendar that includes designated late-start Fridays. Time is divided between PLC activities, staff development, and individual preparation. The skills and habits of practice that staff develop during the Friday late-starts influence their work throughout the week. (A2, A3)</p> <p>The work of the Summit grant will be sustained through a district-developed Vision of Instruction. Based on several elements from Summit and other district initiatives already in place, the vision provides a framework for improving classroom practice in every classroom, for every student in the district. (A2, A3)</p> <p>These practices in place throughout Renton schools, build capacity for Lakeridge staff to successfully address requirements established through the RAD/SIG process.</p>				2011			
				September, 2010-on going			
				September, 2007-on going			
				April, 2010-on going			
<b>Strand F:</b>	<b>Establishing and Orienting School Team</b>	Pre-implementation	1st 90-Day Plan	2nd 90-Day Plan	3rd 90-Day Plan	4th 90-Day Plan	Year 2 & 3
F1	Appoint a school transformation Team	X					
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	

<p>F1: In January, 2011, school staff, in coordination with the elementary Chief Academic Officer and Association leadership, selected a planning/design team to explore, draft, and communicate program elements related to the transformation model. Staff were chosen, in part, because they were committed to the school and to the transformation process, using an application for interested staff to apply for a position on the planning team.</p> <p>The team met during February to complete the draft plan, communicating frequently with school staff and parents. During the planning and design stage, the team read several research articles on each element of the transformation model using information from the research to guide their work. Additionally, the team (and entire staff) heard a presentation from the BERC group regarding the results of the academic performance audit, incorporating those findings into the initial plan.</p> <p>Additionally, parent information meetings were held in February and early March as the plan was being developed; parents used these meetings to ask questions, gain an understanding of the transformation model and implications for Lakeridge, and provide feedback on issues emerging from the early plan. The Board of Directors president attended these meetings to gain further information and insights into the plan. District superintendent also attended these meetings as both listener and participant in the process.</p> <p>As the team presented drafts to the staff for consideration and input, teachers are considering whether the final plan will be a match for their professional goals and interests. Combined with teachers in “leave replacement” status (one year, non-continuing), there is a likelihood of replacing 5-7 teachers with new staff during the first year of the plan. MOU #2 sets out a specific timeline and process for staff transfer and replacement.</p>	<p>January 31, 2011: Planning team selected.</p> <p><b>Planning meetings:</b>  1/25: 3:30-5:00 (staff)  1/26: 3:30-5:00 (staff)  1/28: 3:30-4:30 (staff)  2/2: 8:30-3:30 (team)  2/9: 3:30-6:30 (team)  2/11: 7:30-9:30am (team)  2/15: 8:30-3:30 (team)  2/16: 3:30-4:30 (staff)  2/17: 8:30-3:30 (team)  2/18: 3:30-4:30 (staff)  2/28: 3:30-4:30 (staff)  3/3: 3:30-6:30 (team)  3/9: 3:30-4:30 (staff)  3/21: 3:30-6:30 (team)</p> <p><b>Family/Stakeholder:</b>  2/10: 6:30-7:30  3/1: 6:30-7:30</p> <p><b>REA/Renton SD Bargaining Team:</b>  2/3: 1<sup>st</sup> MOU  3/3: 2<sup>nd</sup> MOU</p> <p><b>Board of Directors:</b>  1/26: Initial presentation of RAD/ SIG requirements and Lakeridge Elementary</p>	<p><b>Elementary C AO  Technical Assistance Contractor  School staff</b>  Renton Education Association  Asst Supt Human Resources</p> <p><b>Elementary CAO  TAC</b>  School staff  Planning team  Renton Education Association  Asst Supt HR  Asst Supt Learning and Teaching</p> <p><b>Asst Supt Human Resources  REA Leadership  REA Bargaining Team</b></p> <p><b>Elementary CAO  Superintendent  Board of Directors</b></p>
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	3/9: 2 <sup>nd</sup> presentation: planning process to date 3/23: Public Hearing; Adoption by Board of Directors	
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<b>Strand E:</b>	<b>Contracting with External Partners (EMOs)</b>	<b>Pre-implementation</b>	<b>1st 90-Day Plan</b>	<b>2nd 90-Day Plan</b>	<b>3rd 90-Day Plan</b>	<b>4th 90-Day Plan</b>	<b>Year 2 &amp; 3</b>
E1	Identify potential providers	N/A					
E2	Write and issue request for proposals	N/A					
E3	Develop transparent selection criteria	N/A					
E4	Review proposals, conduct due diligence, and select provider(s)	N/A					
E5	Negotiate contract with provider, including goals, benchmarks, and plan to manage assets	N/A					
E6	Initiate ongoing cycle of continuous progress monitoring and adjustment	N/A					
E7	Prepare to proactively deal with problems and drop strategies that do not work	N/A					
E8	Plan for evaluation and clarify who is accountable for collecting data	N/A					
<b>Details:</b>				<b>Timeline Details</b>		<b>Who is Responsible?</b>	
Lakeridge is planning using the transformation model requirements and will not, therefore, use an EMO.							

### Proposed Annual Goals

**Directions:** Use the chart below to describe annual goals on State assessments that will be used to monitor Tier I and Tier II school(s) identified in this application (subject to OSPI approval). Districts may also identify additional annual goals that will be used to monitor progress in these Tier I and Tier II school(s). Insert a separate chart for each identified school. Also insert charts for goals based on other measures a district may use to measure student achievement.

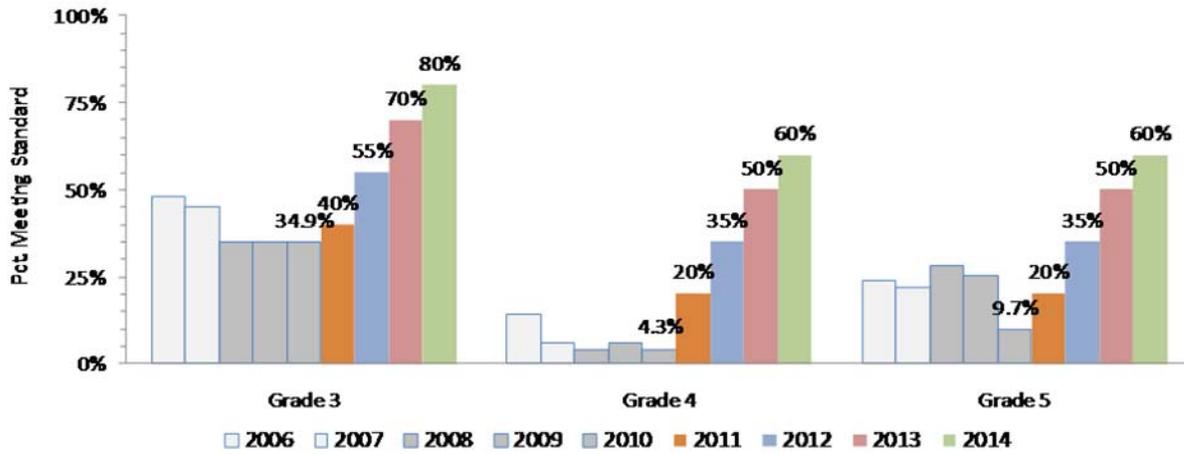
**School Name:** Lakeridge Elementary --- Renton School District

The following charts indicate student performance goals related to specific levels of achievement, indicating specific growth goals from level one to level two, level two to level three, and level three to level four. Students will be identified *by name* on the data collection system to chart student achievement levels on interim and year-end achievement assessments.

