The Washington State Board of Education

Governance | Achievement | High School and College Preparation | Math & Science | Effective Workforce

Department of Licensing
1125 Washington St SE
Olympia, Washington
360-725-6025
Teleconference: 1-866-200-5786; Code 3540546

March 31, 2011

AGENDA

1:00 p.m. **Welcome and Introduction to State Board of Education Required Action District Process**
Dr. Kris Mayer, Board Member

1:15 p.m. **Office of Superintendent of Public Instruction Role in Required Action District Process**
Ms. Tonya Middling, Director, District and School Improvement, OSPI

1:30 p.m. **Renton School District**
Introduction: Ms. Sarah Rich, Research Director
District Presentation

Board Questions

2:00 p.m. **Onalaska School District**
Introduction: Ms. Sarah Rich, Research Director
District Presentation

Board Questions

2:30 p.m. **Break**

2:45 p.m. **Soap Lake School District**
Introduction: Ms. Sarah Rich, Research Director
District Presentation

Board Questions

3:15 p.m. **Morton School District**
Introduction: Ms. Sarah Rich, Research Director
District Presentation

Board Questions

3:45 p.m. **Board Discussion on Required Action District Plans**

4:15 p.m. **Basic Education Agenda Compliance Rules Approval of Draft Language**
Ms. Edie Harding, Executive Director

4:20 p.m. **Business Items:**

- Approval of Required Action District Plans (***Action Item***)
  - Renton
  - Onalaska
  - Soap Lake
  - Morton
- Approval of BEA Compliance Draft Rule ***(Action Item)***

4:40 p.m. **Legislative Update**

5:00 p.m. **Adjourn**

REQUIRED ACTION DISTRICT APPROVAL

BACKGROUND

The State Board of Education's (SBE) work for a new statewide accountability system includes a new Required Action process adopted by the state Legislature in the 2010 session[i] to address the needs for dramatic turnaround in our persistently lowest-achieving schools. This process mandates that certain districts with persistently lowest achieving schools participate in Required Action when designated to do so by the SBE. The Office of Superintendent of Public Instruction (OSPI) will use federal school improvement grants to support these schools. A parallel process is a selective competition from the remaining pool of persistently lowest-achieving schools for voluntary school improvement, also known as Models of Equity and Excellence through Rapid Improvement and Turnaround (MERIT).

At the January 2011 Board meeting, the Board designated the following four districts for Required Action:

- Lakeridge Elementary School, Renton School District
- Morton Junior-Senior High School, Morton School District
- Onalaska Middle School, Onalaska School District
- Soap Lake Middle and High School, Soap Lake School District

Approximately $7 million in federal funds is available for this fiscal year for both the MERIT schools and Required Action Districts.

Although the Board is not required to act until May 15 of each year, OSPI requested that the Board make its decisions by March 31 so that it could begin an implementation of each school's plan in the early spring of 2011. The Board agreed to do so although it was concerned about the tight timeframe requested for Required Action District plans as well as for Board review.

Requirements of Required Action Districts:
The Required Action plan must be developed in collaboration with administrators, teachers, and other staff, parents, unions, students, and other representatives of the local community. The local school board must conduct a public hearing to allow for comment on the Required Action plan. The Required Action plan must include selection of one of the four federal intervention models (state/local models may be used in subsequent years):

- Turnaround: Replace principal and 50 percent of staff.
- Restart: Open the school under a third party education management organization.
- Closure: Send students to higher-achieving schools in the district.
- Transformation: Replace principal, reform instructional environment, develop teacher and school leader effectiveness, increase community engagement, and extend learning time).

Required Action Districts participated in an academic performance audit, which included:

- Student demographics
- Mobility patterns
- School feeder patterns
- Performance of different student groups on assessments
- Effective school leadership
- Strategic allocation of resources
- Clear and shared focus on student learning
- High standards and expectations for all students
- High level of collaboration and communication
- Aligned curriculum, instruction, and assessment to state standards
- Frequency of monitoring learning and teaching
- Focused professional development
- Supportive learning environment
- High level of family and community involvement
- Alternative secondary schools best practice
- Any unique circumstances or characteristics of the school or district

The intervention model selected by the district must address the concerns raised in the academic performance audit. If necessary, the district must reopen the collective bargaining agreement to address the audit's areas of concerns.

As part of the Required Action plan, districts were required to submit the following documents to OSPI:

1. Collective Bargaining Agreement (Certificated Staff) and Memorandum of Understanding/Agreement.
2. Annual District Calendar and School Calendar, if different (2010-11).
3. Calendar for Professional Development (2010-11).
4. Bell Schedule for Students (2010-11).
5. Current School Improvement Plan (2010-11).
6. Certificated Staff Roster with Assignments (2010-11).

Required Action Plan Approval

In February and March, OSPI and ESD 113 provided assistance to the RADs in completing their Required Action plan. The plans were due to OSPI on March 4. OSPI provided input and feedback to the RADs who the submitted revised plans, which were forwarded to SBE between March 18 and 23. The level of that review was to ensure that the RAD plans are consistent with the federal school district improvement grants guidelines.

An SBE Review Team of lead Board Members (Kris Mayer and Connie Fletcher) and staff conducted a thorough review of the original plans, the revised plans, the academic performance audits, and other supplemental materials in order to make a recommendation to the full Board to approve or not approve each Required Action plan.

According to RCW 28A.657.050 and RCW 28A.657.060, SBE may approve a plan only if the plan meets all of the following requirements:

- Implementation of one of the four federal intervention models. SBE does not tell them which model to select.

- A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.
- 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.
- 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.
- Sufficient remedies to address the areas of concern in the academic performance audit to improve student achievement.
- A public hearing conducted by the school board on the proposed plan.
- Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.

If SBE does not approve a Required Action plan, it will notify the local school board and local district's superintendent in writing with an explicit rationale for why the plan was not approved. At that point, with the assistance of OSPI, the district shall either: a) submit a new plan to SBE by May 10 (the SBE will meet within two weeks after the May 10 deadline to review the new plan); or b) submit a request to the Required Action Plan Review Panel[ii] for reconsideration of the SBE rejection by April 10.

The Required Action Plan Review Panel may:

- Reaffirm the decision of SBE;
- Recommend that SBE reconsider the rejection; or
- Recommend changes to the Required Action plan.

The Panel shall consider and issue a decision regarding a district's request for reconsideration to the SBE no later than June 10. The SBE shall consider the recommendations of the Panel and issue a decision to the district and the Panel no later than June 20. The district then has 40 days after that decision to provide a new plan to the SBE.

If SBE does not approve the final Required Action plan or the school district does not submit a final plan, SBE may direct OSPI to redirect the district's Title I funds, based on the Academic Performance Audits.

Required Action Districts must participate in the Board's teleconference March 31 Special Meeting to provide a brief summary of their plans and answer any questions Board members have. At the end of the Special Meeting, the Board will vote to approve or not approve each district.

Summary of Recommendations by the SBE Review Team

The SBE recognizes in the case of the smaller districts, there is less capacity to develop strong plans for implementation. Nonetheless, OSPI and other entities offered assistance to create a strong plan. To proceed with these plans and ensure the money will be well spent, the Board needs to ensure that the plans will address the issues sufficiently identified in the audit as well that rapid turnaround will occur. These documents should be not be focused on planning to plan to plan but to be ready to implement quickly to impact student achievement.

<u>More detailed summaries on each district are attached behind this summary</u>

Onalaska Middle School, Onalaska School District

Recommendation: do not approve without further response from Onalaska

Rationale: the plan does not provide sufficient remedy for the five areas of concern in the academic performance audit, excerpted from the BERC Group report.[iii]

1. ***Performance Audit: Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.*** *There does not appear to be a clearly understood or common focus at OMS. While everyone is interested in seeing their students succeed, they are not working together toward clearly defined goals, and many people work in isolation. Without a clear and common focus in place, staff members' efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.*

Comments from SBE Review Team: the academic achievement audit placed a very strong emphasis on developing the mission and goals, but there is not a clear plan to work with the Board, staff, parents and community to develop a mission, define clear goals, and develop benchmarks for performance. The link from the mission and goals to student learning should be explicit.

The plan also implies that many structures will be in place by the end of three years. This is too late for the work to be planned to be complete, especially when it comes to mission, goals, and strategies. The timeframe doe nor reflect a sense of urgency. There is an expectation of improvement after three years. The plan needs more specificity about the action planning process.

2. ***Performance Audit: Access support to develop a Comprehensive Human Resource Management System.*** *Onalaska School District personnel have had difficulty recruiting staff members to their community, and the task of creating a new teacher evaluation system stalled because it was "too overwhelming." We recommend the district access support to develop a Comprehensive Human Resource Management System to deal with the two issues and to identify additional means the district can support administrators and teachers through the Transformation process. Additional areas to explore include induction and mentoring, self-assessment and evaluation, and recognition and retention.*

Comments from SBE Review Team: There doesn't appear to be a specific plan for recruiting and hiring new teachers. Overall this part of the plan is not specific enough. Readers were concerned that may not be sufficient staff capacity once the contractors leave in three years. It was not clear when the new evaluation system will be implemented. This is an important component of the improvement effort.

3. ***Performance Audit: Set high academic expectations.*** *OMS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. We*

recommend staff members work together to identify the highest level of expectations possible for OMS students and develop common language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for students to take advanced classes. We recommend staff members identify high-achieving middle schools with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported.

Comments from SBE Review Team: there is no clear plan for staff to work together to identify high expectations for ALL students and develop common language around those expectations. There was no mention of opportunities for students to take advanced classes. The responsibility for setting high expectations for students seems to lie exclusively with the K-8 principal. Specifically how will this individual build high expectations with staff, especially considering the expanded role to serving as principal of both the elementary and middle schools?

4. ***Performance Audit: Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.*** *Aside from the math program, teachers and administrators report curricular materials are outdated, lessons are not aligned to the state standards, and there are not enough textbooks for all students. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.*

Comments from SBE Review Team: the timeline is not aggressive enough for rapid improvement. Many things are scheduled to be completed by the end of the three year grant. There was no description of a gap analysis for reading and math. We highly encourage the district to adopt curricula and instructional materials are that aligned to the standards.

5. ***Performance Audit: Fully implement PBIS.*** *OMS staff spent time and resources to consider, adopt, and be trained in the PBIS program and initially staff, parents, and students reported changes in behavior. Without full commitment to the teacher, administrator, and parent actions required by the program, its power is diluted and the program becomes ineffective. 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.*

Comments from SBE Review Team: The academic audit spoke of bullying of students by teachers, not just student to student, and a pattern of inappropriate use of behavior rewards. The plan should address not just the attitudes and behavior of students, but the entire school community in the building as well. There did not appear to be a clear paln for holding teachers accountable for their actions or consistent implementation of the PBIS. Monitoring the implementation of the PBIS plan should be a priority.

Overall Comments from SBE Review Team: This plan will require significant work to address the concerns raised. We appreciate the cooperation of staff and community has provided to address these issues and recognize that the challenges are significant. We appreciate the improved focus in the plan on providing ongoing professional development and coaching for

instructional leaders and classroom teachers in effective classroom practices and the addressing the need for differentiated instruction..

Soap Lake Middle and High School, Soap Lake School District

Recommendation: do not approve without further response from Soap Lake.

Rationale: the plan does not provide sufficient remedy for five areas of concern in the academic performance audit.

1. ***Performance Audit: Develop a clear understanding of the requirements for transformation and turnaround.*** *There did not appear to be a clear understanding of the requirements of the transformation or turnaround model within the district. For example, there were misunderstandings around the requirements regarding replacement of the principal and linking student growth to the evaluation. We suggest district personnel work with OSPI to develop a clear understanding of the model requirements and then put in support structures to develop staff capacity.*

Comments from SBE Review Team: It was not clear to the Review Team specifically what professional development would be provided for teachers and district leaders, or when. The plan was unclear about additional instructional time for students, specifically how the after school tutoring would work and what the structure and content of the daily Advisory/Intervention time would be. The Plan states that the district will 'begin the process of looking at extending the school learning time" which left the Review Team with the impression that there was not yet a concrete plan. The academic audit spoke of the need for the principal to build his instructional leadership skills and be more visible in the classroom, but there was not a concrete clear plan for this support to be provided.

2. ***Performance Audit: Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.*** *There does not appear to be a clearly understood or common focus at SLMSHS. While everyone is interested in seeing their students succeed, they are not working together toward clearly defined goals aimed at student learning, and many people work in isolation. Without a clear and common focus in place, staff members" efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.*

Comments from SBE Review Team: The plan does not reflect a sense of urgency about conducting an action planning process to develop a mission, goals, and specific strategies. The plan states the intention to do this but not enough details or a rigorous timeline. The plan states, "the District plans on adopting three distinct, but key system elements: a quality teaching-learning framework, an intervention-advisory format, and an extended learning structure for students." More detail about these elements would strengthen the plan.

3. ***Performance Audit: Set high academic expectations.*** *SLMSHS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. Transcript results show very few students (21%) are taking rigorous coursework, and*

almost no improvement has been made in this area for the past three years. We recommend staff members work together to identify the highest level of expectations possible for Soap Lake students and develop common language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for students to take advanced classes. We recommend staff members identify high-achieving middle and high schools with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported.

Comments from SBE Review Team: There is not a clear plan to add rigor to existing coursework or to add advanced coursework. There is not a plan to ensure that staff develop high expectations for students or common language around expectations.

4. ***Performance Audit: Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.*** *Aside from the math program and some upcoming work in science, teachers and administrators report curricular materials in some subject areas are outdated and lessons are not aligned to the state standards. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards in all content areas. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.*

Comments from SBE Review Team: There did not appear to be a long-term vision to adopt aligned materials. The curriculum and lesson alignment relies heavily on Teachers on Special Assignment. The Review Team is concerned that there is not a strong plan for accountability for adoption and alignment of new materials beyond the TOSA involvement. It is not clear how teacher buy in and responsibility will be built. Minimal funds were requested for materials, which led to concerns that even if a vision is developed that the funds may not be there to adopt new materials.

5. ***Develop leadership structures.*** *Currently, no leadership team exists at the middle and high school. The process of decision-making appears to happen largely on an informal basis and by the principal. It is unclear how teacher leaders are selected, though some faculty members suspect it is an issue of seniority. Many staff members expressed a desire to be more involved with the decision-making process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will also encourage more authentic communication between the principal and staff members about school decisions. Developing a distributed leadership model will entail determining what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and strategies up to the building principal rather than to a larger group of people.*

Comments from SBE Review Team: No specific leadership structure is mentioned. There are committees but most of the leadership appears to come from the Superintendent and Principal, rather than a distributed leadership model to build buy-in and commitment from staff.

Overall Comments from SBE Review Team: We appreciate the cooperation the staff and community has provided to address the audit concerns and recognize that the challenges are significant. We appreciate the focus in the plan on job-embedded professional development and outreach to the community to engage more parents.

Morton Junior-Senior High School, Morton School District

Recommendation: do not approve without further response
Rationale: the plan does not provide sufficient remedy for two areas of concern in thee academic performance audit.

1. ***Performance Audit: Address leadership structures.*** *Currently, no leadership team exists at the junior and senior high school. The process of decision-making appears to happen largely on an informal basis and teacher leaders appear to be selected in an informal process, which leads some to be unclear about how to be involved in the process if they are not selected. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and strategies up to the building principal rather than to a larger group of people. Many staff members expressed a desire to be more involved with the decision-making process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will entail determining what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team.*

Comments from SBE Review Team: It is not clear that the plan as outlined is for a distributed leadership model sufficiently involving current staff. It relies on hired outside experts. It did not seem that this plan would provide sufficient capacity building with current staff to ensure sustainability of improvements. The plan is not clear how the proposed leadership structure will involve current staff, or what the plan is for deciding what forms of leadership are needed and clear delineation of responsibilities.

2. ***Performance Audit: Set high academic expectations.*** *Morton Junior and Senior High School students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. If Morton is to be successful in transformation, they will need to put plans in place for how to change the culture and perception of the school from a place where there are low academic expectations to one where the school is seen as rigorous and challenging. We recommend staff members work together to identify the highest level of expectations possible for Morton students and develop common language around those expectations. We also recommend staff members identify high-achieving districts with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported. In addition, Morton personnel should use data from the high school outcomes (course offering and transcripts) section of this report in making decisions about course offerings and determining policies related to course taking.*

Comments from SBE Review Team:
The issue of setting high academic expectations was not clearly addressed in the plan. There was no discussion of developing common language among staff, no plan to identify other districts to investigate how high expectations are supported, and no plan to use data from high school outcomes to make decisions about course offerings for ALL students. The plan should

address the need to change the culture and perception of the school to one that is rigorous and challenging.

Overall Comments from SBE Review Team:
While there were only two areas that were cited as deficient for providing sufficient remedies to the audit, there are a number of areas that clearly need strengthening such as full and consistent implementation of the PBIS system. We appreciate the initial work on this plan to address some very challenging issues that permeate throughout the district and community.

Lakeridge Elementary School, Renton School District

Recommendation: approve

Rationale: the plan provides for sufficient remedy in all aspects of the academic performance audit

Comments from SBE Review Team:
The district and building should ensure that English Language Learner and Special Education teachers are fully integrated into the professional learning communities and that the district reviews the special education referral process. The building is urged 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). There is a robust discussion of community issues. The building may need to consider ways to address gang activity and student safety.

Overall Comments from SBE Review Team:
This is a very strong Required Action plan. There is excellent support from the district. The focus on additional learning time for all students is clearly planned out. There is a concrete plan for improving staff capacity and recruiting additional high quality staff. The professional development and support for staff in using student data is impressive. The sustainability plan is well thought-out.

EXPECTED ACTION

The Board is expected to vote on March 31, 2011 to consider approval on the four proposed Required Action District Plans.

SBE Review Team Recommendations are:

- Approve the Renton Lakeridge Elementary School Plan.
- Do not approve the Onalaska Middle School Plan without further response from district.
- Do not approve the Soap Lake Middle and High School Plan without further response from district.
- Do not approve Morton Junior-Senior High School Plan without further response from district.

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[i] RCW 28A.657

[ii] The Review Action Panel shall consist of five individuals with expertise in school improvement, school and district restructuring or parent and community involvement in schools. The Speaker of the House, the President of the

Senate and the Governor shall solicit recommendations and make appointments by December 1, 2010. The Superintendent of Public Instruction shall convene the Review Action Panel as needed. Members serve four year terms. Note: the appointments to this panel have not yet been made.

[iii] Academic Performance Audits for Required Action Districts, prepared by the BERC Group

Description of Four Intervention Models

OSPI Summary Prepared for RADs
December 2010 Seminar

Four SIG School Intervention Models

Turnaround

Restart

Closure

Transformation

Turnaround Model Overview

Teachers and Leaders

- Replace principal
- Use locally adopted "turnaround" competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place, and retain staff

Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded Professional Development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support

- Provide *increased learning time*
- Staff and students
- Social-emotional and community-oriented services and supports

Governance

- New governance structure
- Grant operating flexibility to school leader

May also implement any of the required or permissible strategies under the Transformation Model

Restart Model Overview

- Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**
  - A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
  - A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
  - As part of this model, a State must review the process the LEA will use/has used to select the partner.

School Closure Model Overview

- School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher-achieving.**
  - These schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Transformation Model Overview

Teachers and Leaders

- Replace **principal**
- Implement new evaluation system
  - Developed with staff
  - Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded Professional Development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

Time and Support

- Provide *increased learning time*
  - Staff and students
- Provide ongoing mechanisms for community and family engagement
- Partner to provide social-emotional and community-oriented services and support

Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

An LEA with nine or more Tier I and Tier II schools may not implement the Transformation Model in more than 50% of those schools.

Academic Performance Audit for Required Action Districts

Onalaska Middle School

Onalaska School District

January 20 and 21, 2011

Academic Performance Audit 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

District and School Improvement and Accountability
Washington Improvement and Implementation Network (WIIN) Center
6501 North 23rd Street
Tacoma, WA 98406
(253) 571-3540
wiin@k12.wa.us

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

Onalaska Middle School
Academic Performance Audit

Introduction

The purpose of this report is to assist Onalaska School District (OSD) in identifying a federal intervention model appropriate for Onalaska Middle School (OMS) 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 20 and 21, 2011. Approximately 36 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 11 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, collective bargaining agreements, 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.[1]

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

[1] 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 48 teachers serving approximately 893 students attending one elementary school, one middle school, and one high school. Onalaska Middle School employs 14 teachers and serves approximately 191 students. Fifty percent of the teachers possess master's degrees, and on average teachers have approximately 10 years of teaching experience. Most core content area teachers meet the NCLB highly qualified definition.[2] The district experiences difficulty recruiting outside of the geographic area and will need to redesign its recruitment model to improve the candidate pool and experience more effective recruitment.

The Superintendent is in his second year in the district but has been visible and active around the school buildings and appears to have the support of the school board, community, and many staff members. He has presented the findings about the middle school to staff and community as an opportunity to focus on school turnaround and is fully supportive of the process. The Superintendent has also invited school staff and union leaders to participate in leadership groups and be part of the improvement grant writing process. Because he is concerned with quality and fidelity of implementation of the federal model they choose, the Superintendent is focused on how to ensure clear oversight and monitoring of the process.

Professional development within the district includes district and teacher input. The Superintendent meets with building principals monthly to discuss professional growth activities in each building, and building leaders are given a professional development budget to use as they determine. The district supports RTI (Response to Intervention) and PBIS (Positive Behavior Intervention and Support – a multi-tiered approach to managing discipline within a school) training for the middle school and provides a district-wide release day once a month for teachers. Content for the release days is determined at the school level. Onalaska School District personnel work closely with their regional Educational Service District (ESD 113), which provides additional professional development, and the elementary and middle schools have joined with other schools in neighboring districts to participate in the University of Washington's Rural Math program. Because the Superintendent is in and out of all three schools daily, he is able to monitor the impact of the professional development. However, he believes that hiring a curriculum director would be necessary to make fidelity to the curriculum a priority. Principal training at this time consists of monthly meetings with the Superintendent to discuss leadership issues, and the high school principal accompanies the Superintendent to some of his leadership trainings.

[2] Data from OSPI Washington State Report Card for Onalaska Middle School retrieved from http://reportcard.ospi.k12.wa.us on 1/24/11.

The district continues to use the traditional teacher evaluation model, which has been in place for several years. Union leaders reported there were discussions with district leadership at the last negotiation about changing the evaluation system to align with the new evaluation models being proposed in the state but the undertaking appeared too overwhelming at the time, given the resources available. Union leaders and the Superintendent agree that the current model is not adequate. With administrator evaluations, the Superintendent has moved to using a four-tiered rubric, which was developed based on discussions with the Association of Washington School Principal (AWSP) and research into critical areas for leadership.

Union leaders (from both the teachers' union and the paraprofessional union) are supportive of the district and believe that good communications exist between the union and the Superintendent. Although initially there was some confusion and misunderstanding in communicating about the federal school intervention grant process, this appears to have been resolved. Union leaders feel generally supportive of the process, although they are waiting to see which model the district chooses before getting entirely on board. In the teachers' union leaders' estimation, the turnaround model would be less likely to be approved because it would require rehiring no more than 50% of the middle school teaching staff. The union leadership expressed a strong willingness to look at options and to explore a new evaluation and professional growth model.

District administrators appear to have the support, the vision, and the capacity to implement the changes necessary for school turnaround. Union leaders report that most of the middle school staff wants to do what they can to help students succeed, although administrators are not convinced that all middle school staff members have the capacity to implement the changes needed. Other potential barriers to full implementation of a SIG model mentioned by district administrators and union leaders included getting the community on board with the changes, maintaining fidelity to the model, adopting curricula aligned to standards in all subject areas and ensuring vertical K-12 alignment of the curricula, and achieving some sense of stability and progress amidst more personnel changes.

Challenges to Implementing the Intervention Models

Onalaska Middle 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 Onalaska 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. Given the strength of the union leaders' objection to any model that entails reduction in force, implementing the restart model would be difficult in this district.

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 be difficult without union support. In addition, because the district has difficulty recruiting new staff members due to the rural location, this option may be less viable. 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. Teachers in neighboring area may want to take on this challenge and put in the commute.

The transformation model addresses areas critical to Onalaska Middle 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. Because the district is small, it is perhaps easier to develop the flexibility needed to support the changes, although sustained support can be difficult in a small district with limited resources. In addition, if staff members do not support the changes, this can create barriers to full implementation of the model.

School and Classroom Level Findings

School Overview

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

Table 1 shows student demographics in Onalaska Middle School have shifted slightly in the school, with increasing numbers of non-white (particularly Hispanic) students. There are slightly increasing numbers of special education students. The number of students receiving free and reduced lunch (FRL) services has remained essentially the same. School level data differ slightly from district-wide data, which shows increasing rates of FRL. Overall, school level student enrollment has been declining slightly although there has been effectively little change in enrollment rates district-wide.

Table 1. *School and District Demographics*[3]

Onalaska MS	2005	2006	2007	2008	2009	2010	Change per Year (students)	2005	2006	2007	2008	2009	2010	Change per Year (students)
Enrollment			208	193	196	191	-5	893	865	846	891	878	892	2
for the school year ending:	2005	2006	2007	2008	2009	2010		2005	2006	2007	2008	2009	2010	
	Onalaska MS	Onalaska MS	Onalaska MS	Onalaska MS	Onalaska MS	Onalaska MS	Change per Year (in percentage points)	Onalaska	Onalaska	Onalaska	Onalaska	Onalaska	Onalaska	Change per Year (in percentage points)
American Indian			6.7%	5.7%	5.6%	6.8%	0.02	7.1%	7.1%	6.9%	6.7%	6.3%	5.3%	-0.33
Asian			1.0%	0.5%	1.0%	1.0%	0.05	1.6%	1.2%	0.9%	0.9%	1.1%	0.7%	-0.14
Black			0.5%	0.5%	0.5%	1.0%	0.15	1.2%	0.5%	0.5%	1.0%	1.0%	0.4%	-0.06
Hispanic			9.6%	8.3%	6.6%	12.6%	0.73	6.6%	7.7%	7.1%	8.2%	8.2%	9.2%	0.45
White			78.8%	83.4%	85.2%	77.5%	-0.21	83.5%	81.3%	81.0%	81.9%	82.0%	83.4%	0.07
Free-Reduced Meal Eligible			56.0%	56.1%	56.0%	55.7%	-0.10	34.6%	48.6%	48.5%	51.7%	46.5%	50.0%	2.11
Special Education			8.7%	12.1%	14.5%	11.3%	1.02	13.9%	14.3%	11.6%	10.9%	12.3%	11.0%	-0.61
Transitional Bilingual			0.0%	1.5%	0.5%	1.0%	0.20	0.8%	3.4%	1.2%	2.3%	1.4%	2.1%	0.05
Migrant			0.0%	0.0%	0.0%	0.0%	0.00	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	-0.05

Onalaska MS did not exist as unique Bldg. before 2007

[3] This data was supplied by the Center for Educational Effectiveness, Inc.

Onalaska Middle School is a Title 1 Eligible school in the first step of improvement. Onalaska made Adequate Yearly Progress (AYP) in 2010, and if the school makes AYP in 2011, the school will exit federal improvement status. 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 Onalaska Middle 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.

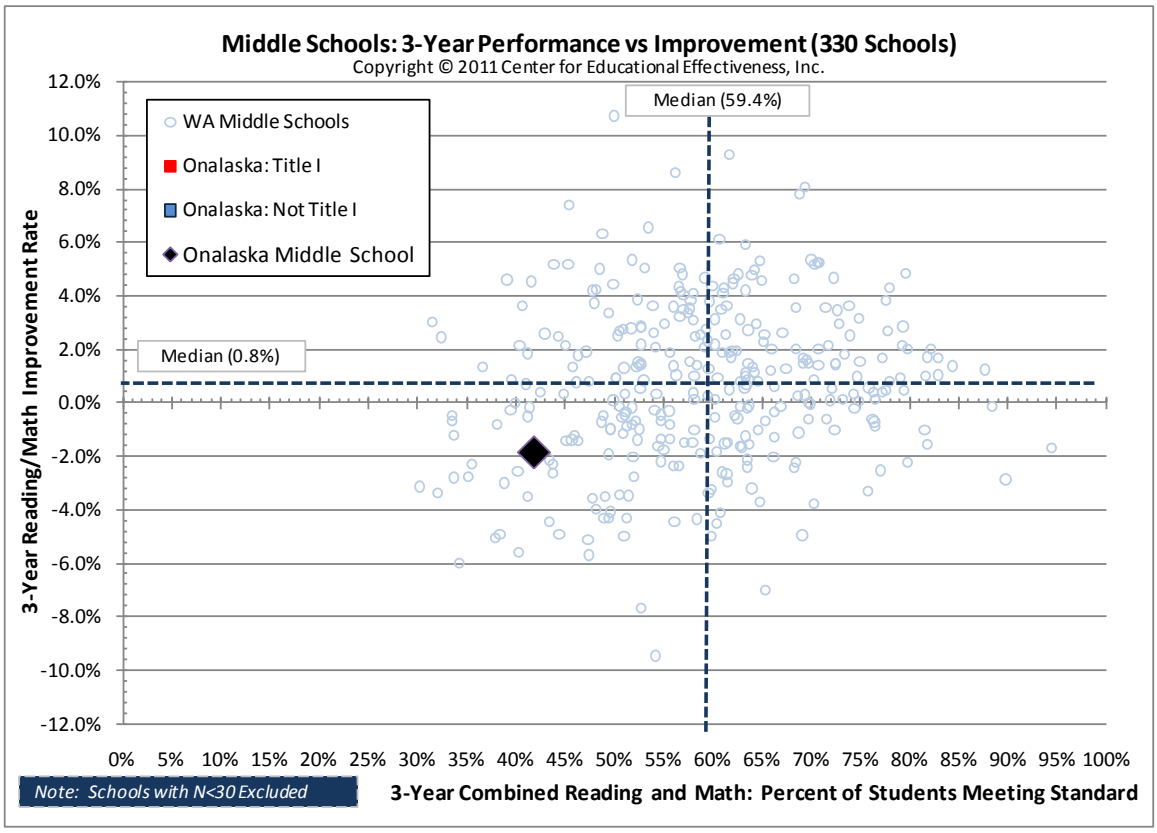


Figure 1. Reading and Math Three Year Performance versus Improvement

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

Onalaska Middle School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
56.3%	-2.03	27.4%	-1.70

The school feeder pattern reflects the size of the district, with one elementary school, one middle school, and one high school. High school students also have the option of attending a new alternative school in the district. All of the schools except the alternative school are located

in close proximity to each other (the elementary and middle schools are in separate wings of one building and the high school is across the street).

To date there are no district-wide initiatives although there are some limited attempts to work across schools. Professional development is determined at the school level, although the district has provided district-wide early release days. There have been conversations about bringing together math teachers from the 5th to 12th grades to talk about backward planning, but that has not happened yet. The middle school has instituted student-led conferences to help prepare students for the student-led conferences they will be doing in the high school. There are no common assessments across schools or the district although the middle school does use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment for students (6th grade only) to link to their elementary school progress.

Formal transitions are structured between elementary and middle school and between middle school and high school and include social events (BBQs), school tours, meeting with students and principals, and an 8th grade promotion ceremony. The 5th grade classrooms are housed within the middle school wing, and 5th graders regularly have three teachers rather than one to get them ready for middle school class and teacher changes.

Survey Results

Onalaska staff, students, 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 student and 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. All scores are below a 4.0, indicating the factor does not exist to a high degree. The Onalaska staff members scored the *Supportive Learning Environment* (3.88) factor the highest and *Focused Professional Development* (2.90) the lowest. Students scored *Effective School Leadership* (3.74) the highest and *Communication and Collaboration* (3.0) the lowest. Parents scored *Supportive Learning Environment* (3.57) the highest and *Frequent Monitoring of Teaching and Learning* the lowest (2.91).

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 three surveys, organized around the *Nine Characteristics.*

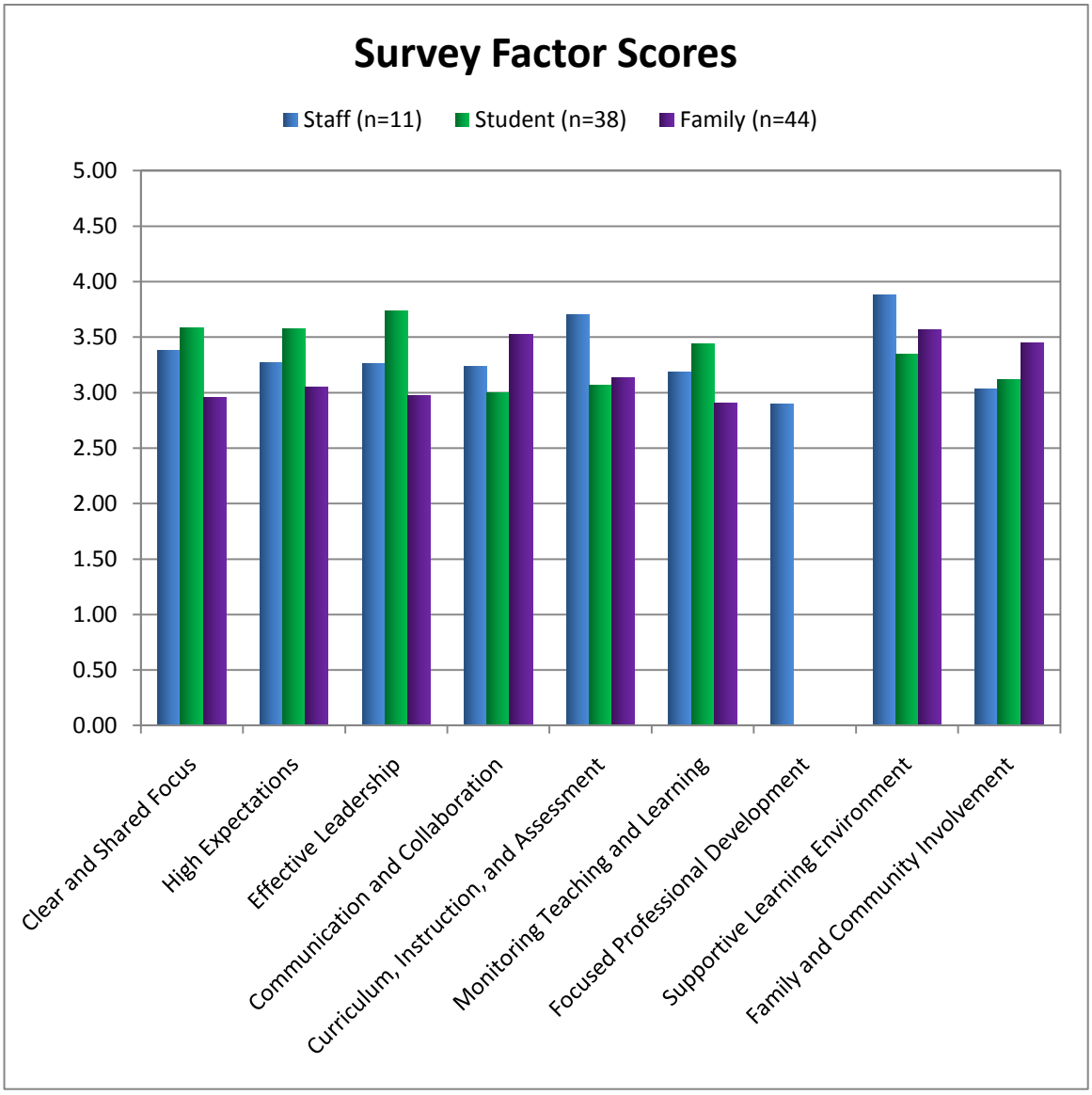


Figure 2. **Survey Factor Scores**

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	1
High Standards and Expectations for All Students	
Academic Focus	1
Rigorous Teaching and Learning	1
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	1
Distributed Leadership	2
High Levels of Collaboration and Communication	
Collaboration	2
Communication	2
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	1
Instruction	1
Assessment	2
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	2
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	1
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	2
Personalized Learning for All Students	2
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	1

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	1

Core Purpose – Student Learning. Onalaska Middle School shares the mission of the Onalaska School District which states: "The mission of the Onalaska School District is to ensure that all students of the district acquire the skills, abilities, and attitudes needed to be respectful, responsible, productive citizens in a global society." Although this mission is printed in the student handbook, staff members were unsure about what the mission was apart from a general goal to "prepare children for high school and then go out into the real world," as one staff member put it. Another staff member explained, "Although not developed, I think we have a common vision to help all students and to try to socialize them as much as to educate them. It's not just test scores; it's the whole person approach." Students, when asked, cited the school discipline motto as the guiding focus for the school, "Be safe, be responsible, be respectful." OMS staff members did not have input into the creation of the district mission statement, and it is unclear how the school's Student Learning Improvement Plan relates to the mission except in the emphasis on behavior.

The Student Learning Improvement Plan rather than the mission seems to guide school decision-making and resource allocation; although according to the staff survey only 45% agree the school improvement plan drives decision-making and 18% agree resource allocations align with the school's goals. The plan was developed with input from staff. Three central elements - a focus on math, reading, and behavior – have received most of the resources this year, but the plan does not explain the rationale behind choosing these particular elements as a focus. In math the school purchased a new curriculum, hired an additional qualified math teacher, and supported professional development activities in math for its two math teachers. The school has also implemented the Positive Behavior Intervention and Support framework this year and sent PBIS team leaders to training. The principal added an additional 7th grade reading class by consolidating some classes and doing away with choir to free up resources. The principal has also used Title 2 and LAP funds to support teachers in working with low achieving students. Student groups and fundraising help to support the athletic program at the school.

Although there was also a push for parental involvement with the advent of student-led conferences this year, parental involvement is not included in the Student Learning Improvement Plan and was not mentioned by staff or students as a guiding focus for the school. On the family survey, 41% of those responding agree that they had a clear understanding of the school's purpose and 26% agree the school communicated its goals effectively to families and the community.

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	1
Rigorous Teaching and Learning	1

Academic focus. On staff surveys, 100% of respondents agree they have a good understanding of state standards in the areas they teach. In interviews, staff members at OMS appear familiar with state standards, the Essential Academic Learning Requirements (EALRs), and Grade Level Expectations (GLEs)/Performance Expectations (PEs) although not all use them regularly to develop lessons and guide assessments. The newly developed Student Learning Improvement Plan focuses on implementing curriculum and programs but does not include benchmarks for determining levels of student success or goals for student achievement. Teachers report that administrative turnover has created some confusion about expectations for teaching and learning as well. As one teacher explained, "When our Superintendent came in last year he said 'I don't like teaching to the test, let's focus on learning.' So I've taken that and tried to slow down my teaching so the kids can learn more, but they don't get what they need, and they don't do well on the test. And now he's saying, 'You need to get the kids up on the test.' So it's a clash of ideals."

Algebra is the only advanced course offered in the middle school, and parents and staff members expressed frustration at the lack of challenge for advanced students. Some staff members allow advanced students to work ahead but then go through the lesson with the class when the rest of the class catches up. Other staff members described groups of good kids who "just walk around the halls on little errands" for teachers. As one staff member described it, "They're good kids, and I'm wondering why they are always in the hall and not doing anything. So I asked, and they said, 'Oh well they've passed everything.' And I'm wondering why aren't we challenging them harder? Why is [their] reward to do nothing?" Parents expressed similar frustrations about lack of challenge for their children, advanced or not. "His history class was the same in 7th and 8th grade. And it's the same stuff he'll get as a sophomore in high school. He hates history now. It's just states, capitals, and presidents all year long," said one parent. The school has begun collecting and analyzing student performance data this year and there is some expectation that the impending implementation of the RTI reading intervention program will set up mastery classes for advanced students, but parents and staff are still unsure about how the program will be run.

On surveys, 55% of staff agree that all students can learn complex concepts and 82% agree that staff expects all students to achieve high standards. However, only 18% agree students are promoted to the next level only when they have achieved competency. Student surveys reflect students' understanding that teachers want them to succeed, with 81% agreeing that teachers encourage them to do their best and 59% agreeing that teachers expect all students to work hard. Parents were less sure that teachers were fully supporting their children, with 31% agreeing that teachers do whatever it takes to help students meet high academic

standards, and 21% 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 OMS are uneven and reflect individual efforts rather than school-wide policies. The school's new math curriculum is the only curriculum that is relatively up-to-date and aligned with state standards. Teachers also receive regular professional development in developing inquiry based lessons. Science classes also appear to use more hands-on approaches to learning although, according to teachers, this has been compromised this year because of large class sizes. In other subjects, textbooks are up to 20 years old, and there is a limited supply so students are not able to take them home to do homework. This affects students' ability to finish their work and teachers' ability to grade unfinished work. Some teachers have begun giving participation grades or grading work completed rather than grading on the entire assignment. Students and parents report that some teachers use grades as a punishment, surprising classes with pop quizzes if students misbehave or docking students' individual grades if they misbehave. Late work is accepted, and there is a school policy that no student will fail if there is evidence that they are trying, even if their work is not adequate. One student said, "We have tests and things but sometimes if we're good the tests aren't graded." Parents report that their children receive little feedback on their work and little support when they don't understand a lesson. "I think there has to be a standard of excellence. I have a child who doesn't [understand] the homework, and I don't get it. He's asked [the teacher] several times [for help]. He's in a class that is supposed to help with homework, and they just read and do homework once a week. I've asked for help with this, and we have yet to have anything that is suitable after meetings and meetings," one parent explained.

Classroom observations using the STAR Classroom Observation Protocol™ yielded the following scores on the five essential components (3's and 4's combined): *Skills* (72%), *Knowledge* (36%), *Thinking* (45%), *Application* (18%), and *Relationships* (72%). This data suggests *Skills* and *Relationships* are relative strengths in OMS classrooms, although they still need work. 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	1
Distributed Leadership	2

Attributes of effective school leaders. Onalaska Middle School has had six different principals in five years. According to staff members, the high turnover rate has impacted staff morale along with the staff's ability to start and maintain programs with fidelity, to set and maintain clear expectations for student and staff performance, and to communicate clearly and consistently with families and the local community. The current principal at OMS has been at the school for four years and was previously working in the school as a special education teacher. The principal is well liked by staff, parents, and students and is considered hard-working and supportive of students and teachers. Principals in small districts also wear other administrative hats, and OMS's principal writes grants for the district and is the special education director in addition to his role as middle school principal. He has also been attending classes at UW in educational leadership and has begun to share some of his learning with staff members during faculty meetings and in-service days.

Staff members feel that the principal is supportive of their efforts to try new things if they can support their proposals with research about how the effort will benefit students. For example, a science teacher was given approval to coordinate a large tree-planting project at a local lake in conjunction with other agencies. Teachers report that the principal visits their classrooms twice a year to conduct formal evaluations and drops into classes informally more frequently. There is no formal debrief after these informal visits but the principal reports that he does on occasion send emails to teachers with notes. The principal meets with struggling teachers to go over their classroom data and to discuss ways of improving, but he reports that he feels somewhat limited in his options to make changes because of the tight community ties some teachers have. Teachers in focus groups reported that they do not receive adequate follow up on these informal visits from the principal and that they are not held accountable. As one teacher explained, "He just says, 'ok you guys know what to do and I believe you're doing it,' and honestly we could be or couldn't be because nobody checks up on us. The principal has been an advocate for teachers and students, which teachers appreciate but they wish he would pass the feedback along to them as well. " If he got a phone call on me, I want to know about it because I did something wrong and I need to fix it or change or communicate on it," said one teacher.

Capacity building. Teachers at OMS report that they are expected to know the standards and include them in their lesson plans, but there is no accountability or follow up. "Conversations are general," one teacher explained. "There hasn't been, 'here's what I see you could improve on.' We're not held accountable." On the whole, school staff, students, parents, and district administrators noted what seems to be a persistent inability or disinclination on the part of the

principal to hold staff and students accountable for not meeting expectations, be they behavioral, academic, or professional. "I do like [the principal]," said one parent, "but he's too soft on the kids that are getting in trouble and too soft on the teachers." "He's too nice a man for this job," said a staff member. "You cannot be friends with all these people." Another staff member agreed, saying, "He would say, 'I don't want to run a prison,' and I said, 'well they're going to end up there if we don't do something.' These kids are begging for a boundary and a line." The lack of accountability has become somewhat demoralizing for staff and students as well, as this comment from a staff member illustrates: "We've lost our pride. Our students have and our teachers have now. I've heard good teachers say, 'what's the point? I'm not heard and I'm not getting the help I need.' I've had one say, 'if just once the principal would come in and say how's it going? What do you need?'"

This year teachers have common prep time during the school day but there is no system in place to ensure they are using the time to collaborate and improve instruction. Staff has not received any formal training to address cultural issues.

Survey results show that while staff feels free to express their opinions or concerns to administrators (73%), fewer staff members agree there is an evaluation process in place that helps them improve their practice (30%), and only 20% agree their accomplishments are formally recognized and celebrated. Seventy-two percent of staff agree that administrators expect high quality work of all the adults who work at the school, but only 28% of parents agree with this statement.

Distributed leadership. OMS has a collaborative decision-making structure involving staff and principal. Decisions about curriculum, adoption of new programs such as RTI, and developing the school improvement plan were all done in collaboration between staff and principal. At times, such as with the decision about PBIS, other staff members are pulled into the process as well. The principal generally makes budget decisions, and staff members have input on professional development decisions and scheduling. "I think most decisions are made in a group," said one staff member. Parents have not generally been involved in school decisions unless the teachers happen to be parents but at least one parent has been invited to join a leadership committee. On surveys, 13% of parents agree they were asked for their ideas and suggestions on important decisions. In interviews, students said they are not consulted about school decisions but are involved in helping to fundraise for athletics and social events. On surveys, 46% of students agree they can help make decisions that affect them at school.

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	2
Communication	2

Collaboration. Staff members at OMS seem to get along and support each other socially. As one staff member described, "We've been through a lot, but our staff has stayed strong. We eat lunch together; we do a lot of bonding together. We're still on the same page of knowing why we're here, and that's for the kids." This year teachers for the first time have common prep for teachers to plan together, and there are a few teachers who meet together informally to share lessons and plan together. In spite of these efforts, it is not clear whether most teachers use this common prep time to collaborate with their colleagues to share student work or to develop common lessons or assessments. Some teachers report they discuss the "holes" in their "outdated curriculum" during these times. The principal is sometimes invited to visit teachers during their common planning times but overall researchers did not discover any formal methods for ensuring collaborative efforts are taking place. Staff surveys show that teachers feel they are collaborating, with 55% of respondents agreeing they engage in collaborative professional development opportunities, 64% agreeing they collaboratively review student work, and 55% agreeing they invite their colleagues into classrooms to observe instruction.

Communication. Researchers did not identify a communications plan during this study. The staff communicates with parents via email, letters, progress reports, conferences, personal phone calls, and automated phone messages, a new technology that parents seem to really appreciate. "That automated telephone thing is a huge improvement, and I am so grateful for that," one parent said. Parents have access to Skyward and Gradebook online to check their child's assignments and grades. There is also a web site with event information, but parents note that the information is not always updated, and there is some confusion created by the fact that there are two web sites and only one is current. In general, in spite of the various avenues available to communicate with teachers, parents say that one of their major frustrations with the school is the lack of communication. Although family survey responses show 63% of respondents agree teachers respond promptly to parents when they had a question or concern, in interviews parents said that teachers do not respond to emails or return phone calls. One parent said, "In the [elementary school] it didn't matter what teacher my kid had, on Friday the teacher sent home a notice. In middle school there is none of that from any of them. The communication between teachers and parents is horrible." Student information is accessible on line. Interpretive services are provided in Spanish for some district and school mailings and upon request. Two staff members at OMS speak Spanish and are called on to translate or interpret as needed.

Staff members also seem dissatisfied with the level of communication between the school and the district office, reporting they find out information from the community and from the elementary school before they hear it from the district. "There is not as great communication [from the district] as there has been in the past. There were things from the district that said you need to take these tests and you should be done but we hadn't heard about it. So there are areas that are slipping," explained one teacher.