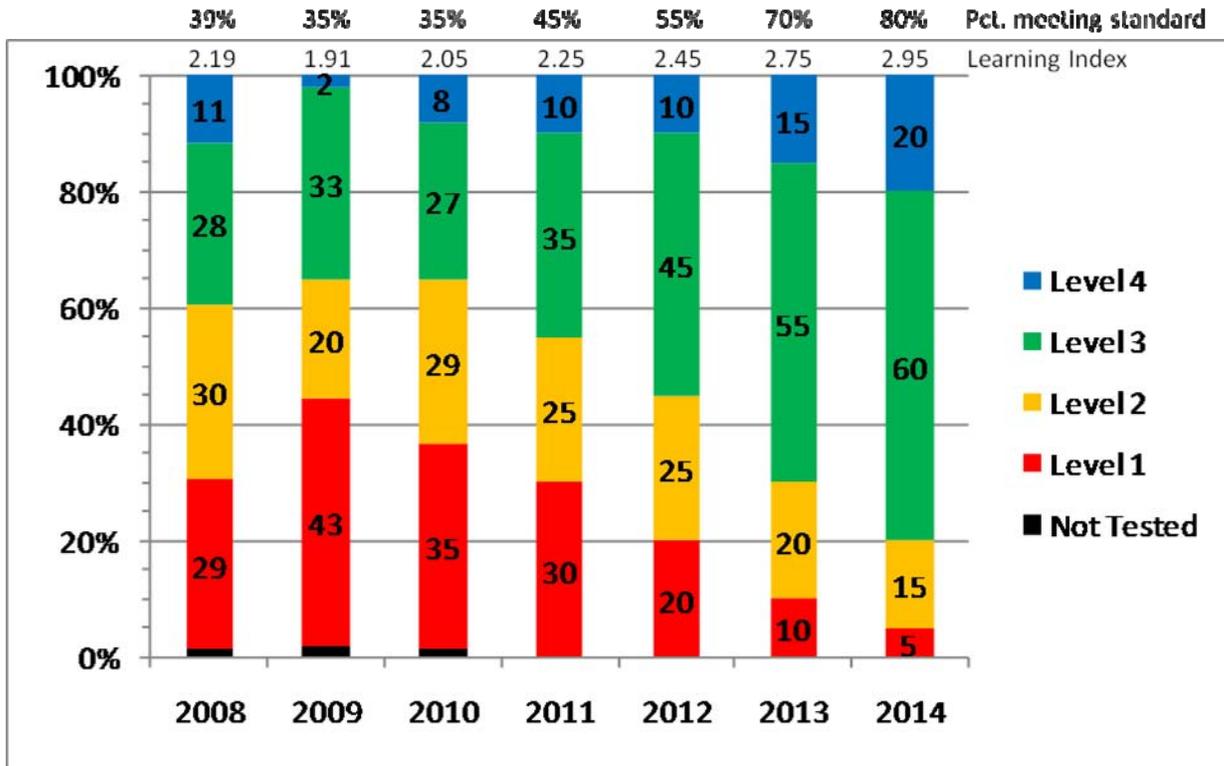
Additionally, pre-implementation activities include selection of interim assessment tools and interim goals in math and reading. State benchmark assessments (MBA), SMI, and MAP are possibilities in math, with SRI and DIBELS likely for reading. Selection will be based on district support and integration of interim assessments across the district as well as the skills and experience of the replacement principal. Selection and calendar will be completed by 6/11.

Grade Level	Annual Goal for Mathematics on State Assessments		Annual Goal for Reading on State Assessments	
3	2011-12:	55%	2011-12:	80%
	2012-13:	70%	2012-13:	90%
	2013-14:	80%	2013-14:	100%
4	2011-12:	35%	2011-12:	40%
	2012-13:	50%	2012-13:	55%
	2013-14:	60%	2013-14:	70%
5	2011-12:	35%	2011-12:	70%
	2012-13:	50%	2012-13:	80%
	2013-14:	60%	2013-14:	90%

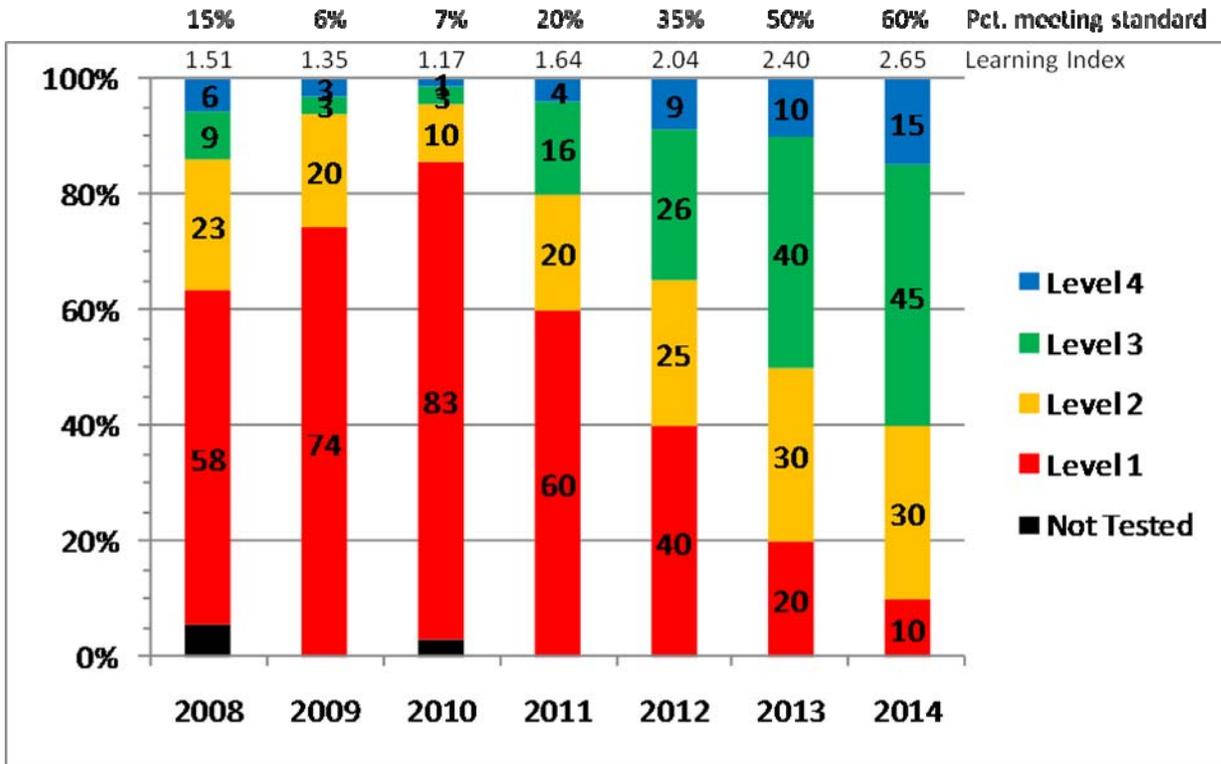
# Math Goals 2011 to 2014



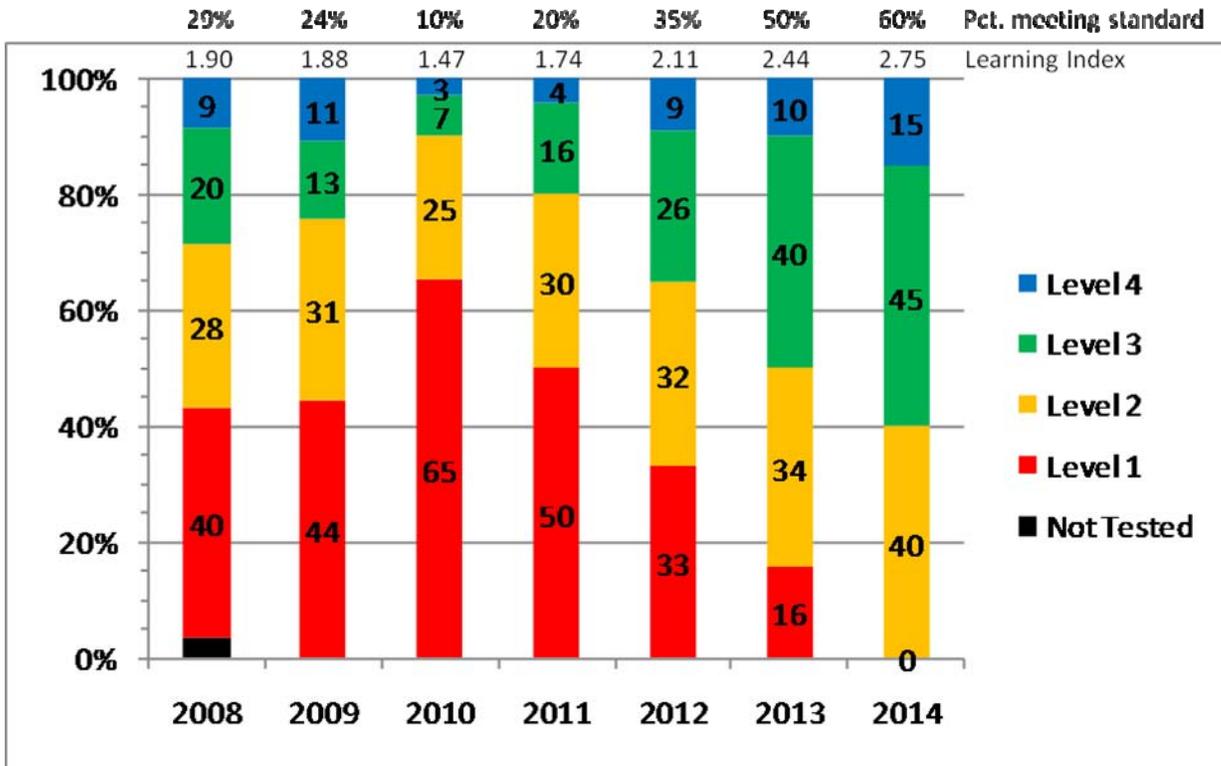
# Math Goals by Level Grade 3



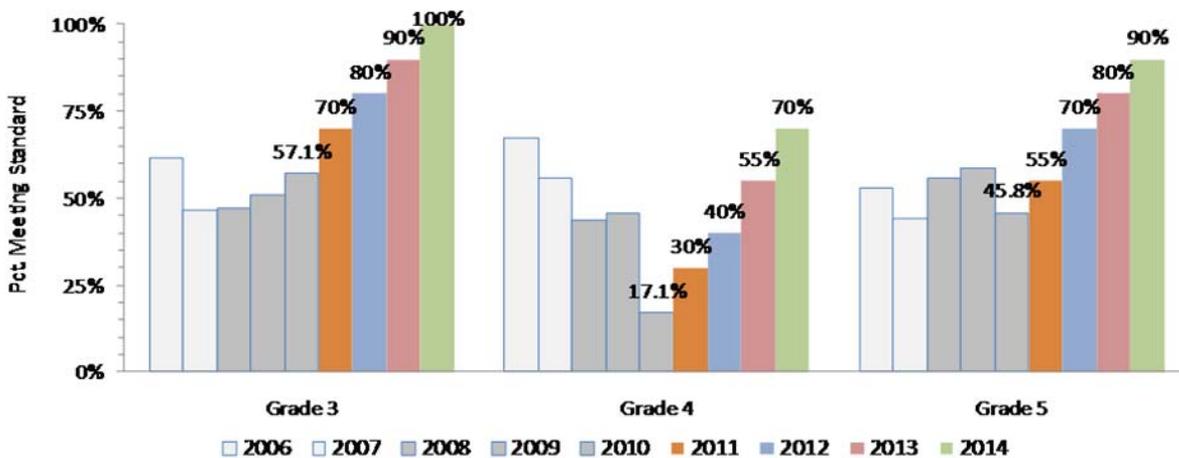
# Math Goals by Level Grade 4



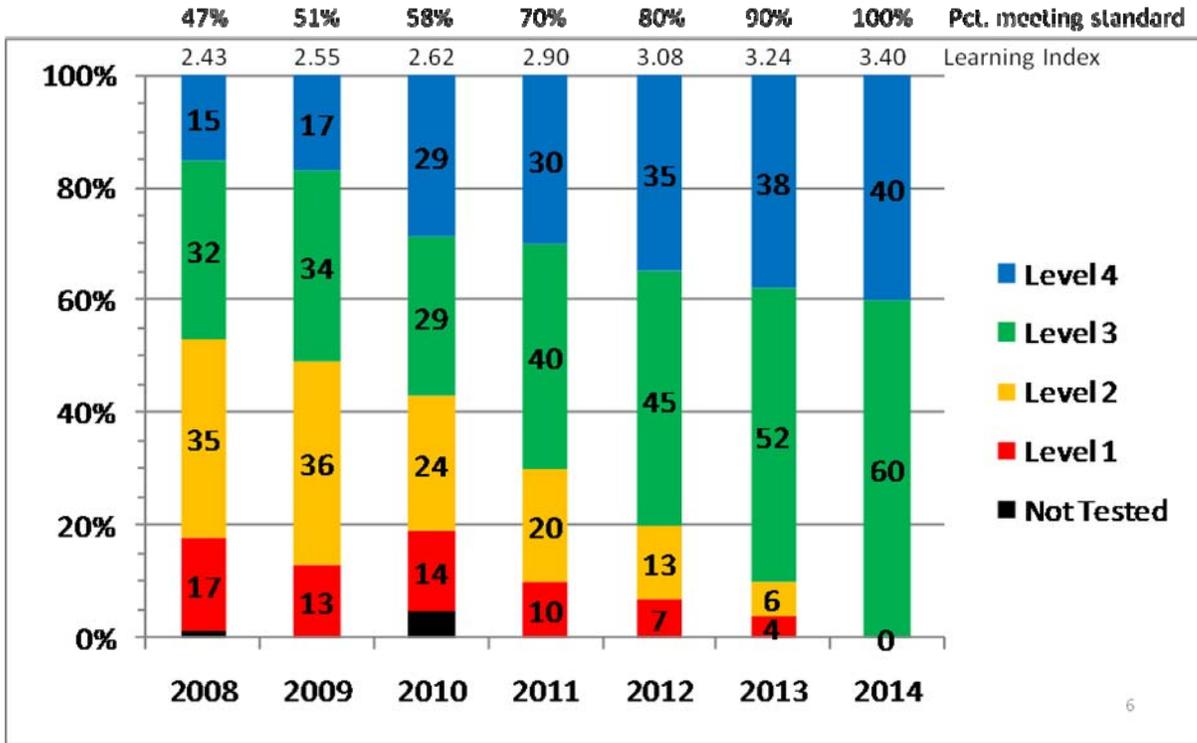
# Math Goals by Level Grade 5



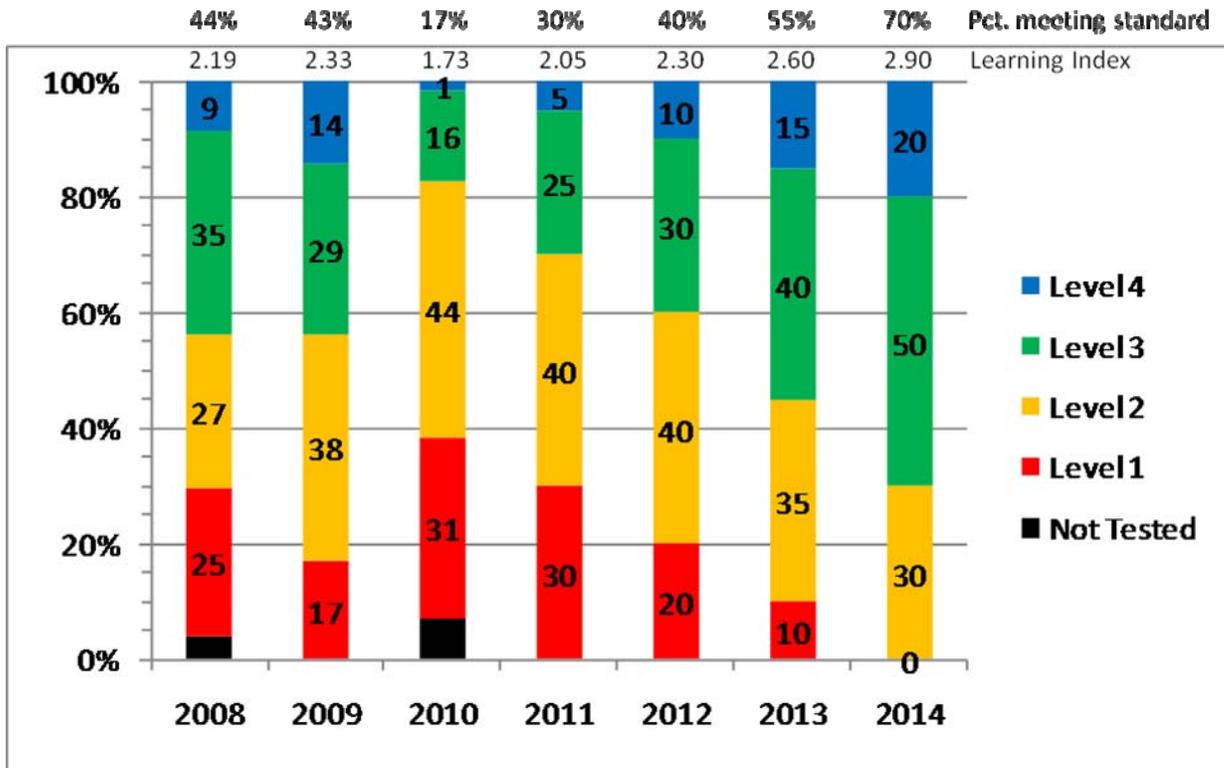
# Reading Goals 2011 to 2014



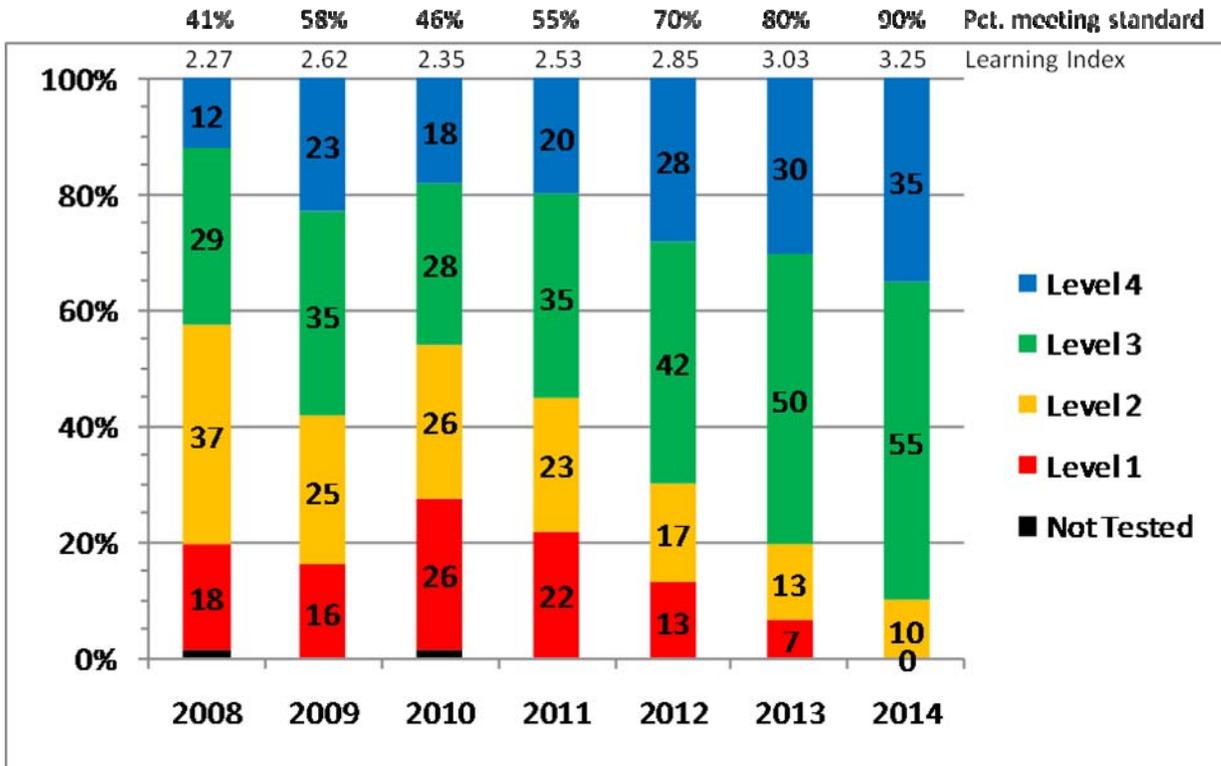
# Reading Goals by Level Grade 3



# Reading Goals by Level Grade 4



# Reading Goals by Level Grade 5



**SBE Review Notes 3/28/11 LAKERIDGE ELEMENTARY PUGET SOUND ESD**

**Summary of Review**

Required Elements	Adequately addressed in the RAD plan? Y/N
<b>1. Implementation of one of the four federal intervention models.</b>	Yes
<b>2. A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.</b>	Yes
<b>3. RAD Plan:</b> <b>a. A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school.</b> <b>b. How the district intends to address the findings of the academic performance audit.</b>	No (see pages 5-14 and RAD memo for more details)
<b>4. Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include improving mathematics and reading student achievement and graduation rates that will enable the school to no longer be identified as a persistently lowest-achieving school.</b>	Yes
<b>5. A public hearing conducted by the school board on the proposed plan.</b>	Yes
<b>6. Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.</b>	Yes

The Renton School District has had a Summit District grant for improvement for three years, which incorporates instructional strategies and assessment of student data plus additional school improvement grants.

**Audit Overview**

- 30 teachers
- 468 students
- Superintendent has been with district over five years
- Principal has been with school seven years
- Somali population has grown

**Models Reviewed**

Transformation – recommended option by Audit

**Date of last Collective Bargaining Agreement:** September 1, 2009 through August 31, 2011

**Student Performance and Demographics**

**Table 2. Reading and Math Three Year Proficiency and Improvement Rate**

Lakeridge Elementary School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
47.3%	-3.75%	23.2%	-7.36%

Student Demographics		
<b>Enrollment</b>		
October 2009 Student Count		461
May 2010 Student Count		468
<b>Gender (October 2009)</b>		
Male	228	49.5%
Female	233	50.5%
<b>Race/Ethnicity (October 2009)</b>		
American Indian/Alaskan Native	7	1.5%
Asian	68	14.8%
Asian/Pacific Islander	68	14.8%
Black	263	57.0%
Hispanic	64	13.9%
White	48	10.4%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2010)	362	77.4%
Special Education (May 2010)	66	14.1%
Transitional Bilingual (May 2010)	117	25.0%
Migrant (May 2010)	0	0.0%
Section 504 (May 2010)	0	0.0%
Foster Care (May 2010)	2	0.4%
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2009-10)	1,411	2.5%

**Strengths:**

- Renton District already has a culture of improvement.
- There are high expectations for all students.