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	1
Instruction	1
Assessment	2

Curriculum. According to teachers and administrators, apart from the new *Math Connects* curriculum the school purchased recently, the curriculum at OMS is outdated, not aligned with state standards, and is not vertically or horizontally aligned. Textbooks are in poor condition and limited in number so students cannot take them home to complete homework. In most subject areas, apart from math, there is no complete curriculum. Teachers draw on curriculum previously adopted that is not in use currently (*Springboard* for English for example) and fill in gaps with other materials. Some teachers work together informally to align their vocabulary or science curriculum but this is not a widespread occurrence. Often the alignment occurs as a result of personal relationships rather than something that is required by leadership. "I've been teaching here for 9 years," said one teacher, "and we've never had a reading curriculum." Math is the exception and is aligned K-8 as a result of the curriculum and the professional development the math teachers receive. One of the middle school math teachers keeps in touch with the high school math teachers to address alignment in algebra but this is primarily a result of a personal connection. Special education teachers also use the math textbook so that students can work on similar vocabulary and maintain consistency across the school. Special education teachers report that they work hard to align their work with the subject area curriculum being taught, whatever that might be. "I try to touch base with teachers to find out what they're doing," said one teacher.

Instruction. Researchers found no evidence of an instructional framework in use at OMS. The principal has recently started discussions with the staff about the Center for Educational Leadership's Five Dimensions of Student Learning, but these have only just been introduced and have not been adopted school wide. "[The principal's] plan was to have us look at this and start to implement it in our classrooms," said one teacher. "Then this whole thing [federal school improvement grant] came up so I don't know what is going to happen." Math teachers seem to be more aware of instructional frameworks, and parents praised them for raising student math scores. Staff surveys show 82% 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. This contrasts with parent responses in which only 35% 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, providing extra time, assigning less work, allowing students to choose their own topics for

projects, and using calculators for basic functions. On the staff survey, 64% of respondents agree that they differentiated instruction. However, scores on the STAR Classroom Observation Protocol™ indicate that only 9% of students in all classrooms experienced instructional approaches that were adapted to meet the needs of diverse learners and only 9% of students in all classrooms were given opportunities to work collaboratively. Students noted there are some teachers at OMS who are not helpful in explaining assignments or projects. One student said, "Sometimes [the teacher] doesn't explain [the assignment] all the way, and we only know part of what we need to do. When we ask, [the teacher] says, 'look at your syllabus.'" Another student said, "In some classes it's just like mindless work, and it's not exciting. I enjoy doing hands on activities but we don't do it that often." This comment supports the finding on the STAR Protocol, that only 9% of students in all classrooms demonstrated meaningful personal connections to their learning by extending activities in or beyond the classroom.

Assessment. This year OMS has focused more directly on data collection to inform teachers about student achievement levels. The school assesses students using DIBELS (6th grade only) and Really Great Reading to assess reading performance and easyCBM to assess math and reading, as well as other individual teacher-designed classroom and curriculum based assessments. The principal has hired someone to assist with data collection and reporting, and this year for the first time has used a few of the school's early release days to have teachers examine their students' performance data. "This is the first year we've done it," he explained. "We had to get away from teachers feeling like they were being blamed for problems before they were ready to accept this. I felt I was hearing the right things last spring at our in-service day that we could start this data collection and see we're not doing alright." Teachers spoke to the advantages of pre-testing students and using data to separate students into skill-level groups. It is unclear whether this data is being used to inform instruction school wide. Teachers also expressed some desire for professional development to help them understand and use data more effectively. One teacher said, "We have a lot of data. We don't always know what to do with it." Common assessments may also be part of the RTI program the school will implement this year.

This year OMS held student-led conferences in the fall, which staff members promoted beginning the previous spring. Students prepared for these conferences during Logger Breaks (advisory periods) by thinking about their goals and how they were going to achieve them. The goal of the conference was also to set up Student Learning Plans for those students who did not achieve mastery on the MSP test. Eighty-five percent of parents attended these student-led conferences (up from an average of 35%). Teachers and students responded positively to these conferences, although parents did not find them as useful in learning how their children were doing. "All you heard was your kids talking about what they hoped they could do. I'm not coming to hear my son talk about that. I'm coming to a teacher-parent conference to find out what is going on in the classroom and how he can improve," one parent explained. Several parents speculated that the increased parental participation was due to students insisting that parent were required to come, and because it was much more structured than conferences had been in the past.

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 some structures in place to support students who are struggling at OMS. A weekly Student Support Team consisting of the elementary and middle school principals, the special education teacher, the behavior specialist, the nurse, occupational therapist, speech therapist, and psych team meets to discuss students of concern. The team determines the nature of the concerns, suggests interventions, and monitors the results of the interventions. There is a resource room/learning center run by a special education teacher who monitors and keeps data sheets on all of the special education students, and a Learning Lab where students can go to get help with homework. There are several paraprofessionals that assist in classrooms (including one specifically for the special education classroom) as well. Some middle school staff members have also received training in RTI, in the area of reading and literacy, and will be implementing this program school wide shortly. Students can also attend a Jump Start after school tutoring program to get extra help. The math curriculum is designed for three different levels of proficiency, which helps teachers differentiate instruction for students at all levels.

In surveys, 30% of staff respondents agree that structures are in place such as early intervention and remediation programs to support all students. In interviews, parents expressed concerns about the ability of the school and staff to support students at both the low and high ends of the learning continuum. Apart from the math curriculum, there are no advanced classes or curriculum for high achieving students who are not being challenged. While parents praised the special education program, noting its success in bringing student achievement and learning up, they still worry about students who need help and the lack of resources for those students. "We have kids who are struggling, and the help isn't there," said one parent. "We need to have tutoring and mentors. I've asked for those things. So it's not for lack of asking, it's lack of resources," added another parent. Parents also expressed concerns about the adoption and implementation of the RTI program, as described by this parent: "We have a lot of concerns about the RTI change in the next weeks. [My child] is a good student, makes good grades. Our concern is they're supposed to be doing fun advanced projects. But is he going to be forgotten because he's a good student? Basically play time?" Another parent continued, "My daughter, when she heard about RTI and the things they have to work on, asked if she could be homeschooled because that is really boring. I asked if they were going to have something separate for the smart kids or just do something different. That's my concern."

According to the staff survey, 70% of respondents agree they work with students to identify their learning goals but only 46% report using data to target the needs of diverse students. The data collection and analysis that OMS has started this year will assist teachers with identifying and serving underperforming students although teachers appear to need some training to understand the data and implement changes based on what they learn from the data.

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	1

Planning and implementation. Researchers did not identify a systemized process at OMS for assessing staff training needs and for creating long term professional development plans; however, staff survey results that show that 60% of respondents agree there is one. Professional development plans are discussed at the beginning of the year but in general, teachers report that they initiate most of the professional development they get, asking for support to attend various trainings they hear about from sources outside of the district. "When there is something that needs to happen, then there's a team and PD for it. But no continual just keeping you being a good teacher training," one teacher explained. Lack of resources is also a problem. Science teachers attend more professional training than teachers in other subject areas because the costs are paid by the ESD. There is no systematized structure for staff to share what they learn with their colleagues when they return. "We don't do a whole lot of sharing," said one teacher. "People go to [trainings] and come back and there's no follow up. I wish we had a professional library that we could share because not all of us can go to every training."

Curriculum, instruction, and assessment. Staff members have received professional development as part of the Rural Math project (two teachers over three years), and three teachers have started to receive training in RTI. Some staff members, but not all, have also been trained and re-trained in PBIS. RTI and PBIS were both programs suggested and supported by the principal. Some staff mentioned the need for training in interpreting student performance data but they have not received training beyond what occurs on half-day in-service trainings when the staff looks at their school data. Staff has received no cultural competency training.

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	2
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, healthy and orderly learning environment. However, there have been difficulties with the boiler in the middle school, causing the middle school and sometimes also the elementary school to close down while it is fixed. The principal explained that the middle school has lost five instructional days to the boiler issue this year, and the school does not have the resources to replace it.

As previously mentioned, OMS has adopted a new discipline program this year, Positive Behavior Intervention and Support, to address recurring issues of bullying and disrespect among students in the school. The program includes the use of "sawbucks," which teachers give to students for good behavior and which students can then spend at a "store" set up periodically by the school. The motto "be safe, be respectful, be responsible" is posted throughout the school. PBIS also includes a practice of sending misbehaving students to another classroom to "cool off" before returning to their own class. Teachers who practice this element of PBIS have found it to be effective.

The difficulty with the PBIS program is that it has not been implemented fully or consistently by all of the staff and after a good start, the program seems to have stalled. Behavior expectations are clearly defined in the Student Handbook but, according to staff and students, they are inconsistently enforced. Hallway touching and fighting is down because of a line placed in the middle of the hallway that keeps students separated, but students and staff report continuing misbehavior in classrooms that goes unaddressed. Staff members reported concerns that because teachers were not following the school rules, students felt they were not held to the rules either. As one staff member explained, "There is no food or pop allowed in class, and students are up buying food and pop for their teachers. It's kind of a mixed message if the teacher is allowed to make his/her own rules." This practice has caused frustration for those staff members that do follow the rules and who are then seen as unreasonable by the students. In addition, some parents have not supported the graduated consequences so that even when students are sent to the office and their parents are called, parents have not responded. Students also report inconsistent use of "sawbucks" rewards. "Bad kids do one good thing and get 10 sawbucks and good kids get one," said one student. "A lot of kids don't take them because they don't see the point," another student said. Researchers observed sawbucks being distributed to students in classrooms as rewards for answering recall-level questions rather than for behavior.

Although staff members believe incidents of bullying are down this year, students report that "undercover bullying" continues. For example, as one student explained, "Girls text each other about stupid stuff that turns into a big fight." Fights also still occur in classrooms and, perhaps of most concern, staff, students, and parents report incidents of teachers bullying students by making fun of them. In surveys, staff members, parents, and students agree that the school was a safe place, although staff (63%) and parents (75%) felt more strongly than students (57%). Similar to interviews and focus groups, only 36% of staff members agree that rules for student behavior were consistently enforced. Sixty three percent of parents agree that their students were treated fairly and 94% agree that they knew what behavior was expected of their children at school. However, only 54% of parents agree teachers enforce classroom and school rules. On the student survey, 33% agree discipline was handled fairly at school, and 11% of student respondents agree that most students respected each other.

Building relationships. Onalaska is a small community. Teachers know students' parents and families well, especially if they have lived in the community for a long time. "If you've been in the district long enough you know you've had their parents before or went to school with their parents. It's enough that you know something about the family and the kids want to visit with you," one teacher explained. Some teachers say they use this close relationship to learn more about their students' interests so they can find appropriate books for them. The school schedule also includes 15 minute advisory-type periods called "Logger Breaks" that give students and teachers a chance to connect outside of a specific subject area. Several teachers are also coaches and build relationships with students and their families through attendance at athletic events. Other teachers relate to students through shared interests around such things as Star Wars or the Apple Cup. Researchers in classrooms observed that while many classrooms were positive, inspirational, and safe, there was little evidence of differentiated learning or students working collaboratively to share knowledge. Parents agree that teachers know their children well, although there are concerns about the uneven quality of the teaching. "If [the kids] have a good mix [of teachers] then they have a good mix. If they don't, [the kids] flounder," said one parent.

Students appear to feel comfortable with office staff, the principal, the behavior specialist, and the nurse who report that students come in and out of the office frequently. There is a clear process for contacting the behavior specialist who makes time to talk with students and provides them with whatever they need. "Usually if one of us isn't available, then somebody else will pick it up to make sure that we get that concern taken care of," said one staff member. Parents, when they have a concern, go straight to the principal who maintains an open door policy and is often out and about in the school.

In surveys, 91% of staff respondents agree that school staff shows they care about all students, 69% of parents agree that there was an adult at the school whom their child trusts and could go to with a problem, and 51% of students agree that they trust their teachers.

Personalized learning for all students. Staff members honor student success through Ony Pride assemblies where students are awarded for academic achievement or finishing their homework and Student of the Month awards (posted in the district newsletter) where students are awarded for exemplifying a particular character trait. Staff accomplishments are not formally or systematically recognized apart from a plaque awarded from the district for years of service.

A transition program is in place to move students from the elementary school to 6th grade and from 8th grade into the high school. OMS hosts a BBQ for rising 6th grade students and their families to welcome them to the middle school. Fifth grade classes also help transition students from elementary to middle school by giving them three regular teachers to rotate among rather than just one, to get them used to a middle school schedule and class changes. The fifth grade is also housed in the middle school wing so students are already familiar with the layout, the teachers and staff, and the students. For the transition into high school, the 8th graders get a tour of the high school, meet the principal, and then participate in a freshman orientation and BBQ. There is also an 8th grade promotion and awards assembly at the end of the year where students are officially moved over to the high school. Parents appreciate these transition programs. "I do appreciate that they have the 5th grade transition thing where they have a locker and go to three different teachers. Other schools don't have that," said one parent.

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	1

Family communication. Communication between teachers and parents is uneven and frustrating for both sides at OMS. Parents call the principal directly rather than teachers because they do not always hear back from some teachers via phone or email. Teachers experience a similar frustration in trying to reach some parents. On the family survey, 66% of parents agree or strongly agree that they felt welcome at the school and 66% agree or strongly agree that they school staff kept them informed about activities and events at the school. Parents praised the office staff for handling paperwork and questions. The school hosts events such as family nights, curriculum nights, bingo nights and an 8th grade promotion assembly. There are no parent volunteers in classrooms at the middle school, but there is a Parent, Teacher, Student Association (PTSA). Started last year, the PTSA has been struggling to gain parental support and to set up its leadership (it has changed presidents three times). There is one PTSA for all three of the Onalaska schools, but each school has a Vice President within the PTSA structure and each school has its own budget to support supplies and activities. The PTSA assists with 8th grade promotion, assemblies, back to school nights, game nights and other such events.

Family and community partnerships. Apart from the partnership with the UW Rural Math project and an individual teacher's project to plant trees with students in conjunction with local agencies, researchers were unable to discover any other partnerships with community organizations or businesses. Parents are not regularly invited to participate on leadership committees, although this appears to be changing as some parents have been invited to be part of the grant writing process for the SIG application.

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, the strong objections from the union leaders to removing staff could present a serious barrier to moving forward with that option. The difficulties recruiting new staff members to the community pose an additional challenge.

At Onalaska Middle School, there is evidence of attention to some of the *Nine Characteristics of High Performing Schools*. The majority are currently in the "Initial, beginning, developing" stage although many are also in the "Minimal, absent, or ineffective" stage. Survey results were consistent with these findings, suggesting there is much work to do. However, OMS 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 newly adopted RTI and PBIS programs (when they are fully implemented) and the newly formed PTSA, which is a source of funding and could serve as a conduit for parental involvement and support. The professional development around the UW Rural Math project is also bringing new energy and life into teaching and learning math in the middle school, and those teachers could form the nucleus of support for other staff members who want to improve their instruction.

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:

- **Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.** There does not appear to be a clearly understood or common focus at OMS. While everyone is interested in seeing their students succeed, they are not working together toward clearly defined goals, and many people work in isolation. Without a clear and common focus in place, staff members' efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.

- **Access support to develop a Comprehensive Human Resource Management System.** Onalaska School District personnel have had difficulty recruiting staff members to their community, and the task of creating a new teacher evaluation system stalled because it was "too overwhelming." We recommend the district access support to develop a Comprehensive Human Resource Management System to deal with the two issues and to identify additional means the district can support administrators and teachers through the Transformation process. Additional areas to explore include induction and mentoring, self-assessment and evaluation, and recognition and retention.

- **Set high academic expectations.** OMS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. We

recommend staff members work together to identify the highest level of expectations possible for OMS students and develop common language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for students to take advanced classes. We recommend staff members identify high-achieving middle schools with similar demographics and resources and ascertain how expectations *are implemented*. This can be followed by an investigation of how those expectations *are supported*.

- **Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.** Aside from the math program, teachers and administrators report curricular materials are outdated, lessons are not aligned to the state standards, and there are not enough textbooks for all students. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.

- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** The frequency of instructional practices aligned with research-based principles of learning is fairly low at OMS, and some teachers acknowledged a need for and interest in training focused on instruction. We recommend that administrators and staff be provided with professional development focused on instruction that strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them together after implementation.

- **Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students.** A few staff members noted the need to use data to identify students in need of assistance and to modify instruction, but the staff has had little experience in this area. 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.

- **Develop structures and processes to support meaningful collaboration.** OMS staff currently has common planning time that is unstructured and often not effectively used. Additional training and guidance is needed as they learn to use collaboration effectively. We recommend onsite professional development and coaching to help teachers develop collaborative teams. These teams should share and critique lessons, visit each other's classrooms, and support each other in improving their instructional practice.

- **Fully implement PBIS.** OMS staff spent time and resources to consider, adopt, and be trained in the PBIS program and initially staff, parents, and students reported changes in behavior. Without full commitment to the teacher, administrator, and parent actions

required by the program, its power is diluted and the program becomes ineffective. 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.

- **Develop and expand connections to families and community.** OMS has a set of active parents that participate in most of the school's activities and then a set of parents that are not often seen. This is not uncommon in schools. We recommend that OMS 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 attention to getting the PTSA up and running with an active president may help to attract more parents and develop relationships with organizations that may support the school. Getting kids involved in encouraging their parents to attend school functions and PTSA meetings may also be effective, given the experience OMS had with student-led conferences. When students pressured their parents, their parents came.

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 adaption). 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

Actions	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Teachers and Leaders				
Replace the principal.	**X**	**X(O)**	**2**	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.	**X**		**1**	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.	**X**	**O**	**1**	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.	**X**	**X**	**1**	The district tends to be limited to the immediate area in most recruiting and resources are limited. A new model allowing for greater outreach would be part of a turnaround model for the school and for the benefit of the district.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	**X**	**X**	**1**	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).

Teachers and Leaders (Cont.)	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
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.	**O**	**X**	**1**	This is not in place at this time.
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.	**O**	**O**	**1**	This is currently not in place.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	**O**	**O**	**2**	The district is prepared to implement this.

Instructional and Support Strategies	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	X	X	2	Discussions have already begun with middle school staff. Staff seems to support the idea.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	X	X	2	The district does not have systematized professional development in place. A systemic method of analyzing and planning for professional development across all teacher competencies would enhance professional development especially in the areas of professional growth. 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.	X	X	2	Data collection has been occurring but a focus on data analysis has only begun this year. 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.	O	O	1	This is currently not in place, and the district will need support.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	O	O	1	Curriculum (except math) is outdated and new curriculum needs to be adopted.
Implement a school-wide response to intervention model.	O	O	2	Beginning elements in place.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	O	O	2	The district is prepared to do this, but will need support.

Instructional and Support Strategies (cont.)	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Use and integrate technology-based supports and interventions as part of the instructional program.	**O**	**O**	**2**	Basic elements in place.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**O**	**O**	**N/A**	
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.	**O**	**O**	**2**	Basic elements in place although more needs to be put into place for advanced students. Supports for low achieving students need monitoring and refining.
Secondary Schools: Improve student transition from middle to high school.	**O**	**O**	**2**	Basic elements in place.
Secondary Schools: Establish early warning systems.	**O**	**O**	**2**	Basic elements in place.

Learning Time and Support				
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.	**X**	**X**	**1**	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.	**X**	**O**	**2**	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.	**O**	**X**	**1**	PTSA 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.	**O**	**O**	**2**	15 minute "Logger Breaks" three times per week already in the schedule. Could use more structuring or additional time.
Implement approaches to improve school climate and discipline.	**O**	**O**	**2**	PBIS 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.	**O**	**O**	**N/A**	

Governance				
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	**X**	**O**	**1**	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.	**X Principal**	**X School**	**N/A**	
Ensure school receives intensive ongoing support from district, state, or external partners.	**O**	**X**	**2**	The district currently receives support from the ESD.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**	**1**	This is not in place.
Implement a per-pupil school based budget formula that is weighted based on student needs.	**O**	**O**	**1**	This is not in place.

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

Appendix B

Staff Survey Demographics

Gender	
Male	36% (n=4)
Female	64% (n=7)
Race	
American Indian/Alaka Native	9% (n=1)
White	82% (n=)
Hispanic/Latino/a	9% (n=1)
Staff Role	
Certificated Staff	73% (n=8)
Classified Staff	18% (n=2)
Administrator	9% (n=1)
Level of Education	
BA/BS	49% (n=26)
MA/MS/MEd	51% (n=27)
Years Teaching at this School	
1st year	0%
2nd or 3rd year	0%
4th or 5th year	20% (n=2)
6th-9th year	20% (n=2)
10th year or more	56% (n=5)
Total years Teaching	
1st year	0%
2nd or 3rd year	0%
4th or 5th year	20% (n=2)
6th-9th year	20% (n=2)
10th year or more	60% (n=6)
National Board Certified	
Yes	9% (n=1)
No	91% (n=10)

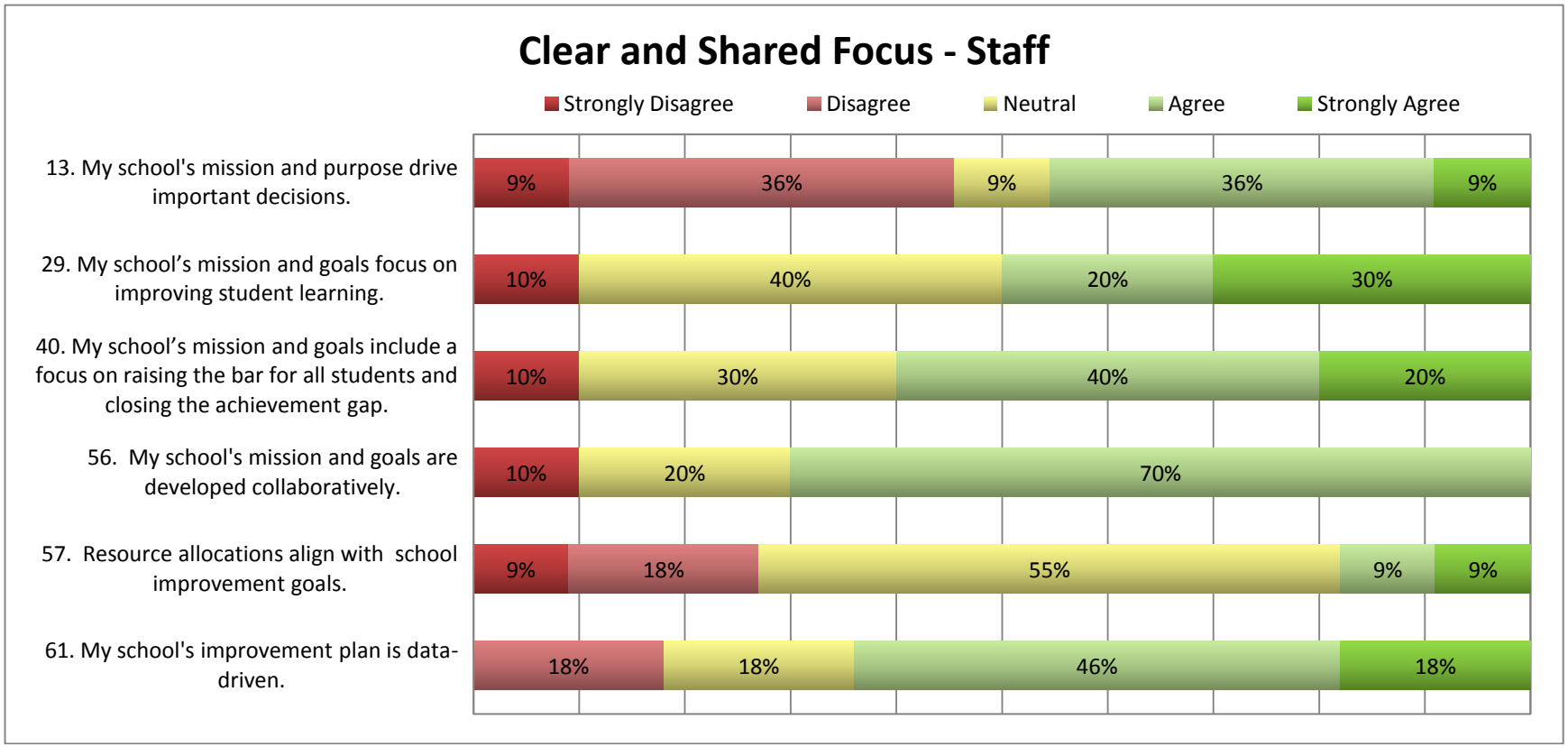
Student Survey Demographics

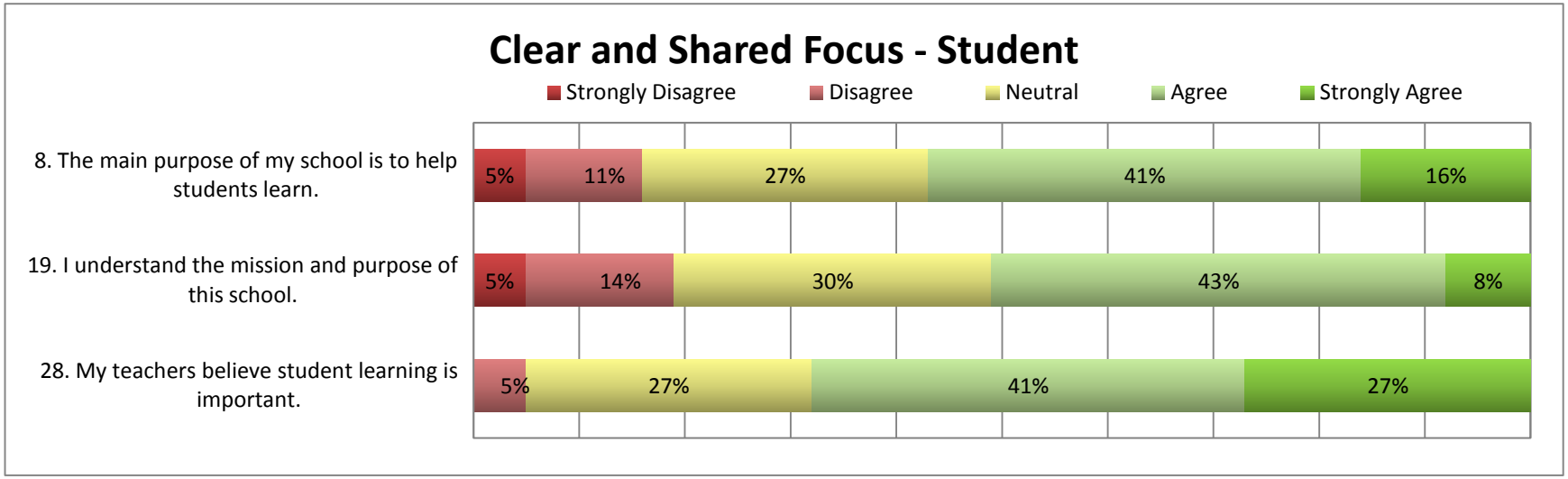
Gender	
Male	58.8 %(n=20)
Female	41.2 % (n=14)
Race	
American Indian/Alaska Native	21.6% (n=8)
Black/African American	8.1% (n=3)
Asian	5.4% (n=2)
White	75.7% (n=28)
Hispanic	13.5% (n=5)
Pacific Islander	2.7% (n=1)
Decline to Identify	2.7% (n=1)

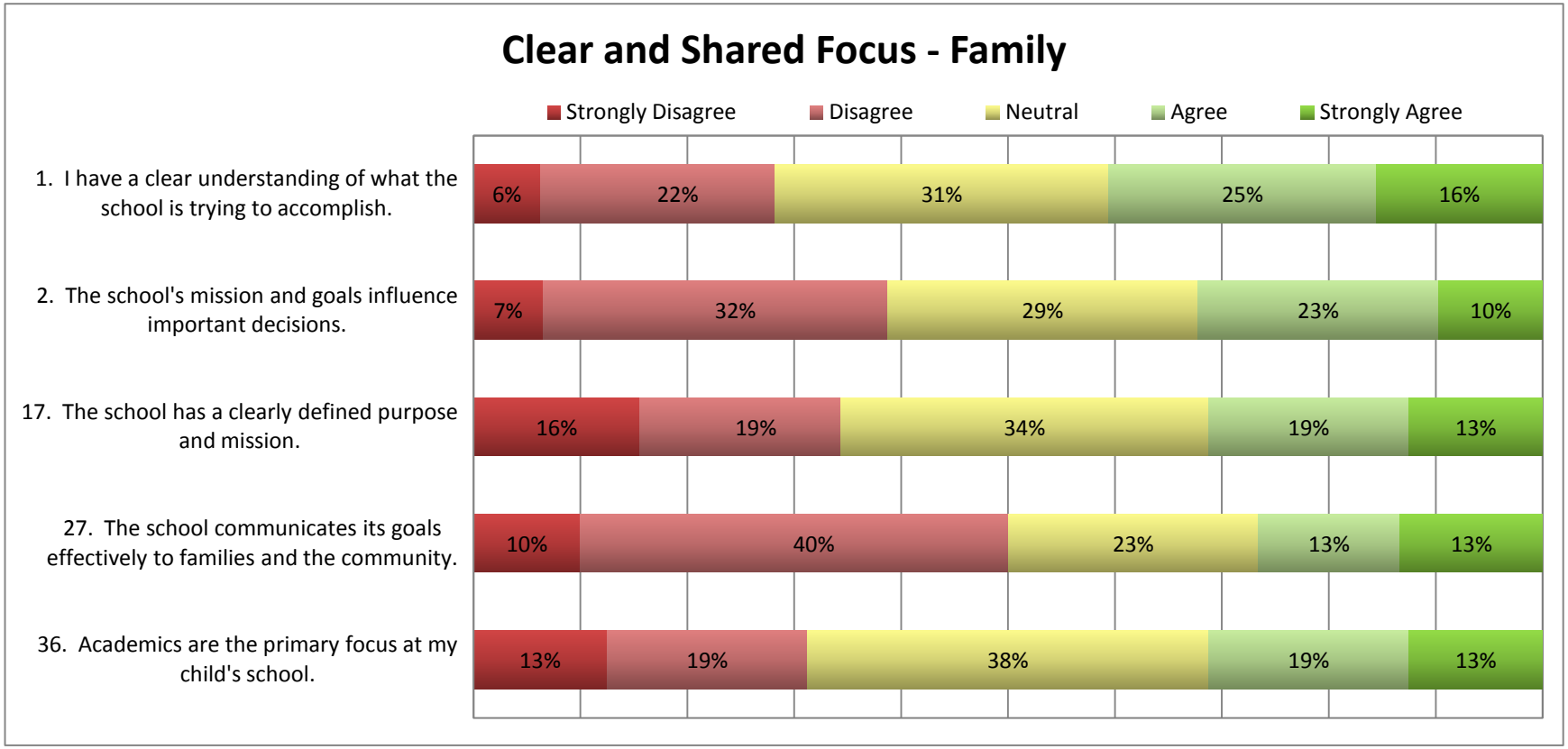
Parent Survey Demographics

Race	
American Indian/ Alaska Native	9.1% (n = 4)
Asian	2.3% (n=1)
Black/African American	
White	84.1% (n=37)
Hispanic/Latnio/a	2.3% (n=1)
Pacific Islander	
Decline to Identify	6.8% (n=5)
Relationship to Student	
Mother	43.2% (n= 19)
Father	29.5% (n=13)
Grandparent	2.3% (n=1)
Foster/adoptive parent or Guardian	2.3% (n=1)
Mentor	6.8% (n=3)
Sibling	2.3% (n=1)
Legal guardian or Designee	4.5% (n=2)
Extended family member	9.1% (n=4)
Other caregiver	
Free or Reduced Lunch?	
Yes	40.9% (n=18)
No	58.9% (n=26)
English is the Primary Language	
Yes	97.7% (n=42)
No	2.3% (n=1)

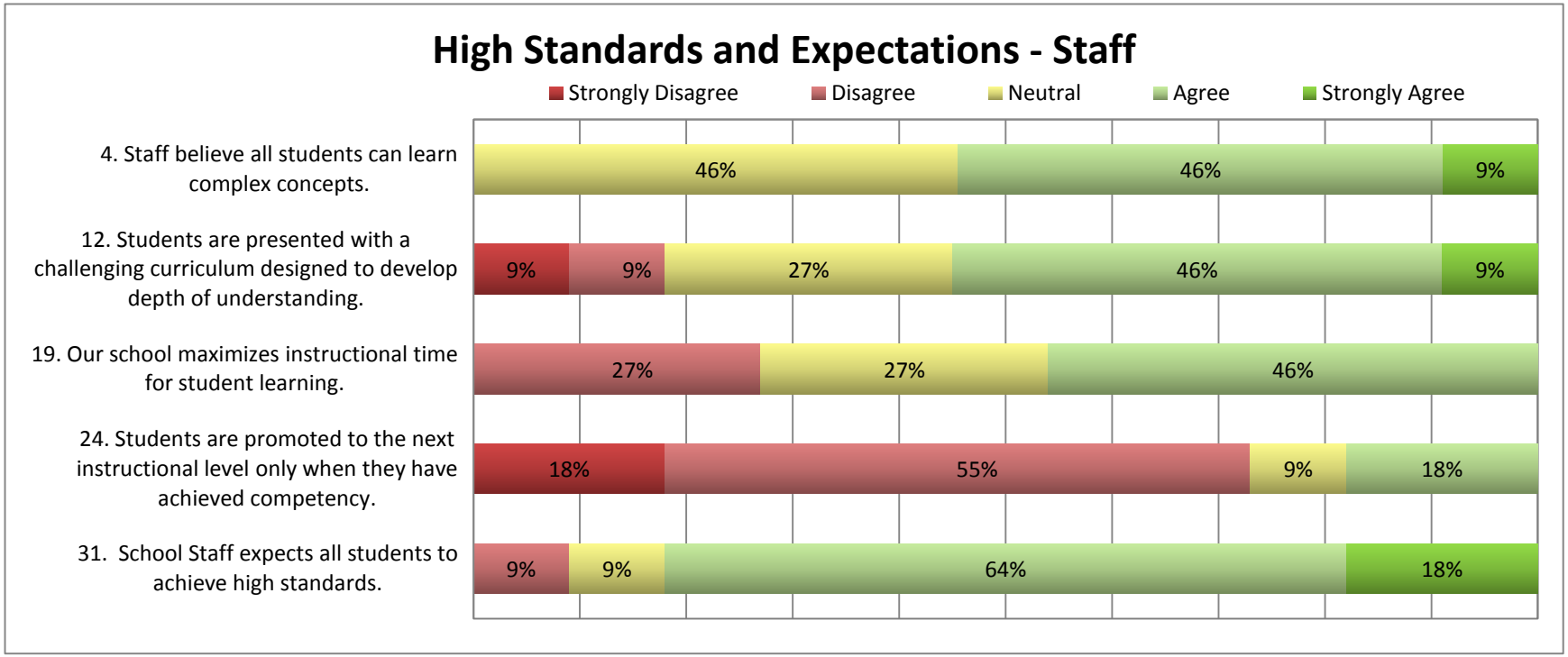
Clear and Shared Focus

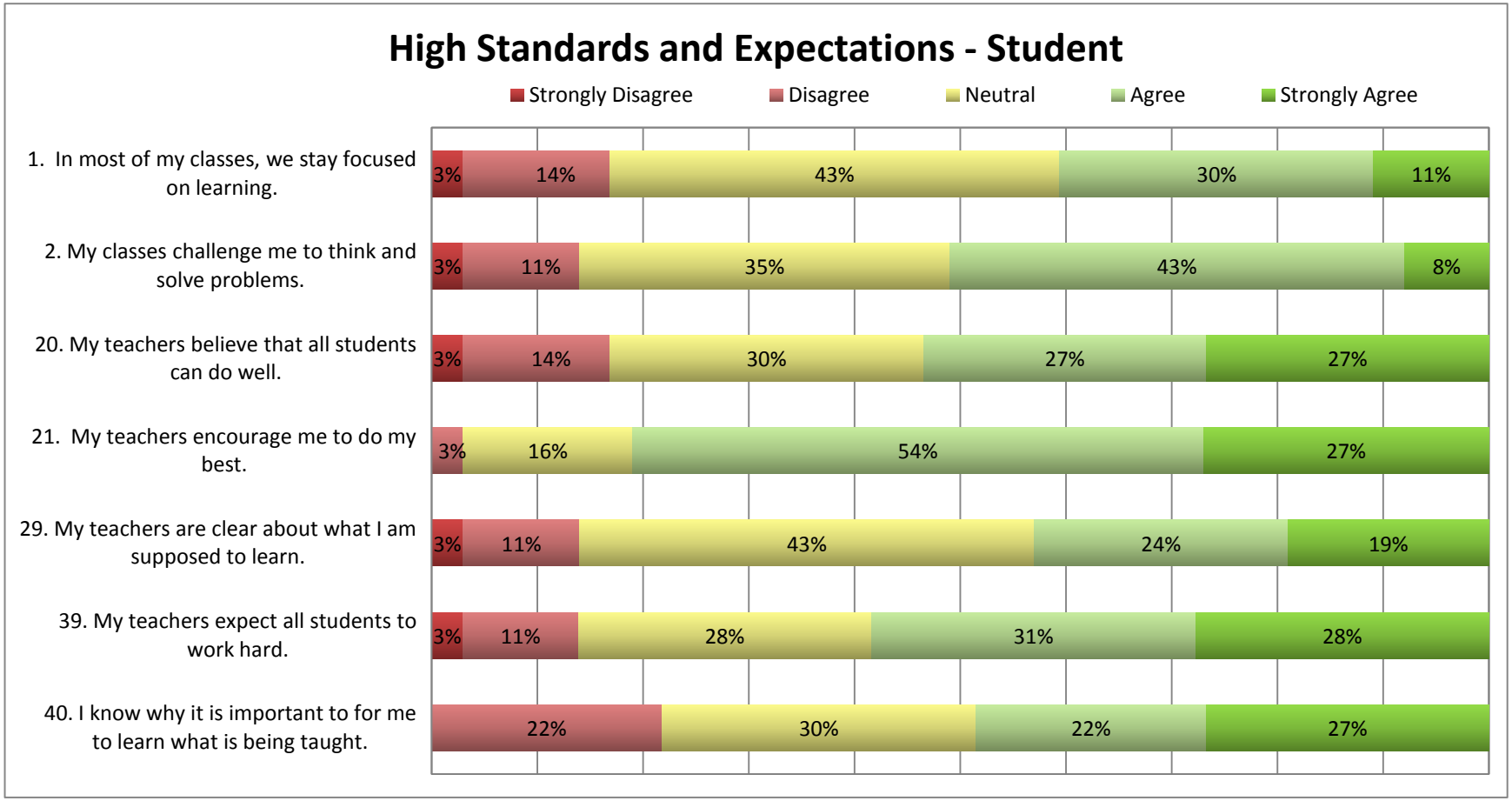


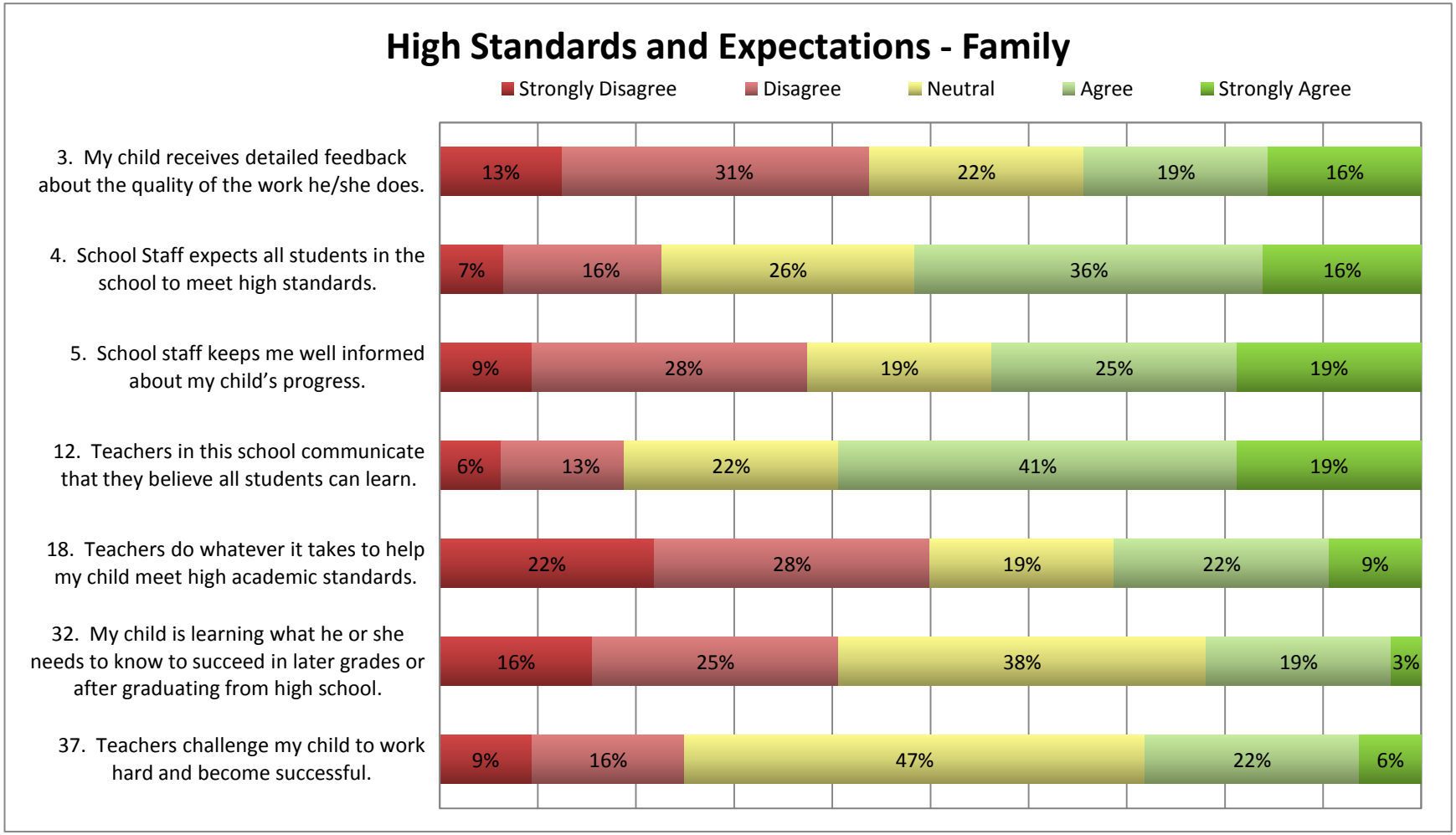

Clear and Shared Focus - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
8. The main purpose of my school is to help students learn.
5%
11%
27%
41%
16%
19. I understand the mission and purpose of this school.
5%
14%
30%
43%
8%
28. My teachers believe student learning is important.
5%
27%
41%
27%


Clear and Shared Focus - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
1. I have a clear understanding of what the school is trying to accomplish.
6%
22%
31%
25%
16%
2. The school's mission and goals influence important decisions.
7%
32%
29%
23%
10%
17. The school has a clearly defined purpose and mission.
16%
19%
34%
19%
13%
27. The school communicates its goals effectively to families and the community.
10%
40%
23%
13%
13%
36. Academics are the primary focus at my child's school.
13%
19%
38%
19%
13%

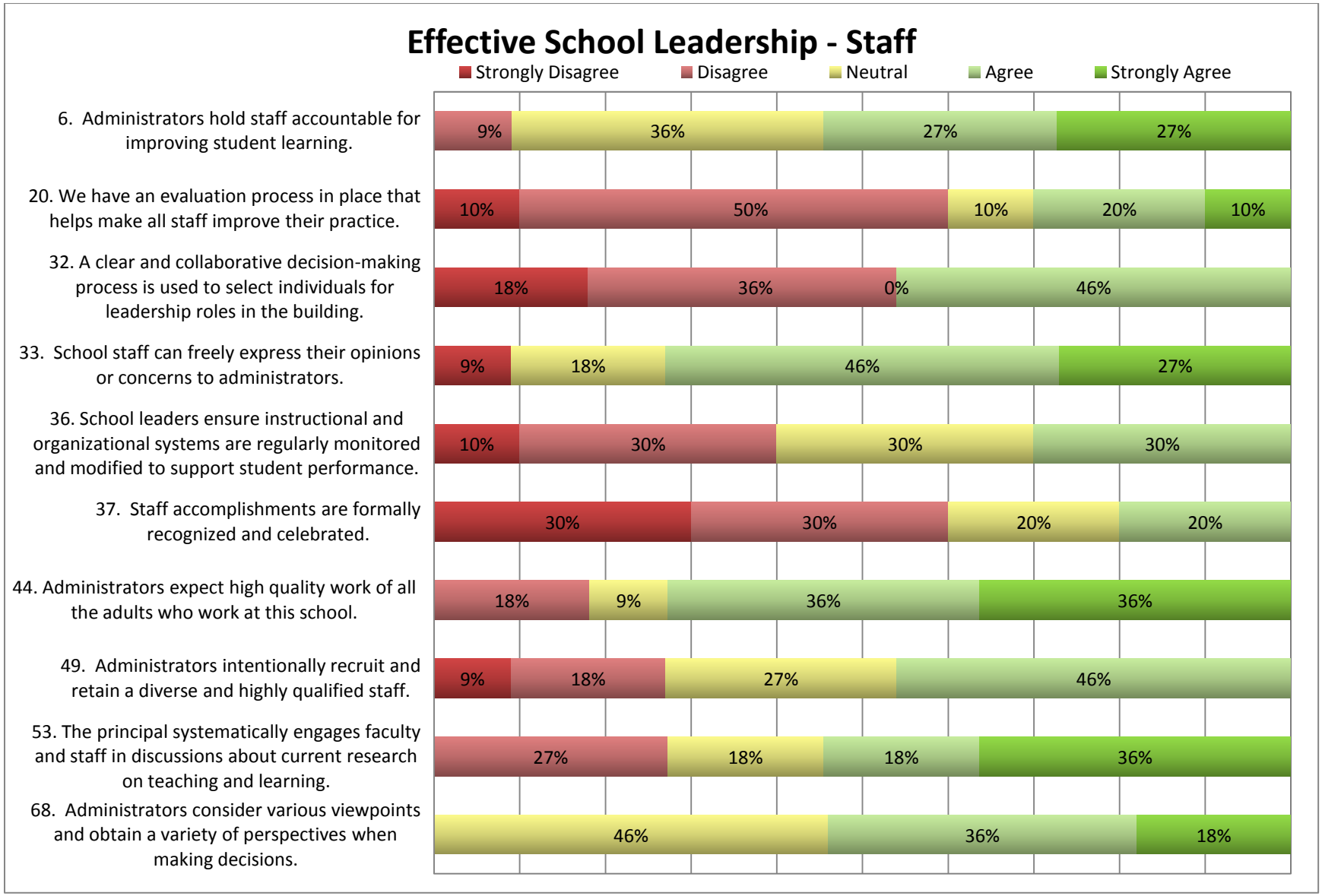
High Standards and Expectations

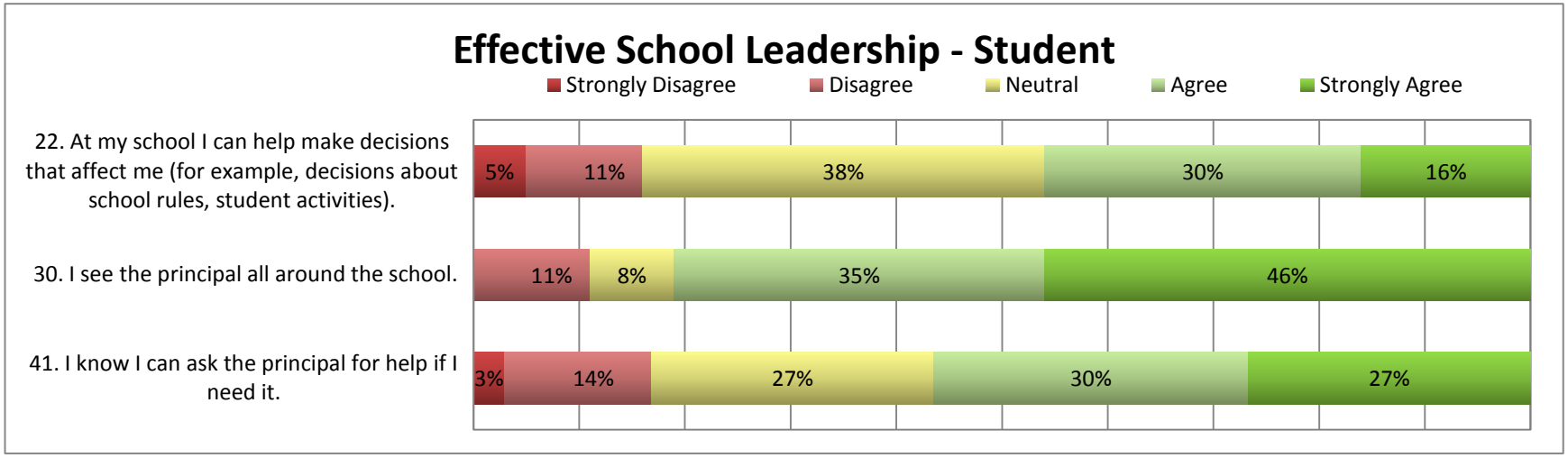


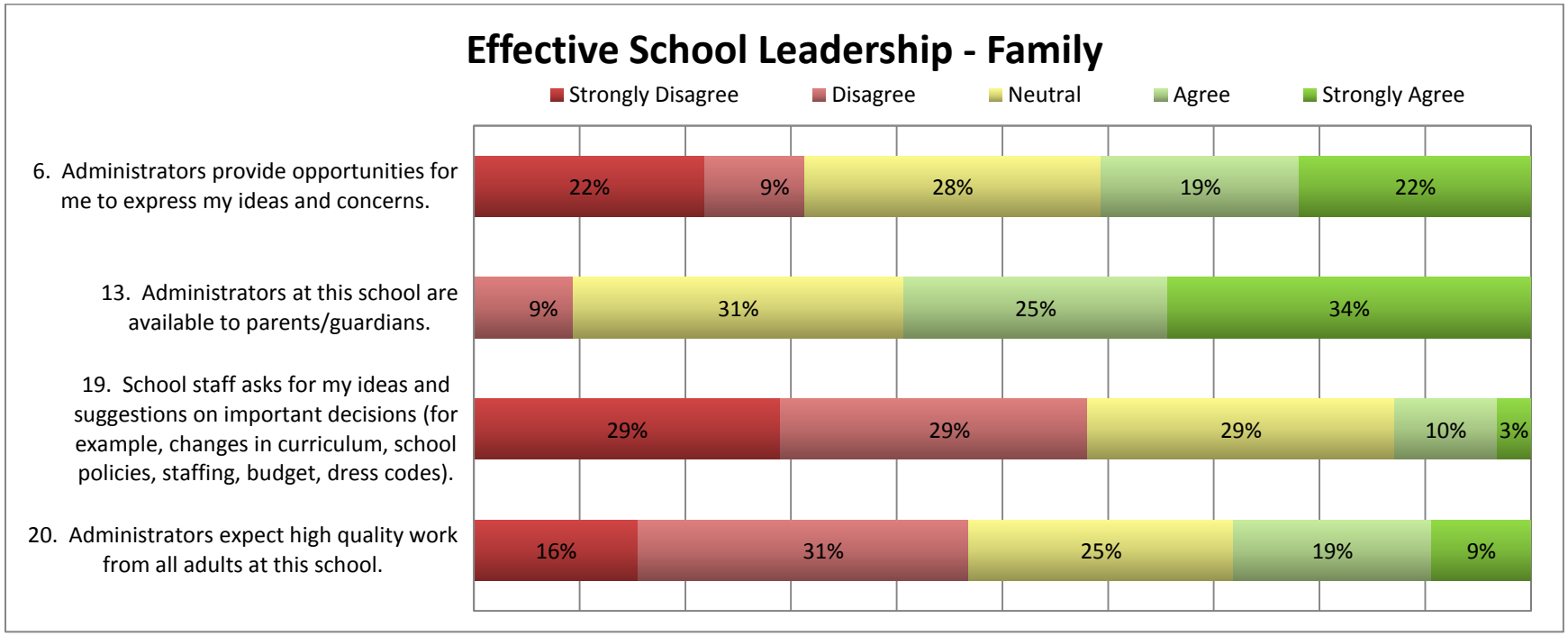

High Standards and Expectations - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
1. In most of my classes, we stay focused on learning.
3%
14%
43%
30%
11%
2. My classes challenge me to think and solve problems.
3%
11%
35%
43%
8%
20. My teachers believe that all students can do well.
3%
14%
30%
27%
27%
21. My teachers encourage me to do my best.
3%
16%
54%
27%
29. My teachers are clear about what I am supposed to learn.
3%
11%
43%
24%
19%
39. My teachers expect all students to work hard.
3%
11%
28%
31%
28%
40. I know why it is important to for me to learn what is being taught.
22%
30%
22%
27%