- Good communication through District.
- Common planning time in place.
- Uses PLCs.
- Curriculum aligned with state standards.
- Lots of assessments to review student progress.

**Issues:**

- No single instructional framework.
- No formal intervention curriculum for math.
- Many interruptions to school day.
- Need opportunities for students to take advanced classes.
- Lack of leadership at building level although well liked.
- Staff needs to learn how to use student data to inform and differentiate instruction.
- Need to fully implement PBIS.

- Need to expand connections to families and community.

**Technical Assistance:**

OSPI assisted Renton with preparation of plan

**Brief Summary of Plan/Strategies:**

- Instructional Coaching in literacy and math.
- Continued support for Sheltered Instruction Observation Protocol.
- Implementation of school's Positive Behavior I Support system
- Leadership: The district has begun recruitment of a new principal. The district will continue to fund the assistant principal position to assist with behavior issues.
- Supervision/support for teachers: District will develop a new evaluation system based significantly on student performance.
- Increased instructional time: The school will establish uninterrupted instructional blocks for math and reading. The school day will be extended by 30 minutes per day and 5 additional days per year for all students. There will also be an after school program offered to all but targeting some students for 2 hours per day 4 days per week. Transportation will be provided.
- Family and community involvement: increases family liaison position to 1.0 to strengthen school/family connections; offer Somali and Spanish interpreters at family events; workshops for parents on how to help with math, reading, vocabulary.

Budget:	Year 1	Year 2	Year 3	Total
<b>Renton Total</b>	<b>\$1,049,507</b>	<b>\$918,318</b>	<b>\$655,942</b>	<b>\$2,623,767</b>

**Goals as stated in the Plan:**

Grade level		Mathematics	Reading
3	2009-10 (baseline)	34.9%	57.1%
	2011-12	55%	80%
	2012-13	70%	90%
	2013-14	80%	100%
4	2009-10 (baseline)	4.3%	17.1%
	2011-12	35%	40%
	2012-13	50%	55%
	2013-14	60%	70%
5	2009-10 (baseline)	9.7%	45.8%
	2011-12	35%	70%
	2012-13	50%	80%
	2013-14	60%	90%

**State Board of Education Assessment:**

1. Implementation of one of the four federal intervention models.

District selected the transformation model
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2. A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.

**SBE Comments:**

Yes, adequate

District/LEA	Yr 1 Actual 40%	Yr. 2 Proj. 35%	Yr. 3 Proj. 25%	3 Year Total	Student Enrollmnt	PPE Yr 1
<b>Renton SD (10%)</b>	\$104,950	\$91,831	\$65,594	\$262,375	<b>468</b>	<b>\$2,243</b>

Lakeridge ES	\$944,557	\$826,487	\$590,348	\$2,361,392		
Renton Total	\$1,049,507	\$918,318	\$655,942	\$2,623,767		
Renton Request Pre-Negotiation	Yr 1 Request	Yr 2 Request	Yr 3 Request	3 Year Total Request		\$2,320
	\$1,085,978	\$929,070	\$793,144	\$2,808,192		

3. RAD Plan:

- a. A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school.

**SBE Comments:**

Ensure that ELL and special education teachers are fully integrated into PLC and a review of the special education referral process is reviewed.

(italics indicates the text is directly quoted from the plan)

Page 4

*The Renton School District has had over five consecutive years of involvement in the School Improvement Assistance program and/or the Summit District Improvement Initiative, during which time the District supported the implementation of all requirements of the aforementioned grants. For the Required Action District (RAD) grant the school district is prepared to:*

- *Monitor that the required professional development and training is being implemented/delivered with fidelity through frequent monitoring visits from a designated district office administrator, and reported to the Chief Academic Officer for Elementary Education and the Assistant Superintendent for Learning & Teaching.*
- *Weekly updates to the Superintendent's Cabinet by the Chief Academic Officer for Elementary Education.*
- *Quarterly implementation reviews with the District Improvement Leadership Team (led by the Assistant Superintendent for Learning & Teaching) and the Superintendent.*
  - *Including student assessment data (e.g. benchmark assessments, RTI data).*
  - *Including attendance and discipline data.*
  - *Including implementation review data (e.g. professional development exit slips).*
- *Quarterly progress updates to the District Board of Directors, which are summaries of the Implementation Reviews.*
- *Monthly monitoring of the RAD Budget by the Chief Academic Officer for Elementary Education.*

Page 6

Teachers and Leaders:

*Expedited principal hiring process, including criteria relevant to Lakeridge and the transformation model as screening, interview, and selection criteria.*

- *Instituted MOU to develop and implement evaluation system that uses student growth as a significant factor.*
- *Instituted MOU that allows staff various "exit points" as necessary, based on individual circumstances and performance, and that defines processes for staff displacement and replacement.*
- *Continuation of additional administrative staffing by allocating an assistant principal for Lakeridge.*

Instructional and Support Strategies:

- *Implementation of a district-wide Vision of Instruction that includes expectations for successful instructional strategies: High Yield Strategies, STAR protocol, SIOP, and observation and classroom walk-through strategies; aligns with feeder pattern expectations.*
- *Recent addition of Renton Achievement Data program and software that allows teachers to update and monitor student performance, based on daily work, tests, formal assessments, and attendance; data is available, at various levels, to students, families, teachers, principals, and*

central office supervisors.