High Standards and Expectations - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
3. My child receives detailed feedback about the quality of the work he/she does.
13%
31%
22%
19%
16%
4. School Staff expects all students in the school to meet high standards.
7%
16%
26%
36%
16%
5. School staff keeps me well informed about my child's progress.
9%
28%
19%
25%
19%
12. Teachers in this school communicate that they believe all students can learn.
6%
13%
22%
41%
19%
18. Teachers do whatever it takes to help my child meet high academic standards.
22%
28%
19%
22%
9%
32. My child is learning what he or she needs to know to succeed in later grades or after graduating from high school.
16%
25%
38%
19%
3%
37. Teachers challenge my child to work hard and become successful.
9%
16%
47%
22%
6%

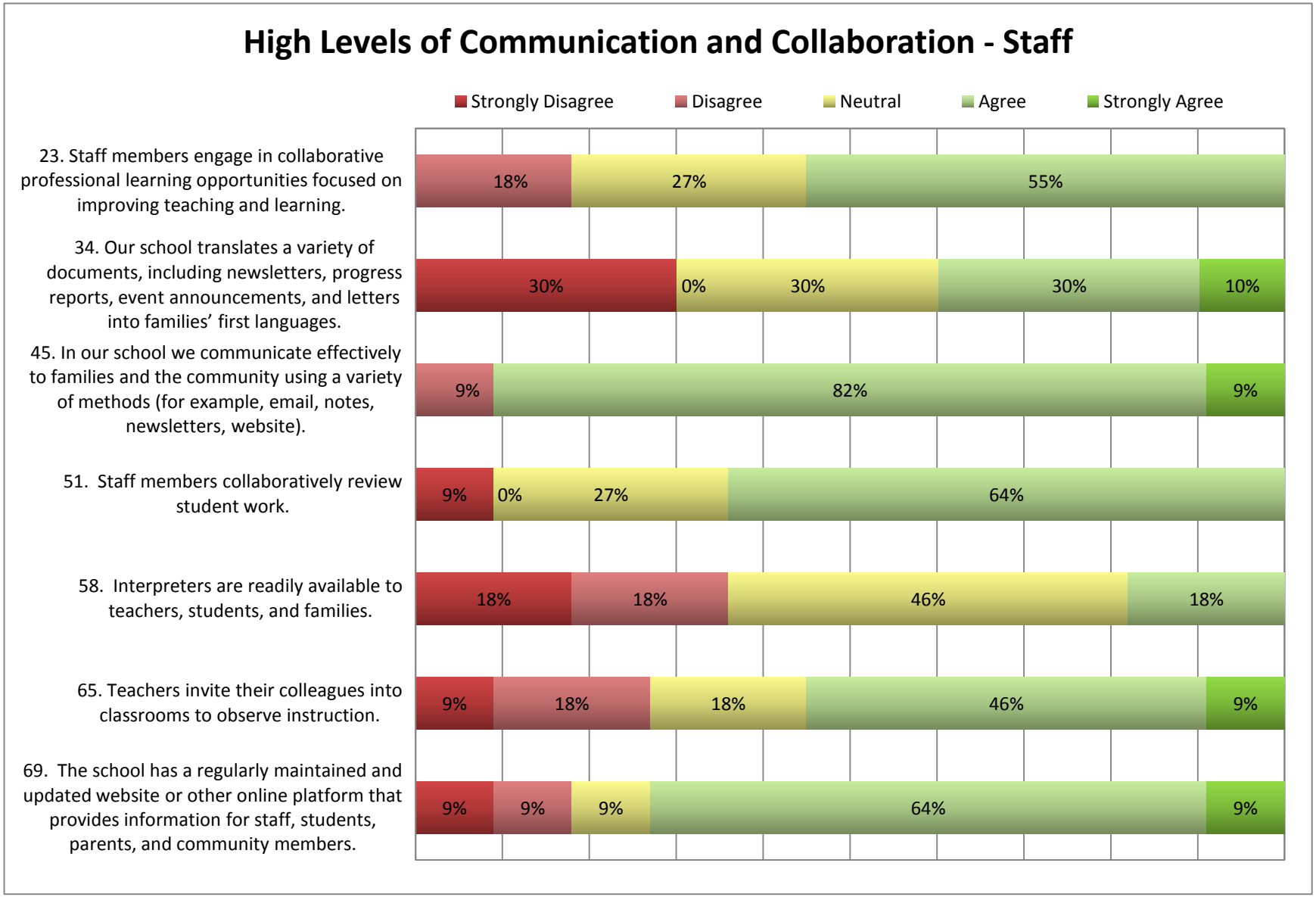
Effective School Leadership

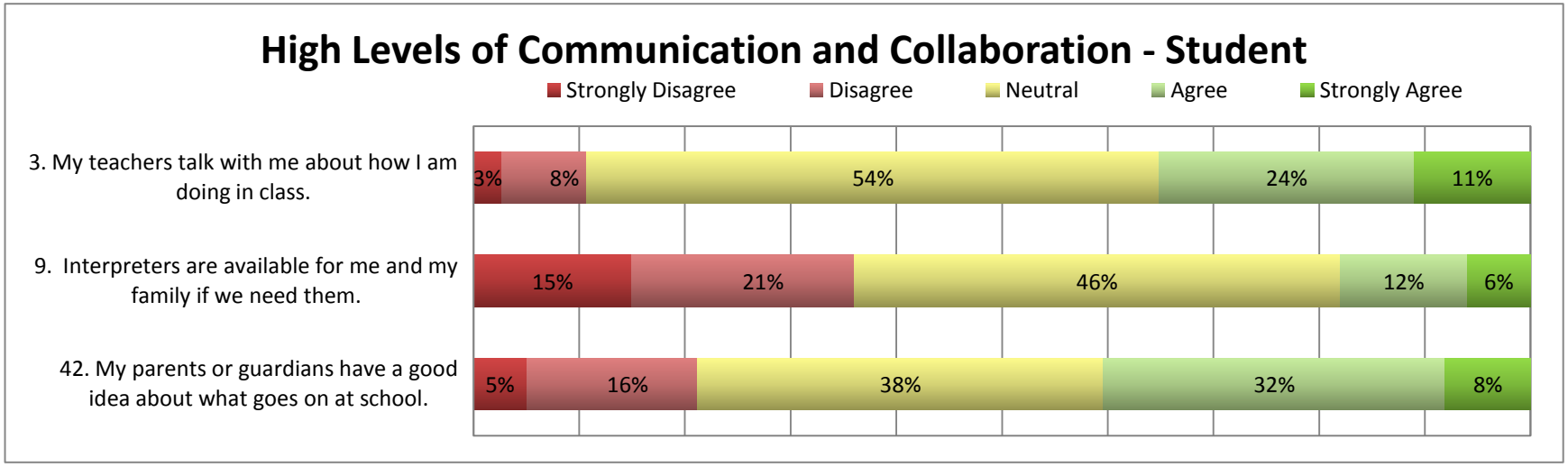



Effective School Leadership - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
22. At my school I can help make decisions that affect me (for example, decisions about school rules, student activities).
5%
11%
38%
30%
16%
30. I see the principal all around the school.
11%
8%
35%
46%
41. I know I can ask the principal for help if I need it.
3%
14%
27%
30%
27%

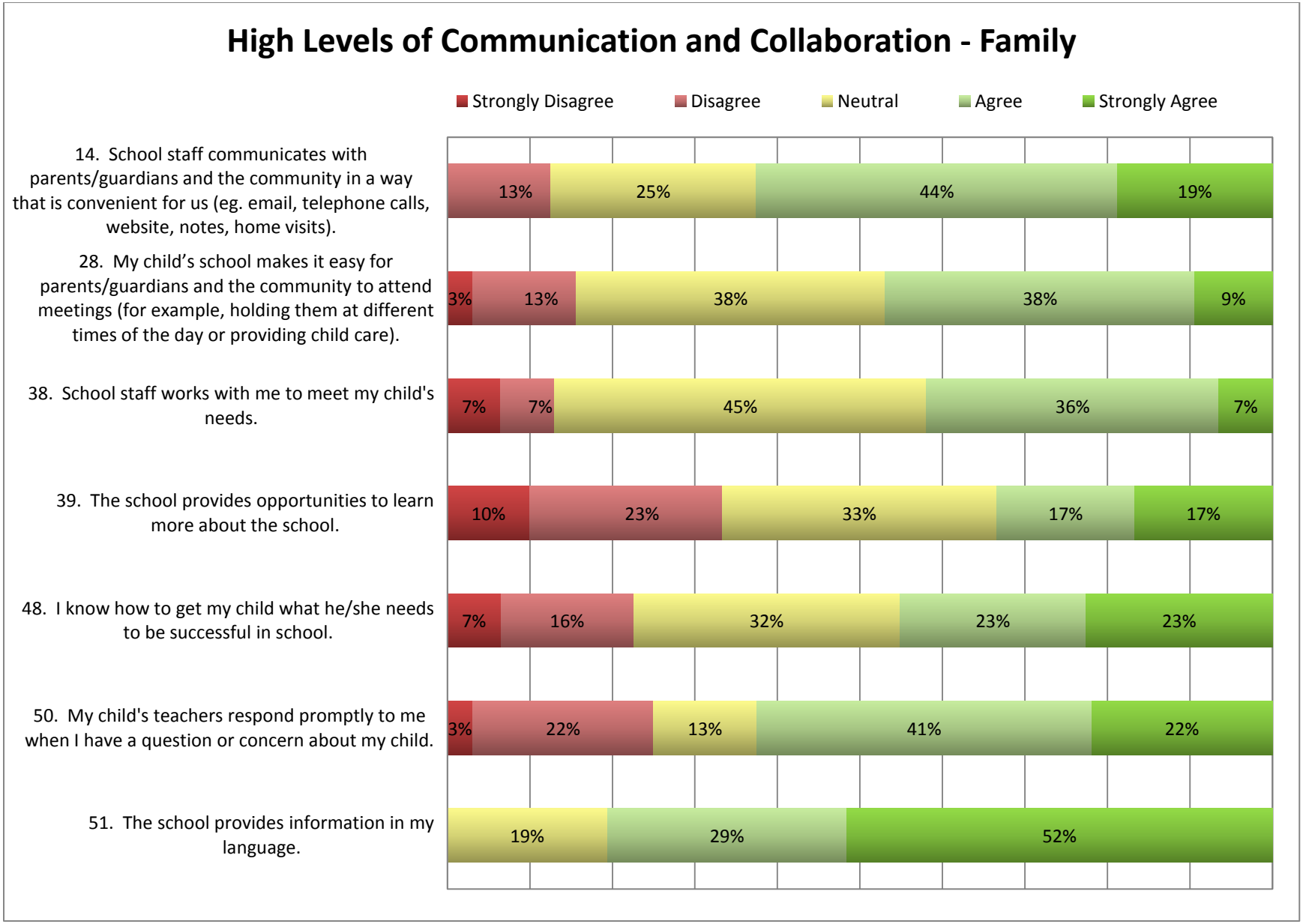

Effective School Leadership - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
6. Administrators provide opportunities for me to express my ideas and concerns.
22%
9%
28%
19%
22%
13. Administrators at this school are available to parents/guardians.
9%
31%
25%
34%
19. School staff asks for my ideas and suggestions on important decisions (for example, changes in curriculum, school policies, staffing, budget, dress codes).
29%
29%
29%
10%
3%
20. Administrators expect high quality work from all adults at this school.
16%
31%
25%
19%
9%

High Levels of Communication and Collaboration

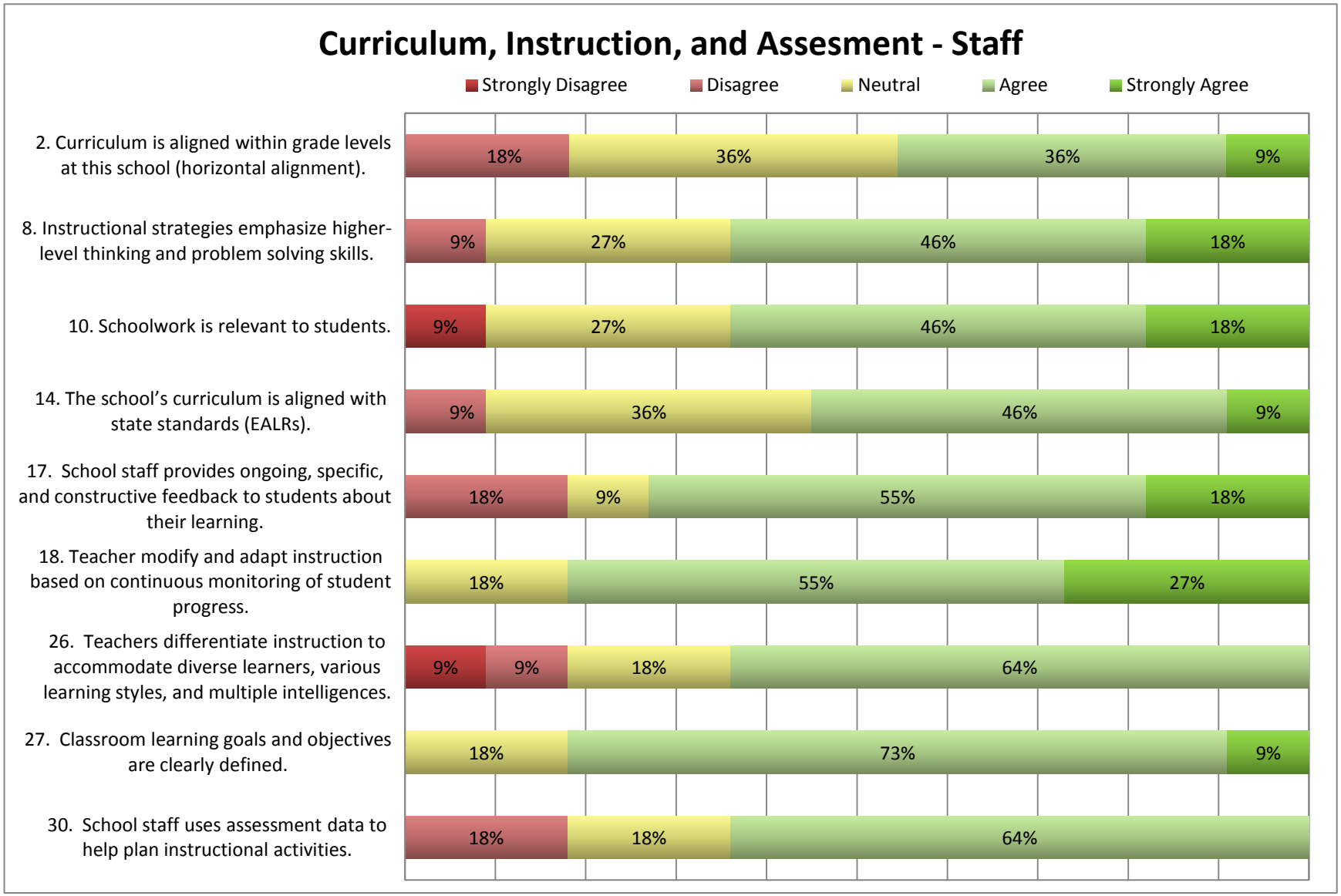


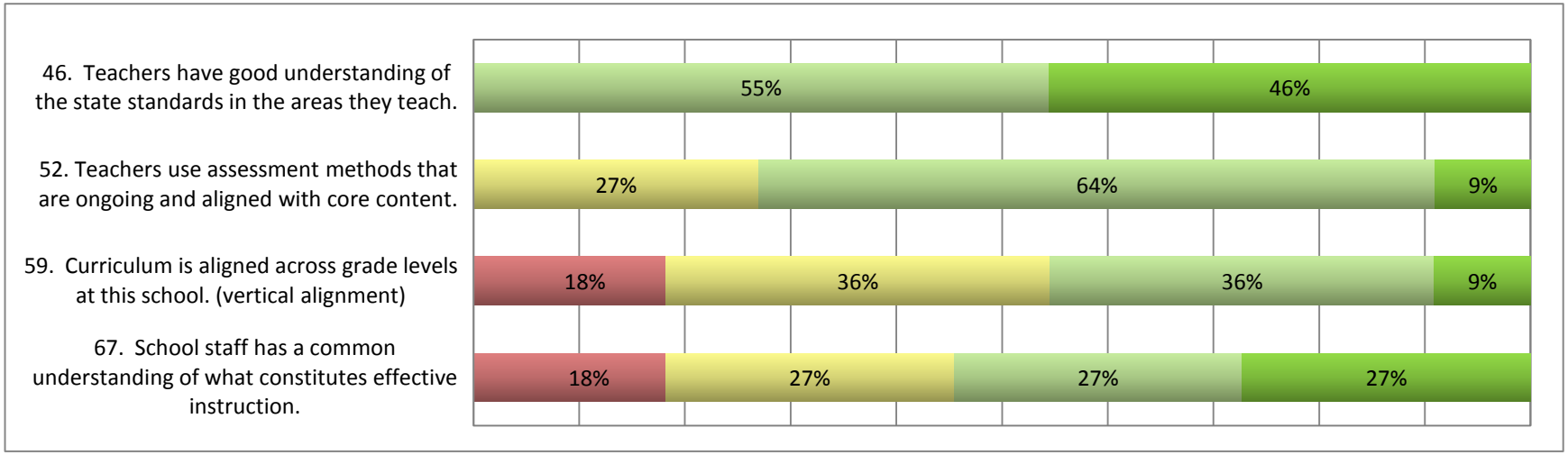

High Levels of Communication and Collaboration - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
3. My teachers talk with me about how I am doing in class.
3%
8%
54%
24%
11%
9. Interpreters are available for me and my family if we need them.
15%
21%
46%
12%
6%
42. My parents or guardians have a good idea about what goes on at school.
5%
16%
38%
32%
8%

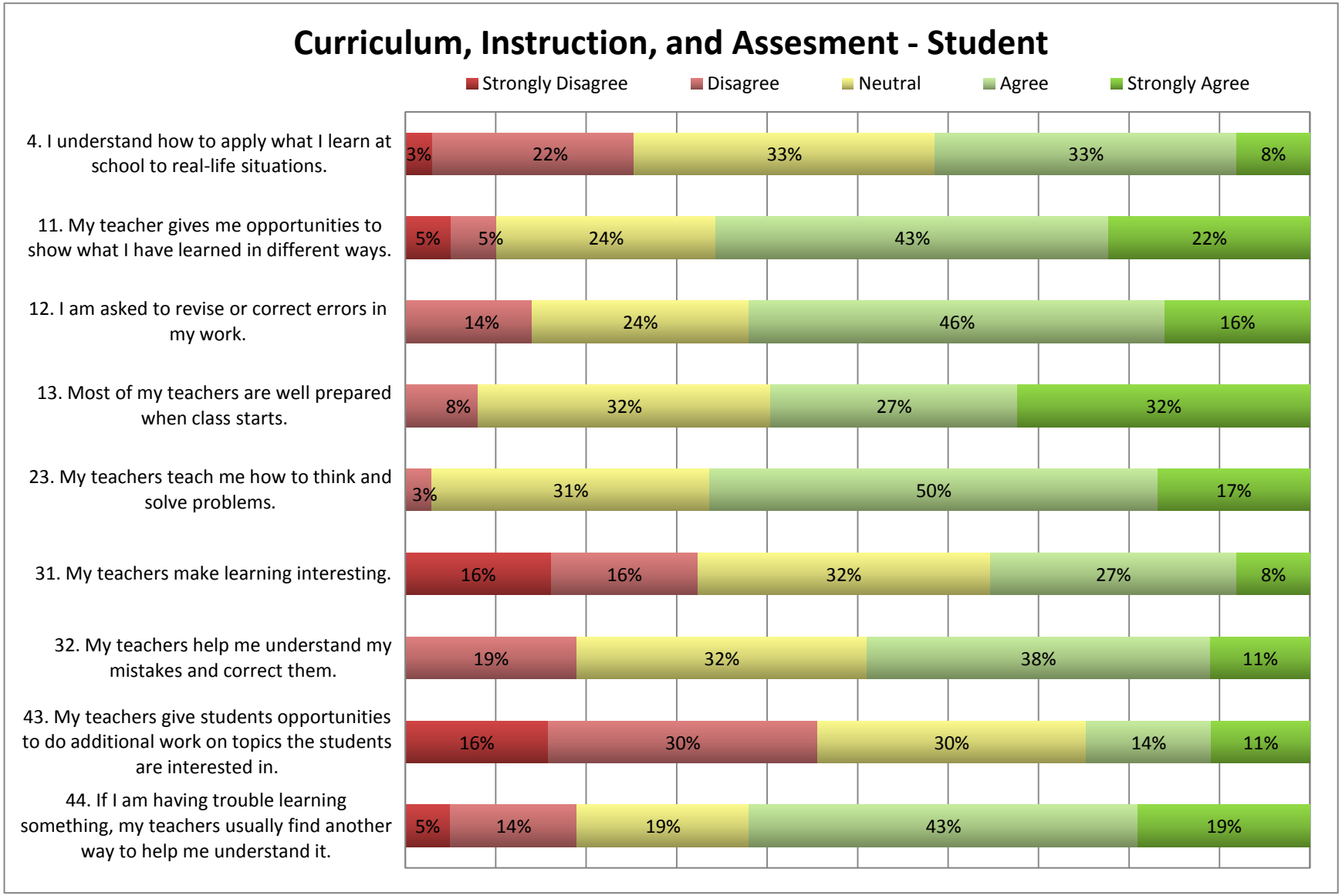
High Levels of Communication and Collaboration - Family

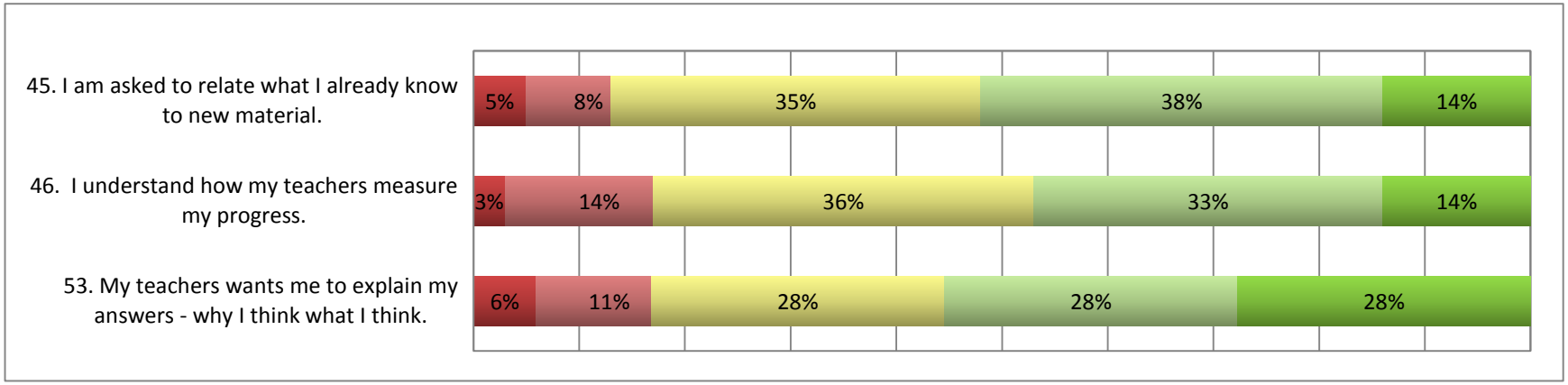


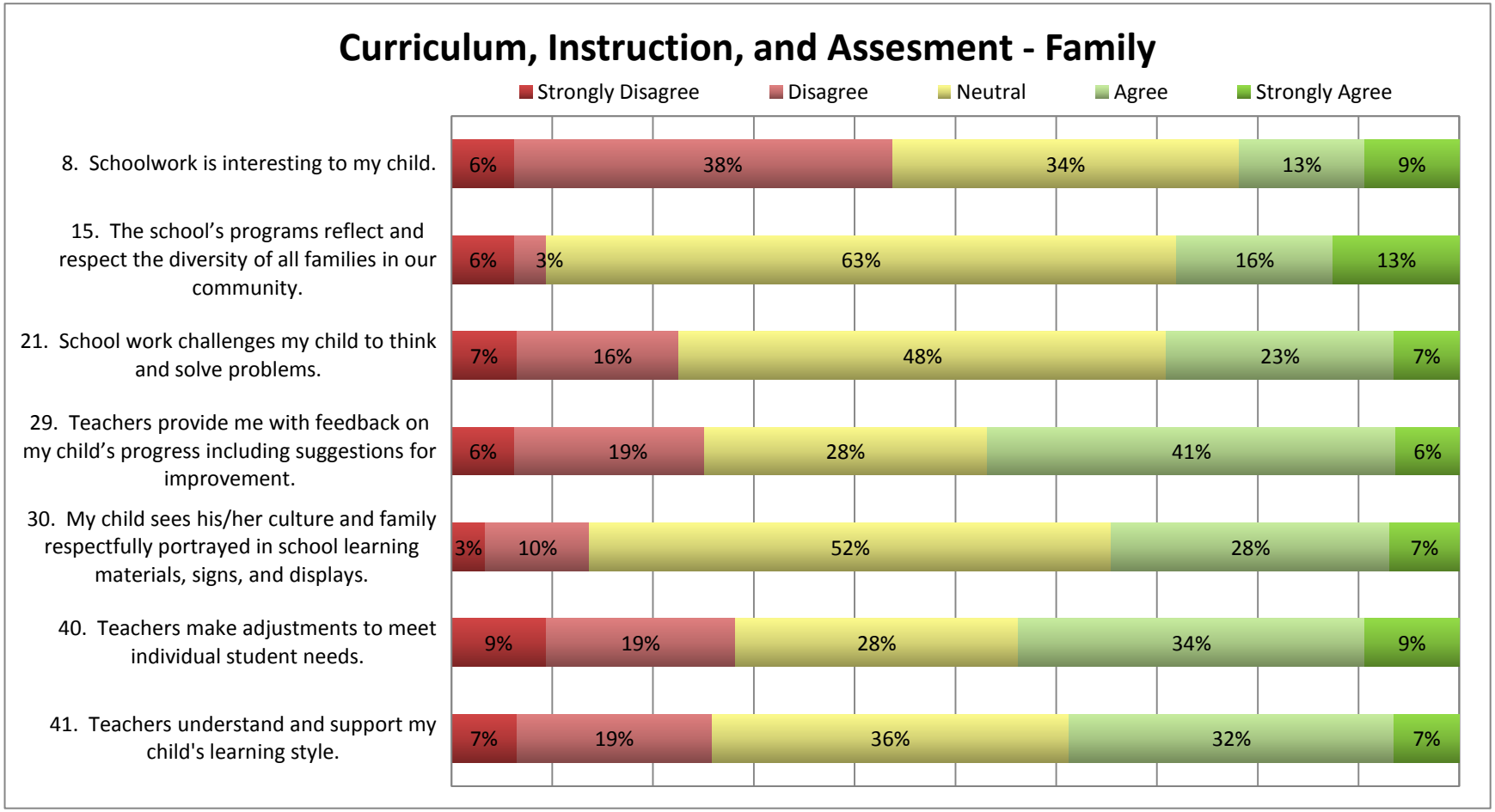
Curriculum, Instruction, and Assessment



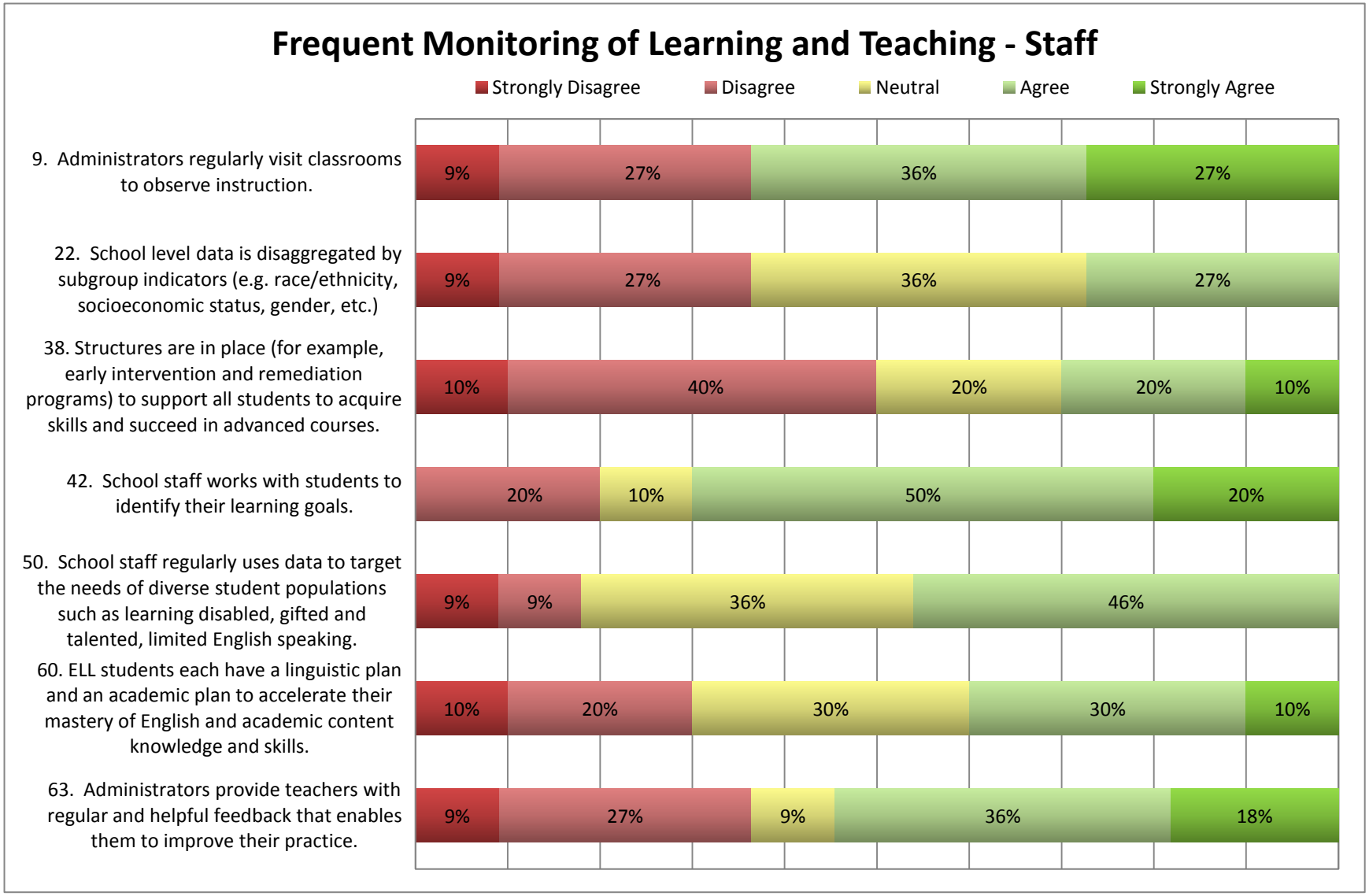

46. Teachers have good understanding of the state standards in the areas they teach.
55%
46%
52. Teachers use assessment methods that are ongoing and aligned with core content.
27%
64%
9%
59. Curriculum is aligned across grade levels at this school. (vertical alignment)
18%
36%
36%
9%
67. School staff has a common understanding of what constitutes effective instruction.
18%
27%
27%
27%

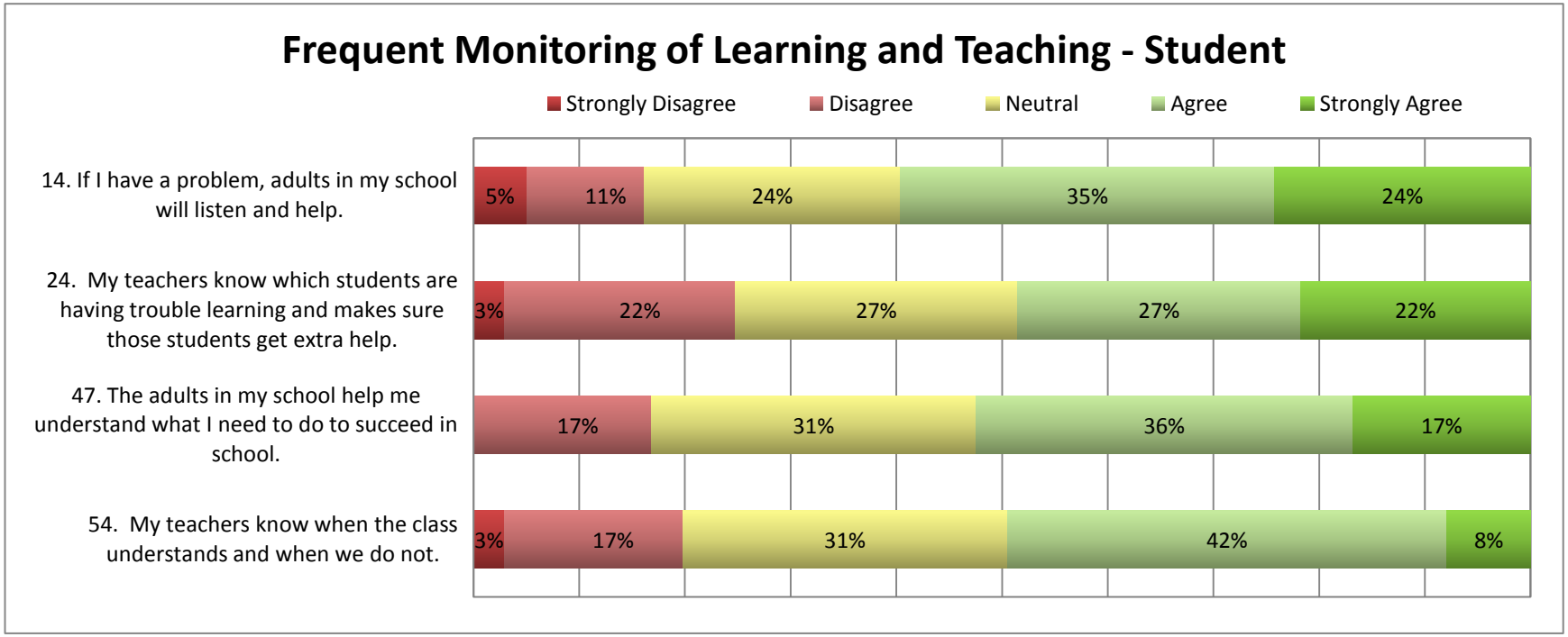

Curriculum, Instruction, and Assesment - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
4. I understand how to apply what I learn at school to real-life situations.
3%
22%
33%
33%
8%
11. My teacher gives me opportunities to show what I have learned in different ways.
5%
5%
24%
43%
22%
12. I am asked to revise or correct errors in my work.
14%
24%
46%
16%
13. Most of my teachers are well prepared when class starts.
8%
32%
27%
32%
23. My teachers teach me how to think and solve problems.
3%
31%
50%
17%
31. My teachers make learning interesting.
16%
16%
32%
27%
8%
32. My teachers help me understand my mistakes and correct them.
19%
32%
38%
11%
43. My teachers give students opportunities to do additional work on topics the students are interested in.
16%
30%
30%
14%
11%
44. If I am having trouble learning something, my teachers usually find another way to help me understand it.
5%
14%
19%
43%
19%

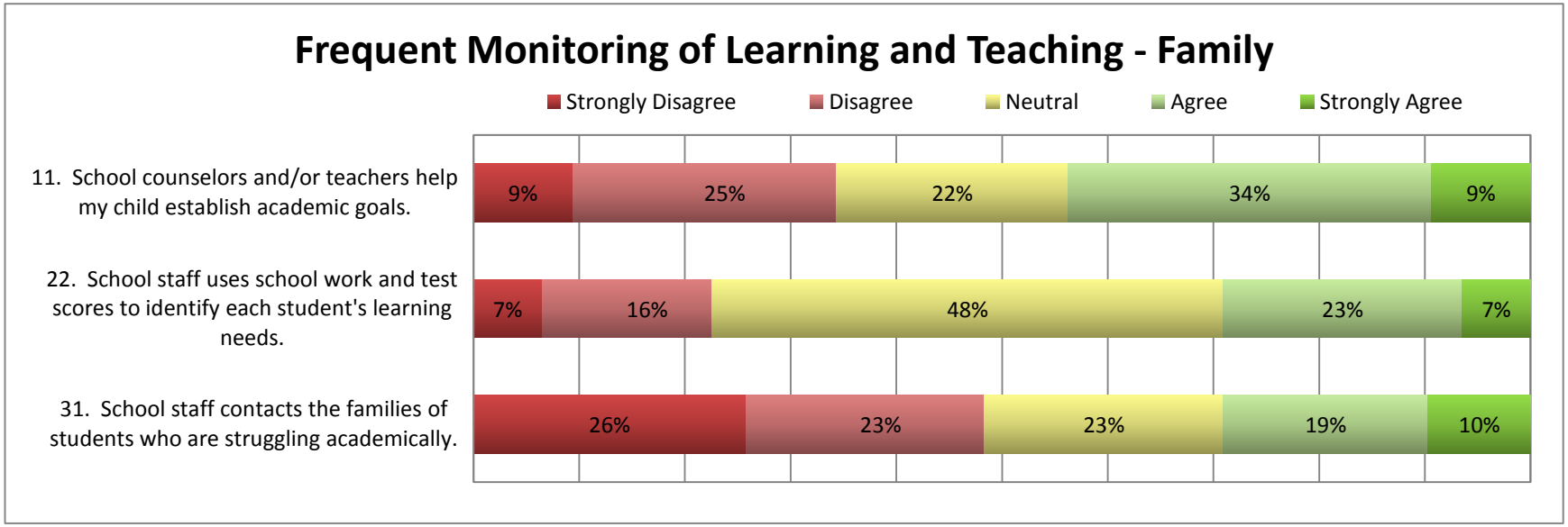

45. I am asked to relate what I already know to new material.
5%
8%
35%
38%
14%
46. I understand how my teachers measure my progress.
3%
14%
36%
33%
14%
53. My teachers wants me to explain my answers - why I think what I think.
6%
11%
28%
28%
28%


Curriculum, Instruction, and Assesment - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
8. Schoolwork is interesting to my child.
6%
38%
34%
13%
9%
15. The school's programs reflect and respect the diversity of all families in our community.
6%
3%
63%
16%
13%
21. School work challenges my child to think and solve problems.
7%
16%
48%
23%
7%
29. Teachers provide me with feedback on my child's progress including suggestions for improvement.
6%
19%
28%
41%
6%
30. My child sees his/her culture and family respectfully portrayed in school learning materials, signs, and displays.
3%
10%
52%
28%
7%
40. Teachers make adjustments to meet individual student needs.
9%
19%
28%
34%
9%
41. Teachers understand and support my child's learning style.
7%
19%
36%
32%
7%

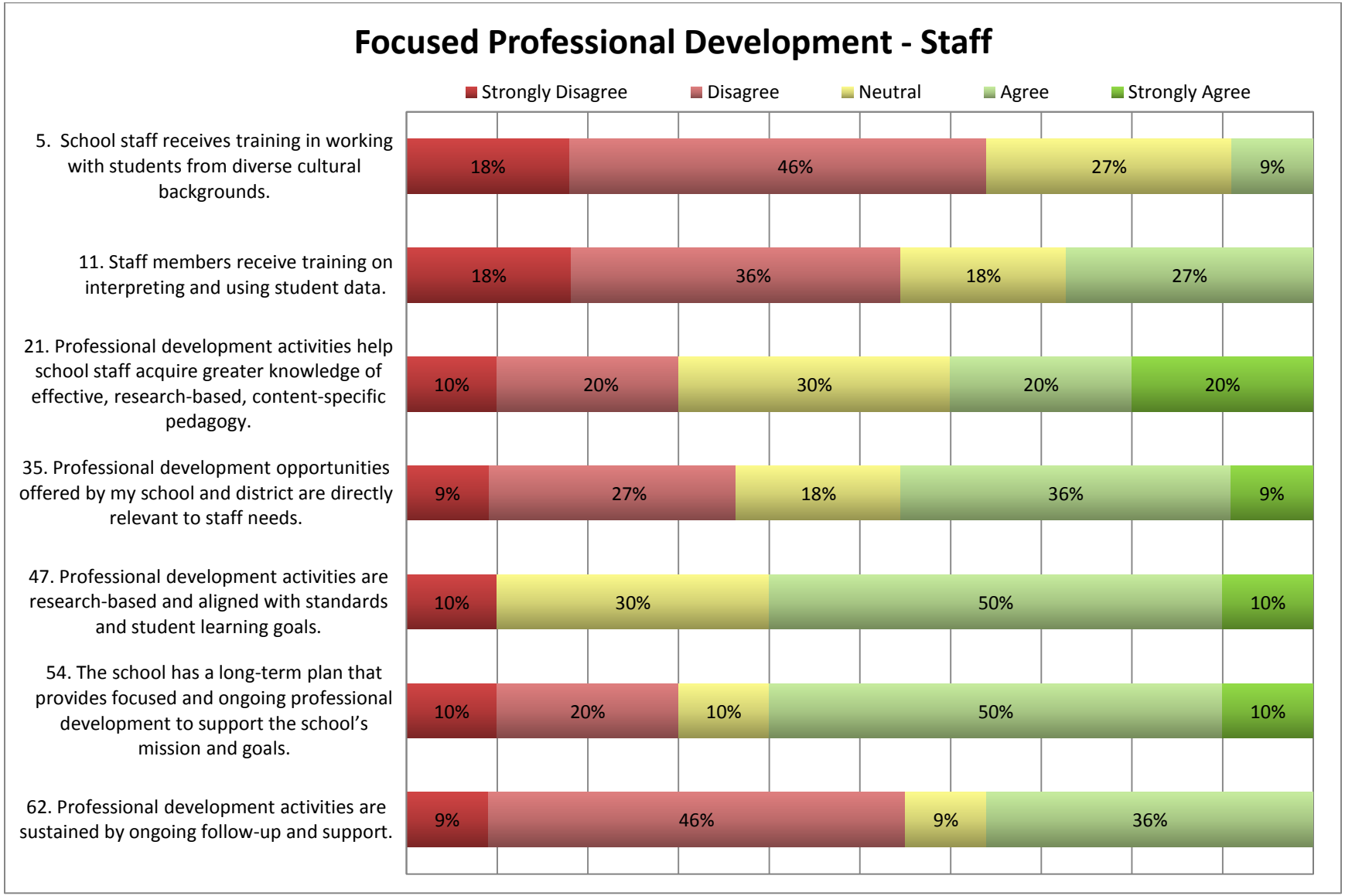
Frequent Monitoring of Learning and Teaching