- Continuation of late-start Friday, giving staff time to collaborate to plan lessons and to review student work; time to fully implement the Lesson Study Cycle that is a tool related to the Vision of Instruction.

Learning Time and Support:

- Extended school day (30 minutes/day) and extended school year (5 days); 80 minutes of after school extended learning and enrichment; extended school day allows for uninterrupted instructional blocks for math and reading instruction
- Doubles amount of family liaison currently allocated to Lakeridge, from .5 to 1.0 FTE to strengthen school community connections
- Doubles amount of counselor support currently allocated to Lakeridge from .5 to 1.0 to more fully implement PBIS and SWIS student behavior program
- Adds parent education classes, based on interest survey distributed to families, in such areas as helping with math at home, reading to your child, and other related classes.

Governance:

- Provides flexibility in how late-start Friday can be use, separate from expectations for other district schools
- Establishes external partner for math professional development
- Continues and expands student-based budgeting process
- Continues support from district directors: Curriculum/Professional Development, Categorical Programs, Assessment
- Provides TAC support, both in pre-implementation activities and during implementation
- Provides separate evaluation processes, including transfer, displacement, and replacement

Page 6

Superintendent's cabinet will create procedures so that requests for support from Lakeridge will receive priority over other requests. Examples include staffing, facilities, and operational requests. Additionally, a "point person" will be designated centrally to ensure that there is a contact person to shepherd issues through the system: a "one-stop-shopping" model so that Lakeridge personnel make one call to one person for action, no matter the request. Additional flexibility around staff development, use of PLC delayed-start Friday, and other such issues are also granted to Lakeridge.

b. How the district intends to address the findings of the academic performance audit.

<b>Issues identified in the performance audit:</b> (quoted from the BERC Academic Performance Audit)	<b>Adequately addressed in the RAD plan? Y/N</b> <b>SBE</b> <b>Comments</b>	<b>Lakeridge Elementary Plan</b> (italics indicates the text is directly quoted from the plan)
1. <b>Increase the academic focus.</b> LES students have many barriers to learning. This can make it challenging to set high expectations and focus on academics. However, all students should be encouraged and challenged to excel, and the school's motto, "Learning is our business," should be the focus in every classroom. We recommend staff members work together to identify ways to minimize classroom interruptions and maximize	Yes  What about advanced classes?	<i>Template page 9</i> <i>With additional time established in the daily schedule, staff will have increased opportunities for common planning time as well as time for uninterrupted blocks for reading and math instruction. Late start Fridays also provide directed time for staff to collaborate around lesson study cycle, using instructional strategies identified in the district Vision of Instruction.</i>  <i>Template page 17</i> <i>Staff has agreed that the additional</i>

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<p>instructional time. Staff members should consider ways to use the relationships they may already have with students to push them further toward academic goals. This would include creating opportunities for students to take advanced classes and explore independent projects that would build student engagement and thinking skills.</p>		<p><i>instructional time during the school day will allow for uninterrupted instructional blocks for reading and math. The time also will provide common planning time for teacher teams to meet and plan together. Professional development, especially in math, will be embedded in the work of the teachers, during the work day as much as possible. Two outside providers are being considered to provide the math professional development: Teachers Development Group offers year-long, embedded math development that is customized to the immediate teacher and student needs. -The University of Washington Math Labs program also offers classroom-based professional development using a model that fits the Renton Lesson Study Cycle initiative while teachers work collaboratively to plan and implement lessons with support and guidance from UW math educators. Final selection will occur during pre-implementation.</i></p>
<p>2. <b>Provide ongoing professional development and coaching for all instructional leaders and staff in effective classroom practices.</b>            While professional development opportunities are relatively frequent for LES staff, it appears that not all staff has been trained in all of the programs and curriculum being used at the school, leading to uneven implementation. In addition, there appears to be little follow-up on previous training and few opportunities to work as a staff to integrate all of the training into a cohesive instructional framework or program. We recommend that administrators and staff work collaboratively to focus on a few areas of Renton's Vision of Instruction to build these into a cohesive framework that is understood and shared by all instructional staff. Instructional coaching should focus on these strategies and follow up with teachers who require additional support to implement them.</p>	<p>Yes.</p>	<p>Page 8  <i>The Lakeridge plan incorporates the Vision of Instruction, redoubling efforts to practice instructional strategies based on the BERC STAR protocol. The Vision of Instruction also includes instructional strategies linked to SIOP and Marzano's High Yield Strategies. It is anticipated that the Vision of Instruction—high quality practice by teachers at Lakeridge—will continue after RAD/SIG funds are expended, supported through district designed professional development.</i></p> <p><i>Planning template page 11            In addition to using the state-initiated benchmark interim assessment, Lakeridge will review and adopt further interim assessments, choosing from among SRI, SMI, and MAP to provide a range of data that teachers will use to guide instruction. Adopting additional interim assessments will enable staff to refine teaching strategies—and improve student learning.</i></p> <p><i>The Summit District Improvement Grant has provided opportunities for teachers to learn and practice such instructional strategies as Marzano's High Yield Strategies and BERC Powerful Teaching and Learning STAR</i></p>

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		<p><i>Protocol. As a means to develop these instructional strategies, staff have used Teachscape’s model of Lesson Study Cycle. Teachers are accustomed, then, to collaboratively developing lessons, teaching the lessons, and then reviewing the outcomes of those lessons—student work—to adjust further lessons based on student performance. The long-established late-start Fridays provides staff time to institute collaborative planning and lesson study cycle. Finally, through Teachscape training and introduction of the STAR observation protocol, staff are growing increasingly at ease with opening their classrooms for colleagues to observe and discuss specific instructional practices, especially those that contribute to improved student learning.</i></p> <p><i>Additionally, the extended school day will allow more common planning time for staff to use to align learning activities across a grade level. The reading and math instructional coaches will further help staff align curriculum and activities vertically across all grade levels.</i></p> <p><i>Template page 13</i>  <i>Prior to designing the specific plan, Lakeridge planning team members read research reports on what effective embedded PD entails. Additionally, they heard a presentation from the Renton School District Director of Curriculum and Professional Development concerning the connection between effective PD and effective instruction. This work provided important structure to subsequent conversations regarding embedded PD. The need for rigorous PD at Lakeridge was reinforced by the BERC audit report: “Levels of rigorous teaching and learning at Lakeridge are uneven...” (p. 15) The design team realizes that it is critical to include thoughtful, connected, and embedded PD to staff throughout the year. Additionally, the team recommends that the PD be mandatory rather than the more familiar “suggested” or optional. While this drives costs up (per diem rather than project pay because training is mandated) staff know that this is the key to improving instruction and, therefore, student learning. Baseline data indicate that current</i></p>

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		<p><i>PD strategies have had a limited effect: "Staff survey results show that 43 percent of respondents agree that professional development opportunities offered by the school and district are directly relevant to staff and learning needs, and 41 percent agree that professional development activities are sustained by ongoing follow-up and support." Further, "Much of the training occurs off-site and is lead by consultants or district trainers. Staff members then bring the information back to Lakeridge to present to staff." The Lakeridge plan includes embedded and on-site professional development for ALL instructional staff, with onsite literacy and math coaches to help staff sustain the work.</i></p> <p><i>11: The processes described below, taken as a whole, will provide for appropriate, individualized professional development.</i></p> <p><i>12: Renton school district provides professional development to all teachers who are new to the district, orienting them to the curriculum appropriate to their assignment. The course is spread through the year allowing teachers to implement the curriculum and then return to PD session for further support, question/answer and planning. The Lakeridge plan includes additional training for staff new to Lakeridge, specifically targeted at reading and math curriculum and instruction, supported by onsite, fulltime literacy and math coaches.</i></p> <p><i>Template page 14</i>  <i>The District calendar provides late-start Fridays for staff to use for implementing professional development such as lesson study cycle and elements from the Renton Vision of Instruction. The grant provides additional time for onsite, job embedded staff development, using release time for some portion of the PD (requiring substitute time), days before school for other portions. The grant provides time for bi-weekly data review sessions that will complement expectations raised through PD. Here is one example of how embedded PD will work at Lakeridge. While the team is exploring two possibilities for math PD, they both are based on parallel</i></p>

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		<p><i>models. The UW Math Labs program requires 10 release days per staff member (scheduled in grade bands). The UW staff collaboratively plan a math lesson with teachers using the Lakeridge/Renton math curriculum. The UW facilitator then teaches the lesson, with Lakeridge teachers observing, and talking with students in a very prescribed manner. The team reassembles to debrief both the instruction and student mathematical thinking. Under direction of the UW master teacher, teachers then collaboratively plan a subsequent lesson. The cycle repeats 10 times through the year. Using the onsite math coach will deepen the math PD as teachers plan, implement, and reflect on their lessons between PD sessions with the provider. It is embedded, intense, focused, and outcome oriented PD.</i></p> <p><i>Template page 15</i>  <i>Benchmark assessments, for example, are a natural for measuring the impact of math PD, lesson study cycle, and other instructional practices. The data provided will shine a light on effective instructional practice and on areas that need improvement. The data, then, will guide subsequent PD that will be measured in subsequent benchmark assessments. Lesson study cycle is another way that instructional PD is put into practice, with more immediate results. LSC will use classroom observations based on the Renton Vision of Instruction (which is, in turn, based in large part on the STAR observation protocol). Teachers receive immediate feedback on the impact of the lesson, based on a review of student work, with the expectation that the next round of instruction will be based on feedback received through observation and student work review.</i></p> <p><i>I10, I11: While it can be awkward to “create a culture of continuous learning... where professional collaboration” is valued through mandating such work, staff is dedicated to a process that leads to this belief and practice: “This is the way it’s done at Lakeridge!” Over time, successful practice will create the culture—it is a matter of beliefs emerging from practice, practice that leads to changed</i></p>

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		<p><i>beliefs. The BERC report paves the way:</i></p> <ul style="list-style-type: none"> <li><i>There appears to be little follow-up on previous training and few opportunities to work as a staff to integrate all of the training into a cohesive instructional framework or program. We recommend that administrators and staff work collaboratively to focus on a few areas of Renton’s Vision of Instruction to build these into a cohesive framework that is understood and shared by all instructional staff. Instructional coaching should focus on these strategies and follow up with teachers who require additional support to implement them. (p. 29)</i></li> </ul> <p><i>Staff know they need a deeper understanding of curriculum and instruction, again noted in the BERC report:</i></p> <ul style="list-style-type: none"> <li><i>It feels like we spent a lot of time in reading on improving student engagement, and now we’re starting to dig into comprehension and what does that look like not only in reading? What are the core thinking skills, and how do we transfer them across our curriculum? (p. 15)</i></li> </ul> <p><i>Staff hold these beliefs: The culture of continuous learning and collaboration is what we do at Lakeridge. We know why we do it. And here are the results.</i></p> <p><i>This is the culture we want. This is the culture we are committed to creating at Lakeridge.</i></p>
<p>3. <b>Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students.</b> Staff members noted that they have a great deal of data but are not always sure how to use the data to modify their instruction. Assessment data should be utilized for more than monitoring/tracking student progress and placing them in remediation. It can be used to find supports for struggling learners, to design accelerated activities for advanced learners, and to re-teach</p>	<p>Yes</p>	<p><i>Page 8</i>  <i>Interim assessments—MBA and DIBELS, and SRI, SMI, or MAP assessments will deepen the alignment between curriculum and assessments, using interim assessment data not only to drive improvements in instruction and student achievement but also to ensure that the District curriculum is aligned both with formative and with summative assessments, a lasting legacy of the RAD/SIG process.</i></p> <p><i>Template page 10</i>  <i>Lesson study cycle as a tool to implement the district Vision of Instruction will be the primary strategy to monitor, reflect on, and adjust</i></p>

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<p>concepts when students have not mastered the material. We recommend staff receive training in collecting, analyzing, and using student performance data to inform their own instruction as well as monitor student progress. In addition, administrators should clearly outline expectations for data use and its connection to instructional improvement.</p>		<p><i>lessons so that students receive appropriately varied instruction. Lesson study is conducted through professional learning communities that meet during late-start Fridays and, with the flexibility for scheduling common planning periods for staff, there is additional time for teachers to reflect on their lessons and adjust their instruction to better match student learning needs.</i></p>
<p>4. <b>Fully implement PBIS.</b> LES staff spent time and resources to consider, adopt, and be trained in the PBIS program, and data show that behavior referrals are down. However, behavior is still an issue at LES, and it does not appear that the PBIS program is being consistently and effectively implemented. We recommend that all staff members receive follow up training in PBIS. Further, we recommend that parents be invited to attend these trainings as well, to better inform them of their responsibilities in helping to address the behavior issues at the school. Staff members may also wish to investigate existing programs to see how PBIS has been implemented at other schools and explore ways to adapt the program for the specific LES student population.</p>	<p>Yes.</p>	<p><i>Page 5: Renton District will: Provide an outside assessment of the school's PBIS practices and monitoring of implementation by a qualified consultant.</i></p> <p><i>Page 6:</i></p> <ul style="list-style-type: none"> <li>• <i>Doubles amount of family liaison currently allocated to Lakeridge, from .5 to 1.0 FTE to strengthen school community connections.</i></li> <li>• <i>Doubles amount of counselor support currently allocated to Lakeridge from .5 to 1.0 to more fully implement PBIS and SWIS student behavior program.</i></li> </ul> <p><i>Template page 10</i>  <i>The plan establishes on-going and embedded training, using PBIS as the basis for classroom management. PBIS and SWIS data collection already are established throughout Renton schools. The RAD/SIG process deepens PBIS/SWIS at Lakeridge with further staff development.</i></p> <p><i>Additionally, the Washington Re-Education Association will provide mandatory training for all teachers and selected classified staff in Re-Education, providing staff with strategies to strengthen classroom and student behavior management.</i></p> <p><i>A team including the assistant principal, counselor, family liaison, and behavior intervention specialist will serve to guide and support staff in the day-to-day management of student behavior.</i></p> <p><i>Template page 18</i>  <i>District resources have provided an</i></p>