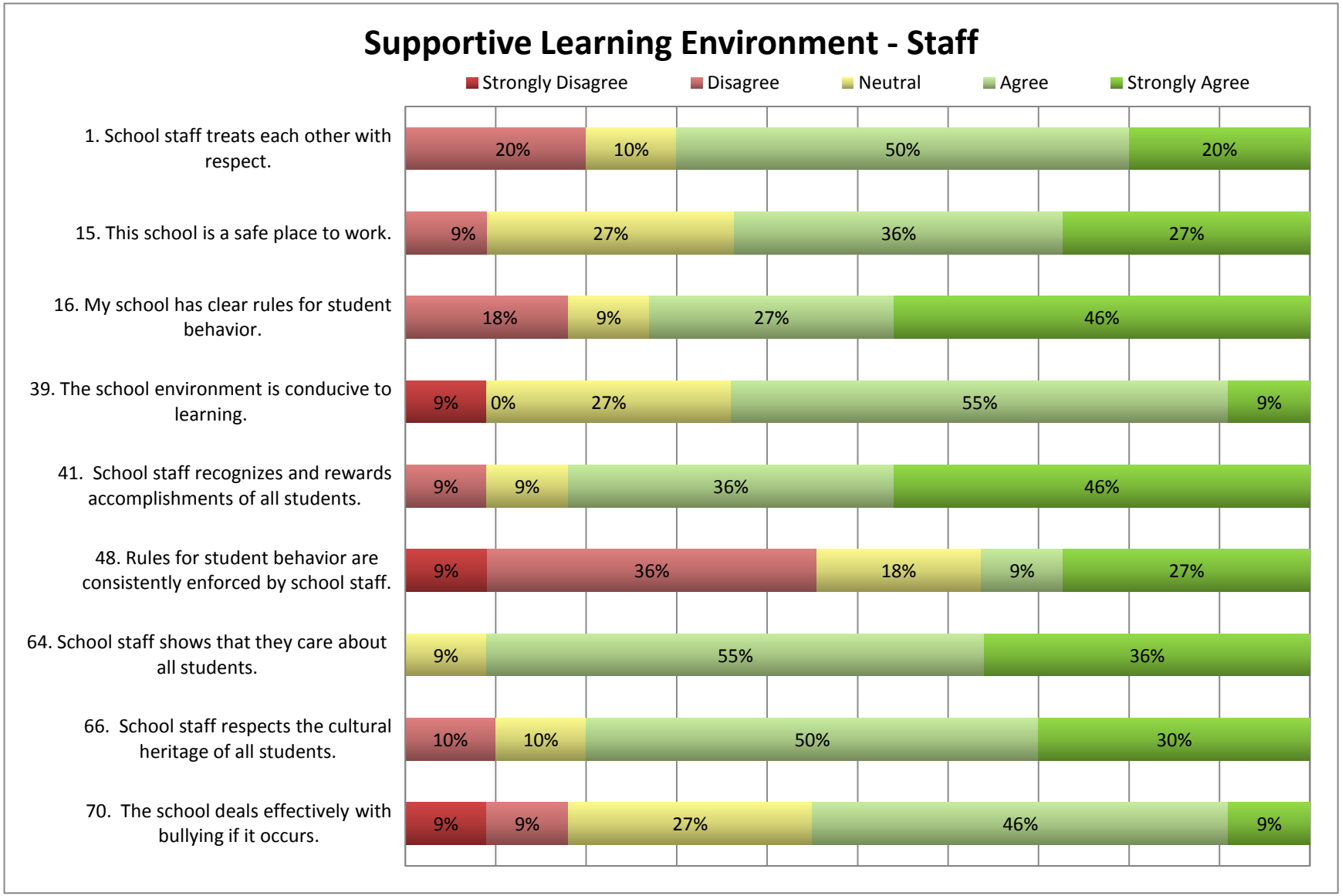

Frequent Monitoring of Learning and Teaching - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
14. If I have a problem, adults in my school will listen and help.
5%
11%
24%
35%
24%
24. My teachers know which students are having trouble learning and makes sure those students get extra help.
3%
22%
27%
27%
22%
47. The adults in my school help me understand what I need to do to succeed in school.
17%
31%
36%
17%
54. My teachers know when the class understands and when we do not.
3%
17%
31%
42%
8%

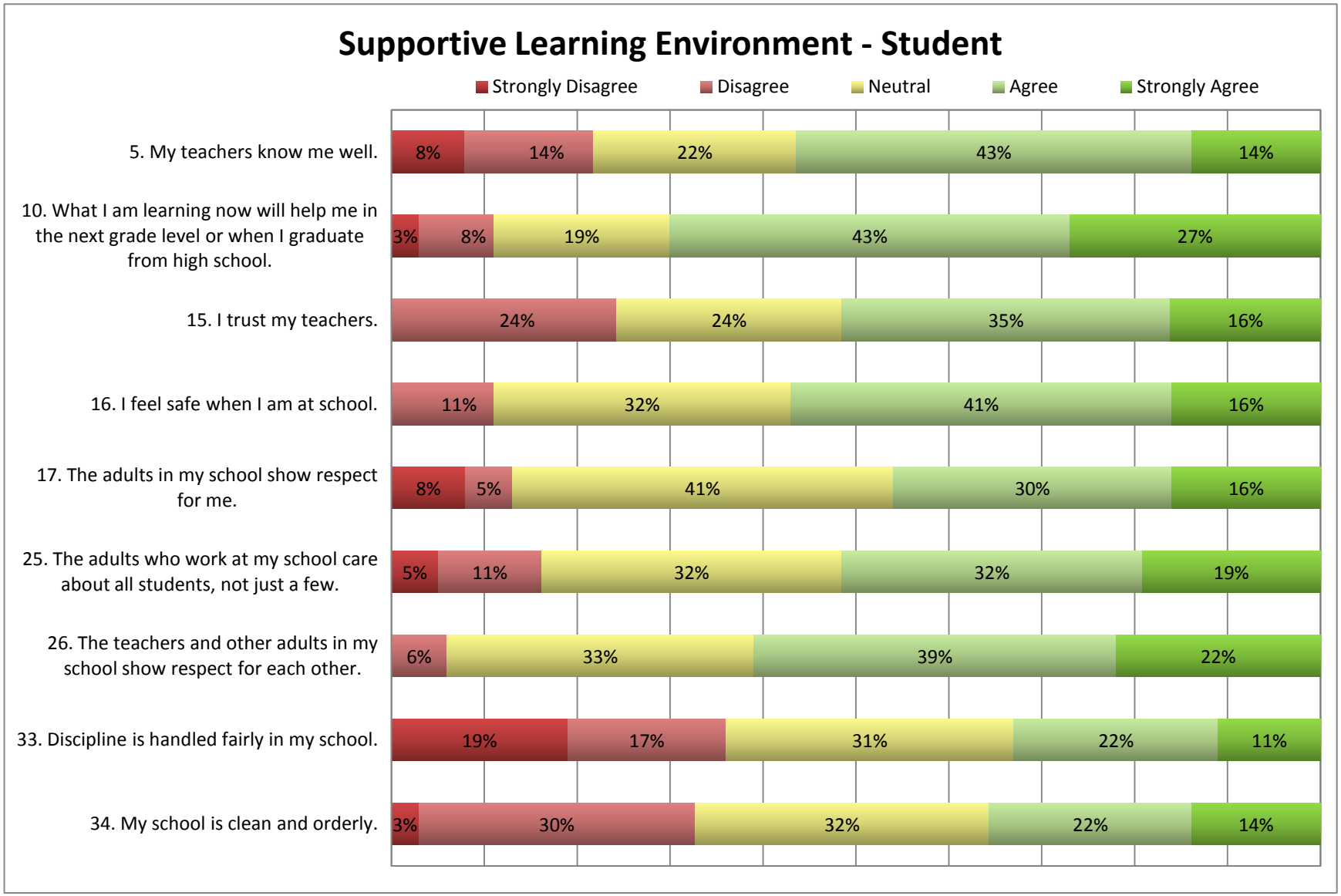

Frequent Monitoring of Learning and Teaching - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
11. School counselors and/or teachers help my child establish academic goals.
9%
25%
22%
34%
9%
22. School staff uses school work and test scores to identify each student's learning needs.
7%
16%
48%
23%
7%
31. School staff contacts the families of students who are struggling academically.
26%
23%
23%
19%
10%

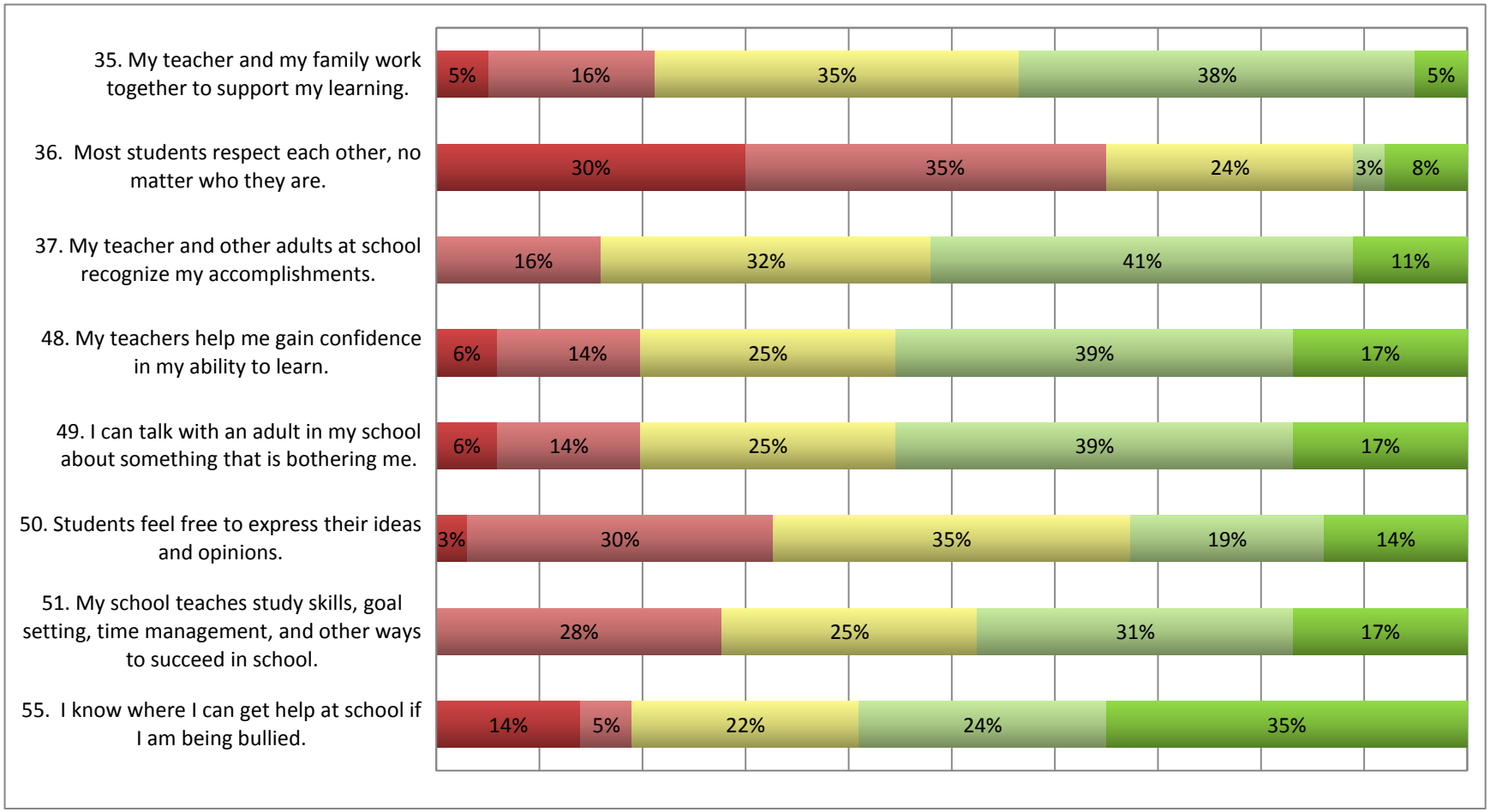
Focused Professional Development

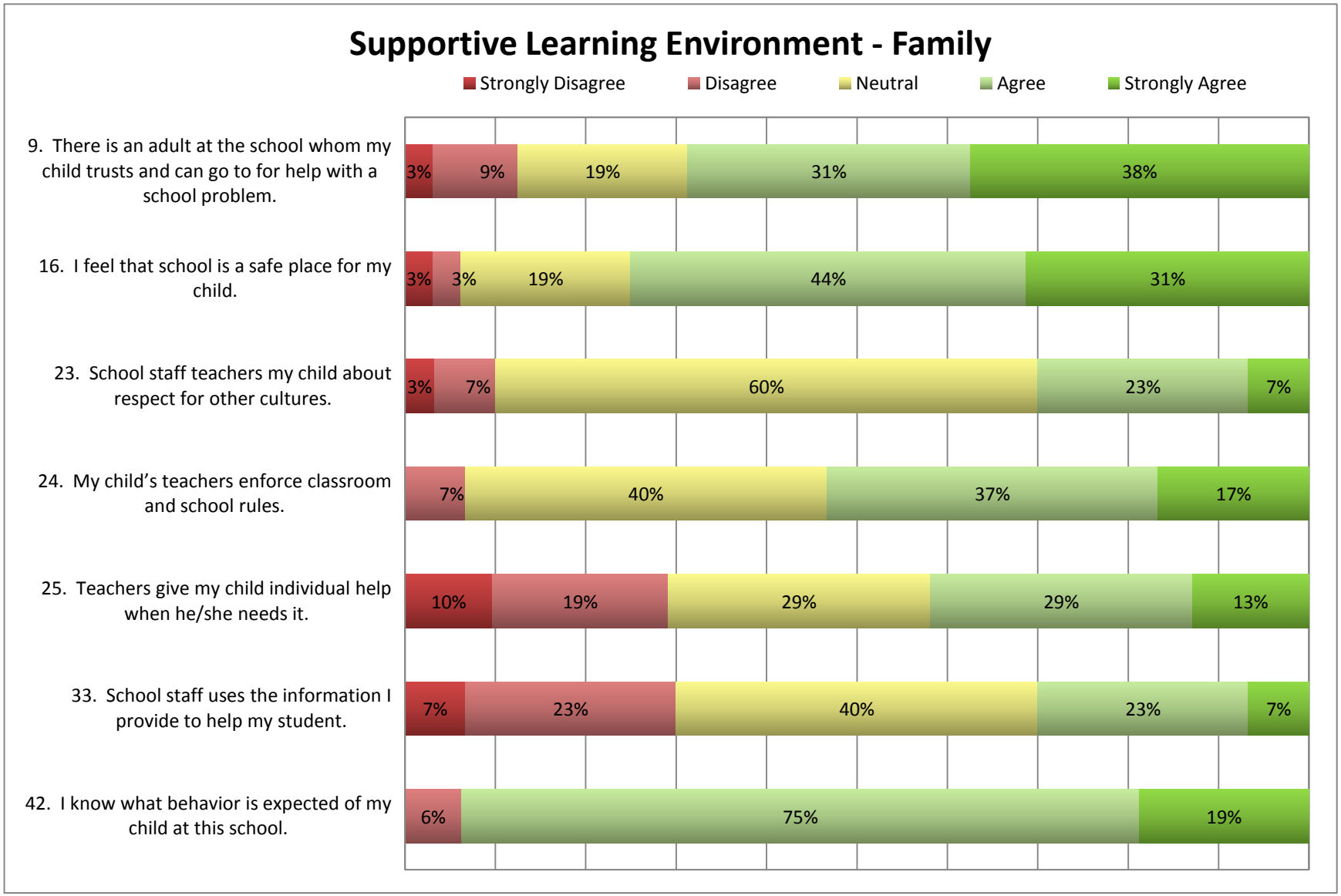


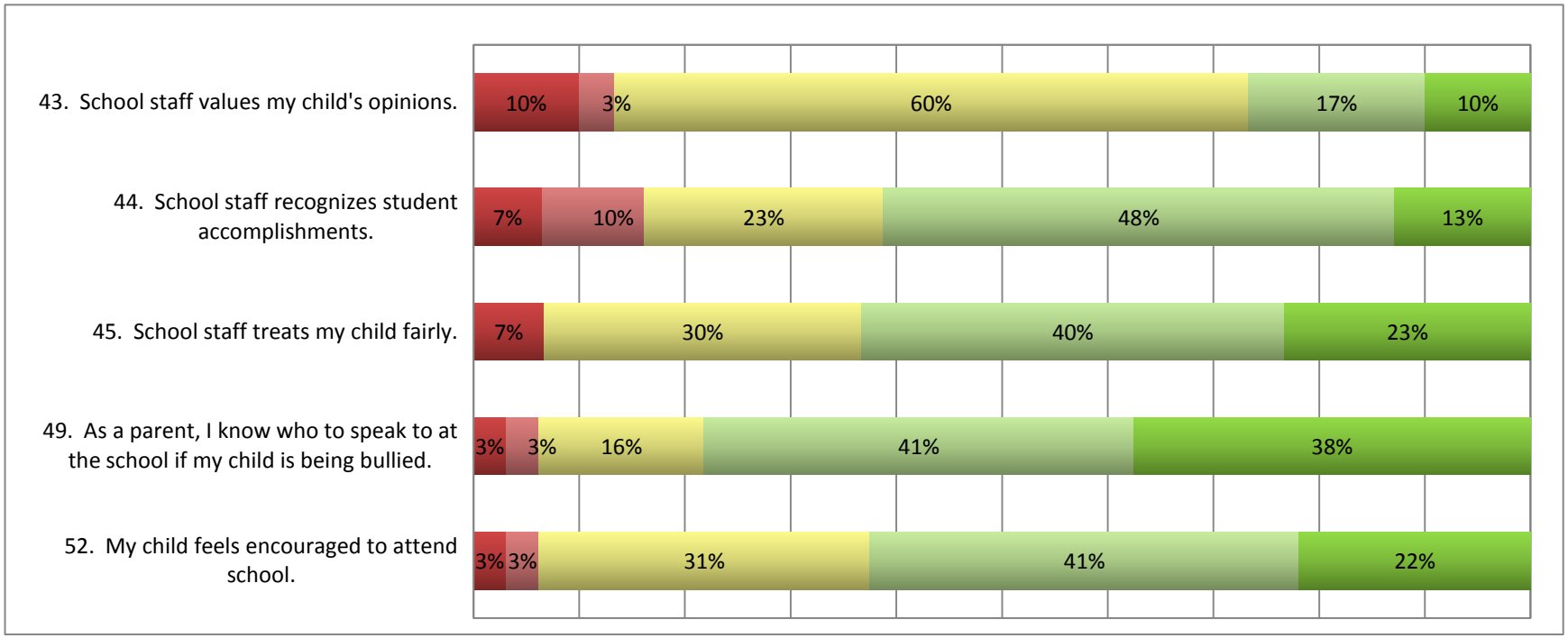
Supportive Learning Environment



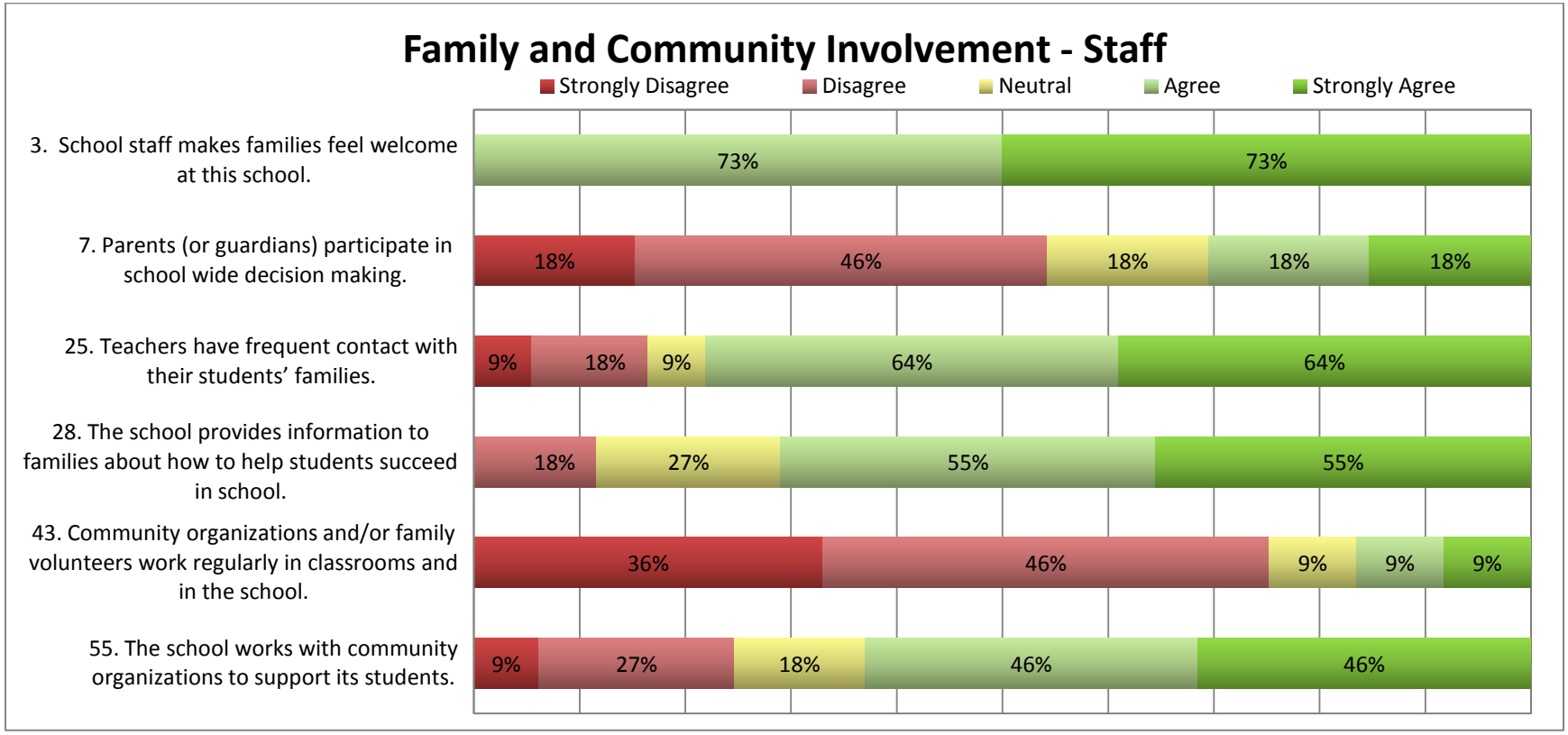

Supportive Learning Environment - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
5. My teachers know me well.
8%
14%
22%
43%
14%
10. What I am learning now will help me in the next grade level or when I graduate from high school.
3%
8%
19%
43%
27%
15. I trust my teachers.
24%
24%
35%
16%
16. I feel safe when I am at school.
11%
32%
41%
16%
17. The adults in my school show respect for me.
8%
5%
41%
30%
16%
25. The adults who work at my school care about all students, not just a few.
5%
11%
32%
32%
19%
26. The teachers and other adults in my school show respect for each other.
6%
33%
39%
22%
33. Discipline is handled fairly in my school.
19%
17%
31%
22%
11%
34. My school is clean and orderly.
3%
30%
32%
22%
14%

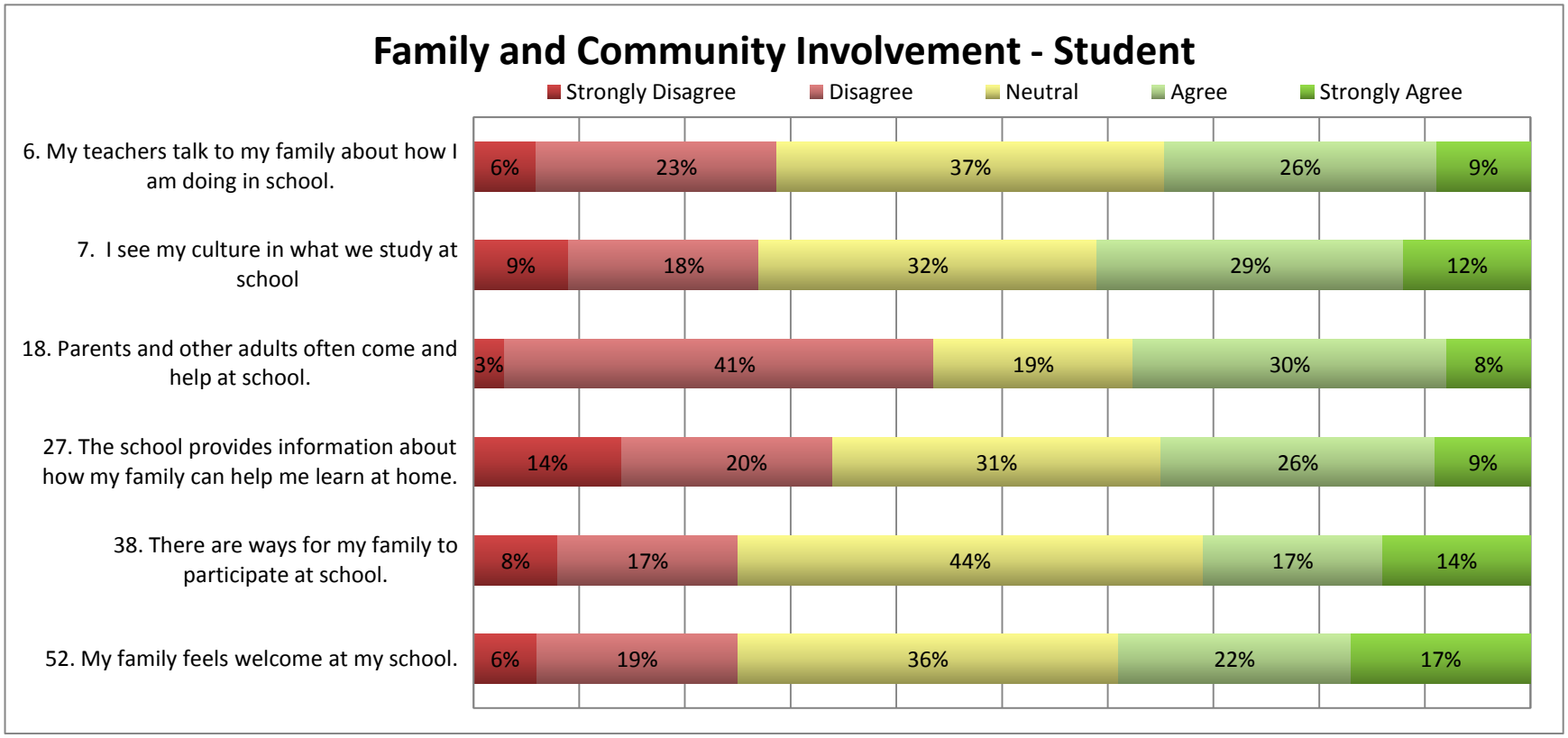

35. My teacher and my family work together to support my learning.
5%
16%
35%
38%
5%
36. Most students respect each other, no matter who they are.
30%
35%
24%
3%
8%
37. My teacher and other adults at school recognize my accomplishments.
16%
32%
41%
11%
48. My teachers help me gain confidence in my ability to learn.
6%
14%
25%
39%
17%
49. I can talk with an adult in my school about something that is bothering me.
6%
14%
25%
39%
17%
50. Students feel free to express their ideas and opinions.
3%
30%
35%
19%
14%
51. My school teaches study skills, goal setting, time management, and other ways to succeed in school.
28%
25%
31%
17%
55. I know where I can get help at school if I am being bullied.
14%
5%
22%
24%
35%

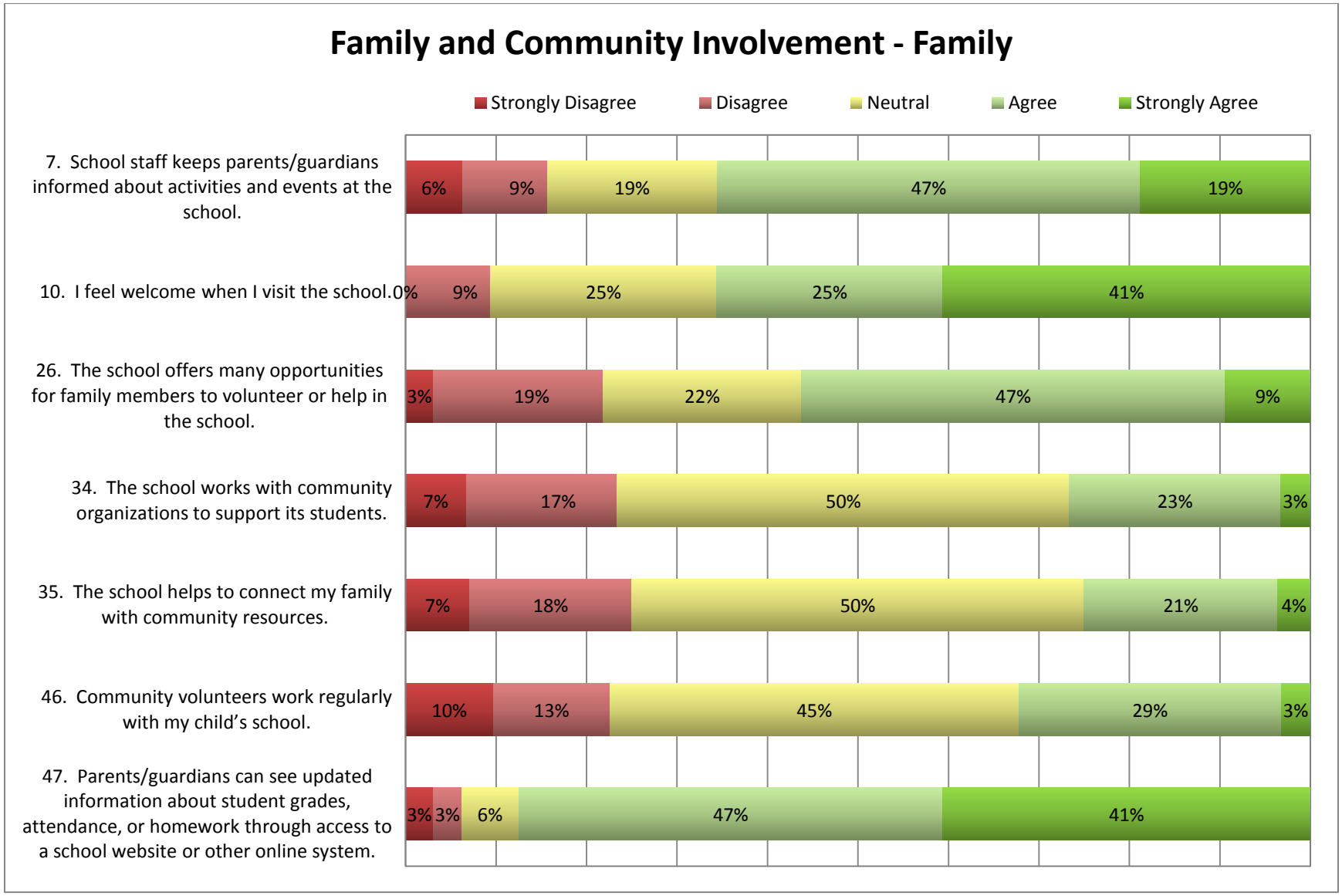

Supportive Learning Environment - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
9. There is an adult at the school whom my child trusts and can go to for help with a school problem.
3%
9%
19%
31%
38%
16. I feel that school is a safe place for my child.
3%
3%
19%
44%
31%
23. School staff teachers my child about respect for other cultures.
3%
7%
60%
23%
7%
24. My child's teachers enforce classroom and school rules.
7%
40%
37%
17%
25. Teachers give my child individual help when he/she needs it.
10%
19%
29%
29%
13%
33. School staff uses the information I provide to help my student.
7%
23%
40%
23%
7%
42. I know what behavior is expected of my child at this school.
6%
75%
19%


43. School staff values my child's opinions.
10%
3%
60%
17%
10%
44. School staff recognizes student accomplishments.
7%
10%
23%
48%
13%
45. School staff treats my child fairly.
7%
30%
40%
23%
49. As a parent, I know who to speak to at the school if my child is being bullied.
3%
3%
16%
41%
38%
52. My child feels encouraged to attend school.
3%
3%
31%
41%
22%

Family and Community Involvement




Family and Community Involvement - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
6. My teachers talk to my family about how I am doing in school.
6%
23%
37%
26%
9%
7. I see my culture in what we study at school
9%
18%
32%
29%
12%
18. Parents and other adults often come and help at school.
3%
41%
19%
30%
8%
27. The school provides information about how my family can help me learn at home.
14%
20%
31%
26%
9%
38. There are ways for my family to participate at school.
8%
17%
44%
17%
14%
52. My family feels welcome at my school.
6%
19%
36%
22%
17%


Family and Community Involvement - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
7. School staff keeps parents/guardians informed about activities and events at the school.
6%
9%
19%
47%
19%
10. I feel welcome when I visit the school.
0%
9%
25%
25%
41%
26. The school offers many opportunities for family members to volunteer or help in the school.
3%
19%
22%
47%
9%
34. The school works with community organizations to support its students.
7%
17%
50%
23%
3%
35. The school helps to connect my family with community resources.
7%
18%
50%
21%
4%
46. Community volunteers work regularly with my child's school.
10%
13%
45%
29%
3%
47. Parents/guardians can see updated information about student grades, attendance, or homework through access to a school website or other online system.
3%
3%
6%
47%
41%

STAR Report for Required Action Districts

Onalaska Middle School

Onalaska School District

January 20 and 21, 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

District and School Improvement and Accountability
Washington Improvement and Implementation Network (WIIN) Center
6501 North 23rd Street
Tacoma, WA 98406
(253) 571-3540
wiin@k12.wa.us

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

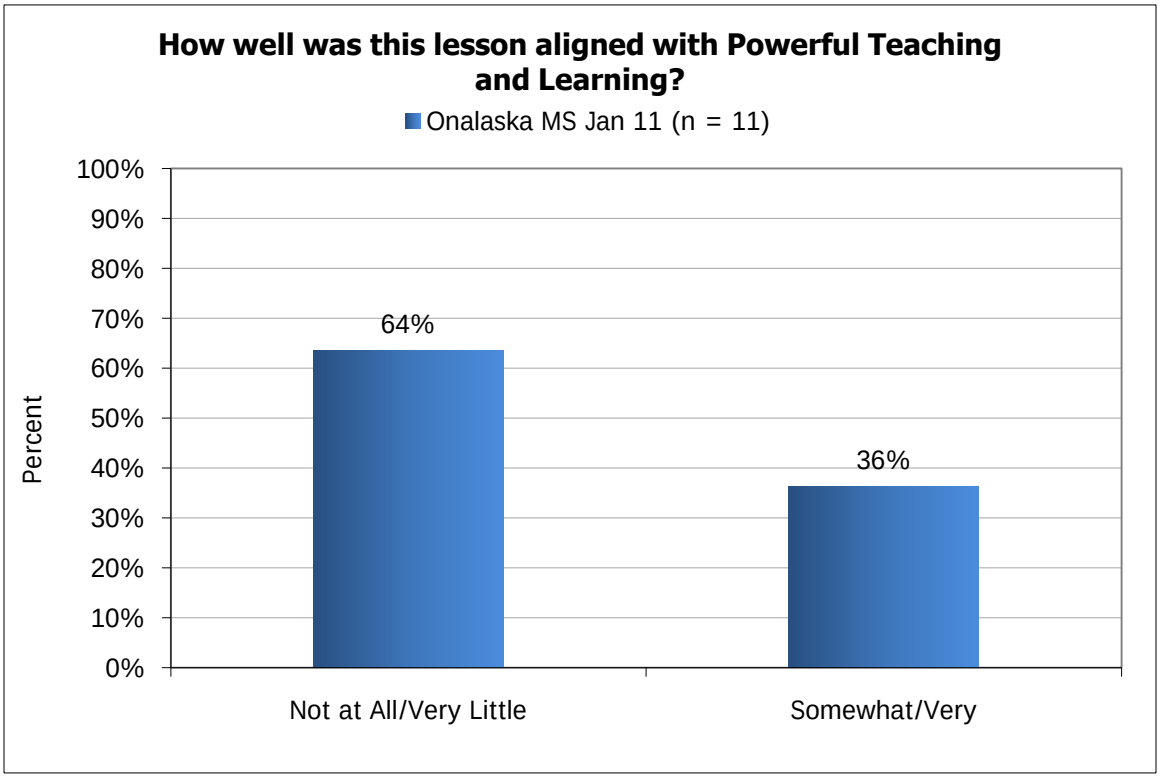
STAR Classroom Observation Study

Introduction

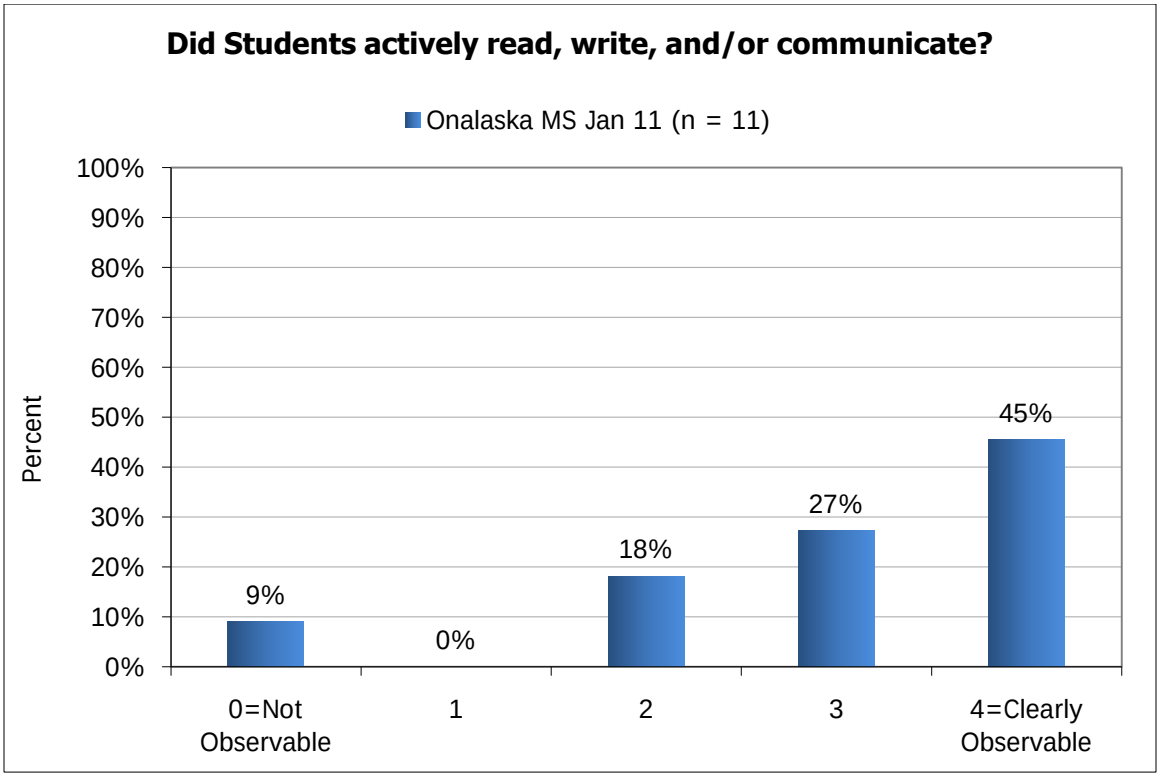
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the 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 Onalaska Middle School's classroom observation. 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.

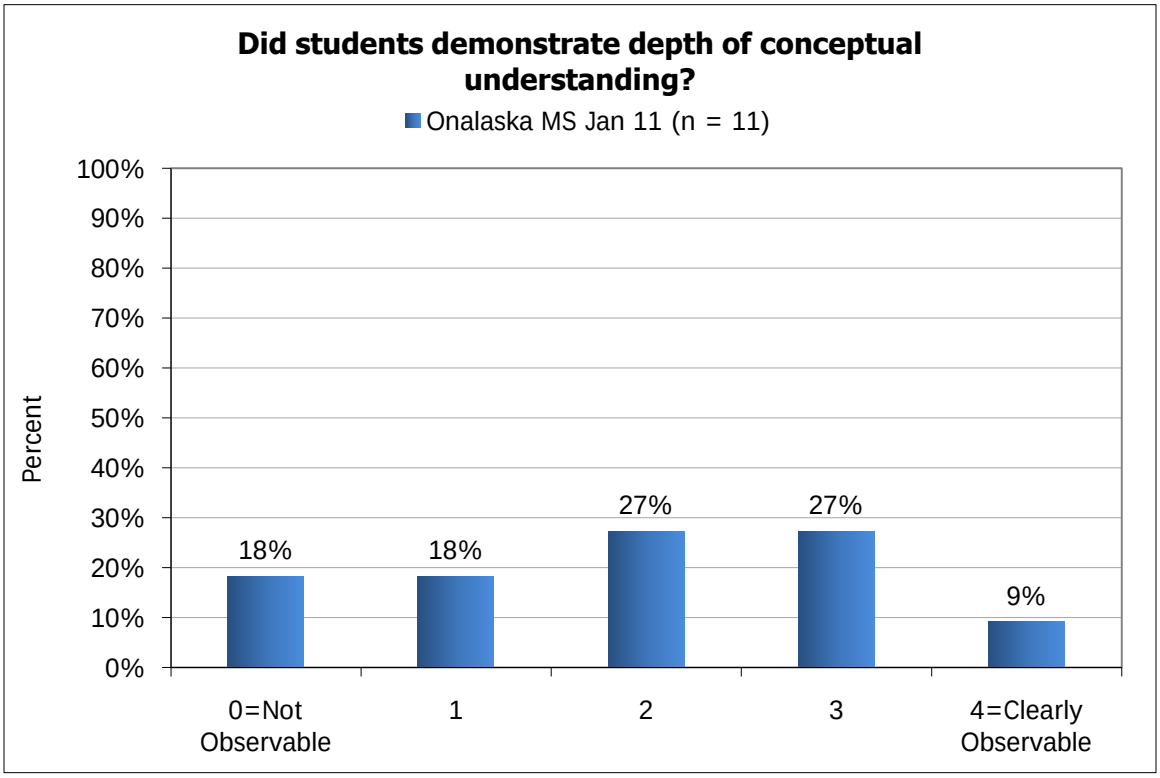
Overall Results



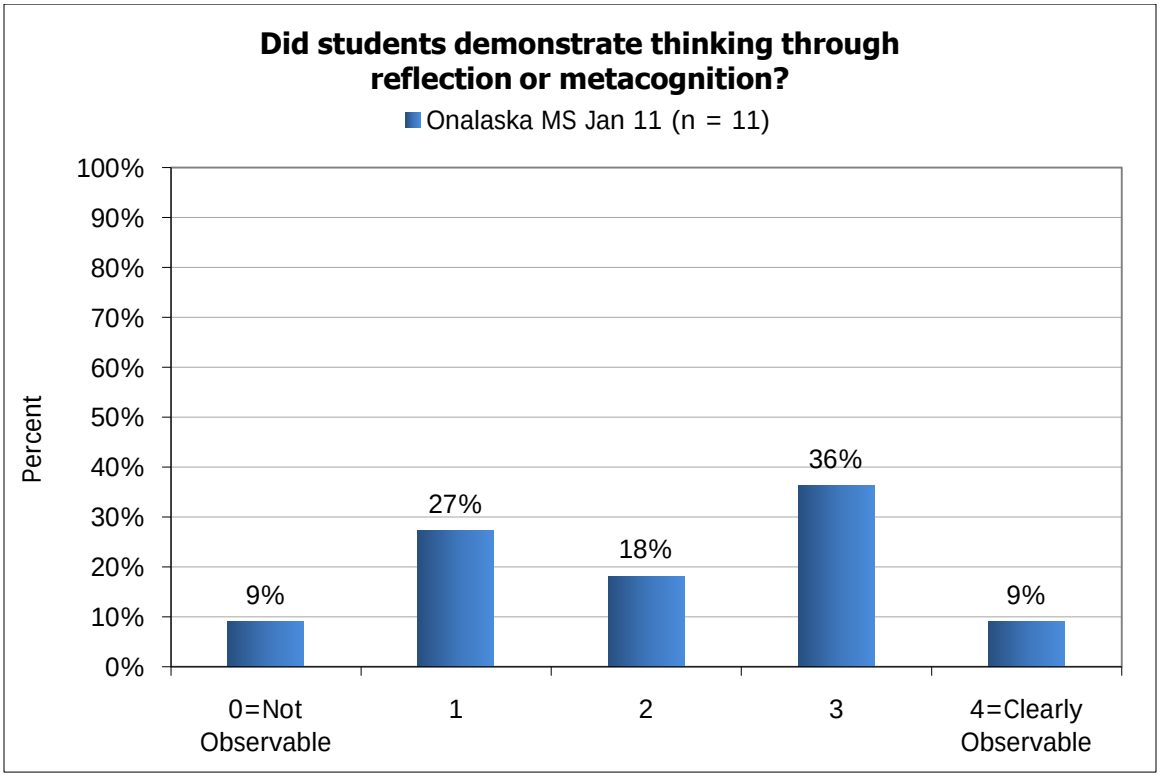
Skills: Essential Component Results



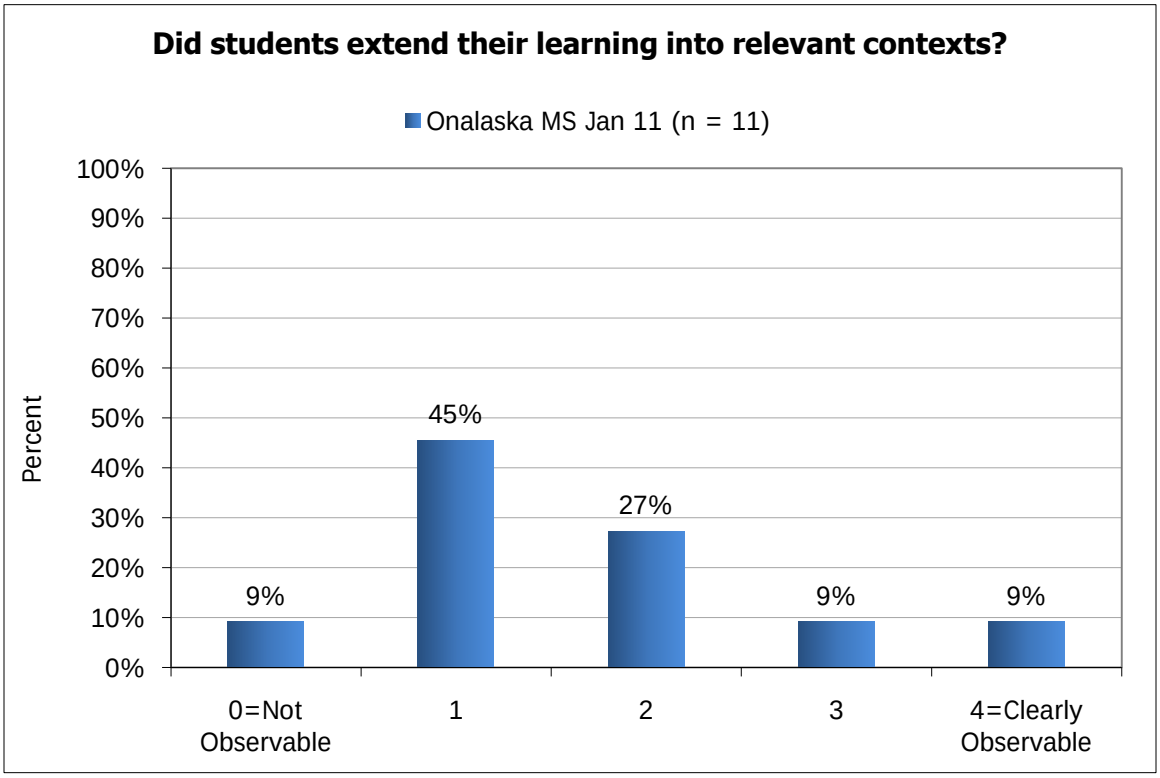
Knowledge: Essential Component Results



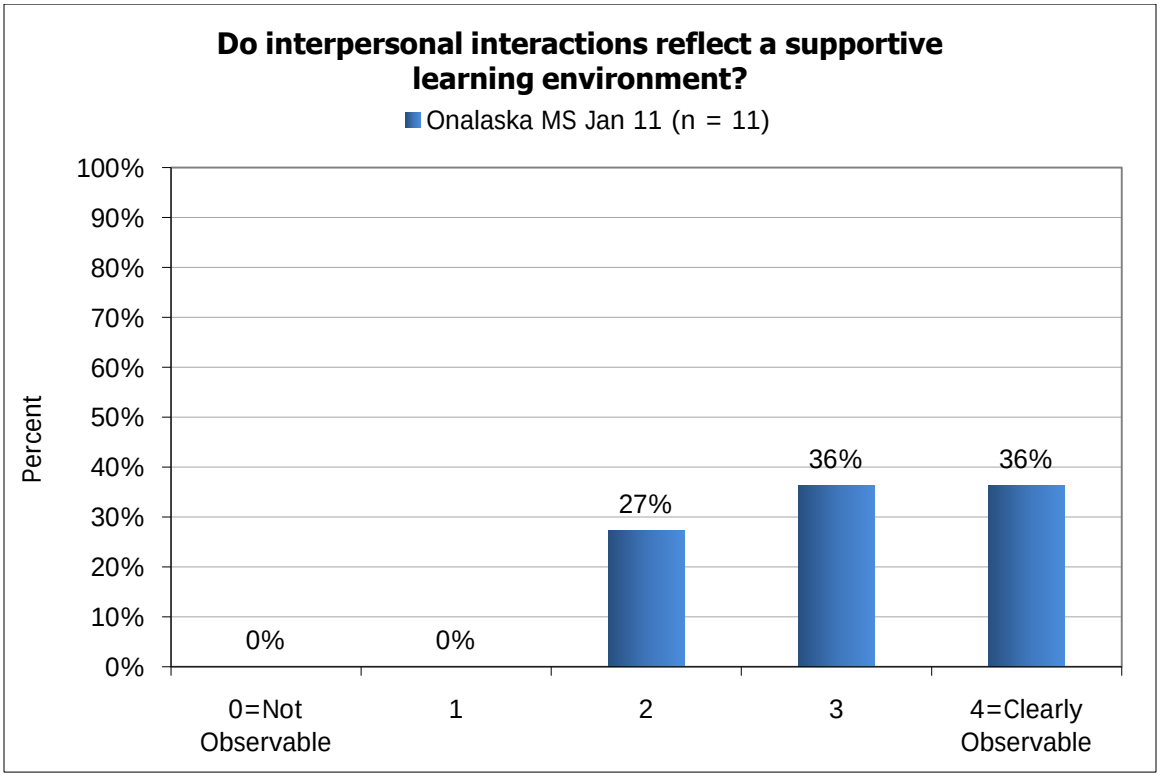
Thinking: Essential Component Results



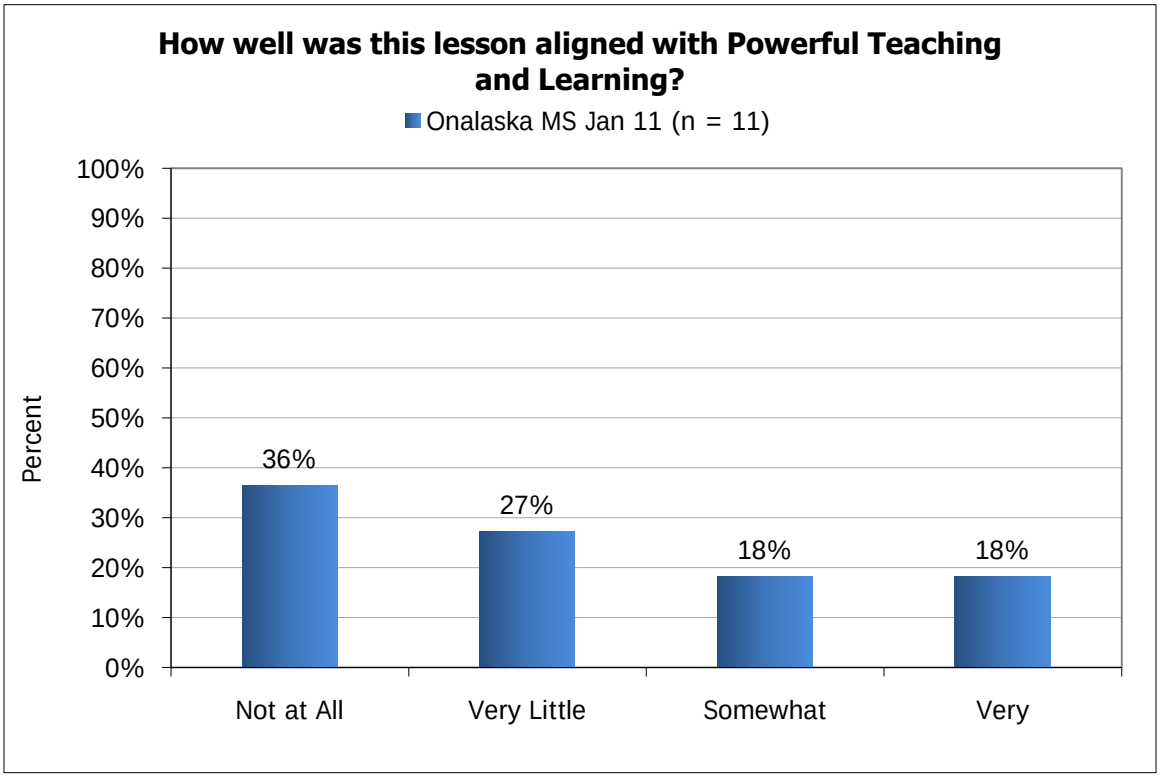
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

Skills Indicators	***0***	***1***	***2***	***3***	***4***
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%	9%	18%	27%	45%
				73%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	9%	9%	18%	27%	36%
				64%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	9%	9%	18%	18%	45%
				64%	
Knowledge Indicators	***0***	***1***	***2***	***3***	***4***
4. Teacher assures the focus of the lesson is clear to all students.	18%	0%	36%	9%	36%
				45%	
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.	36%	9%	9%	36%	9%
				45%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	27%	9%	27%	27%	9%
				36%	
Thinking Indicators	***0***	***1***	***2***	***3***	***4***
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	27%	9%	9%	45%	9%
				55%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	18%	18%	18%	36%	9%
				45%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	9%	55%	27%	0%	9%
				9%	
Application Indicators	***0***	***1***	***2***	***3***	***4***
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	45%	9%	27%	9%	9%
				18%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	27%	45%	18%	9%	0%
				9%	
12. Students produce a product and/or performance for an audience beyond the class.	100%	0%	0%	0%	0%
				0%	
Relationships Indicators	***0***	***1***	***2***	***3***	***4***
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	0%	18%	45%	36%
				82%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	27%	36%	27%	9%	0%
				9%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	9%	55%	27%	9%	0%
				9%	

Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning™ in 36% of the classes. The *Skills* and *Relationships* components scored highest on the Protocol. Researchers observed supportive learning environments where, in the majority of the classrooms, students were actively reading, writing, and communicating. Building on these strengths, we recommend that staff members explore three specific Essential Components of the STAR Classroom Observation Protocol™:

Thinking: The *Thinking* Component scored at a moderate level on the Protocol, with 45% of lessons showing evidence (scoring a 3 or 4) of this component. While 55% of observations recorded teachers asking higher level questions (Indicator 7) and 45% of the observations recorded students developing or demonstrating effective thinking processes (Indicator 8), fewer observations (9%) recorded students reflecting on their learning, articulating what they learned and how they learned it (Indicator 9). This metacognition allows students to become more effective learners and gives 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. If a student gets an answer wrong, it is most important that they understand *why* they got it wrong. Teachers can also require exit slips where students summarize the 'key idea' for the day. This allows students to take ownership of their learning and lets teachers know whether students understood the concept or if re-teaching or reinforcement is necessary.

Application: Although the *Application* Component is one of the lowest scoring on the Protocol, (18% of classrooms scored a 3 or 4), there were a few really strong examples of Application observed. For example, some teachers made material understandable by encouraging students to consider how they would use the information "in the real world," by relating concepts to everyday experiences (such as a ride at an amusement park, the local terrain, or a football game), or asking students to journal about a personal experience. 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 amplify the practices of *Application* already in place and to generate additional ideas for extending learning. It is reasonable to incorporate Indicators 10 and 11 in every lesson and Indicator 12 once a month.

Relationships: The *Relationships Component* is one of the highest scoring on the Protocol, 72% of classrooms scored a 3 or 4. An analysis of the data shows that while Indicator 13 is very strong (82%), Indicators 14 and 15 are weak (both 9%). Many classrooms, although positive, inspirational, and safe, had little evidence of differentiated learning or students working collaboratively to share knowledge. Opportunities such as partner-sharing, small writing groups, or math problem solving groups enhance a supportive learning environment and provide a structure for student discussion, reflection, critical thinking, and analysis. There were many missed opportunities for student-to-student interaction. In some classrooms, students were already sitting in small groups, but were not encouraged to share thoughts or information with each other. Some students were asked to write answers on individual white boards, but were not encouraged to share answers, critique each other's work, or problem solve together. Group discussions encourage students to express their opinions, to listen to the opinions of others, and to provide support for their answers, which enhances *Knowledge* and *Thinking* in the classroom. Group work can also support differentiation (Indicator 15) by having students assist each other and by providing time for teachers to address individual and group needs.

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:

_____

_____

_____

_____

What is/are the highest scoring Essential Component(s)? _____

_____

What is/are the lowest scoring Essential Component(s)? _____

_____

What is/are the highest scoring Indicator(s)? _____

_____

What is/are the lowest scoring Indicator(s)? _____

_____

What are some areas that we could all focus on? _____

_____

What should we do next? _____

_____

Additional Notes

[1]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-terms 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

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
Onalaska Middle School	**530624003062**		**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.

1

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
Districts applying for competitive *School Improvement Grants (SIGs)* to serve their Tier I and Tier II school(s)	**#1 through #5 and #8** Applications with incomplete answers will not be considered.
Districts applying for competitive *School Improvement Grants (SIGs)* to serve their Tier III school(s)	**#6 and #7** Applications with incomplete answers will not be considered.
Required Action Districts funded through federal *School Improvement Grants (SIGs)*. Note: This application serves as the proposed action plan required through state legislation.	**#1, #3, #4, #5, and #8** 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.

Onalaska is an unincorporated community about 45 miles south of Olympia, Washington. Our community was critically impacted by the economic issues of the timber industry of the early 1990s. Onalaska does not have an industry to support an adequate household income. Onalaska Middle School has a free-reduced lunch rate of 55.7%. Onalaska School District consists of approximately 780 students K-12. There has not been a consistent pattern of improvement in academics or leadership for our middle school staff. Although the middle school has commenced with school improvement through RTI and PBIS, the lack of human and financial resources has hampered adequate progress.

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.

Onalaska Middle School has been identified as a Tier II RAD. Upon notification of this status, internal organization meetings were held with each school building's staff in order to explain this information. Next, we held a Public Forum to share the information of our notification to a large community group and to explain the processes we would use to write the grant. Once we received the BERC report, we posted it on the Onalaska Web site and made it accessible to any community members with Internet services. In addition, the superintendent met with several community groups to review the BERC results and the process for planning. These community meetings were a time of reporting, but more importantly, a time of listening to concerns and questions from the community.

To determine which model the district would select, we organized multidisciplinary teams to review and utilize the following information:

- BERC Group Reports: Academic Performance Audit; STAR Report
- IES Practice Guide: Turning Around Chronically Low-Performing Schools
- IES Practice Guide: Structuring Out-of-School Time to Improve Academic Achievement
- Review of previously approved SIG of Wellpinit School District and Marysville School District

In order to utilize the information, we established a Leadership Design Team that has teacher and classified representation from all school buildings, parent and community roles, administrators, and ESD 113 Instructional Support personnel. The work of this team was to identify key areas of need, as identified in the BERC report. This 20 member team divided the information into *Instructional Needs; Math Needs; Reading Needs; District/Community Connections; and School-Wide*

Needs. Each group developed Goals, Strategies and Action Plans to effectively address identified needs. These plans were reviewed by all team members as they were developed.

Following each Leadership Design Team meeting, an Executive Team met to further refine and focus Goals, Strategies, and Action Plans. This team consisted of school administrators, four middle school teachers, and the ESD Instructional Support personnel. These teams spent three full days on consecutive Fridays working on these plans. After two consecutive meetings, the plan was presented to the middle school staff for review and input. It was then presented one more time to middle school staff prior to the Special School Board Community Presentation. At the community presentation, attendees visited sessions on each planning component and were encouraged to give verbal and written feedback regarding concerns and suggestions.

Based upon a comprehensive review of the components of the intervention models, analysis of the Performance Audit, and feedback from community and stakeholder groups, we have determined that the Transformation Model will best meet the requirements, time-lines, and expectations of this grant.

The BERC Group stated, "A transformation model is the most supported model given the school and district assessment." Further, it stated that "although the turnaround model would also be appropriate, strong objections from the union leaders to removing staff could present a serious barrier to moving forward with that option." Due to the critical need for expediency in moving forward, utilizing the Transformation Model will allow us to immediately focus on programs, goals, strategies, and actions for the quickest school turnaround. In addition the BERC Group identified the following recommendations for rapid improvement:

- Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.
- Access support to develop a Comprehensive Human Resource Management System.
- Set high academic expectations.
- Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.
- Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.
- Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students.
- Develop structures and processes to support meaningful collaboration.
- Fully implement PBIS.
- Develop and expand connections to families and community.

As part of our implementation of the Transformation Model, we are required to remove the principal in the Tier II designated school. In order to sustain the continued growth of initiatives started at the elementary level, and to provide for a coherent, system-wide approach to improving student learning, we propose to extend the responsibilities of the current elementary principal to include leadership of Onalaska Middle School. As will be seen later in this response, we propose to use grant funds to support the principal in this expanded role by providing staff with specialized skills in the areas of Positive Behavior Interventions and Supports (PBIS), Response to Interventions (RTI), and literacy and mathematics instructional coaching.

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.

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).

Onalaska school leadership has demonstrated its ability to effectively manage resources. Through partnership with our ESD 113's fiscal office, we have built our cash reserves steadily and now have strong fiscal controls and effective structures for monitoring revenues and expenditures. We are very confident that we can manage funds and resources provided through this grant. In our response we have focused on preparing structures that will provide Onalaska with the capacity to fully enact the dramatic changes we are proposing.

First, we have established a multidisciplinary Leadership Design Team (LDT). The LDT has identified critical areas requiring immediate attention and improvement in order to transform our Tier II Onalaska Middle School. We have developed a plan that will fully address the critical areas of need presented by the BERC Academic Audit and STAR report. Drawing upon the expertise of parents, community members, and external consultants, we have crafted a plan that addresses all levels of the school system. We are proposing in-school and extended day interventions and supports for struggling learners in reading and mathematics, adoption of an instructional framework for all teachers, focused and ongoing professional development through mentoring and coaching, a school-wide approach to improving behavior, and district partnerships to more fully engage with the community.

Small rural school districts, such as Onalaska, lack the support resources of larger districts. Our strengths in small schools are in our ability to bring about rapid change, to build meaningful relationships with students and community members, and to personalize the learning experience for all learners. Our challenges tend to be related to limited community resources and having few individuals within the system with full-time responsibility for monitoring and managing the complexities of implementation of improvement efforts. For example, Onalaska is an unincorporated community in Lewis County. As a result we have no formal local government with whom we can partner. Additionally, the superintendent, as the only certificated person in the district office, must manage the district *and* lead these proposed instructional improvement efforts.

With these challenges in mind, our plan focuses both on developing meaningful intervention programs in support of struggling learners *and* on building capacity within the system to support and sustain improvement efforts. As can be seen within our plan, we have a strong need to increase supports within our school system. This capacity building is reflected in our proposed leadership and staffing changes.

The District will work closely with Morton School District to maximize resources for professional development and staffing. Since we are next door neighbors and partners of the same ESD 113, we will develop training maps for professional development that will target the intersections of common focus and need. We will work with them in the Summer Institute, which will leverage the funds available. We will share some staffing, where possible, such as math, reading and instructional coaches.

The District will adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with this work. This new model will promote high expectations for all personnel and will hold them individually and collectively accountable for improved outcomes of students. MOU's are negotiated with the union to establish clear expectations for required training and for future evaluations. These are uploaded as separate documents.

The following list describes roles and activities to ensure capacity for quick transformational turnaround:

- **NEW INSTRUCTION PRINCIPAL FOR SCHOOL-WIDE FOCUSED LEADERSHIP:**
  We are redesigning leadership structure and student support interventions to maximize opportunity for change. As expected in the Transformation Model, we are replacing the current Middle School Principal. In making the decision on the replacement of the principal, the District has reviewed research articles and journals, including the IES Practice Guide: Turning Around Chronically Low-Performing Schools. Each review addressed the needed key components of effective leadership in a "turnaround school". Based on these reviews, we have indentified necessary experience, knowledge, and skills expected of the new 6-8 Instruction Principal.

  The Following are key competencies and expectations used for candidate consideration:
  - An ability to signal and communicate change with clear purpose
  - Able to put forth the message that business as usual will not be accepted
  - Demonstrates skills as a dynamic instructional leader who is visible in the classrooms
  - Creates continuous high expectations for staff and students
  - Ability to lead in the use of student data for determining gaps of instruction and in the student learning.
  - Willing and able to share leadership and authority for school change
  - Demonstrated knowledge and skills in building consensus among staff for school improvement
  - Builds a school culture for regular focused dialogue around professional development as it relates to effective instruction
  - Skills and desire to address and confront unsuccessful teaching behaviors

  Besides the above criteria, the District considered other pertinent information. Onalaska School District is about 45 miles from the closest large urban area of Olympia/Tumwater/Lacey, where administrative jobs pay approximately 15-20% higher. The Onalaska MS has had a high number of administrators in the past several years, of which one was removed mid-year, due to the inability to work successfully in the school community. Commonly, candidates who are attracted into small rural districts are new to administration and lack experience and proven skills. The urgency of this RAD does not allow our district to chance selection of a new candidate who may not work well in a remote rural district of high poverty. We cannot afford to lose a year in the leadership realm.

  With these concerns in mind, the School Board and District recognized that our current K-5 Principal has been fully succeeding in all of the above competencies in her building, where in one year she has established a turnaround school. In the first year she successfully moved her building from not making AYP to the first year of Safe Harbor. She signaled this change with clear focus on intense use of RTI, careful data monitoring, Professional Learning Communities, and promotion of teacher-leaders within each grade. She has maximized all resources to target instructional improvement. She has developed an atmosphere of shared leadership and accountability for change. She has consistently addressed unsuccessful teaching behaviors. She has clearly established high expectations for all staff and students.

  With this evidence of success in mind, the district has determined that the most effective step to a turnaround school is in moving the current K-5 principal into a K-5 and a 6-8 Instruction Principal who is solely in charge of *Instructional Improvement* in both buildings. Since most building principals spend up to 60-70% of the day handling student discipline issues, our plan would shift these roles to a Dean of Students, fully freeing up the Instructional Principal for the critical turnaround leadership needed at this time.

  We are insuring that the autonomy of the principal to lead the staff in change is of high importance. Therefore, in order for the Instruction Principal to succeed, there will be weekly meetings with the Superintendent and Building Leadership Team to organize, review, and evaluate the fidelity of SIG plan implementation. The building leaders must have opportunity to revise and/or drop any practices that are not promoting learning success.
- **DEAN OF STUDENTS FOR BEHAVIORAL SUPPORT:** The elementary and middle school has commenced with training in Positive Behavior Intervention Systems (PBIS), but has lacked the personnel resources for full

operation. To support the principal, a dean of students in charge of PBIS will be added to the leadership team. It is expected that this position will be supplementary for the balance of this grant. Once all of the components of a strong PBIS system are in place, the principal and staff leaders will be able to sustain this important piece. The job qualifications for the Dean of Students will be similar to those of the Instruction Principal, as all staff must embrace and adhere to the expectations of this grant. It will be important for the Dean of Students to first role model the administrative standards, then to approach intervention for behaviors.

- **PARENT-STUDENT LEARNING SUPPORT FACILITATOR:** An individual will be put in position to assist students and parents in better connections with student learning through social-emotional interventions, to conduct parent and family nights for learning supports, to coordinate extended learning, and to establish other avenues to connect families around learning. This position will be to address all non-academic barriers students may possess in their school experience, including disruptions from home life that impact learning.
- **RESPONSE TO INTERVENTION (RTI) FACILITATOR:** An individual will direct all of the efforts in supporting students in the RTI program, which is already in a beginning stage. This person will dis-aggregate student learning and behavioral data, work with teachers in quick responses to interventions, and keep parents, students and staff informed on progress.
- **DEPENDENCY INTERVENTION AGENCY:** A local substance abuse and counseling intervention agency has agreed to contract with the district to provide prevention, intervention, and rehabilitation to students who are hindered in learning by substance use. The Healthy Youth Survey identifies this as an important need for the students. This agency is in partnerships with other districts in our region and has demonstrated success in helping youth.
- **EXPERT COACHES IN READING, MATH AND GENERAL INSTRUCTION:** These positions will work closely with the principal, RTI facilitator and building leadership team to provide ongoing professional development and coaching, and to support the alignment of PK-12 curriculum with state standards. The coaches will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. These positions will be in partnership with Morton School District, the RAD district immediately east of Onalaska. The coaches will be supported in their roles by ESD 113 staff.
- **INCREASED LEARNING AND EXTENDED LEARNING OPPORTUNITIES:** The Principal and the staff are examining and adjusting the daily schedule to increase daily learning times for all students. Efforts will be made to expand learning into times throughout the day. In addition, the Middle School will collaborate with the High School staff to add CTE electives, thus making better learning opportunities for all and allowing class loads at the Middle School to be reduces, which will give more attention to students. The starting time of the day will be moved earlier and one less passing time will needed, as they move to a 6-period day from a 7-period day. This will increase leaning contact and reduce one day interruption.

  The middle school will partner with the existing 21st Century program for extended after-school and summer learning for students' accelerated learning needs. The program will be staffed with certified teachers and paraprofessionals who target reading and math improvement**.** These programs will be available for all students and especially target students who are struggling with learning acquisition.
- **MIDDLE SCHOOL LEADERSHIP TEAM TO DEVELOP CLEAR BLUEPRINT FOR PROFESSIONAL DEVELOPMENT:** We will have a blueprint for professional development that aligns with this grant. Some of this will be in a cooperative with Morton School District, where we have common goals and strategies, in order to maximize the availability of trainers and use of the funds.
- **UNION COLLABORATION:** The union agreed to bargain in good faith all components of this work to establish the needed progress, including Teacher Principal Evaluation, required training and in-service, length of day, student discipline, need for transfers, and appropriate compensations for required work.

The MOU covers the required additional time by staff for professional development and for additional time in the day and year for increased learning and extended learning time. The employees will be paid per diem for these requirements. In addition, the MOU addresses voluntary and involuntary transferring, development of the new evaluation system for Principal and Teachers, and the agreement to negotiate on compensation based on student performance. The MOU will be uploaded as a separate document.

Question #2a: Is the District applying to serve *each* Tier I school identified by the State? **NO** (it is Tier II)
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.

There are NO schools identified for Tier I in Onalaska.

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.**

The following summaries provide an overview of the action plans developed by the Leadership and Executive Teams as part of Onalaska's Required Action District Application. The final plan, which will be submitted to the Office of Superintendent of Public Instruction, will contain the following components:

1. District Responses to the Required Action District Application
2. Budget request for years 1 to 3 of the grant
3. Action plans, which were developed from local needs assessments

The action plans are focused on 6 areas (listed below) that are targeted at meeting the needs identified by the community, parents, students, staff and external evaluation teams. The action plans provide significantly more detail regarding responsibilities, timing, and costs related to each area they have identified for improvement.

District/Community:
The district/community action plan is to bring students, parents, teachers, and community members together to create a plan to address issues of compassionate classrooms, learning barriers, and community and parent involvement in order to create a clear and shared focus across the Onalaska School District.

This plan includes renewing and extending the Onalaska School District mission and belief statements. We will be expanding opportunities for parent involvement by hiring a Parent-Student Learning Support Facilitator to help parents support their child's education and address non-academic barriers to student achievement.

We believe that by working together we can help improve student and parent involvement in the educational process.

Strategies:

1) Increase parent involvement and skills in supporting their child's education.

2) Establish a district-wide process to develop mission/vision statements.
3) Provide school-wide and targeted interventions to address non-academic barriers to learning.
4) Adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with this work.

School-wide:

Review of student and parent survey data, behavioral incident reports, and the Healthy Youth Survey indicates the need to promote a more supportive learning environment at Onalaska Middle School. The focus of the school-wide plan is on clarifying student behavior expectations, teaching positive behavior to students, rewarding students who engage in positive behavior, and implementing the behavior system consistently in all classrooms and settings. In addition, the BERC report clearly identifies the need to establish more supportive and caring staff interactions toward students.

Activities include targeted professional development for all staff and the creation of a position for a Dean of Students to assist with positive student behavior. A Parent/Community Learning Facilitator (shown under "District-Community") will assist students and parents to improve connections with student learning through social-emotional interventions, parent and family nights for learning supports, extended learning coordination, and other avenues that connect families around learning.

Strategies:

1) Build on and fully implement Positive Behavior Intervention System.
2) Establish focused professional development for staff in promoting compassionate and supportive learning environments.
3) Develop shared leadership towards improving learning, collaboration, and accountability.

Instruction/Classroom:

The classroom instruction action plan is focused on creating common practices among teachers that will support increased levels of student engagement in classroom learning activities. The plan includes: contracting with recognized experts in the field to provide training and ongoing support; providing time for teachers to observe each other and talk about what they are learning; and specialized training for a select group of teacher leaders. Our belief is that by focusing on improving teacher instructional practice we will help reduce student off-task behaviors, increase student engagement in classroom learning, and raise standards for all students in all content areas.

We also believe teachers need to have professional development that will help them change their classroom practice and learn how to differentiate instruction so that students can be challenged at the level of instruction they need. Finally, our plan will include support for changing current grading practices across all content areas. We feel the move toward standards-based grading, as described in the reading and mathematics reports, would be appropriate for all subject areas.

The Instructional Goal is "To improve instruction K-12, with a middle school focus, as measured by the Powerful Teaching and Learning STAR Protocol. Our target is for 90% of classrooms to be aligned with Powerful Teaching and Learning by 2014."

Strategies:

1) Adopt and fully implement the UW 5-Dimensions Instructional Framework K-12.
2) Provide training in how to best meet educational needs of diverse learners (all students).
3) Ensure professional development and implementation of standards-based assessment and grading

Reading:

The reading action plan centers around Response to Intervention (RTI) and the improvement of middle school reading curriculum, instruction, and assessment. Reading is the key to being successful in all other classes, and we believe increasing student reading skills and student enjoyment of reading will have far-reaching effects in each student's life.

RTI is a systematic method to ensure that each student is receiving reading instruction at the level s/he needs. The middle school will implement an RTI program in September 2011. The middle school will implement an RTI program in September 2011. This is based on research collected by the Reading Leadership Team in Spring 2011. A new classroom reading program will be adopted at the middle school. A new classroom reading program will be adopted at the middle school. In addition, other programs will be purchased to help students with specific needs in comprehension, decoding, and reading fluency. Teachers will be trained in the new programs and shown how to analyze student reading data and use it to change their instruction. A half-time reading coach will be hired to help teachers teach the programs as they were designed and to facilitate teachers working together to better their teaching practices.

Strategies:

1) Adopt Curriculum, assessment and instructional reading model that is aligned to state standards and will provide meaningful feedback to students
2) Implement RTI in Reading
3) Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans

Mathematics:

The Mathematics goal is to improve our middle school students' understanding of mathematics resulting in 61.7% of 6th grade, 65% of 7th grade, and 59.2% of 8th grade students meeting standard on the WA State Measure of Student Progress (MSP) by 2014.

To improve our students' understanding of mathematics our plan centers on the use of standards-based grading and the creation of common assessments aligned with the state performance expectations to evaluate students on what they know. Detailed knowledge of what the students know in light of the standards provides the teachers with consistent opportunities to provide strong feedback to students regarding their mastery of standards and content. The middle school will implement this change in September of 2011. In addition, Corrective Mathematics and the Measures of Academic Progress will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction in Mathematics.

Professional development and collaboration of our teachers is vital to the success of our students' achievement in mathematics. We are starting a K-12 mathematics leadership committee to help align the curriculum and build a shared understanding of how students learn mathematics and to ensure all students are receiving instruction aligned with the State standards. Also, two of our middle school teachers will earn additional mathematics endorsements to strengthen their preparation and further support our mathematics program. Finally a half-time mathematics coach will be hired to identify appropriate professional development, model classroom lessons, provide feedback to teachers on classroom instruction, and guide and direct the K-12 mathematics committee.

Strategies:

1) Use standards based grading, and create common assessments that are aligned with state performance expectations to provide feedback to students regarding each student's mastery of content.
2) Establish a K-12 Math Leadership Team to align curriculum and build a shared understanding of student learning benchmarks.

2) Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.

Increased Learning and Extended Learning Opportunities:

Increased Learning

The principal and staff will address *Increased Learning Opportunities* for all students. This will be accomplished through the redesign of the daily schedule, with the focus on maximizing learning times for classroom learning. In addition, the MS and HS will collaborate together attempting to provide CTE opportunities for all students through the HS CTE staff. The principal and staff will review time before the traditional start of the day to attempt increased learning.

Extended Learning

The school will incorporate *Extended* Learning through focused learning opportunities for struggling learners. Students will receive re-teaching and pre-teaching lessons in reading and math in order to improve toward grade-level standards. This program will partner with the ESD 113 program, Jump-Start, which operates in the school facilities after school and in a summer program. The program will be based on the Student Learning Plan of each student. The extended learning plan will be based on current data, and the reviews of progress will be shared with parents and middle school staff in written format at least once per month. The students will have two sessions per week in math and/or reading, depending on their individual plans. Each session will last 45 minutes, taking place before any other after-school activity. The goal is to provide individuals approximately 300 hours of additional instruction between the summer and after-school program. The program will include a highly qualified math teacher and a highly qualified reading teacher. These teachers will each be supported with a paraprofessional assistant.

Strategies:

1) The principal and staff will work with the current schedule to increase learning time for all students.

2) Work with teachers, parents and students to increase learning time on task according to each Student Learning Plan.

3) Collaborate with classroom teachers for needed extended learning practice after school, utilizing the Student Learning Plan to monitor support and progress.

- **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].)

  The District Leadership Team has determined that partnerships with external providers are key to reaching our transformation goals. At the district level we propose partnership with Fresh Start to provide assistance in meeting the needs of our students who are struggling with substance abuse. Fresh Start is a community-based counseling service in Onalaska specializing in programs to help teens and adults who have need for drug or alcohol counseling. The service has several years of successful experience in working with youth in Onalaska schools and many of our surrounding school districts.

At the school-wide level, the district will be engaging with professional developers and systems leaders who have a proven record of transformation in the area of Positive Behavior Interventions Systems. When funded, our grant will provide the resources necessary for our school staff to receive training, technical assistance, and ongoing support from Dr. Flint Simonsen in the area of PBIS. Dr. Simonsen is an Associate Professor of Counseling, Educational and Developmental Psychology at Eastern Washington University. He has worked extensively with over 100 schools in Washington in their efforts to implement school-wide positive behavior support, and has worked closely with schools in the ESD 113 area.

Finally, the district will be working in contract with ESD 113 instructional experts. We will work in partnership with Morton School District in contracting for a Math Coach and a Reading Coach. By partnering together, we will have much greater draw for highly skilled leaders who would be willing to work in a rather remote rural setting. In addition, we will contract with ESD 113 to monitor the needed fidelity of this grant to insure sustainability.

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.

- **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).

The District will align the work of all existing secondary school personnel (including the new principal, all teachers, and support staff) to ensure their full and direct involvement in the implementation of the Transformation Intervention Model at Onalaska Middle School. This will include the use of existing and future professional development opportunities before, during, and after the school year to implement the comprehensive professional development program developed as part of the initiative's action planning process and support regular collaborative instructional planning.

The district has reviewed all implementation plans and budgets with the school district business manager, secretary for accounts receivable, and with the Leadership Design Team and ESD 113 to assure all financial commitments are consistent with the BERC audit and all goals, strategies, and action plans needed to achieve rapid turnaround. The superintendent's Administrative Secretary will review every expenditure and report all budget activity to the superintendent, accounts receivable secretary, and the business manager. In addition the superintendent will review with the principal and School Leadership Team all use of funds and activities targeted to bring rapid improvement in a monthly review meeting.

The school has already introduced RTI and PBIS, so these programs will be further established and monitored for effective implementation. The math department has been in study with the University of Washington Rural School Grant for 2 years and will seek expansion, coaching, and training to make sure all of these efforts are seen within the learning opportunities for students. The math team has commenced with some vertical planning in grades 5-12. This will continue and expand to a K-12 model, with backward planning from the high school expectations.

The high school principal will work closely with the middle school principal and staff to find ways to allow students in the middle school to benefit from CTE and other high school classes that will afford middle school students expanded career experience and challenging coursework..

The school will continue to work in partnership with the Chehalis Basin Project in science, the Onalaska Youth Center for community support, Fresh Start for dependency needs, Cascade Mental Health for expanded counseling requirements, and the 21st Century Program for healthy after-school activities and increased learning opportunities.

- **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 developing this application, the Onalaska Leadership Design Team drew upon results from both external and internal needs assessments described in response to Question 1a. These needs assessments provided opportunities for the involvement of various stakeholder groups in the review process, including school administrators, teachers, and staff, students and their parents, community, and school board members.

The Onalaska Board of Directors and district administration will review all policies, procedures, and practices that will fully support the implementation of interventions. These will include, but are not limited to: Principal job duties and job

description; teacher and principal evaluation; union agreements regarding length of work day, contract status, school-wide discipline plan, requests for transfer, and evaluations; design of shared decision making; and community/parenting partnerships.

Immediate priority in the action planning process will be placed on developing a Memorandum of Agreement (MOA) between the Onalaska School District and the Onalaska Education Association. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, involvement, and participation in student advisories. The MOA also will include a specific timeline for developing a new staff evaluation system, new personnel recruitment system, a new teacher compensation plan, and modification of the collective bargaining agreement. The timeline will ensure that all new systems and plans will be in place for the 2012-13 school year.

- **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.

As the school implements the efforts of improvement for turning around a persistently low-achieving school, we are mindful of the need to progress toward sustainability of each activity. The following will develop sustainability:

1) The professional development blueprint will include skill development that will be monitored for continued and improved use by all staff through both internal and external observers and coaches. Key features are:

- Align their routine instructional practices around a common pedagogical framework (Powerful Teaching and Learning STAR protocol) and the state standards.
- Incorporate proven best practices (Powerful Teaching and Learning) into their instruction.
- Make regular and effective use of student assessment data for instructional decisions.
- Work effectively with their peers in the school to continuously revise their instructional practices to address emerging needs of their students.

2) PBIS will be a regular inclusion in all school practice after the three year implementation. This will establish clear and on-going accountability for staff and students in behavior expectations.

3) RTI will be integrated into the daily practices of every teacher within three years, which will provide all students with close monitoring and give quick feedback to parents, students, and other teachers on the student's level of performance and progress made.

4) Curriculum and supplemental materials will be in place to properly support all students prior to funding end. In addition, the curriculum will be vertically aligned in K-12 during the 3-year period.

5) The math, reading, and instructional leadership teams will work closely with elementary and high school staff to make sure that children come up from the elementary maximized for learning, and then arrive at the high school with the acquisition of expected skills and learning.

6) The district will continue to maintain close collaboration with ESD 113 for instructional improvement and will continue to seek support and guidance in sustained improvements with data analysis past the three year point. Sustained improvement will be evaluated through student data examination.

7) The school will continue the semi-annual parent surveys. The surveys will be similar to the BERC surveys of parents to provide feedback in our delivery and inclusion of parents in this partnership regarding their children.

8) There will be revisions to the collective bargaining agreement with the teachers' union and to staff recruitment, compensation, and evaluation policies of the district. These revisions will allow the district to maintain higher expectations for all Onalaska Middle School administrators, staff, and support staff, and to more effectively hold them accountable for meeting these standards. These recruitment and compensation revisions will also allow the

district to expand its pool of applicants, making it more likely that skilled administrators, teachers, and other staff can be placed in the school.

9) There will be changes in the class schedule to allow greater and more focused instruction in core subjects, including literacy and math. Changes will be made in the annual calendar to promote time for regular peer collaboration by teachers on pedagogy and instruction.

10) This work will result in design changes in the after-school and summer school programs to ensure a primary focus on instruction. After-school and summer programs policies will be changed to ensure that students with high instructional needs are mandated to participate.

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.

The table below summarizes district initiatives and activities planned for year one of the Grant (January 2011- June 2012). The goals and a more complete listing of selected strategies (including detailed action steps) can be found in the district response to question 3a, above, the time line presented in the Transformation Template, and the Action Plans in Appendices A-E. The district has created a formal structure for plan development and review, with broad stakeholder involvement through our new leadership team and executive team structures. Our vision is to engage these groups in the ongoing monitoring and adjustment of the plans summarized below, and to reconvene the groups in January to March of each year to develop revised plans for years 2-3.

Table: Planned Activities For Each Planning Team, "Year at a Glance"

Months	**District/ Community**	**School-wide**	**Instruction/ Classroom**	**Reading**	**Math**	**Teacher/ Principal Evaluation**
January 2011	Explore principal placement options					
February 2011	Gather leadership feedback					
March 2011	Prepare for possible leadership transition					
April 2011	Mission, vision and purpose team	Develop contract for PBIS Training Finalize Contract	Select Provider, Overview for all staff,	Assemble Reading Leadership Team and begin	Purchase MAP Form K-12 math team	Develop Initial Plan

	Principal leadership plan Post "Dean of Students" Initial staffing planning	with PBIS Consultant		process of adopting 6-8 reading curriculum Corrective Reading Interv. PD and purchase of materials		
May 2011	Mission, vision and purpose team Select "Dean of Students"	Evaluate implementation of PBIS using Schoolwide Evaluation Tool 2.0 (SET) Engage teachers in PD on awareness of PBIS	Choose facilitators	Curriculum Adoption and PD for the chosen core curriculum Hire Reading Coach	Hire a math coach	Select team members Initial training on process
June 2011	Mission, vision and purpose team Begin staffing for summer school		Gather baseline data Leadership team analysis of data Develop PD plan for year	Restructure Schedule of reading classes (6-8) and interv. classes (6-8)	Math endorsement program begins Standards Based Grading Professional Development	
July 2011		Post, screen and select: Parent/community learning coordinator RTI/PBIS Coordinator				
August 2011	Compassionate training (1 day at the Institute) Review plan for mission and beliefs Select materials for extended learning	PD staff for PBIS, classroom management and teaching skills (institute Aug 22-26) Review schoolwide behavior plan (staff, students and	Summer institute (4-5 days), all staff (Aug 22-26)		Begin creating common assessments	

	interventions	community)				
September 2011	Screening for at risk students Placement in after-school program	Select PBIS Coach Begin use of SWIS data tracking for behavior	Ongoing training and peer observation (all staff)	Development of an assessment system	Continue creating common assessments Professional development on effective feedback (continued with math coach) K-12 math team meets	Begin development of evaluation template/ rubrics
October 2011	Begin After-school program, including transportation	Community PBIS Night	Ongoing training and peer observation (all staff) Form SBRC Team		Professional development on differentiated instruction (continued with math coach) K-12 math team meets	
November 2011		Evaluation of PBIS implementation, PD for staff, observation in classrooms and consultation with Behavior Leadership Team by consultant	Ongoing training and peer observation (all staff) Initial Standards Based Grading Overview for staff		Continue creating common assessments K-12 math team meets	
December 2011			Ongoing training and peer observation (all staff)		K-12 math team meets	Draft evaluation template/rubrics
January 2012	Review plan for mission and beliefs		Ongoing training and peer observation (all staff) Identify SBRC Pilot Classrooms		Continue creating common assessments K-12 math team meets	Select pilot teachers

February 2012		Evaluation of PBIS implementation, PD for staff, observation in classrooms and consultation with Behavior Leadership Team by consultant	Ongoing training and peer observation (all staff)		K-12 math team meets	Pilot with three classrooms Training for principal (ongoing)
March 2012			Ongoing training and peer observation (all staff) Draft Report Card Standards		Continue creating common assessments K-12 math team meets	Pilot continues
April 2012			Ongoing training and peer observation (all staff) Benchmark Assessments Parent commumicaiton plan		K-12 math team meets	Pilot continues
May 2012		Evaluation of PBIS implementation, PD for staff, observation in classrooms and consultation with Behavior Leadership Team by consultant Student/parent survey	Data Collection/classroom report Setup Skyward for SBRC		Continue creating common assessments K-12 math team meets	Overview of process for MS Staff
June 2012	Review plan for mission and beliefs		Gather and analyze classroom instructional data Pilot and gather feedback on SBRC		K-12 math team meets	Finalize MOU/MOA

			Project			

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: _____ Intervention: _____

- Is the School currently operating as a Title I Schoolwide Program? **NO**
- Is the School currently operating a Navigation 101 Program? **N0**
- If the School serves elementary students, is it currently operating a full-day Kindergarten program? **NOT APPLICABLE**
- If the School serves elementary students, is it currently operating a Pre-K program? **NOT APPLICABLE**

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.**

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.

Math Goal:

Student MSP achievement in mathematics will increase by 12.7% annually for 6th grade, 11.7% annually for 7th grade, and 13.8% annually for 8th grade. Therefore, by 2014, 61.7% of our 6th grade students will meet standard on the MSP, 65% of our 7th grade students will meet standard on the MSP, and 59.2% of our 8th grade students will meet standard on the MSP. In addition to monitoring our progress by the MSP, student achievement will also be evaluated by the corrective mathematics placement test, with the goal of 23 additional students meeting benchmark annually. Consequently, by 2014, 68 additional middle school students will be at benchmark based on the corrective math placement test. Student achievement will also be monitored using regular MAP assessments 3 times annually, for which there is no current baseline data. When this data is available, the goal will be revised to include this progress monitoring assessment.

Reading Goal:

Student MSP achievement in reading will increase by 7.6% annually for 6th grade, 7.1% annually for 7th grade, and 7.9% annually for 8th grade. therefore, by 2014, 77% of our 6th grade students will meet standard on the MSP, 79% of our 7th grade students will meet standard on the MSP, and 76% of our 8th grade students will meet standard on the MSP. In addition to monitoring our progress by the MSP, student achievement will also be evaluated by the EasyCBM and MAP assessment, for which there is no current baseline data. When these data are available, we will revise our goal to include this local assessment.

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

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).

The District will use two primary approaches to determine if students in Onalaska Middle School are on track to reach annual goals in reading and math. First, the District will use the Measure of Academic Performance (MAP) as assessment that will promote student-focused, data- driven decisions. Second, the District will support and mandate the use of staff-generated and curriculum -specific formative assessments on a regular and ongoing basis. These assessments will allow staff to collaboratively assess effectiveness of pedagogical practices, instructional strategies, and curriculum units for needed adjustments and re-teaching. The information will provide staff with accurate identification of student strengths, needs, and weaknesses.

The MAP will be administered three times per year: September, January, and May in reading and math. Staff will be expected to begin using formative assessments in September 2011. The principal will organize and facilitate data meetings in October of each year to analyze MAP and state assessment results and their implications for instruction. Similar meetings will be conducted in January and May of each year after MAP results are available.

To monitor progress on our school climate/behavior work-plans, the District will review information from three sources to determine if students are meeting goals to promote an environment that is supportive of learning. Office discipline referrals will be reviewed on a monthly basis by the Behavior Leadership Team to determine if disciplinary incidents are decreasing and analyze patterns of student behavior that may call for adjustment in the positive behavior plan. The results of student and parent perception surveys will be examined each spring to determine whether students and parents perceive that students are more respectful of each other and teachers are enforcing school rules fairly. The School-Wide Evaluation Tool (SET 2.0) will be administered each spring to provide information on progress toward implementation of a comprehensive system of promoting positive behavior among students.

The results of the MAP and state assessments will also be reviewed and analyzed by the external evaluation team to identify patterns and trends in student academic achievement in both the Elementary and Secondary Schools. This analysis will be incorporated into the District's ongoing action planning process to allow for changes in the design of the Transformation Intervention Model or in the allocation of additional resources or support if the school is not on target to meet its annual goals. Students' MAP scores will be aligned to the MSP using the Washington proficiency tables to determine additional gaps that need to be addressed to enable progress toward meeting the school's mathematics and reading achievement goals. The results from MAP will be used to monitor overall student progress throughout the year and help students craft individual mathematics goals based on their progress.

Finally, the District will build capacity within the school to develop local assessments, aligned to standards, which will be used as part of the school-wide standards based grading process. The aim of our plans in the area of assessment is to use high quality external assessments for systems feedback, but to develop internal capacity to use assessment to guide and inform instruction. As part of this work the district will contract with ESD 113 to provide formal training and ongoing technical support regarding methods for conducting regular formative assessment of students and strategies for using results from formative, interim, and summative assessments to improve instruction practices and better address student instructional needs. In addition, the district and ESD 113 will partner to develop online forms, tools, and automated reports that can be used by staff to facilitate the analysis of student assessment results from the state assessment, the MAP, and their formative assessments. Administrators and staff will receive ongoing training and support to help them use these forms, tools, and reports – and to modify any of these instruments to meet the specific interests or needs of particular staff and students.

The matrix below summarizes the district plan for use of assessment to monitor student learning:

Month	Reading	Math	Other	Which Students?
September	EasyCBM – Benchmark Testing Fluency & Comprehension Gates MacGinitie – 7/8 Vocabulary/Comprehension Corrective Reading Placement Assessment-Decoding and Comprehension	MAP – 6/7/8 (To be purchased through SIG) Corrective Math Placement test Common Classroom Assessments	**LAP Placement**: (Selected Students) Woodcock Johnson – Reading Key Math - Math **Writing Assessment** 6/7 grade students (1 day of staff in-service needed for grading)	All Students

			Science: Inquiry Process & Vocabulary (continues all year)	
October	Easycbm – 6/7/8 Fluency Progress Monitoring (PM)	Common Classroom Assessments		Yellow/Red Students
November	Easycbm – 6/7/8 Fluency Progress Monitoring (PM)	Common Classroom Assessments		Yellow/Red Students
December	Easycbm – 6/7/8 Fluency Progress Monitoring (PM)	Common Classroom Assessments	**LAP Benchmark**: (Selected Students) Woodcock Johnson – Reading Key Math - Math	Yellow/Red Students
January	Easycbm- Benchmark Testing Fluency and Comprehension	MAP- 6/7/8 Common Classroom Assessments		All Students
February	Easycbm – 6/7/8 Fluency Progress Monitoring (PM)	Common Classroom Assessments		Yellow/Red Students
March	Easycbm – 6/7/8 Fluency Progress Monitoring (PM)	Common Classroom Assessments		Yellow/Red Students
April	Easycbm – 6/7/8 Fluency Progress Monitoring (PM)	Common Classroom Assessments		Yellow/Red Students
May	Easycbm – 6/7/8 Fluency Progress Monitoring (PM)	MAP-6/7/8 Common Classroom Assessments	MSP 6/7/8	Yellow/Red Students
June	Easycbm- Benchmark Testing Fluency and Comprehension	Common Classroom Assessments	**LAP End of Year Testing**: (Selected Students)	All Students

			Woodcock Johnson – Reading Key Math - Math	

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

Question #6a: Is the District applying to serve a Tier III school identified by the State? **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.
Not Applicable

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.
Not Applicable

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.

In preparing this response, the district formed a Leadership Team and an Executive Team. The Executive Team consists of Superintendent, High School Principal, Elementary Principal, Assistant Superintendent ESD 113, Middle School Writing Teacher, Middle School Math Teacher, Middle School Reading, and Middle School Intervention Specialist. The Leadership Team consists of the above and School Board Chair, Primary Elementary Teacher/OEA Representative, Intermediate Elementary Teacher, Paraprofessional/OPEA Representative, High School Teacher/Grant Proof Reader, High School Special Education Representative, and two Parent Representatives. The roles of the Executive Team were to manage the planning process, coordinate communication and action planning among study teams, and collect final application materials. The Leadership Team was primarily responsible for reviewing data, analyzing the Educational Audit (BERC Report), defining goals, gathering research and proposing action plans to address targeted areas of need.

As described earlier (see section 1B above), the first Leadership Team meeting engaged stakeholders in a data carousel to analyze the BERC Audit and STAR Protocol reports, student achievement data in mathematics and reading, and community contextual data, including the county Health Youth Survey. The first meeting resulted in a clear set of prioritized concerns, and some suggestions for initial goals and potential strategies to attain the goals.

The Executive Team then met to review the results from the Leadership Team and focus planning efforts within five groups (District/Community, School-wide needs, Instructional/Classroom Supports, Reading Improvement and Mathematics Improvement). The Executive Team reviewed the suggested strategies, assigned strategies to specific task-force (study teams), and expanded the Leadership Team to include additional content and community representatives. Finally, the Executive Team set initial goals from prioritized needs to share with the Leadership Team.

During the second Leadership meeting, the Executive Team provided an overview of input gathered and action steps since the first Leadership meeting. As part of their activities in the second meeting, the Leadership Team created strategies and revised goals based on the current performance. The Executive Team then met to revise strategies, goals, budget, and time-lines.