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		<i>intervention specialist and assistant principal in order to support students in school, focusing on student behavior and school/home connections. PBIS/SWIS are the foundation for behavior management at school, yet the need exists for stronger school/home connections. Having a fulltime counselor would provide support for the student intervention team (assistant principal, interventionist, counselor, family liaison) to ensure a solid relationship and on-going communication between school and home, making it more possible for our students to focus their time and energy on learning!</i>
<p>5. <b>Develop and expand connections to families and community.</b> LES has a set of active parents who participate in most of the school's activities and then a set of parents who are less visible. This is not uncommon in schools. We recommend that LES staff use the parent responses to the Family Survey as a jumping off point for learning more about what parents and the community need from the school in order to participate. In addition, more training in cultural understanding and supporting families in poverty may help staff to develop creative ways to increase parental involvement and connect to parents. Building on the success of such activities, such as the Scholars Club, and involving the counselor and family liaison more consistently in communicating with families and the community may also help to build additional bridges between school and community.</p>	<p>Yes.</p> <p>How will extended learning program work after grant funds are finished?</p>	<p>Page 6</p> <ul style="list-style-type: none"> <li>• Adds parent education classes, based on interest survey distributed to families, in such areas as helping with math at home, reading to your child, and other related classes.</li> </ul> <p>Page 21  <u>Family/Community Engagement-</u></p> <ul style="list-style-type: none"> <li>• <u>Extended Learning Program</u> (Year 1, 2, 3) – Most of the Lakeridge students lack opportunities for academic support and/or enrichment programs beyond the school day. In the fall of 2011, a paid employee will explore options for an after-school program (Mon – Thurs 3:40 – 5:00) that offers help with academic skills and homework, as well as a variety of enrichment activities. The local Boys and Girls Club is interested in a joint venture. Estimated cost is based on a staff of ten for a program from January – May, 2012. (\$48,000 for Year one)</li> <li>• <u>Extended Learning Program Transportation</u> (Year 1, 2, 3) – Estimated at \$300/day. (\$25,000 for part year)</li> <li>• <u>Extended Learning Program Coordinator</u> - (Year 1, 2, 3) – This person will begin in October (two hour, four days/week) to design and staff the program. When the program opens in January 2012, the person will be the on-site coordinator. (\$7,000)</li> <li>• <u>Monthly Parent-Teacher Workshops</u> – (Year 1, 2, 3) Parents expressed a desire to help their children with academics in the</li> </ul>

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		<p><i>parent/community meetings. They prioritized getting guidance in helping their children with math and reading at home. A monthly series of one hour parent workshops will be offered by teachers to support learning at home. Five teachers will be paid to plan and present at each of the eight workshops for parents. (\$6,720)</i></p> <ul style="list-style-type: none"> <li>• <i><u>1.0 FTE Family Liaison for Wrap-around Support</u> – (Year 1, 2, 3) The Family Liaison role will expand beyond crisis management to support development of services for families and students through work with community agencies, e.g. family counseling at Renton Area Youth Services, GED programs with Renton Technical College. (\$54,000)</i></li> </ul> <p><i>Template page 18-19</i>  <i>It is in this spirit, and with research and comments from families and stakeholders, that the Lakeridge plan includes providing workshops to parents including how to help with math, reading with the student, helping with vocabulary development, and other such parenting classes. The family survey indicated that after school and evening would be the best time to offer such classes. During the first phase of implementation, details of the plan will be fleshed out including schedule of classes and teachers for each class.</i></p> <p><i>The plan includes additional time for the family liaison and additional time for the counselor. Lakeridge currently has a part time family liaison who is working at capacity (and more). Her duties include connecting families with community resources and general advocacy and trouble shooting for many of our families in need. We know that if basic survival needs can be met (food, clothing, etc.), students are much more likely to be able to focus on school and learning. We also know that at Lakeridge, with over 80% in poverty, this is an unmet need, even with resource already provided through District resources. The BERC report says it this way, "Building on the success of such activities as the Scholars Club and involving the counselor and family liaison more consistently in communicating with</i></p>

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		<p><i>families and the community may also help to build bridges between school and community.” (p. 30)</i></p> <p><i>Template page 19</i>  <i>The plan creates an after-school program for enrichment and homework support. The Renton/Skyway Boys and Girls Club already provides such a program to the feeder middle school (Dimmitt), and is enthusiastic about expanding the program to Lakeridge. While further collaboration with other community agencies will be part of Lakeridge, cooperation with Boys and Girls Club will start the after school program. Families understand the support such a program will be for them and for their students. The enhanced family liaison position will give needed time for community outreach as well.</i></p> <p><i>Research does suggest that cooperation among parents, school, and community organizations can make a difference when efforts are coordinated and directed toward support for students to learn. Collaborate in finding resources; coordinate the resources; focus the resources to best support student learning.</i></p>

4. Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include improving mathematics and reading student achievement and graduation rates that will enable the school to no longer be identified as a persistently lowest-achieving school.

**SBE Comments**  
 OSPI Benchmark assessments, SMI, SRI, DIBELS, MAP

5. A public hearing conducted by the school board on the proposed plan.

**SBE Comments**  
 OSPI verified that a public hearing was conducted.

6. Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.

**SBE Comments**  
 OSPI verified evidence of collaboration. Collaboration was described in the Plan.

7. Overall recommendation: approve/not approve (if recommending not approve, explicit rationale why):

**SBE Comments**

Recommendation: approval.

Comments: Strong plan – integration of district plans; district is taking responsibility for leading the work. Great focus on additional learning time and improving staff capacity and recruitment of high quality staff. Plans for teachers to use data are concrete and strong. Great to see that sustainability is already planned for.

District and building does need to ensure that ELL and special education teachers are fully integrated into PLC and a review of the special education referral process is reviewed. Need to address high expectations for all students as well as advanced learning opportunities for accelerated students. Ensure that all ELL families have equal access (e.g. translation, home visitations). Good job with community issues... are there any issues with gang activity and community safety?