During the third Leadership session the team finalized strategies, goals, budget, and time-lines and aligned activities to the Transformation Template. The leadership team also formulated plans for the Special Board Meeting Community Forum held on February 23. During the community forum, Leadership Team members presented summaries of their action plans, and gathered input from attendees. The Executive Team then met to finalize all aspects of the final application and prepared materials required as part of the Required Action District Application. The plan was presented to the Board of Directors for review and adoption at their regular meeting of February 28, 2011.

Calendar of meetings and team activities:

Date	Time	Team	Activity
1/6/11	11:15-12:30	Supt. To ESD 113	Review of process, initial schedule considerations
1/13/11	9-12	Executive Team	1st Mtg: Ident teams, plan sched of grant activ and timelines
1/14/11	By 12:00	Superintendent	Draft letter to parents explaining the RAD designation Begin preparing schedules & documents for BERC Visit
1/19/11	1-2	Middle School Staff Superintendent	Prepare for BERC Visit by presenting schedules
1/14-21	Varies	Executive Team	Contacting/verifying team members for Leadership Team
1/21-22	All day	BERC Audit	BERC to complete all audit components
1/24/11	6:00 PM	Superintendent to School Board	Present initial plan timelines and activities log
1/28/11	9-12	Executive Team	Review BERC Report and plan Leadership meeting.
1/2/11 2/16/11	12-3	Meet with WEA Onalaska Ed Assoc	Negotiation of Addendum
2/4/11	8-11	Design Leadership Team	#1 Mtg.Look at data from BERC and prioritize needs
2/4/11	1-4	Executive Team	#1 Mtg. Strategies & Set Goals: prioritized needs
2/10/11	7:30-9:30	Community Prayer Group	Supt. presented BERC report and grant planning to group
2/11/11	8-11	Design Leadership Team	#2Mtg: Revise Strategies/Goals; Set Action Plans
2/11/11	1-4	Executive Team	#2 Mtg:: Revise Strategies/Goals; Set Action Plans
2/16/11	12:30-3:30	Middle School Staff	Review Grant Plan Components and Detail

2/18/11	8-11	Design Leadership Team	#3 Mtg: Finalize Grant Plans; Prep for Summaries
2/18/11	1-4	Executive Team	#3 Mtg: Review Final Plan to submit to community
2/19/11	7-9	Onalaska Men's Group	Supt. presented BERC report and grant planning to group
2/22/11	3-4	Middle School Staff	Superintendent Presents Grant Plan to MS Staff
2/23/11	5-6	Ex/Design Leadership Team	4th Mtg: Review Plan Prior to Community Forum
2/23/11	6:30-8:00	Ex/Design Leadership Team	Present Plan to the Community
2/24/11	All Day	Sue Roden	Proof read grant for wording/grammar/missing parts
2/28/11	6:00	Supt. to School Board	Presented Grant to the School Board, Approval vote of 5-0
3/2/11		Superintendent	Submit Grant to OSPI via iGrants

APPENDICES

Appendix A- District and Community Action Plans
Appendix B- School-wide Action Plans
Appendix C- Classroom/Instruction Action Plans
Appendix D- Mathematics Improvement Action Plan
Appendix E- Reading Improvement Action Plan

Appendix A- District and Community Action Plans

Goal area: District/Community

Goal(s): Provide effective leadership in support of transformation model.

Strategy 1: Replace Building Principal (RAD Requirement/Transformation Model)

Strategy 2: Hire supportive leadership to enact RAD plans and support new building leadership models.

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Determine whether existing principal has been in position for 2 or more years. C1	Superintendent	January 2011	Time to meet and review needs	Superintendent determines placement possibility for current principal
Review needs of building leadership C1	Superintendent School Board	January 2011	Time to meet and review needs	Superintendent development of district needs and proposed initial plan
Analyze strengths of existing staff and determine if it is necessary to post new position C1	Superintendent School Board	January 2011	Time during board meeting (executive session)	Decision regarding possibility of placement of existing staff, or posting new position.
Gather input and feedback from community and staff C1	Superintendent PK-12 Staff Parents Community	January - February 2011	Community forums and survey results (BERC Report)	Prioritized needs from community forums
Develop plan for re-assignment of existing	Superintendent School Board	April 2011	Time to develop plan	Plan is developed

administrative staff C1				
Communicate with affected staff G1-2, G5, H12	Superintendent	April 2011	Time during staff meeting (2 hours)	Staff are informed of change
Develop success criteria for new placement and communicate with new building leadership C2-6; G1-2, G5	Superintendent	April 2011	Time to establish and communicate	New evaluation criteria are not included in this process, but new principals are given focal points for their roles.
Supplemental Contract to Principal for additional duties, meetings, and Summer work for Principal G1-6	Superintendent School Board	2011-2012 academic year (and ongoing through grant 3-year period)	$10,000 (ongoing each year)	All schedules, positions, trainings, and programs are occurring.
Supplemental to District Administrator for additional duties: Monitoring all budgets, activities, grant fidelity, attending evening meetings, and additional summer work G1; D1-7	Superintendent School Board	2011-2012 academic year (and ongoing through grant 3-year period).	From Indirect costs	Grant Activities are successful and failing efforts discontinued. Fidelity of grant is followed.
Work with ESD 113 for training in Fidelity Management, program and team monitoring D6-7	Superintendent Principal	2011-2012 academic year (and ongoing through grant 3-year period).		Grant Activities are successful and failing efforts discontinued. Fidelity of grant is followed.
Post, screen and fill vacancy for "Dean of Students" C1-3, C5-8	Superintendent K-8 Principal	Post: April 2011 Fill: May 2011	Listed under "School-Wide"	Dean of students is in place and Behavioral Climate Positive
Research, evaluate and determine appropriate configuration of buildings (i.e.,	School/District Leadership Team	April 2011	Time to research, evaluate, and determine	Recommendations for bell schedule and possible connections between middle

current bell schedule) G5				school and high school
Evaluate and monitor effectiveness of current leadership configuration C1	Superintendent School Board	Annually in May of each Year	Principal Evaluation Criteria	Leadership is provided feedback regarding role and support for school-improvement efforts

Goal area: Extended Learning Time Action Plan

Goal(s): Student MSP achievement in reading will increase by 7.6% annually for 6th grade, 7.1% annually for 7th grade, and 7.9% annually for 8th grade. Therefore, by 2014, 77% of our 6th grade students will meet standard on the MSP, 79% of our 7th grade students will meet standard on the MSP, and 76% of our 8th grade students will meet standard on the MSP. In addition to monitoring our progress by the MSP, student achievement will also be evaluated by the EasyCBM assessment, for which there is no current baseline data. When these data are available, we will revise our goal to include this local assessment.

Goal(s): Student MSP achievement in Mathematics will increase by 12.7% annually for 6th grade, 11.7% annually for 7th grade, and 13.8% annually for 8th grade. therefore, by 2014, 61.7% of our 6th grade students will meet standard on the MSP, 65% of our 7th grade students will meet standard on the MSP, and 59.2% of our 8th grade students will meet standard on the MSP.

Strategy: Target at-risk students in math and reading and provide research-based interventions to overcome the deficits.

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Select instructors and paraprofessional assistants (math & reading) for summer and school year programs (C3, C4, C5, C7)	principal and leadership team, 21st Century partners	June - Aug, 2011	Supplemental contracts: Teachers Summer $9,600 School yr $27,000 Paraprofessionals Summer $1,600 School yr $9,600	Staff are selected
Select assessment to identify	RTI coordinator,	Sept - Oct 2011	Screening data,	Assessment tools

at-risk students (J2, J5, J6, J7, J8)	classroom teachers, SST, parents, principal		different data sources, mtg. time, calendar MAPS, EasyCBM, classroom based assessments	are selected and students are identified for program services
Select supplemental materials (paper and electronic based) (J1, J4,)	Principal, Content instructors	Aug. - Sept. 2011	ESD 113, intervention curriculum, computer lab access (technology)	Resources are identified to supplement student leanrng in after school program
Create an extended day schedule for at-risk students (B4, I11,)	Principal, Leadership Team, 21st Century partners	Sept. - Oct. 2011	2-3 planning sessions	Schedule is created, students are placed and services begin
Provide students transportation home after school on Activity Buses and for Summer Program (B4)	Transportation Director	September - June 2012 June-July 2012	2 buses $50,000	Students needing transportation are served.
Evaluate Program effectiveness, and adjust as needed (J8)	Principal, Leadership Team, 21st Century partners, parents, students	Report Card data	Surveys, Classroom generated report cards,	Quarterly assessments, student and family surveys, and report cards will show student learning gains.

SCHOOL IMPROVEMENT PROCESS

Goal area: Clear and Shared Focus

Goal(s): Improve the shared focus within the district as measured by the external evaluation rubric (BERC Group), to a level 4 by June, 2012.

Strategy: Establish a district-wide process, involve representative stakeholder groups, to develop and institutionalize the district mission and belief statements.

Activities:	Who is	Timeline:	Resources	Monitoring

Steps to be taken What will occur?	**Responsible?** Who is involved? Who will provide leadership? Who will provide work?	When will this strategy or action begin and end?	**Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Effectiveness** How will we know if this is working?
Identify Stake Holders (D1,D2,D3,D4,D5, D6, D7,)	Supt, Teachers, School Board Business leaders, Parents, Support Staff	Mid-April	none	Formation of group
Select a Facilitator Develop a timeline Implement Process Communicate Complete Process (D1,D2,D3,D4,D5,D6,D7)	Supt, Teachers, Business leaders, Parents, Support Staff	2 Saturdays Completion June 2011	$2,000 for Facilitator snacks-lunch	Communication of district mission and belief statements
Communication of district mission and beliefs through the use banners, letterheads, levy promotion (D1,D2,D3,D4,D5, D6, D7,G6)	Supt. and Administrators	September 2011-June 2012	$500	Using results of nine characteristics of effective schools
Establish Review Process (D3,D4,D5,D6, D7 G5,G6,)	Supt/Principals and School Board, Stakeholders Lead Teachers	May/June review in 2012	None	Collect data from 9 characteristics survey in March/April 2012

Goal area: Supportive Learning Environment

Goal(s): Increase support for students who face non-academic barriers to learning by August, 2011

Strategy: Provide school-wide and targeted interventions to address non-academic barriers to learning.

Activities: Steps to be taken	**Who is Responsible**	**Timeline :**	**Resources Needed**	**Monitoring Effectiveness**

What will occur?	? Who is involved? Who will provide leadership? Who will provide work?	When will this strategy or action begin and end?	What existing and new resources will be used to accomplish the strategy? (Include $$$)	How will we know if this is working?
Implement the Compassionate School model at Middle School with a focus on grades 6-8 and extend district-wide by invitation, but not compensated at grades outside of 6-8 (E1,E2,E3,E,4,E5,E6,E7,E8,F1,F2,I1 I3,I4,I5,I6,I7,I8,I10,I11,J1,K3,K6,K9,K11)	ESD Lead MS staff (classifed, certificated and adminstration)-required Others invited including district staff and community members	Include in the Onalaska Summer Institute 2 days in Aug 3 Follow up trainings throughout the school year.	Staff per diem $18,000 Trainers $3500 Materials, Books, $500	Parents/ Students Surveys Colleague Feedback Self-feedback, Student Feedback, Compassionate schools readiness and implementation rubric scores
Establish position for parent-student learning coordinator to address non-academic barriers to learning Facilitate parent engagement (C2,C3,C4,C5,C6,C8,I10,J3,J5,J6,K5,K6, K10)	District Adm.	June, 2011	See Family and community Goal	See Family and Communication monitoring and attendance and academic achievement.
Establish prevention team process (E1,E2,E3,E4,E5,E6,E7,E8,F1,F2,I1,I3,I4,I5,I6,J1,J2,J5,J6,J7,J8,K6,K8,K10,K11)	Fresh Start (contract)	August, 2011 to continue	$15,000	Healthy Youth Survey results, number of referrals, chemical dependency, school attendance Disciplinary records

Appendix B: School-wide Action Plans

Goal area: School-wide

Goal(s): Improve student learning behavior that is supportive of learning as measured by decreasing student discipline referrals from 327 (2009-2010) to 100 in 2011-14; increasing reported student respect of each other from 11% to 80%, as measured by the Spring BERC Audit in 2011; increasing reported parent perception that teachers enforce classroom and school expectations from 54% to 80%, as measured by the BERC Audit in Spring 2011.

Strategy: Implement and fully support a Positive Behavior Intervention System and Support Model at Onalaska School District.

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Contract with behavior consultant to provide training, consultation, and evaluation (7 days) to develop the Positive Behavior Intervention System (PBIS). B2, E1-8	Onalaska SD Behavior consultant	14 days April 2011-June 2012	$10,000	Contract
Establish Dean of Students for Behavior Support position (1.0 FTE, Can be TOSA) to support the principal in PBIS system development. A1-4, B2, C2-5, G1-6	Onalaska SD	2011-2012	$105,000	Evaluation
Establish Parent/Community Learning Coordinator position (1.0 FTE) to assist students and parents to develop better connections with student learning through social-emotional interventions, parent and family nights for learning supports, extended learning coordination, and other avenues to connect families around learning. A1-4, B2, C2-5, F1-2, G1-6	Onalaska SD	2011-2012	$85,000	Evaluation Data on student connections to community service agencies Data on family involvement Data on parent perceptions Data on student participation in extended learning opportunities
Establish .5 FTE RTI/PBIS Coordinator (Can be TOSA) to direct the efforts in supporting students in the RTI and PBIS intervention	Onalaska SD	2011-2012	$42,5000	Evaluation Data on students achieving academic standards Data on office

programs. This position will dis-aggregate student learning and behavioral data, work with teachers in quick responses to interventions, and will keep parents, students and staff informed on progress. A1-4, B2 C2-5, F1-2, G1-6				discipline referrals
Establish Teacher Standards and Expectations for all staff in role-modeling and working with students. G1-6,H1,7,17, I1-11	Principal and all staff	August Summer Institute		Parent Surveys and Spring BERC Audit report
Establish Behavior Leadership Team (BLT). Schedule meetings for 2/month this year, next school year B2,A1-4	Principal BLT	April – June 2011		Schedule
Conduct SET evaluation for baseline discipline referral data; orient staff, student, and community members on PBIS implementation; plan training, consultation with Behavior Leadership Team (BLT). B2-3, G1-6, I1-11, K3-11	Behavior consultant BLT ESD staff OMS staff Students/community	2 days Spring 2011	$1050 for staff stipends	SET evaluation report Staff sign-in Evaluations Training plan for 2011-2012
Provide professional development for staff on positive behavior intervention system, classroom management, teaching of behavior to students. B2, G1-6, I1-11, K3-11	Behavior consultant OMS staff	1 day Summer 2011	Teacher stipends to attend training and class costs - $3000	Staff sign-in Evaluations Schedule for teaching positive behavior to students
Coordinate PBIS Community Night to provide information to parents and community about positive behavior intervention program. D2-7, G2	Parent/Community Learning Coordinator, RTI/PBIS Coordinator	October 2011		Participant evaluations
Establish Student Leadership Training at OMS. B2 Move to Year 2	RTI/PBIS Coordinator	Sept 2011 - June 2012 Monthly		Student survey Record of activities and participation
Implement PBIS with students. B2-3, D5, G1-6	All staff, RTI/PBIS Coordinator	2011-2012		SWIS reports

Enter office discipline referral (ODRs) data into School-wide Information System (SWIS) and Check-In, Check-Out (CICO). G1-6	Office staff RTI/PBIS Coordinator	2011-2012	SWIS/CICO license $300	SWIS reports
Convene Behavior Leadership Team (BLT) once per month with agenda to evaluate implementation, problem-solve behavior patterns. B2-3, G1-6	BLT RTI/PBIS Coordinator	2011-2012	$600 for stipends	Agendas and minutes
Evaluate PBIS implementation using Schoolwide Evaluation Tool (SET2.1) Data Team Meeting Planning for upcoming focus trainings/consults Observe/consult 1 day on teachers with students with challenging behavior Training ½ day for staff B2-3, G1-6, I1-11, K3-11	Behavior consultant BLT RTI/PBIS Coordinator Selected teachers All staff	1 days November 2011 1 day February 2012 1 day May 2012	$240 substitute $1050 for stipends	SET evaluation Data team agendas Sign-ins and evaluations of training
Staff will confer with behavior consultant by telephone or other technology available throughout the year. G1-6	Behavior consultant BLT RTI/PBIS Coordinator Administration	8 hours (1 day)		Agenda and minutes
Train RTI/PBIS coordinator on implementation of Check-In, Check-Out (CICO) system. Implement Check-In, Check-Out (CICO) with students B2-3, G1-6, I1-11, K3-11	RTI/PBIS Coordinator Behavior consultant for training (1 day)	1 day 2011-2012		Check-In, Check-Out documents and records
Survey students and parents to determine perceptions of satisfaction with behavior system implementation D1-7, G1-6	Parent/Community Learning Coordinator RTI/PBIS Coordinator	May 2012		Survey report

Appendix C: Classroom/Instruction Action Plans

Goal area: Evaluating Staff

Goal(s): Establish and adopt a system of evaluation for Principals and Teachers that aligns with the new state guidelines.

Strategy: Complete an evaluation system that includes all of the components of the new state guidelines with rubrics understood

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Identify the Union Negotiators, other stakeholders, and Administrators to be involved, and set calendar of dialogues for planning H-1	Superintendent Union President WEA	April-May 2011		Teams are set and calendar is agreed upon.
Training for Team in process H-2	Superintendent, Principal, WEA	May-June, 2011	One day of subs and a trainer $1,200	All understand the needed components of the Evaluations
Develop the Evaluation Template and rubrics. H11	Superintendent, Union, Principal, WEA	Sept-January 2011-12	Substitutes (6 days times 4) $3000	Template completed
Pilot Evaluation Template with 3 volunteer Teachers	Principal, Union, 3 teachers	February-May 2012	One day training for 3 volunteer teachers and a union representative Subs $500	Teachers are identified and pilot process begins
Training for principal	Principal and External Support Provider	February-Ongoing	3 days of training/support = $1,500	Principal is prepared to implement new evaluation system

			Online training = $50/year	
Review Evaluation Tool with MS teachers H5, 11-12	Principal, Superintendent	May In-service day 2012	1/2 day initial overview with staff Possible external facilitator	Staff report understanding of proposed evaluation tool
Develop plan for those exceeding and those not meeting Performance Standards H16-22	Superintendent, Union, Principal, WEA	February-June 2012	2-3 days for team to create protocols	Update to MOU/MOA to include language related to supports and incentives for staff.
Implement New Evaluation Tool with all Teachers H1-22	Superintendent, Principal	Sept-May 2012-13	Orientation in Summer Institute 2012	New evaluation system is implemented
Review and adjustment of system as needed	Superintendent, Union, Principal, WEA	May (annually)	Survey of staff, principal report, district evaluation summary	Adjustments of process as needed

SCHOOL IMPROVEMENT PROCESS

Goal area: Instruction

Goal(s): To improve instruction K-12, with a middle school focus, as measured by the Powerful Teaching and Learning "Star Protocol". Our target is for 90% of classrooms to be aligned with Powerful Teaching and Learning by 2014.

Strategy: To adopt and fully implement the UW 5 Dimensions instructional framework K-12.

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include	**Monitoring Effectiveness** How will we know if this is working?

			$$$)	
Form instructional Leadership Team (A1, A2, A3, F1, F2,	Current Exec Team	February 2011		Team is formed
Choose Framework (We recommend 5Ds) (A4, B1,	Leadership Team	February 2011	Summary of instructional frameworks	Staff agreement with adopted framework
Contact Provider and Develop Implementation Plan (B3, B4, E1, E2, E3, E4, E5, E6	Scott Fenter	End of February	$15,000/year (Covers expenses for provider's training and ongoing facilitation (one year)	Contract is issued
Provide an initial awareness training (one day or ½ day) (D4, D6, G2,G4, G5, I1,	Provider	Prior to May		Staff evaluation and feedback after initial training
Gather K-8 Baseline Data (G3,	Provider	Prior to end of school	Survey instruments, trained observers	Data is collected
Analyze baseline data within the 5-D's, with a focus on learning needs of diverse learners and use of assessment in classroom instruction (D1, D2, I3, K6, K7	Leadership Team	Prior to end of school	Baseline reports	Team has determined focus for year based upon initial data collection
Craft support and professional training plan based upon school needs (I1, I3, I4, I7, I9, K3, K4,	Provider and Leadership Team	June, 2011	External Facilitator	Plan is presented to Improvement team and approved
Consider development of new instructional support plan (Differentiation of instruction)(K1, K5, K6)	Leadership Team	June 2011	Research on differentiated instruction and possible training resources	Possible plan is created
Identification and Training of Onalaska Facilitators/Team Leaders (A1, A2, A3, B2, I8)	Leadership Team will identify Provider will provide training	August 2011	Training by provider	Facilitators identified, training provided
Provide second-level deeper overview training (4-5 Days) (I1,	Provider	August Institute	Training by provider and local facilitators.	Staff report a basic understanding of framework

I3, I4,K4,			Budget: As part of institute, staff time (4 Days) = $250*12*4 = $!2,000 (spread across other plans)	
Peer Observation Cycles (I6, I8, I9, I10	Initially lead by provider, then co-lead by provider and facilitators, then lead by facilitators	3 cycles per year	Release time for staff (3 teams of 4) Substitutes = 4*125*3 = $1,800	Staff feedback after training cycle indicates increased understanding of framework.
Learning Team Discussions and selection of Instructional Framework Focal Points (I8, I9, I11, K2	Lead by facilitators	Monthly team meetings	1-2 hour meeting with leadership team	Framework focal points selected
Ongoing Collaboration among team members (I5, I6, I9, K1	Lead by facilitators	Monthly team meetings	PLC time- Either as part of regular staff collaboration, or supported by after school planning time.	Staff application of instructional framework into classroom lessons
Mentoring and Coaching Support for Teachers (I8, I9, K8	External Coaches	Ongoing as needed (40 days/year?)	Funding for Coach: 40*$600/Day $24,000	Coaches selected and support provided as needed
Gather Annual Classroom Data and Prepare Reports (D3,E6, E8, K5, K10	Provider	Spring of each year	Mid-year and end of year evaluation	Plan continues to move forward, instructional framework is implemented, teacher growth is observed by external evaluators

SCHOOL IMPROVEMENT PROCESS

Goal area: Instruction

Goal(s): To improve instruction K-12, with a middle school focus, as measured by the Powerful Teaching and Learning "Star Protocol". Our target is for 90% of classrooms to be aligned with Powerful Teaching and Learning by 2014.

Strategy: Revise assessment and student feedback, implement standards based grading and standards based report cards._____

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Identify leadership team (K1,	Current Executive Team	October 2011	Time for first meetings	Team is identified
Provide initial training to staff, "Why change grading?"	ESD 113 Content Specialists	November 2011	3 hours of staff time (release time)	Staff can explain 4 challenges in current grading practices
Purchase support materials, "Transforming Classroom Grading"	Leadership Team	January 2012	12 Books and 3 hours of staff time (early release?)	PLC teams plan for study is created, staff report outcomes of reading
Identify potential 'First adopters', and develop support plan	Leadership Team	January 2012	Leadership team meeting agenda (1 hour)	Pilot/core teachers are identified
Define reporting standards	ESD 113 and Leadership Team	March 2012	3 team meetings Participant stipend	Core content report card standards are developed (at minimum)
Determine benchmark assessments aligned with reporting standards	ESD 113 and Leadership Team	April 2012	Support from content area coaches, initial assessment tools 15-20 hours of staff time	Benchmark assessments developed Teachers pilot and apply benchmark assessments
Update Skyward to reflect standards report card (for pilot classrooms)	ESD 113 Student Records Coordinators	May 2012	3-6 hours with student records coordinators	Report card is ready for data entry and printing
Provide training and support to pilot teachers	ESD 113 Student Records Coordinators	January - June 2012	1-3 hours staff time	Staff are prepared to enter report card data
Develop communication plan for parents/community	Leadership team	April 2012	2-3 hours of time with leadership team	Communication materials, website and other resources prepared
Pilot first standards based report card (Math or Reading?)	Leadership Team and Pilot Teachers	June 2012	2-3 hours of support for staff in entry of final standards based 'grades'	Report card is printed
Evaluate pilot project	Leadership Team	June 2012	2-3 hours with	Feedback is

			leadership team Parent Survey	analyzed adjustments are recommended
Develop implementation plan for other classrooms/content areas	Leadership Team	August 2012	2-3 hours with leadership team	Plan is created to expend to other content areas
All hours needed for theses actions	Leadership Team Pilot Teachers	October 2011 to August 2012	44 hours for above cells $,1408	All instructional efforts and plans complete and operational

Appendix D: Mathematics Improvement Plan

Goal area: Mathematics

Goal(s): Student MSP achievement in Mathematics will increase by 12.7% annually for 6th grade, 11.7% annually for 7th grade, and 13.8% annually for 8th grade. therefore, by 2014, 61.7% of our 6th grade students will meet standard on the MSP, 65% of our 7th grade students will meet standard on the MSP, and 59.2% of our 8th grade students will meet standard on the MSP. In addition to monitoring our progress by the MSP, student achievement will also be evaluated by the corrective mathematics placement test, with the goal of 23 additional students meeting benchmark annually. consequently, by 2014, 68 additional middle school students will be at benchmark based on the corrective math placement test.

Strategy: Use standards-based grading and create common assessments that are aligned with the state performance expectations to evaluate students on what they know and provide strong feedback to students regarding their mastery of standards or content._____

Activities: Steps to be taken What will occur? (potential turn around strands)	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Hire Math Coach (K1, K4, K5, K9, K11, I1, I2, I3, I4, I5, I6, I7 I9, I10, I11, J1, J7, J8, K10, J3, J6)	Scott Fenter/ MS Principal/ ESD	Look at candidates qualificactions spring 2011 so that in place by summer 2011	-money to hire a math coach $45,000 -staff time to observe each other along with the math coach	change in MAP assessment scores, teacher survey, classroom observation changes, student survey
Professional Development on Standards Based Grading (K4, K5, I1, I3, J8)	Math Coach Jamie Niemi and Dave Stingley	start summer of 2011	Staff time $7000 (2 staff 5 days in the summer and 1 day/month)	MSP assessment results, student monitoring of their goals

Professional Development and Time to Create Common Assessments (K1, K5, K7, I1, I3, I5, I10, I11, J8)	Math Coach Jamie Niemi and Dave Stingley and HS staff	start summer of 2011 and ongoing through school year of 2011-2012	Staff time $6000 (2 staff-2 days in the summer Math Coach time	Common assessment data
Professional Development on providing effective feedback (K5, K7, I1)	Math Coach Jamie Niemi and Dave Stingley	Coach shares through coaching starting in fall of 2011 and follow ups based on common assessments		common assessment data, observation changes, teacher survey, student survey
Purchase the Measures of Academic Progress (MAP) to provide comprehensive assessment data on students (K5, K7)	Principal or Scott	Spring of 2011 to have a student data before school year ends, ongoing	-Purchasing it for each student -training of how to use the data (3 staff- 3days) $2250 -trainer $1500 $10./child 180 students total.= $1800.00 supplies: $2,000	MAP assessment results, student monitoring of their goals
Professional Development on how to Differentiate and offer opportunities for double-dipping students (time to re-test and re-learn)-re-evaluate how students are leveled (K6, K8, K9, I1, I3, J1, J2, J4, J7, J8, J3, J6)	RTI team Math Coach	start fall of 2011 and ongoing refinements as common assessments are developed	start fall of 2011 and ongoing refinements of differentiation as common assessments are developed Staff time $6750 (3 staff-1 day/month) Math Coach (9 days) Math intervention materials: $15,000 Instructional Aid- LAP funded 1 hr after school remediation staffed (In Extended Learning Plan)	common assessment data, observation changes, teacher survey, student survey
K-12 mathematics committee to manage the transitions between schools and grades and unify the curriculum to know the trajectory of learning (K1, I4, I5, I6, I9, I10, I11, K10)	Math Coach District mathematics staff	Form the committee in spring 2011. Regular meetings starting in the fall 2011 and ongoing with specific focus	-Monthly meetings (6 staff-0.5 day/month) $6750 Math Coach (4.5 days) -Binders and materials for data $250 -Online collaborative space (section of Ony website)	common assessment data, observation changes, teacher survey, student survey

Appendix E: Reading Improvement Plan

Goal area: Reading

Goal(s): Student MSP achievement in reading will increase by 7.6% annually for 6th grade, 7.1% annually for 7th grade, and 7.9% annually for 8th grade. therefore, by 2014, 77% of our 6th grade students will meet standard on the MSP, 79% of our 7th grade students will meet standard on the MSP, and 76% of our 8th grade students will meet standard on the MSP. In addition to monitoring our progress by the MSP, student achievement will also be evaluated by the EasyCBM assessment, for which there is no current baseline data. When these data are available, we will revise our goal to include this local assessment.

Strategy: Develop a Reading Leadership Team and define the work of the team, including: 1) Coaching/support for teachers, 2) RTI model implementation , 3) Materials adoption, 4)Role of professional development. Implement Response to Interventions in Reading

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
0.5 Reading Coach (I1, I2, I3, I4, I5, I6, I9, I10, I11, J1, J3, J6, J7, J8, K1, K4, K5, K7, K9, K10, K11)	Principal, ESD staff	Spring 2011	$45,000	Coach is selected, initial meetings with staff begin
Reading Leadership Team Identified (G1, G2, G3, G6, I1, I3, J1, J3, J4, J6, J7, J8)	Principal, ESD staff, Reading Coach	Spring 2011	1-3 hours (initially)	Team is selected, meeting schedule is created
Reading Curriculum Research/adoption (J1, J2)	Principal Reading/RTI Leadership Team	Spring 2011	Research materials and adoption process 2-3 hours of staff time 1-3 days of substitutes $ 1,600 Materials adopted $20,000	Materials are selected, training plan is created
Professional Development for newly adopted reading	Principal Reading/RTI Leadership Team	Spring/summer 2011	Staff training time-20 hours initially (coaching to follow)	Introductory training provided

curriculum (I1, I3, 14, I5, I6, K1, K4, K5, K7)			$2,500	
Restructure the schedule for a reading classes (B4, D4, D5, I11, J2, J7, K2)	Principal Reading/RTI Leadership Team	Fall 2011	2-3 hours for leadership team	Course schedule is created
Develop an assessment system including, intensive, strategic and benchmark students (I1, I3, I5, I10, I11, J8, K1, K5, K7)	Reading Leadership Team	Spring 2011	$ for subs: $2,500 *Meet 4 times per year	Assessment plan is created, recommendations for assessment tools, initial training plan is developed
Adopt Intervention curriculum: Corrective Reading (J1, J2)	Reading Leadership Team	Spring 2011 - fully implemented Fall 2011	$15,000	Intervention materials are adopted
Professional Development for Corrective Reading (I1, I3, 14, I5, I6, K1, K4, K5, K7)	Principal Reading Leadership Team	Spring 2011	PD supplied by SRA staff (June 2011) Corrective Reading Teacher/Student materials	Placement Tests/Progress monitoring
Restructure the schedule for RTI classes (D4, D5, I11, J2, J7, K2)	Principal and Reading Leadership Team	Spring 2011	2-3 hours of leadership team planning time	Schedule is created
Use of placement/monitoring assessments and data for Corrective Reading (I1, I3, I5, I10, I11, J8, K1, K5, K7)	All reading/intervention teachers	Spring 2011 - fully implemented Fall 2011	Staff time- 6 hours, supported by coach	Assessments completed, students are placed in initial groups

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.
   a. Identify **each Tier I, Tier II, and Tier III school** the District commits to serve.
   b. Identify the **model** that the District will use in each Tier I and Tier II school.
   c. 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.
   d. 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.
   e. 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).
   f. 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 - Amounts

Building	Tier	Model	Year 1	Year 2	Year 3	Total
District	N/A	N/A	$0	$0	$0	$0
School #1			$0	$0	$0	$0
School #2			$0	$0	$0	$0
School #3			$0	$0	$0	$0
School #4			$0	$0	$0	$0
School #5			$0	$0	$0	$0
School #6			$0	$0	$0	$0
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.

1. **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: _Onalaska School District, Onalaska Middle School

		Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	Act. Oo (transp)	$0	$0	$30000	$0	$20000	$0	$0	$0	$50,000
	15	$0	$0	$0	$0	$500	$0	$0	$0	$500
Total for Activity	21	$0	$91,500	$0	$28,300	$50	$0	$0	$0	$119,850
	24	$0	$65,000	$0	$20,000	$0	$15,000	$0	$0	$100,000
Total for Activity	27	$0	$173,298	$11,200	$55,499	$54,550	$131,300	$0	$0	$425,847
	Total for Activity	$0	$329,798	$41,200	$103,799	$75,100	$146,300	$0	$0	$696,197
Indir .0272										$18,937
Grand Total										$715,134

SBE Review Notes 3/28/11 ONALASKA MIDDLE SCHOOL ESD 113

Summary of Review

Required Elements	**Adequately addressed in the RAD plan? Y/N**
1. Implementation of one of the four federal intervention models.	Yes
2. A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.	Yes
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.** **b. How the district intends to address the findings of the academic performance audit.**	No (see pages 4-19 and RAD memo for more details)
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.	Yes
5. A public hearing conducted by the school board on the proposed plan.	Yes
6. Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.	Yes

Audit Overview

- 191 Students
- 14 Teachers
- Superintendent in second year
- Teachers have tight ties to community

Models Reviewed

Transformation – recommended option by Audit

Date of last Collective Bargaining Agreement: September 1, 2010 - August 31, 2013

Performance and Demographics

Reading and Math Three Year Proficiency and Improvement Rate

Onalaska Middle School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
56.3%	-2.03	27.4%	-1.70

Student Demographics		
Enrollment		
October 2009 Student Count		191
May 2010 Student Count		194
Gender (October 2009)		
Male	110	57.6%
Female	81	42.4%
Race/Ethnicity (October 2009)		
American Indian/Alaskan Native	13	6.8%
Asian	2	1.0%
Asian/Pacific Islander	2	1.0%
Black	2	1.0%
Hispanic	24	12.6%
White	148	77.5%
Special Programs		
Free or Reduced-Price Meals (May 2010)	108	55.7%
Special Education (May 2010)	22	11.3%
Transitional Bilingual (May 2010)	2	1.0%
Migrant (May 2010)	0	0.0%
Section 504 (May 2010)	0	0.0%
Foster Care (May 2010)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2009-10)	127	0.4%

Strengths

- Communication good between superintendent and union
- Student led conferences
- New math curriculum
- PBIS initiated

Issues

- Six principals in five years
- Lacking high expectations for all students
- No accountability expected from students or teachers by principal
- No common assessments aside from MSP (except for DIBELs in 6th grade)
- No benchmarks for student success
- Lack of challenge for advanced students
- Levels of teaching rigor are uneven
- Grades used as punishment
- Students receive little feedback
- Parents frustrated with communication
- No instructional framework
- No systemized process for assessing staff training needs and professional development plans
- Curriculum outdated and not aligned to standards in all but math
- PBIS needs consistent implementation

Technical Assistance
ESD 113 assisted Onalaska with preparation of plan

Brief Summary of Plan/Strategies:

- Extend current K-5 principal to K-8
- In-school and extended day interventions and supports for struggling learners in reading and mathematics
- Adoption of an instructional framework for all teachers
- Professional development through mentoring and coaching
- School-wide approach to improving behavior

Budget:	**Year 1**	**Year 2**	**Year 3**	**Total**
Onalaska Total	**$715,134**	**$625,742**	**$446,959**	**$1,787,835**

Goals as stated in the Plan:

Grade level		Mathematics	Reading
6	2009-10 (baseline)	23.4%	54.7%
	2011-12	Increase by 12.7% annually	Increase by 7.6% annually
	2012-13		
	2013-14	61.7%	77%
7	2009-10 (baseline)	30%	57.5%
	2011-12	Increase by 11.7% annually	Increase by 7.1% annually
	2012-13		
	2013-14	65%	79%
8	2009-10 (baseline)	17.8%	52.1%
	2011-12	Increase by 13.8% annually	Increase by 7.9% annually
	2012-13		
	2013-14	59.2%	76%

State Board of Education Assessment:

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

SBE Comments:

District selected the transformation model

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 Enrollment**	**PPE Yr 1**
Onalaska SD (10%)	$71,513	$62,574	$44,695	$178,782	**198**	**$3,612**
Onalaska MS	$643,621	$563,168	$402,264	$1,609,053		
Onalaska Total	**$715,134**	**$625,742**	**$446,959**	**$1,787,835**		
Onalaska Request	**Yr 1 Request**	**Yr 2 Request**	**Yr 3 Request**	**3 Year Total**		$4,720

Pre-Negotiation				**Request**		
	$934,580	**$934,580**	**$934,580**	**$2,803,740**		

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:

This section could have been stronger. Review team is unclear what instructional framework will be used – STAR or UW? Concerned about implementation and monitoring of the plan. At some point there should be a plan to make a shift if the plans are not working.

Need to build in monitoring to see how district will adjust based on outcomes.

Page 5
(italics indicates the text is directly quoted from the plan)
With these challenges in mind, our plan focuses both on developing meaningful intervention programs in support of struggling learners and on building capacity within the system to support and sustain improvement efforts. As can be seen within our plan, we have a strong need to increase supports within our school system. This capacity building is reflected in our proposed leadership and staffing changes.

The District will work closely with Morton School District to maximize resources for professional development and staffing. Since we are next door neighbors and partners of the same ESD 113, we will develop training maps for professional development that will target the intersections of common focus and need. We will work with them in the Summer Institute, which will leverage the funds available. We will share some staffing, where possible, such as math, reading and instructional coaches.

We are insuring that the autonomy of the principal to lead the staff in change is of high importance. Therefore, in order for the Instruction Principal to succeed, there will be weekly meetings with the Superintendent and Building Leadership Team to organize, review, and evaluate the fidelity of SIG plan implementation. The building leaders must have opportunity to revise and/or drop any practices that are not promoting learning success.

- *DEAN OF STUDENTS FOR BEHAVIORAL SUPPORT: The elementary and middle school has commenced with training in Positive Behavior Intervention Systems (PBIS), but has lacked the personnel resources for full operation. To support the principal, a dean of students in charge of PBIS will be added to the leadership team. It is expected that this position will be supplementary for the balance of this grant. Once all of the components of a strong PBIS system are in place, the principal and staff leaders will be able to sustain this important piece. The job qualifications for the Dean of Students will be similar to those of the Instruction Principal, as all staff must embrace and adhere to the expectations of this grant. It will be important for the Dean of Students to first role model the administrative standards, then to approach intervention for behaviors.*
- *PARENT-STUDENT LEARNING SUPPORT FACILITATOR: An individual will be put in position to assist students and parents in better connections with student learning through social-emotional interventions, to conduct parent and family nights for learning supports, to coordinate extended learning, and to establish other avenues to connect families around learning. This position will be to address all non-academic barriers students may possess in their school experience, including disruptions from home life that impact learning.*
- *RESPONSE TO INTERVENTION (RTI) FACILITATOR: An individual will direct all of the efforts in supporting students in the RTI program, which is already in a beginning stage. This person will dis-aggregate student learning and behavioral data, work with teachers in quick responses to interventions, and keep parents, students and staff informed on progress.*
- *DEPENDENCY INTERVENTION AGENCY: A local substance abuse and counseling intervention*

agency has agreed to contract with the district to provide prevention, intervention, and rehabilitation to students who are hindered in learning by substance use. The Healthy Youth Survey identifies this as an important need for the students. This agency is in partnerships with other districts in our region and has demonstrated success in helping youth.

- *EXPERT COACHES IN READING, MATH, AND GENERAL INSTRUCTION: These positions will work closely with the principal, RTI facilitator and building leadership team to provide ongoing professional development and coaching, and to support the alignment of PK-12 curriculum with state standards. The coaches will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. These positions will be in partnership with Morton School District, the RAD district immediately east of Onalaska. The coaches will be supported in their roles by ESD 113 staff.*
- *INCREASED LEARNING AND EXTENDED LEARNING OPPORTUNITIES: The Principal and the staff are examining and adjusting the daily schedule to increase daily learning times for all students. Efforts will be made to expand learning into times throughout the day. In addition, the Middle School will collaborate with the High School staff to add CTE electives, thus making better learning opportunities for all and allowing class loads at the Middle School to be reduces, which will give more attention to students. The starting time of the day will be moved earlier and one less passing time will needed, as they move to a 6-period day from a 7-period day. This will increase leaning contact and reduce one day interruption.*
  The middle school will partner with the existing 21st Century program for extended after-school and summer learning for students' accelerated learning needs. The program will be staffed with certified teachers and paraprofessionals who target reading and math improvement. These programs will be available for all students and especially target students who are struggling with learning acquisition.
- *MIDDLE SCHOOL LEADERSHIP TEAM TO DEVELOP CLEAR BLUEPRINT FOR PROFESSIONAL DEVELOPMENT: We will have a blueprint for professional development that aligns with this grant. Some of this will be in a cooperative with Morton School District, where we have common goals and strategies, in order to maximize the availability of trainers and use of the funds.*
- *UNION COLLABORATION: The union agreed to bargain in good faith all components of this work to establish the needed progress, including Teacher Principal Evaluation, required training and in-service, length of day, student discipline, need for transfers, and appropriate compensations for required work.*

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

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
1. **Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.** There does not appear to be a clearly understood or common focus at OMS. While everyone is interested in seeing their students succeed, they are not working together toward clearly defined goals, and many people work in isolation. Without a clear and common focus	No. The audit is clear that development of mission and goals are so critical, and this is not an adequate plan to work together, develop a mission, and define clear goals and benchmarks for performance. The link from the mission and goals to student learning should be	*Page 5* *First, we have established a multidisciplinary Leadership Design Team (LDT). The LDT has identified critical areas requiring immediate attention and improvement in order to transform our Tier II Onalaska Middle School. We have developed a plan that will fully address the critical areas of need presented by the BERC Academic Audit and STAR report. Drawing upon the expertise of parents, community members, and external consultants, we have crafted a plan that addresses all levels of the school system. We are proposing in-school and extended day interventions and supports for struggling learners in reading and mathematics, adoption of an instructional framework for all teachers, focused and ongoing professional*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
in place, staff members' efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.	clearer. By the end of three years is too late for the work to be done. Needs to be more specific about the action planning process. This is not a planning grant – more realistic set of strategies and a clearer plan for increased instructional time. When will the daily schedule be changed? Sounds like it will be figured out after the grant is awarded.	*development through mentoring and coaching, a school-wide approach to improving behavior, and district partnerships to more fully engage with the community.* *Small rural school districts, such as Onalaska, lack the support resources of larger districts. Our strengths in small schools are in our ability to bring about rapid change, to build meaningful relationships with students and community members, and to personalize the learning experience for all learners. Our challenges tend to be related to limited community resources and having few individuals within the system with full-time responsibility for monitoring and managing the complexities of implementation of improvement efforts. For example, Onalaska is an unincorporated community in Lewis County. As a result we have no formal local government with whom we can partner. Additionally, the superintendent, as the only certificated person in the district office, must manage the district and lead these proposed instructional improvement efforts.*
2. **Access support to develop a Comprehensive Human Resource Management System.** Onalaska School District personnel have had difficulty recruiting staff members to their community, and the task of creating a new teacher evaluation system stalled because it was "too overwhelming." We recommend the district access support to develop a Comprehensive Human Resource Management System to deal with the two issues and to identify additional means the district can support administrators and teachers through the Transformation process. Additional areas to explore include induction and mentoring, self-assessment and	No. There doesn't appear to be a specific plan for recruiting and hiring new teachers. Overall this part of the plan is not specific enough. Readers were concerned that there may not be sufficient staff capacity once the contractors leave in three years. It was not clear when the new evaluation system will be implemented. Need details on this as this is an important component. This MOA will describe a new	*Page 6* *The District will adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with this work. This new model will promote high expectations for all personnel and will hold them individually and collectively accountable for improved outcomes of students. MOU's are negotiated with the union to establish clear expectations for required training and for future evaluations. These are uploaded as separate documents.* *Page 9* *We believe that by working together we can help improve student and parent involvement in the educational process.* *Strategies:* *1) Increase parent involvement and skills in supporting their child's education.* *2) Establish a district-wide process to develop mission/vision statements.* *3) Provide school-wide and targeted interventions to address non-academic barriers to learning.* *4) Adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
evaluation, and recognition and retention.	more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, involvement, and participation in student advisories.	*this work.* *Page 13* *Immediate priority in the action planning process will be placed on developing a Memorandum of Agreement (MOA) between the Onalaska School District and the Onalaska Education Association. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, involvement, and participation in student advisories. The MOA also will include a specific timeline for developing a new staff evaluation system, new personnel recruitment system, a new teacher compensation plan, and modification of the collective bargaining agreement. The timeline will ensure that all new systems and plans will be in place for the 2012-13 school year.* *Page 14* *There will be revisions to the collective bargaining agreement with the teachers' union and to staff recruitment, compensation, and evaluation policies of the district. These revisions will allow the district to maintain higher expectations for all Onalaska Middle School administrators, staff, and support staff, and to more effectively hold them accountable for meeting these standards. These recruitment and compensation revisions will also allow the district to expand its pool of applicants, making it more likely that skilled administrators, teachers, and other staff can be placed in the school.*
3. **Set high academic expectations.** OMS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. We recommend staff members work together to identify the highest level of expectations possible for OMS students and develop common	No. There is no clear plan for staff to work together to identify high expectations for ALL students and develop common language around those expectations. There was no mention of opportunities for students to take advanced classes. The responsibility for setting high	*Page 6:* new instructional principal competencies: *<u>The Following are key competencies and expectations used for candidate consideration:</u>* ➢ *An ability to signal and communicate change with clear purpose.* ➢ *Able to put forth the message that business as usual will not be accepted.* ➢ *Demonstrates skills as a dynamic instructional leader who is visible in the classrooms.* ➢ *Creates continuous high expectations for staff and students.* *Page 6: K-5 principal* *With these concerns in mind, the School Board and District recognized that our current K-5*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for students to take advanced classes. We recommend staff members identify high-achieving middle schools with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported.	expectations for students seems to lie exclusively with the K-8 principal. Specifically, how will this individual build high expectations with staff, especially considering the expanded role to serving as principal of both the elementary and middle schools? Do not see a plan for staff to work together to identify high expectations for students and develop common language around those expectations. No opportunities for students to take advanced classes. Responsibility for high expectations seems to lie exclusively with the K-8 principal. This may be too big of a job for one individual principal to cover both the elementary and middle schools, and specifically how will high expectations be built with staff?	*Principal has been fully succeeding in all of the above competencies in her building, where in one year she has established a turnaround school. In the first year she successfully moved her building from not making AYP to the first year of Safe Harbor. She signaled this change with clear focus on intense use of RTI, careful data monitoring, Professional Learning Communities, and promotion of teacher-leaders within each grade. She has maximized all resources to target instructional improvement. She has developed an atmosphere of shared leadership and accountability for change. She has consistently addressed unsuccessful teaching behaviors. She has clearly established high expectations for all staff and students.* *Page 13* *The high school principal will work closely with the middle school principal and staff to find ways to allow students in the middle school to benefit from CTE and other high school classes that will afford middle school students expanded career experience and challenging coursework.*
4. **Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.** Aside from the math program, teachers and administrators report curricular materials are outdated, lessons are not aligned to the state	No. The timeline is not aggressive enough for rapid turnaround. Many things are scheduled to be completed by the end of the three year grant. There was no description of a gap	*Page 14* *4) Curriculum and supplemental materials will be in place to properly support all students prior to funding end. In addition, the curriculum will be vertically aligned in K-12 during the 3-year period.* *5) The math, reading, and instructional leadership teams will work closely with elementary and high school staff to make sure that children come up from the elementary maximized for learning, and then*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
standards, and there are not enough textbooks for all students. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.	analysis for reading and math. We highly encourage the District to adopt curricula and instructional materials that are aligned to the standards early in the process, not at the end. Not a rapid enough timeline - will be done by the end of the three-year grant? By the end of the funding is not soon enough. "RTI will be integrated into the daily practice by the end of the three years…" No gap analysis offered.	*arrive at the high school with the acquisition of expected skills and learning.* *Page 15 planned activities:* *Adopting 6-8 reading curriculum* *Intervention PD and purchase* *Curriculum adoption and PD for chosen core.*
5. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** The frequency of instructional practices aligned with research-based principles of learning is fairly low at OMS, and some teachers acknowledged a need for and interest in training focused on instruction. We recommend that administrators and staff be provided with professional development focused on instruction that strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a	Yes. How are they developing capacity within the current staff? Glad to see focus on differentiation.	*Page 9-11* *The classroom instruction action plan is focused on creating common practices among teachers that will support increased levels of student engagement in classroom learning activities. The plan includes: contracting with recognized experts in the field to provide training and ongoing support; providing time for teachers to observe each other and talk about what they are learning; and specialized training for a select group of teacher leaders. Our belief is that by focusing on improving teacher instructional practice we will help reduce student off-task behaviors, increase student engagement in classroom learning, and raise standards for all students in all content areas.* *We also believe teachers need to have professional development that will help them change their classroom practice and learn how to differentiate instruction so that students can be challenged at the level of instruction they need. Finally, our plan will include support for changing current grading practices across all content areas. We feel the move toward*

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consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them together after implementation.		*standards-based grading, as described in the reading and mathematics reports, would be appropriate for all subject areas.* *The Instructional Goal is "To improve instruction K-12, with a middle school focus, as measured by the Powerful Teaching and Learning STAR Protocol. Our target is for 90% of classrooms to be aligned with Powerful Teaching and Learning by 2014."* *Strategies:* *1) Adopt and fully implement the UW 5-Dimensions Instructional Framework K-12.* *2) Provide training in how to best meet educational needs of diverse learners (all students).* *3) Ensure professional development and implementation of standards-based assessment and grading.* *<u>Reading:</u>* *The reading action plan centers around Response to Intervention (RTI) and the improvement of middle school reading curriculum, instruction, and assessment. Reading is the key to being successful in all other classes, and we believe increasing student reading skills and student enjoyment of reading will have far-reaching effects in each student's life.* *RTI is a systematic method to ensure that each student is receiving reading instruction at the level s/he needs. The middle school will implement an RTI program in September 2011. This is based on research collected by the Reading Leadership Team in Spring 2011. A new classroom reading program will be adopted at the middle school. In addition, other programs will be purchased to help students with specific needs in comprehension, decoding, and reading fluency. Teachers will be trained in the new programs and shown how to analyze student reading data and use it to change their instruction. A half-time reading coach will be hired to help teachers teach the programs as they were designed and to facilitate teachers working together to better their teaching practices.*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
		Strategies: *1) Adopt Curriculum, assessment and instructional reading model that is aligned to state standards and will provide meaningful feedback to students.* *2) Implement RTI in Reading* *3) Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.* *<u>Mathematics:</u>* *The Mathematics goal is to improve our middle school students' understanding of mathematics resulting in 61.7 percent of 6th grade, 65 percent of 7th grade, and 59.2 percent of 8th grade students meeting standard on the Washington State Measure of Student Progress (MSP) by 2014.* *To improve our students' understanding of mathematics our plan centers on the use of standards-based grading and the creation of common assessments aligned with the state performance expectations to evaluate students on what they know. Detailed knowledge of what the students know in light of the standards provides the teachers with consistent opportunities to provide strong feedback to students regarding their mastery of standards and content. The middle school will implement this change in September of 2011. In addition, Corrective Mathematics and the Measures of Academic Progress will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction in Mathematics.* *Professional development and collaboration of our teachers is vital to the success of our students' achievement in mathematics. We are starting a K-12 mathematics leadership committee to help align the curriculum and build a shared understanding of how students learn mathematics and to ensure all students are receiving instruction aligned with the State standards. Also, two of our middle school teachers will earn additional mathematics endorsements to strengthen their preparation and further support our mathematics program. Finally a half-time mathematics coach will be hired to identify appropriate professional development, model classroom lessons, provide*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
		feedback to teachers on classroom instruction, and guide and direct the K-12 mathematics committee. *Strategies:* *1) Use standards based grading, and create common assessments that are aligned with state performance expectations to provide feedback to students regarding each student's mastery of content.* *2) Establish a K-12 Math Leadership Team to align curriculum and build a shared understanding of student learning benchmarks.* *3) Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.*
6. **Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students.** A few staff members noted the need to use data to identify students in need of assistance and to modify instruction, but the staff has had little experience in this area. 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.	Yes, however this is a capacity issue. How will current staff build their expertise? The plan seems to be all remediation focused and nothing about highly capable learners.	*Page 6* – new principal competencies: *Ability to lead in the use of student data for determining gaps of instruction and in the student learning.* *Page 7* *RESPONSE TO INTERVENTION (RTI) FACILITATOR: An individual will direct all of the efforts in supporting students in the RTI program, which is already in a beginning stage. This person will dis-aggregate student learning and behavioral data, work with teachers in quick responses to interventions, and keep parents, students and staff informed on progress.* *EXPERT COACHES IN READING, MATH AND GENERAL INSTRUCTION: These positions will work closely with the principal, RTI facilitator and building leadership team to provide ongoing professional development and coaching, and to support the alignment of PK-12 curriculum with state standards. The coaches will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. These positions will be in partnership with Morton School District, the RAD district immediately east of Onalaska. The coaches will be supported in their roles by ESD 113 staff.* *Page 10* *RTI is a systematic method to ensure that each student is receiving reading instruction at the level s/he needs. The middle school will implement an RTI program in September 2011.*

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		The middle school will implement an RTI program in September 2011. This is based on research collected by the Reading Leadership Team in Spring 2011. A new classroom reading program will be adopted at the middle school. A new classroom reading program will be adopted at the middle school. In addition, other programs will be purchased to help students with specific needs in comprehension, decoding, and reading fluency. Teachers will be trained in the new programs and shown how to analyze student reading data and use it to change their instruction. A half-time reading coach will be hired to help teachers teach the programs as they were designed and to facilitate teachers working together to better their teaching practices. *Page 13* *The professional development blueprint will include skill development that will be monitored for continued and improved use by all staff through both internal and external observers and coaches. Key features are:* • *Align their routine instructional practices around a common pedagogical framework (Powerful Teaching and Learning STAR protocol) and the state standards.* • *Incorporate proven best practices (Powerful Teaching and Learning) into their instruction.* • *Make regular and effective use of student assessment data for instructional decisions.* • *Work effectively with their peers in the school to continuously revise their instructional practices to address emerging needs of their students.*
7. **Develop structures and processes to support meaningful collaboration.** OMS staff currently has common planning time that is unstructured and often not effectively used. Additional training and guidance is needed as they learn to use collaboration effectively. We recommend onsite professional development and coaching to help	Yes, but there is not much evidence of structures or processes to support collaboration. When will collaboration occur? On what topics? Who will lead the process? Who checks to see if it is happening? They want time for collaboration, but no structure and	*Page 11* *Professional development and collaboration of our teachers is vital to the success of our students' achievement in mathematics. We are starting a K-12 mathematics leadership committee to help align the curriculum and build a shared understanding of how students learn mathematics and to ensure all students are receiving instruction aligned with the State standards. Also, two of our middle school teachers will earn additional mathematics endorsements to strengthen their preparation and further support our mathematics program. Finally a half-time mathematics coach will be hired to identify appropriate professional*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
teachers develop collaborative teams. These teams should share and critique lessons, visit each other's classrooms, and support each other in improving their instructional practice.	process to support it being meaningful. No discussion of collaborative teams.	*development, model classroom lessons, provide feedback to teachers on classroom instruction, and guide and direct the K-12 mathematics committee.* *Strategies:* *1) Use standards based grading, and create common assessments that are aligned with state performance expectations to provide feedback to students regarding each student's mastery of content.* *2) Establish a K-12 Math Leadership Team to align curriculum and build a shared understanding of student learning benchmarks.* *3) Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.* *Page 14* *There will be changes in the class schedule to allow greater and more focused instruction in core subjects, including literacy and math. Changes will be made in the annual calendar to promote time for regular peer collaboration by teachers on pedagogy and instruction.*
8. **Fully implement PBIS.** OMS staff spent time and resources to consider, adopt, and be trained in the PBIS program and initially staff, parents, and students reported changes in behavior. Without full commitment to the teacher, administrator, and parent actions required by the program, its power is diluted and the program becomes ineffective. 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	No. The academic audit spoke of bullying of students by teachers, not just student to student, and a pattern of inappropriate use of behavior rewards. The plan should address not just the attitudes and behavior of students, but the entire school community in the building as well. There did not appear to be a clear plan for holding teachers accountable for their actions or consistent implementation of the PBIS. Monitoring the	*Page 9* *Review of student and parent survey data, behavioral incident reports, and the Healthy Youth Survey indicates the need to promote a more supportive learning environment at Onalaska Middle School. The focus of the school-wide plan is on clarifying student behavior expectations, teaching positive behavior to students, rewarding students who engage in positive behavior, and implementing the behavior system consistently in all classrooms and settings. In addition, the BERC report clearly identifies the need to establish more supportive and caring staff interactions toward students.* *Activities include targeted professional development for all staff and the creation of a position for a Dean of Students to assist with positive student behavior. A Parent/Community Learning Facilitator (shown under "District-Community") will assist students and parents to improve connections with student learning through social-emotional interventions, parent and family nights for learning supports, extended learning coordination, and other avenues that connect*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
programs to see how PBIS has been implemented at other schools.	implementation of the PBIS plan should be a priority and include monitoring teacher behavior as well as students.	*families around learning.* *Strategies:* *1) Build on and fully implement Positive Behavior Intervention System.* *2) Establish focused professional development for staff in promoting compassionate and supportive learning environments.* *3) Develop shared leadership towards improving learning, collaboration, and accountability.* *Page 12* *At the school-wide level, the* d*istrict will be engaging with professional developers and systems leaders who have a proven record of transformation in the area of Positive Behavior Interventions Systems. When funded, our grant will provide the resources necessary for our school staff to receive training, technical assistance, and ongoing support from Dr. Flint Simonsen in the area of PBIS. Dr. Simonsen is an Associate Professor of Counseling, Educational and Developmental Psychology at Eastern Washington University. He has worked extensively with over 100 schools in Washington in their efforts to implement school-wide positive behavior support, and has worked closely with schools in the ESD 113 area.* *Page 21* *To monitor progress on our school climate/behavior work-plans, the District will review information from three sources to determine if students are meeting goals to promote an environment that is supportive of learning. Office discipline referrals will be reviewed on a monthly basis by the Behavior Leadership Team to determine if disciplinary incidents are decreasing and analyze patterns of student behavior that may call for adjustment in the positive behavior plan. The results of student and parent perception surveys will be examined each spring to determine whether students and parents perceive that students are more respectful of each other and teachers are enforcing school rules fairly. The School-Wide Evaluation Tool (SET 2.0) will be administered each spring to provide information on progress toward implementation of a comprehensive system of promoting positive behavior among students.*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
9. **Develop and expand connections to families and community.** OMS has a set of active parents that participate in most of the school's activities and then a set of parents that are not often seen. This is not uncommon in schools. We recommend that OMS 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 attention to getting the PTSA up and running with an active president may help to attract more parents and develop relationships with organizations that may support the school. Getting kids involved in encouraging their parents to attend school functions and PTSA meetings may also be effective, given the experience OMS had with student-led conferences. When students pressured their parents, their parents came.	Yes, although they did not address how to learn what parents and the community need from the school in order to participate.	*Page 9* *The district/community action plan is to bring students, parents, teachers, and community members together to create a plan to address issues of compassionate classrooms, learning barriers, and community and parent involvement in order to create a clear and shared focus across the Onalaska School District.* *This plan includes renewing and extending the Onalaska School District mission and belief statements. We will be expanding opportunities for parent involvement by hiring a Parent-Student Learning Support Facilitator to help parents support their child's education and address non-academic barriers to student achievement.* *We believe that by working together we can help improve student and parent involvement in the educational process.* *Strategies:* *1) Increase parent involvement and skills in supporting their child's education.* *2) Establish a district-wide process to develop mission/vision statements.* *3) Provide school-wide and targeted interventions to address non-academic barriers to learning.* *4) Adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with this work.*

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
MAP, MSP/HSPE, staff generated curriculum specific formative assessments, Gates MacGinitie, various placement tests.

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
Do not approve without addressing concerns. See RAD memo for summary.

Onalaska

Plan Feedback Response
State Board

How was the External Audit (BERC Report) used in your planning process?

1. The BERC Report was used as an overarching framework for our data collection, goal setting, research and action planning process. The BERC report consisted of school-wide data organized around the Nine Characteristics of High Performing Schools, and Classroom Instructional data, framed by the STAR/PTL Protocol. Our process expanded upon these two levels of data collection and analysis, as they did not provided a comprehensive picture of the district or school. The data collected to support our planning process, and the subsequent planning activities were sorted into the following levels:
    a. District/Community
    b. School-wide
    c. Classroom/Instruction
    d. Mathematics
    e. Reading
2. The BERC Report was used as a primary source of data. Our teams sorted and analyzed the findings of the BERC Report as appropriate to determine areas of focus and as a springboard for the research and planning process. For example, the District/Community and School-wide teams selected portions of the Nine Characteristics report to analyze, and the Classroom/Instruction team focused primarily on the STAR/PTL report as primary data. Within these reports, there were both rubric scores, which helped focus the groups further, and narrative, which helped to expand the groups' field of research.
3. The BERC Report was used as a secondary source of data. Parents, community members, staff, and students were invited to comment on the findings of the BERC Report during the planning process. Their input was used to help focus the planning process on areas of greatest concern within the Morton community. A jigsaw process was used during the planning process to engage participants in analysis of the BERC Report, and to solicit their recommendations for targeted improvement strategies.
4. The BERC Report will be used as a means of measuring the influence and success (or need for improvement) of plan components. As base-line data, the BERC Report reflects the status of the district and school at the start of this process. These data will be used to measure progress annually, and to evaluate growth at these milestones throughout the plan implementation process.
5. The BERC Report was used as a resource for plan implementation strategies. The final report contains nine recommendations, and implied a tenth recommendation. The team was primarily focused upon the

recommendation for Federal reform model that was recommended by the BERC Group. In informal conversations the leadership team learned that the recommended model was Transformation, as Turn Around seemed overly disruptive and difficult to implement in a small, rural community. The nine recommendations are included in the district improvement plan as follows:

a. **Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement**: The Onalaska leadership developed an inclusive and comprehensive planning process beginning with initial notification of RAD status and continuing through the presentation of the final plan to the State Board of Education. The process involved district, school, and ESD leadership at the executive/management level, and community, parents, students and staff at the data analysis, goal setting, research and planning levels. It is clear that broad ownership of the plan was created through the engagement and communication strategies employed by the executive leadership team. The result is a comprehensive plan, with goals, strategies, activities and initial evaluation criteria. Included in the plan are strategies for developing a district mission statement. (*See response to question 8 for evidence.*)
b. **Access support to develop a comprehensive human resource management system**: This next academic year (2011-2012), Onalaska School District will be implementing a reduction in force. Our focus for improving the human resources within our district will be on creating a clearly articulated instructional model, supporting teachers in the use of the model and crafting a new evaluation system for teachers and leaders. The district will seek outside assistance in the development of these systems from staff at the University of Washington and ESD 113. (*See Instruction/Classroom narrative and Appendix C for evidence.*)
c. **Set high academic standards**: Onalaska's plan contains a number of strategies related to this recommendation. First, the district will be implementing an instructional framework that contains common language regarding student learning targets and classroom standards at the core. Second, as part of our RTI model, we will be more actively gathering student learning data, analyzing student learning needs and crafting interventions to return students quickly to grade-level performance. Finally, the district will be developing new models for teacher and principal evaluation, which will attend to student learning and teacher expectations as part of the process. (*See response to question 5a and 5b, and Appendices B, D and E for evidence.*)
d. **Develop a vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing**: The Onalaska plan will result in implementation of new instructional materials, and professional development on their use. Included in this process is the formation of mathematics and reading leadership teams who will be charged with creating a coherent scope and sequence of

the enacted curriculum. The process also involved extensive training regarding core standards and the process for assessing student learning. The district will draw upon the expertise of reading and mathematics content specialists to help guide this process and build internal capacity to continue the work beyond the grant period. (*See response to question 3a, reading and mathematics narrative, and Appendix D and E for further evidence.)*

e. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices**: The Onalaska plan will include support by instructional coaches in the areas of mathematics, reading and implementing the instructional framework. Additionally the school leaders will be supported by school improvement staff at ESD 113. The role of the coaches will (among other activities) be to provide follow-up to initial training, facilitate curriculum and assessment alignment strategies, and to provide mentoring and coaching in classrooms regarding effective practices. (*See response to question 1c and Appendices D and E for further evidence.)*

f. **Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students:** The plan includes partnership with ESD 113's research and evaluation division to assist staff in the gathering, presentation, and analysis of student data. The instructional coaches will also provide ongoing support on the role of differentiation in the classroom, while the Response to Interventions system will provide a framework for differentiation within the school system. (*See response to question 3e and 5a for further evidence.)*

g. **Develop structures and processes to support meaningful communication and collaboration:** Coaching is a major component of the Onalaska plan. The coaches will initially facilitate, but eventually only support, teacher teams in the areas of RTI, reading and mathematics improvement. Teachers and school leaders will be equipped with tools to establish team norms, build protocols for collaboration and develop structures for decision-making by the coaches and ESD staff. (*See 3a for examples of staff collaboration.)*

h. **Fully implement a PBIS:** The Onalaska RAD Plan include a focus on implementing Positive Behavior Interventions and Supports (PBIS), a well researched and well supported model for clarifying and rewarding student behaviors. The PBIS model will include ongoing training for the school team, and will result in a comprehensive PBIS model's implementation at Onalaska. The district is contracting with an external expert for training of PBIS leaders and to conduct ongoing training and to provide feedback regarding PBIS in Onalaska. (*See response to question 3b for further evidence*.)

i. **Develop and expand connections to families and community**: The Onalaska team used the parent and community survey as part of our

planning process. Parents were active participants in all leadership meetings and formally (and informally) engaged in providing feedback regarding the plan and the strategies associated with it. The district will be focusing on increased partnership with parents beyond the planning process through parent outreach activities, community partnerships and formal feedback sessions during the year. (*See Appendix A for further evidence of this process.*)

6. Final comments: The district leadership team feels the BERC Report was a reasonable, but partly non-representative snapshot of the school system. We used the report's recommendations for an initial starting point, but due to some concerns about both the absence of some focus group responses, and the presence of some inconsistent information, we did not consider it to be authoritative in our planning process. Like all snapshots it was dependent both on the nature of what was captured, and how the viewer perceives the picture. In the case of Onalaska, the picture was framed well, but was slightly out of focus.

School and Classroom Practices Study for Required Action Districts

Soap Lake Middle and High School

Soap Lake School District

January 26 and 27, 2011

School and Classroom Practices Study 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

District and School Improvement and Accountability
Washington Improvement and Implementation Network (WIIN) Center
6501 North 23rd Street
Tacoma, WA 98406
(253) 571-3540
wiin@k12.wa.us

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

Soap Lake Middle and High School
School and Classroom Practices Study

Introduction

The purpose of this report is to assist Soap Lake School District (SLSD) in identifying federal intervention model appropriate for Soap Lake Middle and High School (SLMSHS) 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, achievement, and high school outcomes 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 26 and 27, 2011. Approximately 48 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 15 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 and district improvement plans, collective bargaining agreements, salary allocation model, 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.[1]

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 and 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

[1] 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

Soap Lake, once a flourishing tourist town, has experienced economic decline and demographic change in recent years. For instance, the Superintendent quoted losing 100 (roughly one-fourth) students in the last several years because of a depressed local housing market. Unkempt public spaces and emptiness in the town's two main restaurants suggest that life thrives elsewhere, or at least, not during Soap Lake's off-peak (non-summer) months. Medical and social services are primarily housed in the county seat, Ephrata, six miles south. For roughly two decades, the town has welcomed increasing numbers of Ukrainian immigrant families; in fact, the student body is approximately 40% Ukrainian, according to staff members. Recent deaths and illnesses of teachers, however, continue to jar the community's sense of stability and predictability.

The district employs approximately 33 classroom teachers serving approximately 466 students attending one elementary school and one combined middle/high school. Soap Lake Middle and High School employs 18 teachers and serves approximately 212 students. Fifty-six percent of the teachers possess master's degrees, and on average teachers have approximately 10 years of teaching experience. Most core content area teachers meet the No Child Left Behind highly qualified definition.[2] The district experiences some difficulty recruiting outside of the geographic area (for foreign language, specifically) and will need to redesign its recruitment model to improve the candidate pool and experience more effective recruitment. The Superintendent is willing to adapt district recruitment policies to widen the candidate pool, and he has expressed interest in obtaining state level support to do so.

The Superintendent is in his first year in the district. Since accepting the position in July 2010, he has advocated common language and practices across the district. However, staff members are used to having a great deal of autonomy in their work. He has presented the findings about the middle and high school to staff and community as an opportunity to focus on improving scores, and appears supportive of the process, as long as the principal and most staff members keep their jobs. Most staff members expressed a great deal of interest in their own professional development, as long as student scores do not dictate assessments of their teaching quality.

Staff evaluations are based on a traditional model using the satisfactory/unsatisfactory rating. Teachers expressed frustration during focus group interviews about these evaluations, claiming they do not offer enough feedback or guidance on instruction. District and school leadership recognize the weaknesses in the current evaluation system and plan to implement a competency-based model with guidance from the state.

[2] Data from OSPI Washington State Report Card for Soap Lake Middle and High School retrieved from http://reportcard.ospi.k12.wa.us on 1/31/11.

A welcome letter from the Superintendent on the district website illustrates his strong support for doing what it takes to provide every student with an excellent education. The Superintendent's office is currently at the Elementary School, but because of required action at the Middle and High School, he will be moving his office there to ensure clear oversight and monitoring of the work next fall. The Superintendent backs the principal wholeheartedly, stressing that the capacity is there at the school level to implement the federal model. Additionally, a history of good communication and a strong relationship between the Superintendent and the union president suggest that they will continue working together in a respectful and productive manner. The union president and vice-president view the challenges ahead as "something to work on together and resolve." In fact, they invited a national Uniserve representative to their meeting with the Superintendent to set the stage for transparency and good faith for in the future. The level of sponsorship from the principal, Superintendent, and union leadership suggests that there is sufficient interest to implement a transformation model. A few school-level barriers, such as low staff expectations of students, current staff evaluation procedures, and defensiveness among the teaching staff, must be immediately addressed before moving forward. These issues are more fully described in the *School and Classroom Practices Study Findings*.

Challenges to Implementing the Intervention Models

Soap Lake Middle and High 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 or high schools in the district to receive transferring students. The restart model is a limited option for Soap Lake 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. Given the strength of the union leaders' and Superintendent's objection to any model that entails reduction in force, implementing the restart model would be difficult in this district.

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 be difficult without union and leadership support. In addition, because the district has difficulty recruiting new staff members due to the rural location, this option may be less viable. 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. Teachers in neighboring areas may want to take on this challenge and put in the commute.

The transformation model addresses areas critical to Soap Lake Middle School and High 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. Because the district is small, it is perhaps easier to develop the flexibility needed to support the changes, although sustained support can be difficult in a small district with limited resources. In addition, if staff members do not support the changes, this can create barriers to full implementation of the model. While the principal, superintendent, and union leadership support the transformation model, it is unclear the extent to which they fully understand the requirements of this model, such as linking student growth with evaluations and replacement of the principal.

School and Classroom Level Findings

School Overview

The research team gathered and analyzed contextual data from SLMSHS. This includes demographic data; assessment data; mobility patterns; feeder patterns, course offering and course taking data, and college attendance, persistence, and graduation rates.

Table 1 shows student demographics in Soap Lake Middle and High School have shifted slightly in the school, with increasing numbers of Hispanic and special education students as well as increasing numbers of students receiving free and reduced lunch (FRL) services. School level data mirrors district-wide data closely, except for small differences in student enrollment. The data show an increase in student enrollment, more so at the district, than at the middle school and high school. However, going back over a longer period of time, there is an overall decline in the student population, which is consistent with staff reports.

Table 1.
School and District Demographics[3]

Soap Lake MS/HS	2005	2006	2007	2008	2009	2010	Change per Year (students)	2005	2006	2007	2008	2009	2010	Change per Year (students)
Enrollment	203	236	235	230	251	212	2	423	455	450	484	507	466	12
for the school year ending:	2005	2006	2007	2008	2009	2010		2005	2006	2007	2008	2009	2010	
	Soap Lake MS/HS	Soap Lake MS/HS	Soap Lake MS/HS	Soap Lake MS/HS	Soap Lake MS/HS	Soap Lake MS/HS	Change per Year (in percentage points)	Soap Lake	Soap Lake	Soap Lake	Soap Lake	Soap Lake	Soap Lake	Change per Year (in percentage points)
American Indian	2.0%	0.8%	1.3%	2.6%	2.4%	3.3%	0.36	2.6%	0.9%	1.8%	2.3%	1.8%	3.2%	0.18
Asian		2.1%	0.4%				-1.70	0.2%	1.3%	0.2%				0.00
Black	1.5%	0.8%	1.7%	0.4%	0.8%	0.5%	-0.18	0.9%	0.7%	1.3%	0.6%	1.2%	1.5%	0.11
Hispanic	18.2%	19.5%	19.1%	19.6%	19.5%	27.8%	1.39	22.2%	20.9%	21.3%	23.6%	22.7%	27.9%	1.03
White	78.3%	76.7%	77.4%	77.4%	77.3%	68.4%	-1.36	74.0%	76.3%	75.3%	73.6%	74.1%	67.4%	-1.18
Free-Reduced Meal Eligible	84.1%	99.6%	69.0%	90.9%	82.1%	94.8%	0.65	80.0%	99.8%	73.4%	91.3%	70.0%	87.6%	-0.96
Special Education	1.7%	4.5%	7.3%	7.8%	7.3%	5.7%	0.83	4.0%	6.7%	8.1%	9.1%	10.1%	8.5%	0.96
Transitional Bilingual	19.3%	21.4%	23.7%	19.8%	11.4%	12.0%	-2.01	24.6%	26.9%	23.8%	23.1%	18.4%	18.2%	-1.66
Migrant	0.0%	6.2%	2.6%	1.7%	0.4%	2.1%	-0.22	0.0%	6.9%	3.3%	3.0%	1.0%	1.3%	-0.33
On-Time Graduation Rate	84.3%	72.2%	100.0%	82.6%	100.0%	94.6%	3.36	83.4%	72.2%	100.0%	82.6%	100.0%	94.6%	3.49

Soap Lake Middle and High School is a Title 1 school in Step Two of improvement. Figure 1 depicts Soap Lake Middle School's three year reading and math performance combined versus the rate of improvement. The results show that the percentage of students meeting standard (33.5%) and the rate of improvement (-6.13%) for combined reading and math are both below

[3] This data was supplied by the Center for Educational Effectiveness, Inc.

the state median (61.9% and -1.1%, respectively). Table 2 shows the results for Soap Lake Junior and Senior High for disaggregated for reading and math.

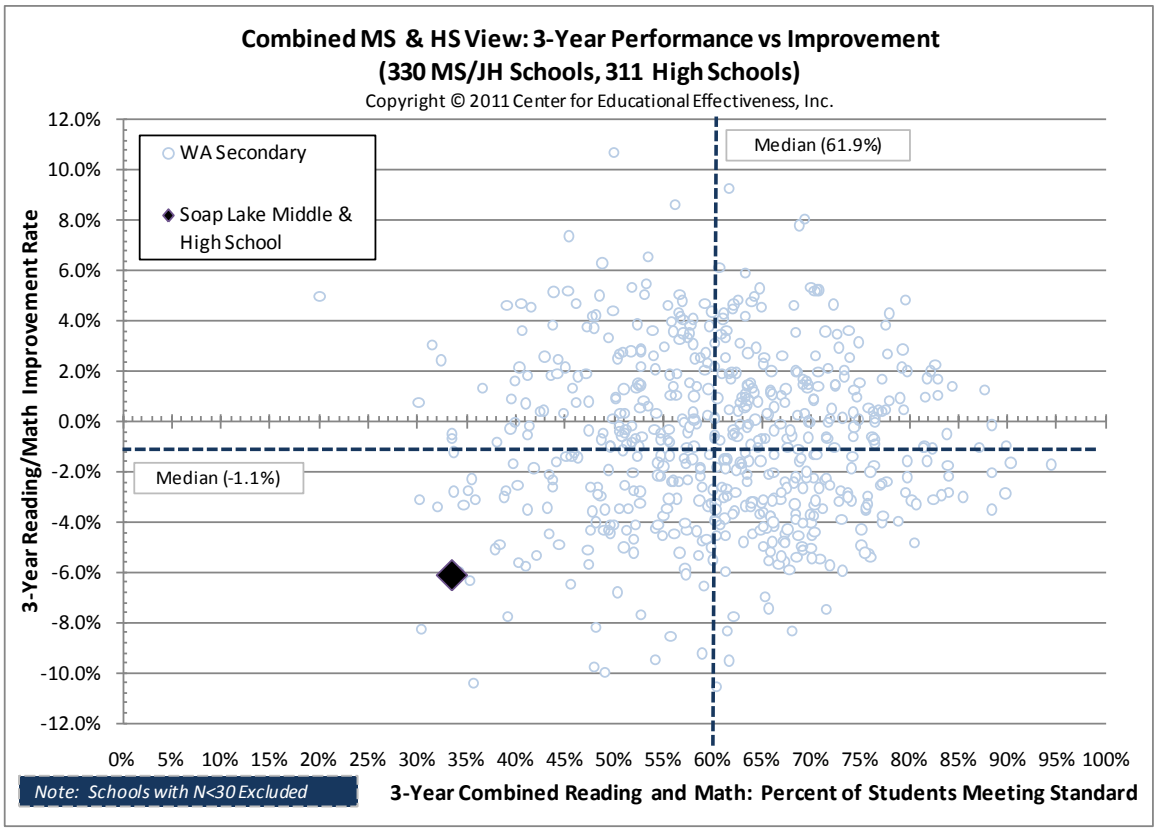


Figure 1. **Combined Reading and Math Improvement and Performance**

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

Soap Lake Junior Senior High School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
43.9%	-8.2%	23.1%	-4.0%

The school feeder pattern reflects the size of the district, with one elementary school one combined middle school and high school. High school students also have the option of attending an alternative school in the district. According to the Superintendent, 43 students commute from nearby districts to Soap Lake Middle and High School. While the majority of students live in the Soap Lake area, declining house values have caused some mobility, according to focus group participants. To date there are no district-wide initiatives, although there are some limited attempts to work across schools. Math textbooks, for instance, range from Everyday Math in the elementary grades to Holt in middle school, to Saxon in the high school. However, middle and high school staff members are beginning to develop common core standards that guide the sequence, scope, and pacing of the curriculum. There are only minimal formal structures guiding students' transition from elementary to middle and from middle to high school.

High School Outcomes Data

This section of the report summarizes analyses of high school course offering patterns, high school course taking patterns, high school graduation rates, and college enrollment and persistence data.

Course Offering Patterns. Researchers gathered and analyzed master schedules, course catalogs, and section summary sheets from the Soap Lake Middle and High High School to determine changes in course offerings from the 2007-2008, 2008-2009, and 2009-2010 school years. Researchers tallied courses in English and math and placed them into three levels of rigor:

- Below Standard: courses designated as remedial or below grade level
- Standard: courses identified as at grade level
- Above Standard: courses designated as honors courses, courses taken beyond college entrance requirements, or Advanced Placement/International Baccalaureate.

The review excluded courses from special education, English Language Learners, English as a Second Language, LAP, Running Start, and independent study courses.

The English and math course offering patterns from 2008, 2009, and 2010 are shown in Figures 1 and 2. InSoap Lake High School offers primarily Standard level English and math courses. The percentage of Above Standard English courses has increased from 25% to 33% from 2008 to 2010. Any changes in values should take into account the small sample size available at Soap Lake High School. The decrease in Above Standard classes available is tied to the increase in Below Standard classes offered. The percentage of Below Standard math courses increased steadily from 11% in 2008 to 17% in 2010, while the percentage of Above Standard math courses stayed essentially the same. Overall, in 2009-2010, approximately 33% of English courses and 25% of math courses were Above Standard.

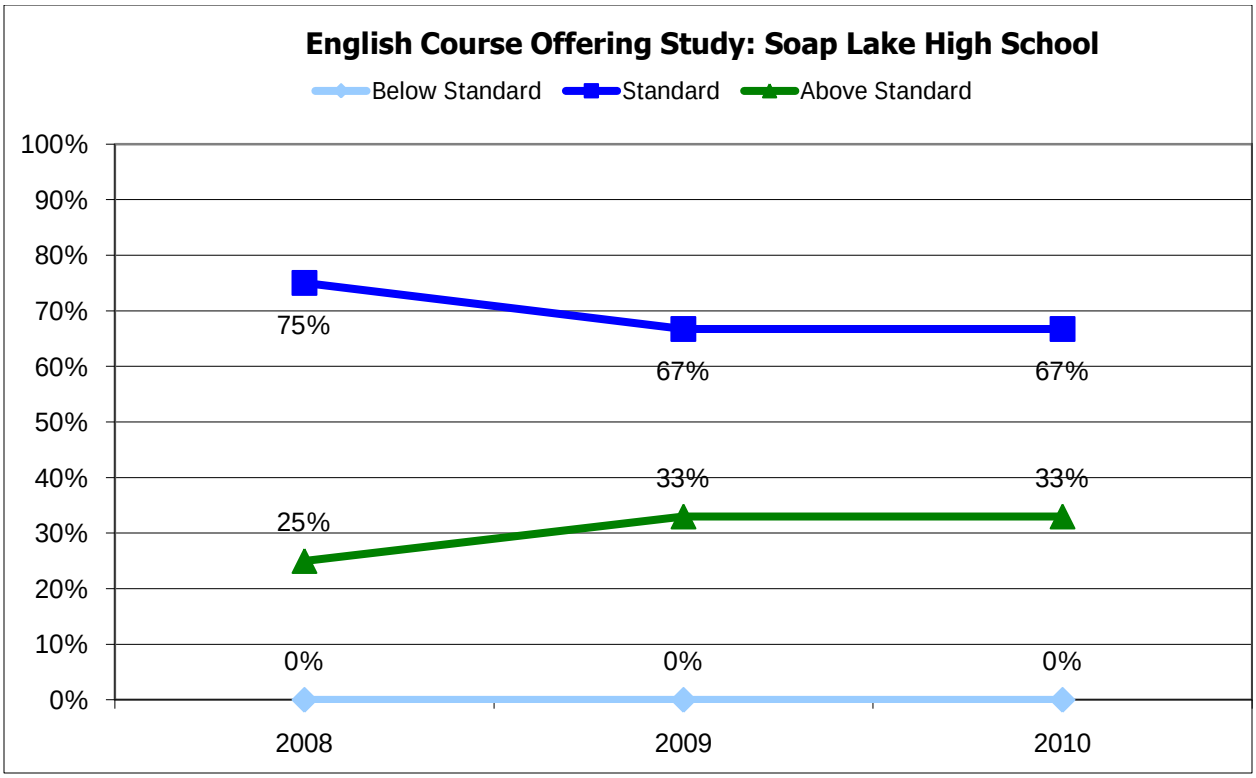


Figure 1. **English Course Offering Patterns**

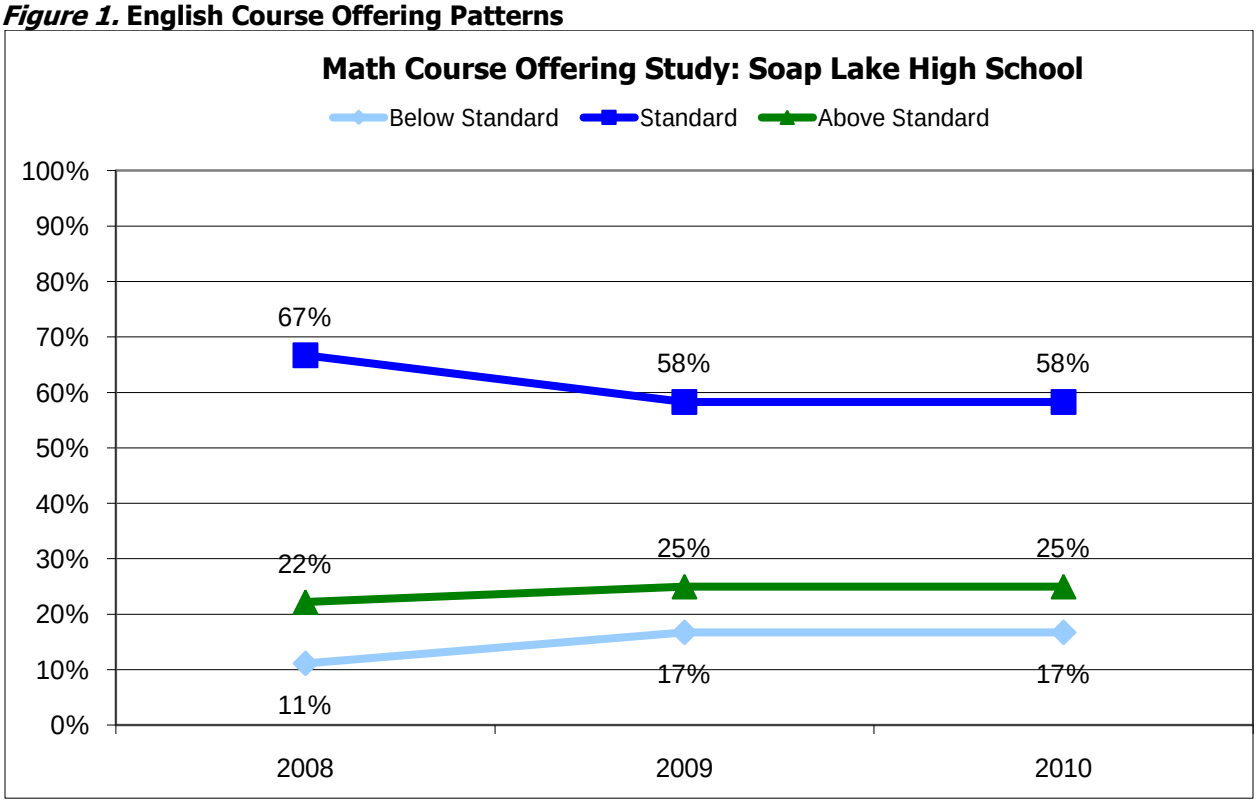


Figure 2. **Math Course Offering Patterns**

Course Taking Patterns and College Eligibility. Researchers collected transcripts for all graduating students in 2008, 2009, and 2010 school years from high schools in Soap Lake Middle and High School, along with course catalogs describing the schools' classes. A trained team of researchers, college admissions specialists, and school counselors analyzed a sample of transcripts each year to determine if the courses taken met the Washington State four-year college and university admission standards. Although there was some variation among colleges, the general requirements include:

- 4 years of English, which must include three years of literature
- 3 years of mathematics, which must include an introduction to trigonometry
- 3 years of social studies
- 2 years of science, which must include at least one year of laboratory science (two years of laboratory science was required in 2010)
- 2 years of foreign language
- 1 year of fine arts (required by some colleges)

Of the 2010 high school graduates, 21% took the requisite courses for admission to a Washington 4-year college, meaning that less than one-third of students graduating from Soap Lake Middle and High School are eligible for college admittance by Washington State HEC Board standards (see Figure 3). The percentage of students meeting college eligibility requirements has remained essentially the same since 2008. Overall results indicate that while the graduation requirements meet the state's minimum requirements for a high school diploma, requirements do not align with the colleges' admission requirements.

Students who failed to meet the requisite college preparation courses were most likely to lack the math, science, and foreign language requisite credits (see Figure 4). There has been a fluctuation in the percentage of students meeting both of these requirements, with the percentage of students meeting math requirements increasing year by year. A review of graduation requirements shows that Soap Lake Middle and High School students are not required to complete foreign language credits. In addition, while students are required to take 3.0 math credits, there is no minimum level, and many students take math classes at a standard less than that required for college admittance. Similarly, in science, although students take a lab, the course is not always consistent with requirements necessary for college admission. Overall, these results show there is a gap between the diploma requirements and the requisite college preparation.

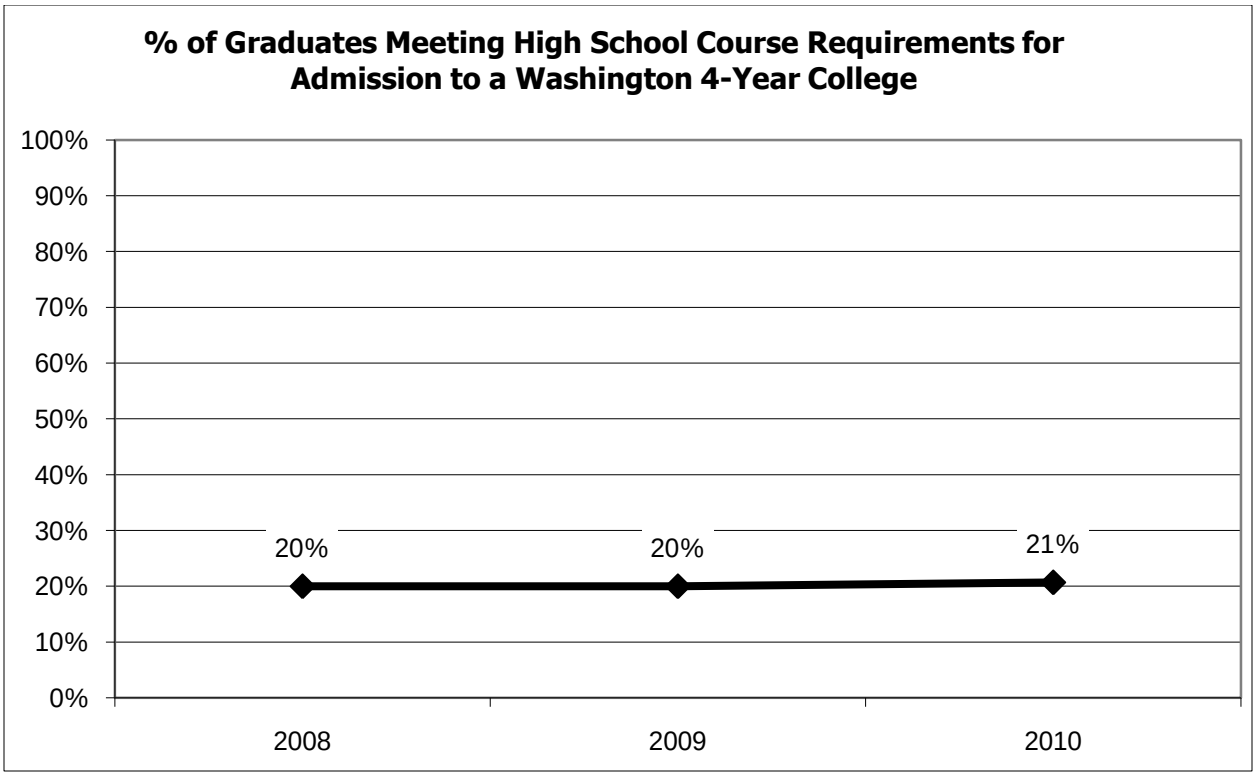


Figure 3. **Percent of Graduates Meeting High School Course Requirements for Admissions to a Washington 4-year College**

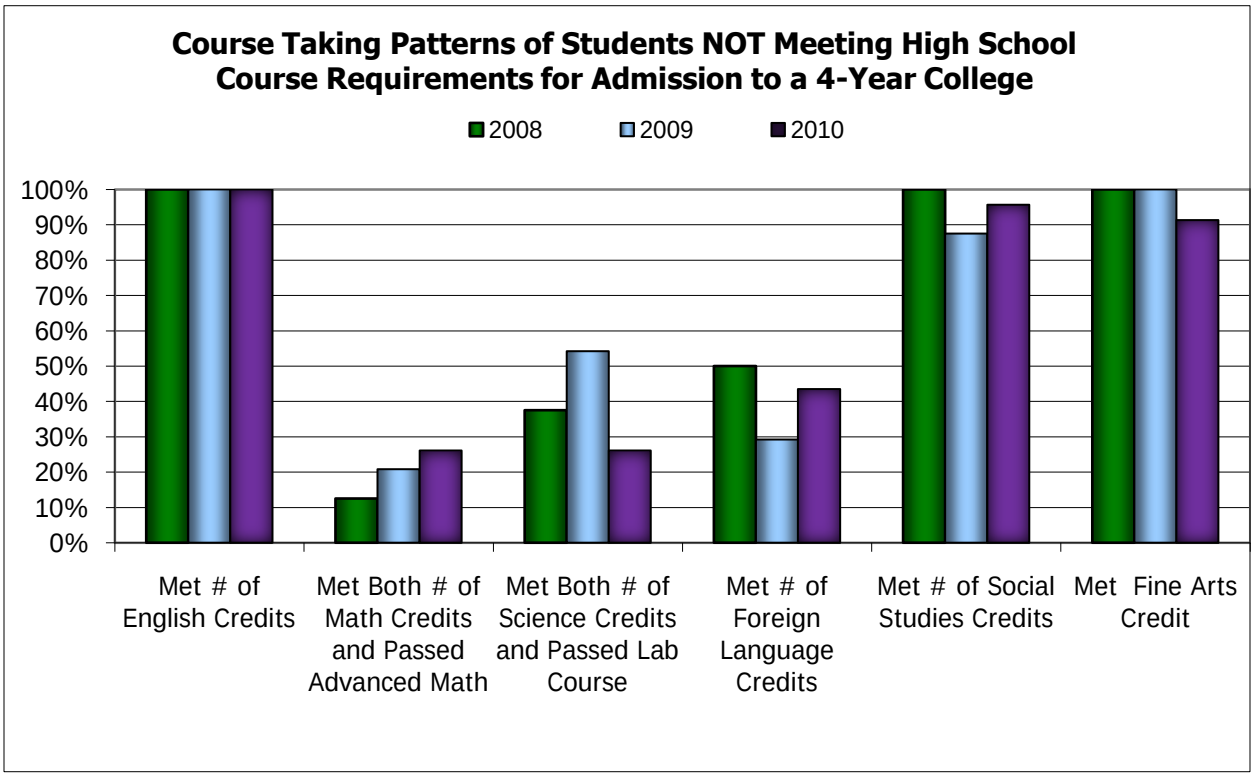


Figure 4. **Course Taking Patterns of Students NOT Meeting High School Course Requirements**

Graduation Rates. The Office of Superintendent of Public Instruction (OSPI) for Washington State calculates an "estimated cohort graduation rate" for a given graduation class based on the P-210 form submitted annually by the districts. This calculated rate is based on only those students who begin in the fall of a given year with an expected graduation date of four years later and accounts for transfers and other factors. For example, students enrolled in the fall of 1998 would have an expected "on-time" graduation date of 2002. The methodology is appropriate for AYP of NCLB. Baseline estimated cohort graduation rates for 2004 through 2009 are shown in Figure 5. Graduation rates have fluctuated each year, though changes seem high because of the small number of graduating students. Graduation rates for Soap Lake Middle and High School reached a high with a 100% graduation rate in 2006 and 2008. Every year is above the State Average except for 2005, which was the low over the six-year period at 72%.

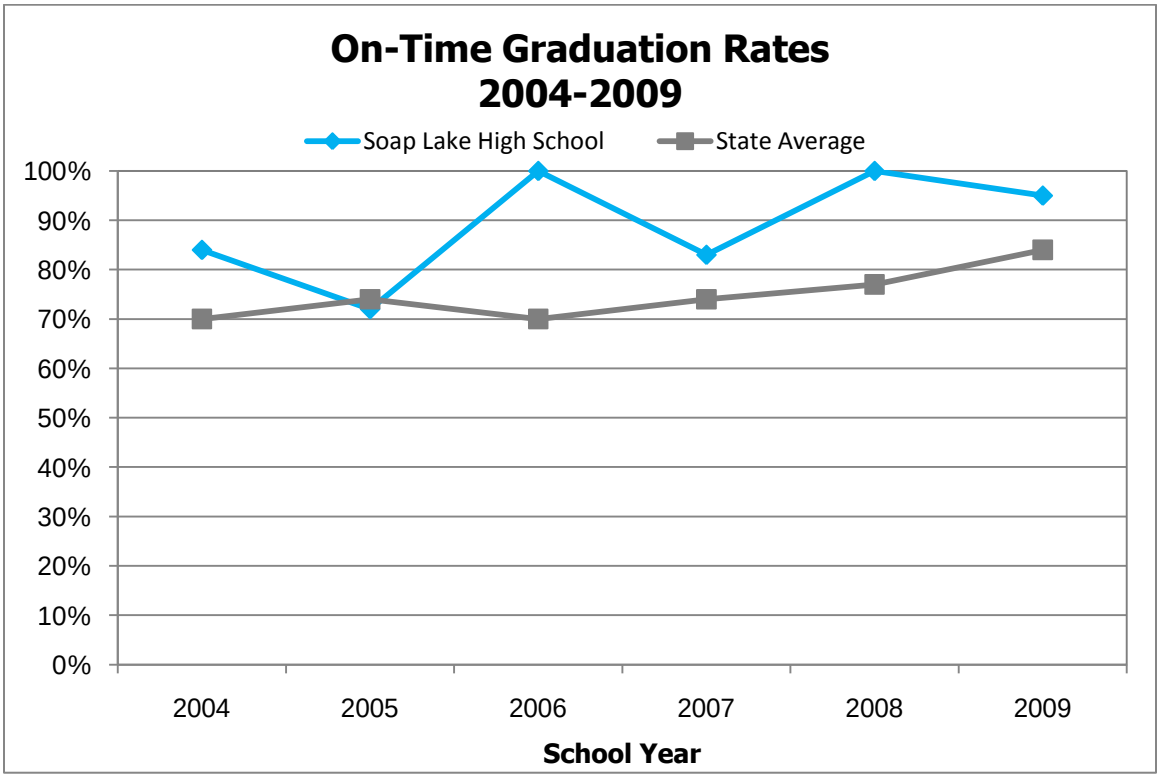


Figure 5. **Graduation Rates 2004 – 2009**

College Enrollment, Persistence, and Graduation Rates. The National Student Clearinghouse (NSC) was established in 1993 by colleges and universities to serve as a national repository for comprehensive enrollment, degree, and certificate records. Since its beginnings, it has grown to contain more than 65 million student records from over 2,800 colleges and universities in the United States. As of 2006, these institutions enrolled approximately 91% of the nation's college students.

Researchers obtained college enrollment and persistence data from the National Student Clearinghouse (NSC) for Soap Lake Middle and High School. These researchers collected information from Soap Lake for the graduating classes of 2004, 2005, 2006, 2007, 2008, and

2009. Researchers submitted lists of the names, birth dates, and year of graduation, among other data, to NSC to be matched with the college reported enrollments from 2004, 2005, 2006, 2007, 2008, and 2009. They then compiled and analyzed these yearly enrollment records to determine college enrollment persistence and college graduation rates for all Soap Lake Middle and High School graduates from these years.

"College direct" students are defined as high school graduates who attended either a two- or four-year college any time in the academic year immediately following their high school graduation. The college direct rates for the high school graduates from Soap Lake Middle and High School for 2004 through 2009 are presented in Figure 6. The percentage of college direct students in Soap Lake Middle and High School increased from 2004 to 2006, then began to decline again after 2007 to a present low of 40.6%.

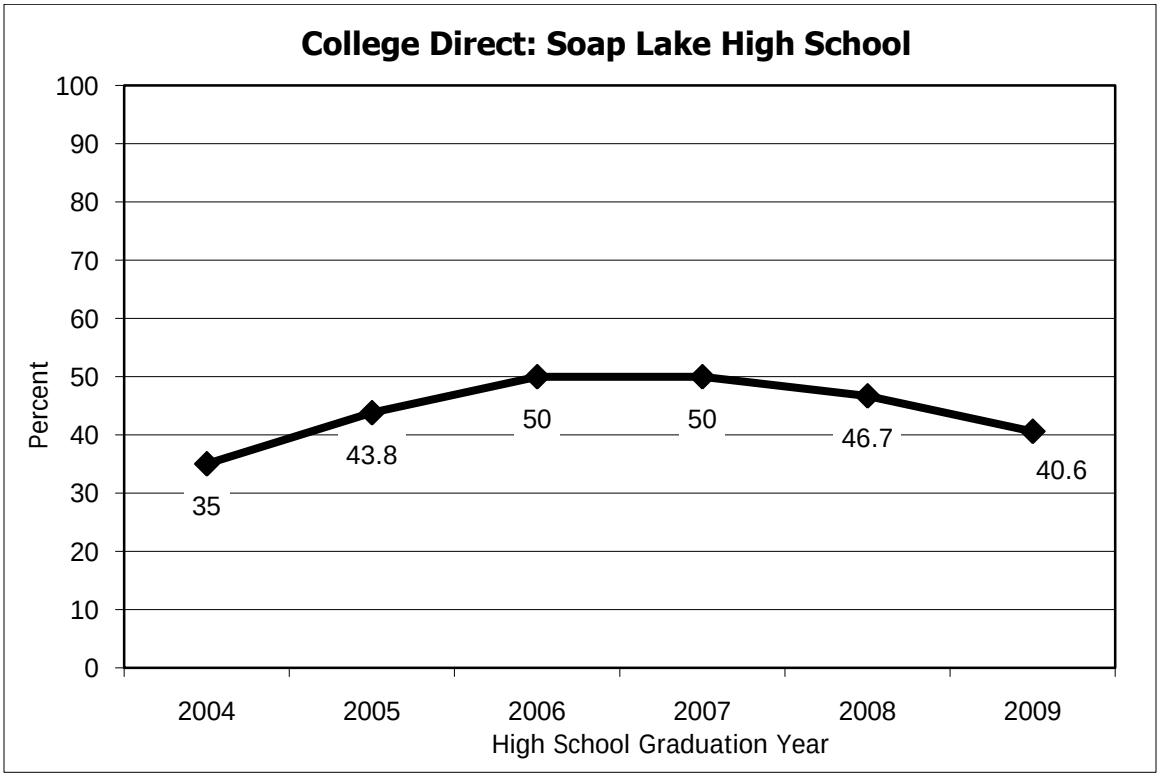


Figure 6. **Percent "College Direct" – 2004-2009**

The 2004 through 2009 college direct rates disaggregated by gender for Soap Lake Middle and High School are presented in Figures 12. The gap in college direct rates by gender fluctuates each year, with no consistency between males and females attending college (see Figure 12). If there were less than 10 students in any category, data was not reported.

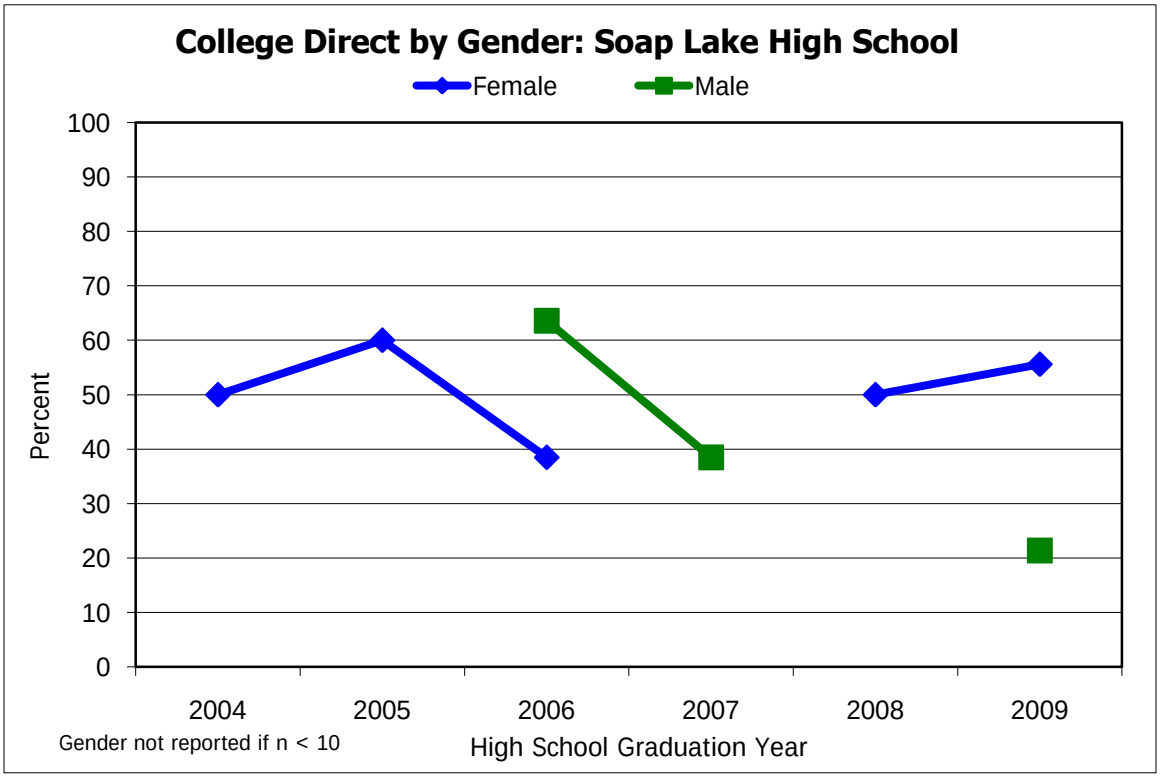


Figure 7. **Percent "College Direct" by Gender – 2005-2009**

Figure 8 shows the percentages of graduates attending two- and four-year colleges the first year after graduating high school.[4] These data indicate a greater percentage of graduates from the Soap Lake Middle and High School attend a two-year versus four-year colleges in all years. The percentage of graduates attending a four-year college has increased from 2004 to 2006, and then declined in 2008. The most recent data shows an increase in the percentage of students attending a four-year college in 2009.

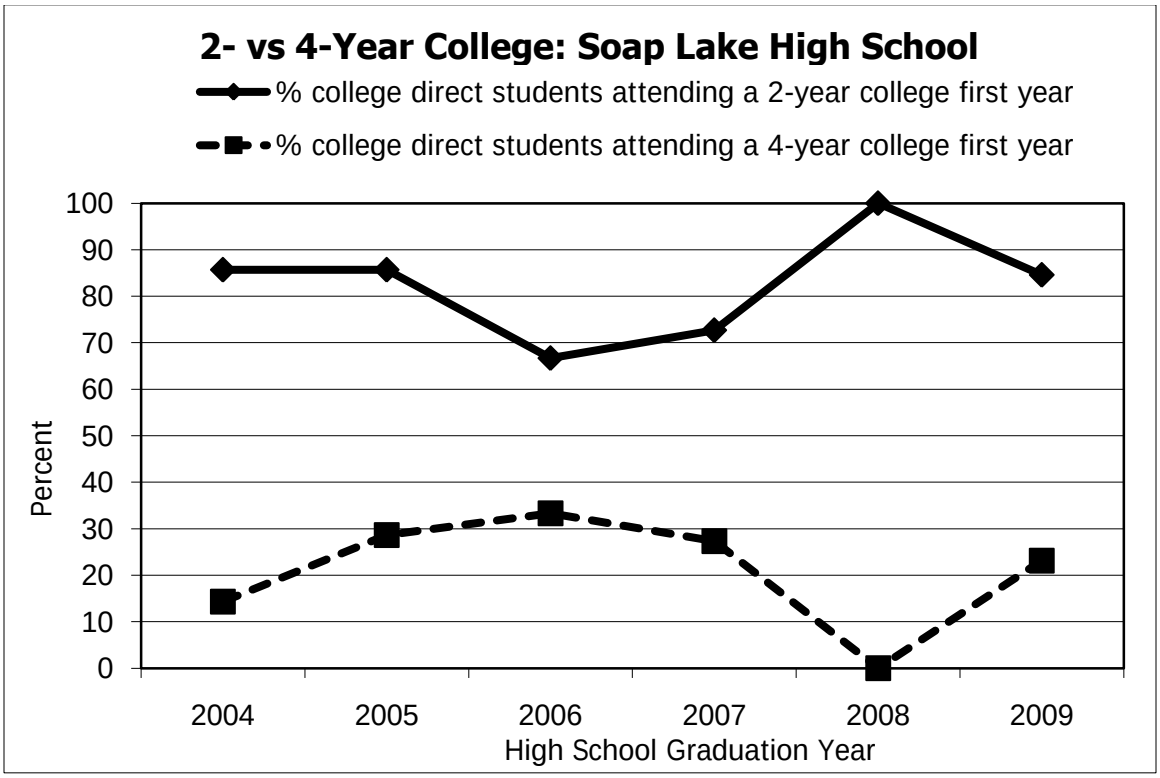


Figure 8. **Percentage of "College Direct" Graduates Attending 2- vs. 4-year Colleges after Graduating High School – 2004-2009**

[4] The percentages may total more than 100% due to dual enrollments of some students.

The college persistence rate of college direct students from Soap Lake Middle and High School is presented in Figure 9. We defined "persisting in college" for college direct students as being enrolled anytime in a given year following high school graduation or having received a four-year college degree. Figure 9 illustrates the percent of 2004, 2005, 2006, 2007, and 2008 high school graduates that were college direct and persisting into a second, third, or fourth year of college.[5] For example, for 2005 high school graduates, approximately 44% were enrolled in college during the 2005-2006 academic year, the first year after graduation. In the second year after graduation, approximately 25% of the high school graduates were still enrolled in college. By the fourth year after graduation, about 12% of the 2005 high school graduates had attended college the first year after graduating high school and were still enrolled in college or had received their degree. In general, the pattern for all graduates is a dip in college enrollment the first year after graduating from high school.

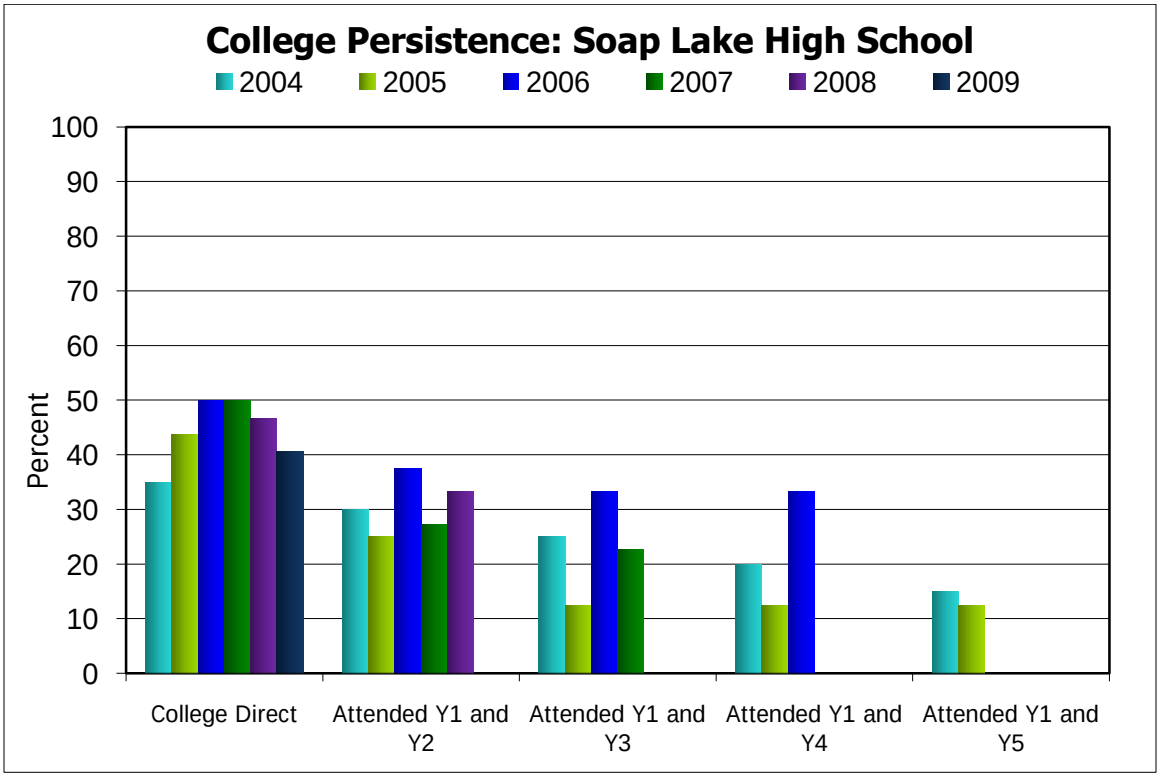


Figure 9. **Percentage of "College Direct" Students Persisting in College**
Note. "College Direct"=% of students enrolled first year after graduating high school.
"Attended Y1 and Y2"=% of students attending college first year and have graduated from a four-year college or are still attending college second year after graduating high school.

[5] Our definition of "Persistence" also includes students who had graduated from a four-year college.

Figure 10 shows a theoretical model that depicts the percentage of the students who enter Soap Lake High School as freshmen in high school, graduate from high school, and enroll and persist into the second and fourth years of college. For example, out of 100 entering freshmen for the class of 2004, approximately, 84 graduated from high school, 29 attended college the first year after graduating from high school, 25 persisted into a second year of college or received a four-year degree, and 17 persisted into a fourth year of college or received a four-year degree.

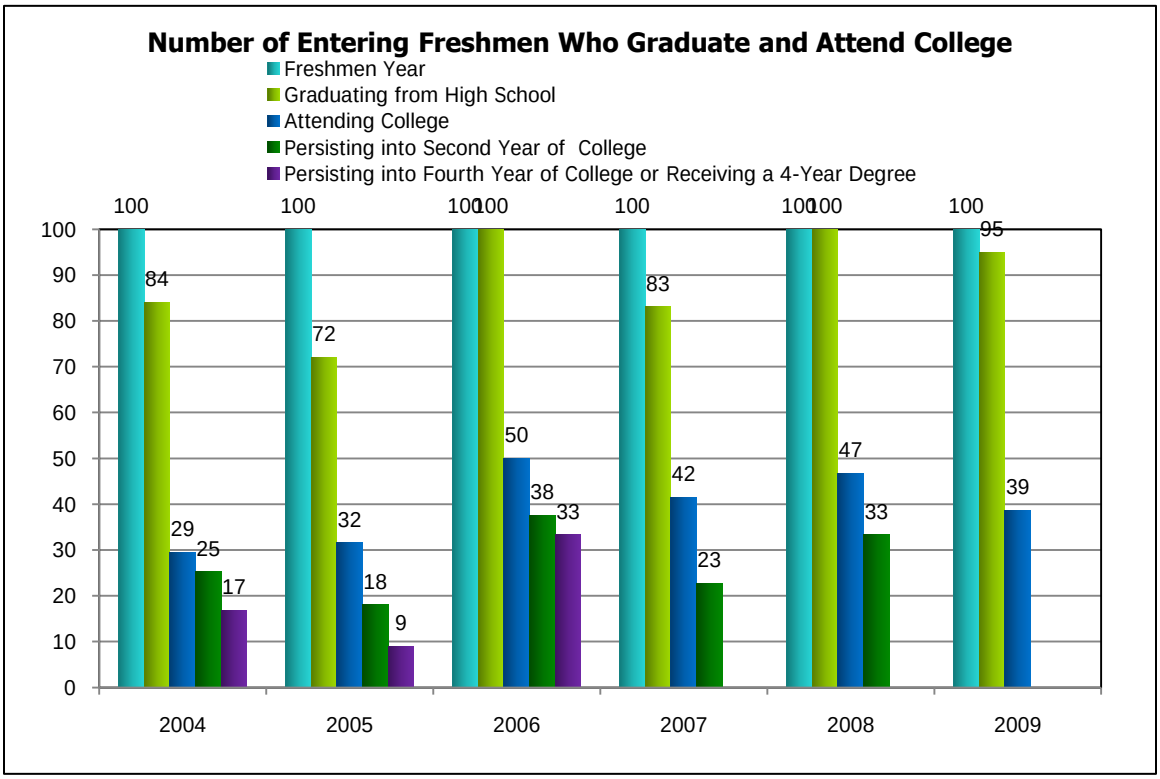


Figure 10. **Percent of Students Who Attend College and Persist into Year 4**

The percentage of students attending college anytime after graduating from high school is depicted in Figure 11. For example, within the 2004 graduating class, approximately 45% attended college within four years of graduating from high school. This is a 10-percentage point increase from the college direct rates shown in Figure 6. Rates for 2008, 2009, and 2010 will increase as more students attend college in the next few years. In 2005, there was the largest percentage-point increase from college direct rates to those attending within five years.

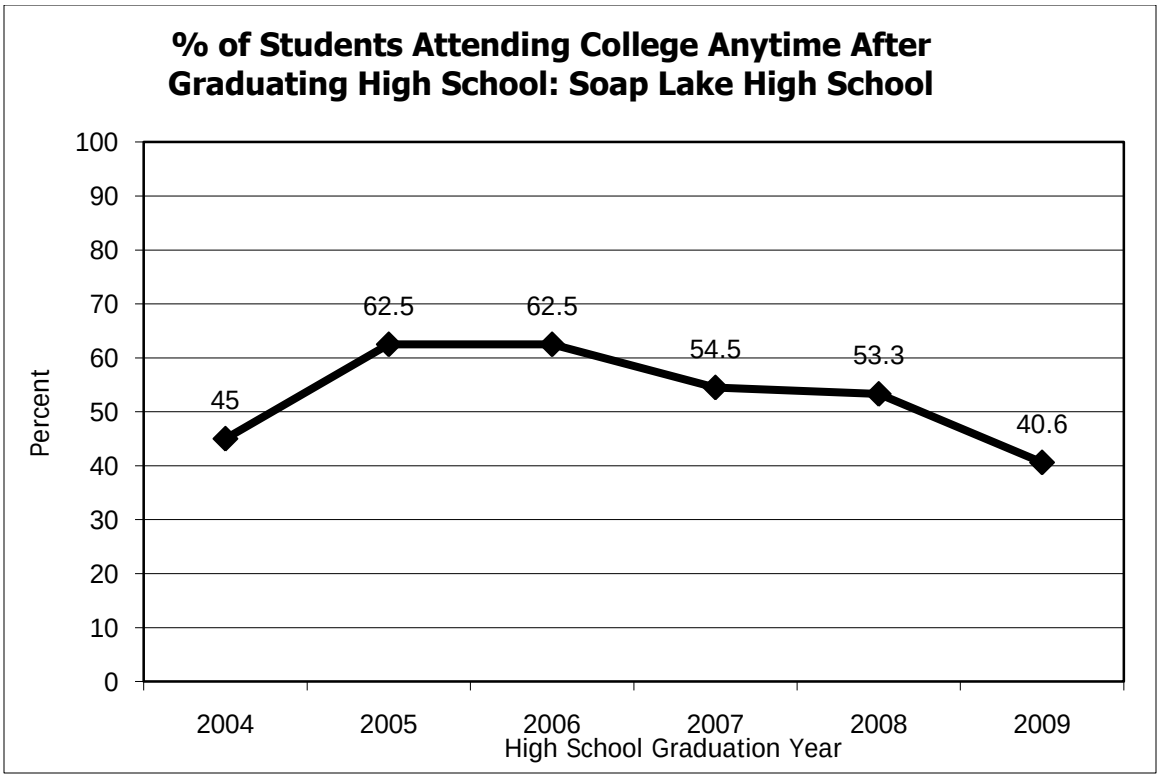


Figure 11. **Percent of Students Who Attend College Anytime After Graduating from High School**

Table 1 shows the two- and four-year college graduation rates. This details the percent of students from the class of 2004 through 2006 who received a college degree.

Table 1
Percent of Students Receiving and Two or Four-Year Degree

Graduating Class	% Receiving a Two – Year Degree	% Receiving a Four – Year Degree
2004	25.0%	10.0%
2005	6.3%	6.3%
2006	8.3%	8.3%

A list of colleges and universities attended by Soap Lake High School graduates from 2004 to 2009 is displayed in Appendix B.

Survey Results

Soap Lake staff, students, 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 student and family surveys include factors around each of the characteristics, expect *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 11. All scores are below a 4.0, indicating these characteristics do not exist to a high degree. Soap Lake staff members scored the *Clear and Shared Focus* (3.75) and the *Supportive Learning Environments* (3.76) factors the highest and *Family and Community Involvement* (2.89) the lowest. Students scored *Clear and Shared Focus* (3.85) the highest and *Family and Community Involvement* (3.12) the lowest. Parents were offered the survey in three languages, but only five parents completed the survey, and the results are not reported.

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 C includes the frequency distribution for the three surveys, organized around the *Nine Characteristics.*

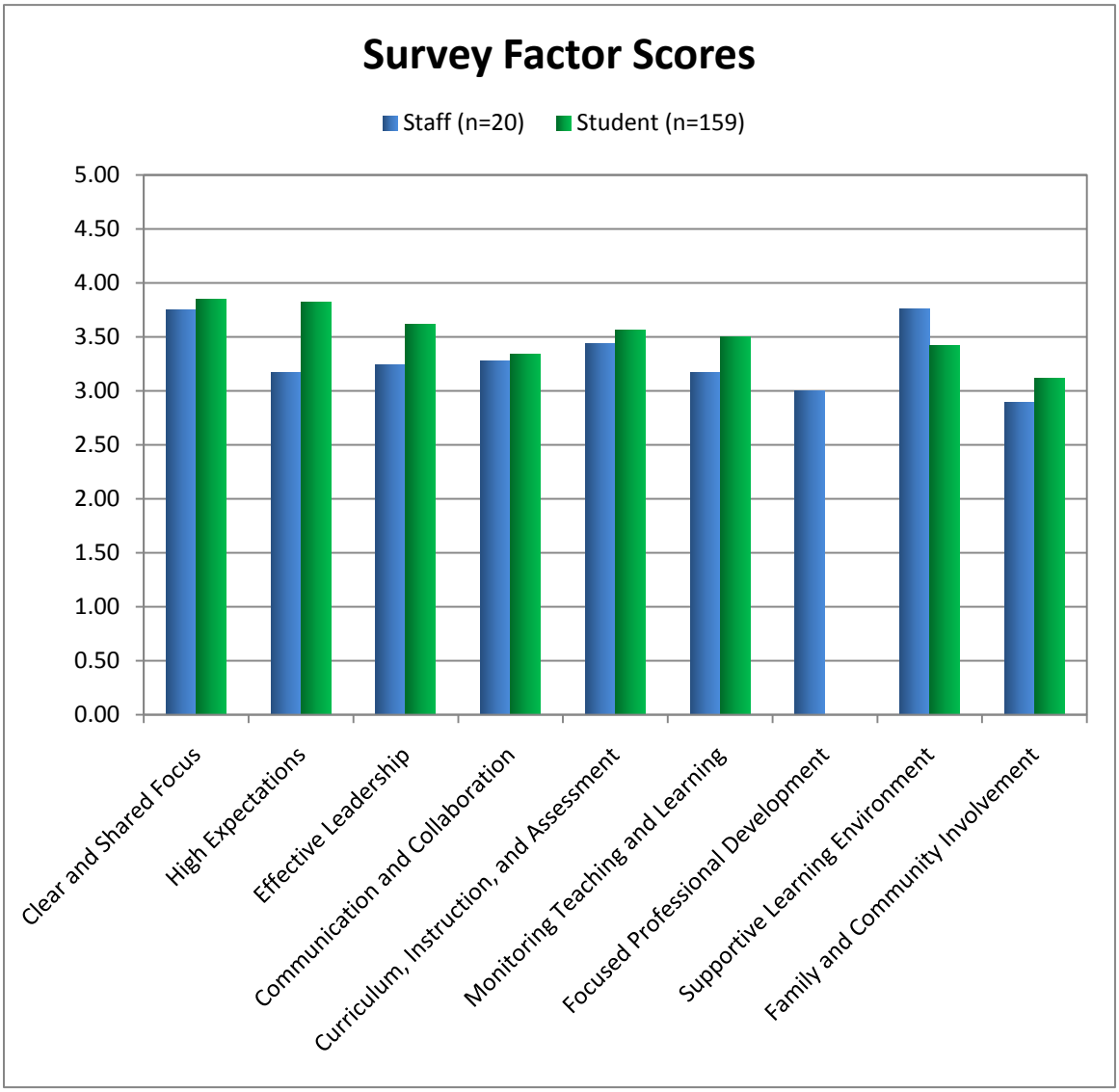


Figure 11. **Survey Factor Scores**

School and Classroom Practices Study Findings

Using data collected through the School and Classroom Practices Study, 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 1 includes rubric scores for all the Indicators.

Table 1
Indicator Scores for the Nine Characteristics of High Performing Schools

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	2
High Standards and Expectations for All Students	
Academic Focus	1
Rigorous Teaching and Learning	2
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	1
Distributed Leadership	1
High Levels of Collaboration and Communication	
Collaboration	1
Communication	2
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	1
Instruction	1
Assessment	2
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	1
Focused Professional Development	
Planning and Implementation	1
Curriculum, Instruction, and Assessment	1
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	2
Personalized Learning for All Students	2
High Levels of Family and Community Involvement	
Family Communication	1
Family and Community Partnerships	2

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	2

Core Purpose – Student Learning. The core purpose of the school is in initial stages of development. Staff members participated in a formalized process to identify a school mission in to attain accreditation and had an opportunity to participate in a committee to brainstorm and later present viable options to the entire staff. However, staff, students, and parents showed ambivalence when recalling the actual wording of the mission. According to a staff member, the school mission is "Improving tomorrow by educating today," though this phrase is not showcased anywhere on the school's web pages or recognized by students or parents during focus group interviews. "It's (functional) in name only," admitted one staff member. The mission does not include language about raising the bar for students and closing achievement gaps. The principal's directive from the school board was clear upon his hire: "Get control of the kids," he explained. Focus group participants reported the focus on behavior was taking precedence in their work. Focus group participants did not mention a School Improvement Plan, but when prompted, some said there a school improvement plan exists, albeit "somewhere in a binder." When asked what the school "stands for," a few students replied, "get us into college," but the overwhelming majority described a place with diminishing pride and morale. For example, students commented: "We have no school spirit. None;" and "I would love to look good, with team bags, shoes, or something. There is no money to even get new balls. We can't even afford an assistant coach."

According to the staff survey, 73% agree the school improvement plan drives decision-making and 50% agree resource allocations align with the school's goals. When asked about resource allocation, staff members reported the recent purchase of math curriculum has led to frustration for some staff members whose content area is a lower priority. The principal supports a LAP-funded community involvement policy, which introduces student-led conferences this spring. The principal has also used Title 2 and LAP funds to support teachers in working with low achieving students. A state transitional bilingual grant provides funds for English as a Second Language (ESL) courses.

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	1
Rigorous Teaching and Learning	2

Academic focus. Staff members at SLMSHS have access to documents related to state standards, but according to staff members, most do not use them on a daily basis to plan lessons and assessments. Measurement of Academic Progress (MAP) scores, called "NWEA scores" at the school (because they are offered through Northwest Evaluation Association), are used to identify students for enrichment classes in math and reading. More information on NWEA data use is in a later section called *Frequent Monitoring of Learning and Teaching*.

Advanced biology is one of the few advanced courses offered in the school, and students say they can enroll with permission of the instructor. "Teachers want us to graduate," explained one student, "and they try to get us ready for a four-year college instead of a two-year one." The staff also offers honors English and some advanced math courses. However, teachers expressed frustration about not having enough staff to offer challenging courses, saying, "We cater more to the low level kids and not the high." Students must enroll at Big Bend Community College for calculus as well as Spanish if students are interested in continuing their Spanish credits to attain eligibility for a Washington state four-year college. Currently the only foreign language offered at the school is American Sign Language. Students who had begun the Spanish series had the option to take online Spanish course to continue their studies at the districts expense. Focus group results are consistent with the transcript analysis. In the past three years, approximately 20% of students took the courses they needed to enroll in a four-year college, suggesting that few students take the courses necessary for admittance into a four-year college.

Staff members have mixed opinions on whether SLMSHS students are capable of doing high quality academic work. One explained, "As a staff and district, we have the belief that all students have the potential to succeed. But many come without the will or background that enables them to succeed." Another staff member characterized this point of view as a "fallback," that dominates meetings and staff room conversations and breeds negativity toward families and students. One person explained, "People say, 'They don't do their homework and they're never in school, so what do you expect?' It's not a sense of, "what can we do?" Some staff members agreed with one reason why students struggle at the school, "They have the potential to succeed, but they don't care, suggested a staff member" Parents also questioned staff expectations of students in the following ways: "(My child) is a lot smarter than what they give him credit for;" "(Teachers) could push (students) harder, but when they do, it's too far. They need more incremental steps;" "One (child) is bored and the other isn't putting forth any effort and still getting Bs. It doesn't seem like (the child) is getting challenged."

These examples point to a more serious issue of whether the current staff believes and defends the idea that all students are capable of doing challenging work. The Superintendent takes a

more optimistic stance: "We have to get teachers back into believing that kids want to learn. We have a lot of positive things going on, but we just need to get folks on same page."

Rigorous teaching and learning. Classroom observations using the STAR Classroom Observation Protocol™ yielded the following scores on the five essential components (3's and 4's combined): *Skills* (60%), *Knowledge* (60%), *Thinking* (47%), Application (34%), and Relationships (60%). These data suggests *Skills* and *Knowledge* are relative strengths in SLMSHS classrooms, which is consistent with staff reports of an intentional focus on addressing gaps in specific skill areas. The areas of *Thinking,* and *Application*, and *Relationships* show room for improvement, particularly regarding the development of students' conceptual thinking and metacognition. For instance, only 20% of classrooms observed showed evidence of students demonstrating verbally or in writing that they were intentionally reflecting on their own learning. Students in focus group interviews characterized their classes as "too slow," "doing the same work every year." Fewer than half of classes (47%) showed evidence of teachers using questioning strategies that encourage critical thinking, problem solving, or communication skills. Although *Relationships* scored at a moderate level, it dropped 40 percentage-points from the last visit. Researchers noted that the observation day was also the last day of the semester, and perhaps not an accurate picture of teaching and learning on a typical day. Nonetheless, students interpreted and evaluated information in some observed classes. Some students at the school complete a challenging academic core with classes such as advanced biology and Running Start courses at Big Bend Community College. "In math, they are pushing us," explained one student, particularly since the freshman and sophomore end-of-course math exams determine whether a student passes a class.

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	1
Distributed Leadership	1

Attributes of effective school leaders. The school leadership at Soap Lake Middle and High School is committed to providing all students with a quality education. The principal is in his second year at Soap Lake. Most staff members and parents commented on the principal's dedication to establishing a behavioral policy that would satisfy the board's directive, which was, in his words, "Get control of the kids." Truancy, gang issues, and overall disrespect for educators had become too problematic within the community, according to focus group participants. The principal led an ambitious attempt to develop policies, generate support from staff, and implement a new system that reduced the attendance problem for students at SLMSHS so that adults could focus in future years on improving teaching and learning. "He has a steel backbone," explained the Superintendent, "and he is exactly the type of person you need here." Parents also appreciate the increased attention to attendance, with one describing him as "the best principal we've had." However, at the same time, some staff members and students find the approach "aggressive," "abrasive," "out of context," and sometimes "not rational."

Some staff members feel comfortable taking risks in their practice, such as trying out a new curriculum, and the principal has entertained new ideas from staff members who come to him. Forty percent of staff members agree that they can freely express their opinions or concerns to administrators, according to survey results. Focus group interviews revealed communication and rapport with the principal as either very positive or very negative. Some staff members appreciate his no-frills, transparent style, commenting that they "can speak straight up to him." Other positive comments involve staff members appreciating the individualized attention they received upon his first day, his effort to double-check the understanding of new policies school handbook with staff members before going to press, as well as his willingness to ask for feedback on his portion of in-service days. However, some staff members described their communication with him "difficult" and "nonresponsive." Some staff members circumvent the principal, communicating instead with the Superintendent who then offers suggestions on how to approach the principal. Since effective communication is a basis for building trust, it will be important for the principal to tend to these issues.

Efforts are already underway to develop the capacity of the principal. As one person explained,

> He doesn't allow teachers to sit and vegetate. He hasn't had great mentorship, so he's in a mentorship program with seasoned principals in outside districts. He's learning a lot

about the big picture. He's flexible and really cares about kids. He also has an understanding of what the school needs, which is important with older staff.

Providing the principal with mentoring shows the district's commitment to growing his capacity as an instructional leader. Principal evaluations in the district are guided by Interstate School Leaders Licensure Consortium (ISLLC) standards, with opportunities for periodic goal setting and feedback.

Capacity building. The principal uses a traditional satisfactory/non-satisfactory state model for evaluating and providing feedback on teacher performance. "We have protocols out now with how we do observations, the Frameworks for Professional Practice," explained the Superintendent. Teacher evaluations will eventually be based on competencies, but leadership is waiting for the state to determine what that system will look like. Staff members operate primarily in isolation. While they explained that the principal visits classrooms informally, the purpose of these visits is unclear. As one staff member commented, "I have no idea what he's looking for. Well, probably he's looking to see if the GLEs are posted at the top of the board." These informal visits do not include feedback for teachers, although structures are in place to do so. The principal is currently using a Classroom Walk-through Tool, but it is unclear the extent to which the data are shared or reflected on with the staff. Roughly one-third (37%) of staff members agreed on the survey that there is an evaluation process in place that helps all staff improve their practice. Although staff members are aware of the multicultural and multilingual character of the students at Soap Lake Middle and High School, they have not received training on issues of cultural competency, and the issue has yet to be addressed by leadership.

Distributed leadership. SLMSHS has a top-down decision-making structure involving some staff input. While the school improvement plan required and resulted in collaborative efforts between the staff and principal, most decisions (such as curriculum, discipline, and the focus of professional development) come from the principal and/or superintendent. Other recent examples of distributed leadership include a faculty committee driving the creation of a school mission with staff input. There is no evidence from focus group interviews of a clearly defined and communicated decision making process. Parents, for example, claimed they were rarely (often never) consulted on school decisions. Parent advisory groups have existed in the past, but participation is difficult to maintain. Only one-fourth (28%) of staff members agreed on the survey that a clear and collaborative decision-making process is used to select individuals for leadership roles in the building. Students expressed frustration about not being heard on certain school decisions, such as lunch and extracurricular sports. To introduce a new sport, according to students, leadership must receive signatures of fifty interested families. Although the prerequisite signatures were acquired for a soccer team, the school has yet to sanction it. The student survey revealed more positive sentiments about their inclusion in decision making; fifty-eight percent agreed they can help make decisions that affect them at school. Focus group participants did not mention a site-based leadership team.

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	1
Communication	2

Collaboration. Survey results show only 35% of staff members agreed they engage in collaborative professional learning opportunities focused on improving teaching and learning. "We have a lot of people doing their own thing," explained one staff member, "and it's because we're too tired at the end of the day to work together on something new." When prompted, staff members did not mention peer observations or other instructionally focused team learning opportunities happening at the school. On staff surveys, 25% agreed teachers invite their colleagues into classrooms to observe instruction. Administration agreed that collaboration between teachers has room to improve, and new professional norms must be established. One staff member explained, "I've tried seeking out other (teachers) but I get so tired of the roadblocks." These roadblocks, according to focus group participants, include lack of time and curriculum for interdisciplinary instruction, as well as personality clashes between staff members. Some teachers meet as a grade level, but it occurs on a sporadic, informal basis. Opportunities for this kind of collaboration exist only during in-service days, according to staff members. On two separate occasions, staff members attributed the lack of collaboration to increased anxiety about their own teaching performance, especially now that it will likely be tied to student performance in the future. Others suggested it was because teachers usually teach more than one subject area (given the size of the school) and would find themselves stretched across multiple teams.

Communication. Researchers did not identify a communications plan during this study. However, the staff communicates with parents via email, letters, progress reports, conferences, and personal phone calls, with letters home being the most frequent model of communication. Parents have access to Skyward online to check their child's assignments and grades. There is also a web site with event information, but parents note that the information is not always updated. Most online welcome and introduction letters from the Superintendent are available in Spanish and Ukrainian. Interpretive services are also available at conferences and upon request. Students, parents, and some teachers provide interpretive assistance in Spanish and Ukrainian.

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	1
Instruction	1
Assessment	2

Curriculum. Staff members frequently communicated their concern with the availability and quality of textbooks at Soap Lake Middle and High School. During focus groups and interviews, staff members pointed to textbooks as evidence of a curriculum. "I have six preps, and there is no curriculum for five of them," one explained, indicating that the single class with a text already has a planned curriculum. Administration recognized this as a common assumption among staff. "Many believe curriculum is *it*, that textbooks have everything they need to teach," one administrator explained. Some teachers framed the lack of texts as an opportunity for teachers to show their resourcefulness, but staff members did not believe that they had the time or resources to be innovative when designing lessons. The current thrust at SLMSHS is identifying and documenting Power Standards, a recent attempt at aligning the curriculum horizontally and vertically throughout the six grades. In previous years, math curriculum has been the primary focus, prompting textbook adoptions for middle school (Holt) and high school (Saxon). Science department staff members mentioned that they will be developing content-specific curriculum during future in-service days. The principal corroborated this focus, describing a full day in the near future when science teachers will determine the scope and sequence of science curriculum school-wide. Other subject areas, such as English, have yet to begin discussion about curricular alignment. On staff surveys, 44% agreed curriculum is aligned horizontally within grade levels, and only 8% agreed curriculum is aligned vertically across grade levels at the school.

Staff members raised concerns about gaps in specific elementary and middle school curricula. According to teachers, the elementary math curriculum results in gaps in skills for middle school students, which the middle school curriculum does not cover. Likewise, staff members say the middle school curriculum is insufficient for preparing students for skills needed in high school. Frequent blame such as this causes tension between staff members and leaders across the district. On the other hand, students explained that school is "too easy," and "it gets more boring as time passes." When pressed for examples, middle and high school students complained of covering the same topics and skills every year. "You just want to go higher," said one student. Another added, "Getting a better education would be nice."

Instruction. There is no single instructional framework in place at SLMSHS. Staff members are in the initial stages of developing common language and practices that meet state standards. A first step is a general understanding among most the teaching staff of the importance of improving instruction across the school; focus groups and interviews revealed over two-thirds SLMSHS staff members fall into this category. Although many spoke of curriculum when asked

about instruction, staff members were interested in adopting an instructional framework to guide their teaching practices. The use of Grade Level Expectations (GLEs) and Performance Expectations (PEs) in classrooms is inconsistent, according to staff members and classroom observations. Some teachers admitted that "winging it" in the classroom is common, and this occurs more often than they would like. Some parents voiced concern that class time has yet to be used efficiently, particularly during half days. The recent focus on math curriculum prompted efforts in all classes to review basic math concepts, such as times tables in PE classes. Teachers recognize that this practice gets old for students at the beginning of each class. As one explains, "We spend the beginning of every class getting them to buy into it." As they move forward with the science curriculum, staff members will be wise to look for ways to ensure the activities enable students to meet learning objectives and capture their interest at the same time.

Assessment. At SLMSHS, MAP scores determine whether students need remediation in English or math. It is unclear how teachers use these scores to modify instruction. Staff members acknowledged a gap between assessment and instruction, one characterizing it as "troublesome." Another explained, "There's a disconnect between what we teach and what kids are tested on. They're not going to be tested on Beowulf."

While the MAP assessments of student progress appear aligned with the PEs and GLEs, they are not based on performance standards within SLMSHS courses, according to teachers. Staff survey data shows 80% agree school staff uses assessment data to help plan instructional activities, but according to focus group interviews, MAP scores rarely guide larger decisions such as promotion to the next grade level. According to the survey, only 11% of staff members *Agree* that students are promoted to the next instructional level only when they have achieved competency. Students commented on feeling "pushed through" their school career, regardless of understanding. "We get quizzes and homework that tells us how we are doing," one student mentioned, "but if you ask the teacher to explain what you did wrong, they seem annoyed," commented a student. On student surveys, 60% agreed if they are having trouble learning something, teachers usually find another way to help them understand it.

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	1

Supporting students in need. Some structures exist at Soap Lake Middle and High School to support students who are struggling, but these structures are minimal. Math and reading enrichment courses are available to students if they score low enough on the MAP tests, which are given three times during the school year. Enrichment in these core areas generally involve students taking a regular mainstream class in addition to an enrichment course during the same grading period. Students, parents, and staff agreed, however, that there are too few staff members to teach the number of courses needed to support the extra assistance that struggling students need. Even for those who are not necessarily struggling, students explained, "You have to come to them (teachers) if you want help." Some middle school students added that their teachers are rarely available after school when they need them and that the library is usually locked after school. Likewise, some staff members noted that many colleagues stick to the "30/30 bar" in their contract, which requires them only to be at school 30 minutes prior and 30 minutes after the end of school. Staff survey data show 39% agree structures are in place (e.g., early intervention and remediation programs) to support all students to acquire skills and succeed in advanced courses. On the student survey, 56% of students agree teachers know which students are having trouble learning and makes sure those students get the extra help. Parents advocated for daily after school tutoring opportunities, whereas it presently occurs two to three times per week.

Two paraeducators provide the Special Education assistance for the entire middle and high school, and all focus group participants recognized this is insufficient. A third staff member serves as a Special Education contact with families, but recent health concerns have prompted medical leave at the time of data collection. The middle school para-educator follows students from class to class, offering assistance in all subjects; in high school, Special Ed students are offered life skills classes and small group assistance outside of their mainstream classes. Some staff members believed that assessments of student behavior interfere with Special Education diagnoses, causing some students to have Individual Education Plans (IEPs) who do not need them, and vice versa. Parents expressed frustration about the retention policies for Special Education students, as one explains,

> Because of the IEP, you don't get retained. You just get to move forward to the next grade. I don't think it's right. Here is a (age specified) kid, with only a 3rd grade level with math, reading, and spelling. You can't support yourself like that. Just being allowed to be pushed through the system isn't going to help you. You have to know these things.

Staff members are currently required to develop student learning plans for all students in each subject area, although in practice these documents are "shelved then forgotten," one explained. A computer-generated list of students receiving Ds or Fs notifies families when students are struggling, and if parents are willing, they come to the principal's office to discuss next steps. According to staff members, a lack of funds limits SLMSHS from evaluating or modifying support programs to the individual needs of students. Staff survey data show roughly one-third (35%) agreed (no Strongly Agree) that school level data are disaggregated by subgroup indicators. By disaggregating data on student achievement, course placement, and attendance, staff members could more readily identify precisely which students are held to high standards at SLMSHS, and determine how more students can engage in challenging coursework. While an ESL class is available to students, linguistic improvement plans were not mentioned in focus groups and interviews. Some staff members expressed support for adopting formal support programs such as AVID.

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	1
Curriculum, Instruction, and Assessment	1

Planning and implementation. Training opportunities for the SLMSHS staff occur during six half-days and three full days of in-service throughout the school year. In focus group interviews, administration explained the planning process involved staff input, although staff members disagreed. Professional development for 2010-2011 utilizes a book study model with John Hattie's 2008 publication, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Most sessions include a presentation of one section by the principal and a discussion aimed at staff members. Teachers characterized the book as "too academic" and were unclear why this book was selected for their school's professional development. In all cases, SLHSMS staff members expressed frustration about the planning and implementation of professional development. This characteristic scored lowest on the staff survey.

Researchers also did not identify a systemized process for assessing staff training needs or evaluating the effectiveness of professional development activities. Staff members believe professional development can be improved by intentionally directing in-service content at how teachers can immediately improve their practices. Additionally, they requested that professional development opportunities incorporate time for teachers to work together on instructional goals. On staff surveys, 50% agreed the school has a long-term plan that provides focused and ongoing professional development to support the school's mission and goals. In focus group interviews, however, staff members suggested a long-term plan could help them align individual professional learning goals with the broader goals of the school. Only 22% of staff members agreed on the staff survey that the professional development activities are sustained by ongoing follow-up and support.

Curriculum, instruction, and assessment. The book study has not generated authentic conversations about applying PEs and GLEs in the classroom, according to staff members. Only half (52%) agreed that professional development helps school staff acquire greater knowledge of effective, research-based, content-specific pedagogy. Staff members also characterized a recent push for making GLEs visible during each class as a surface-level attempt at changing teaching practice. "I literally don't have time to write the standards on the board," explained one teacher. Administration identified district-level Teachers on Special Assignment (TOSAs) as keys to improving the quality of curriculum and instruction systemically, but it was unclear how these TOSAs are involved in professional development activities or what their responsibilities will be in the future. Administration remains hopeful that they will continue to develop and implement common core standards that are aligned vertically and horizontally.

Conversations about improving teaching and learning provoke anxiety for staff members about recent Adequate Yearly Progress (AYP) data and student scores on the Measurement of

Academic Performance provided by Northwest Evaluation Association. "Data drives our life now," said one staff member, "and we have to face it no matter what." In terms of professional development, however, researchers did not hear focus group participants mention training on interpreting and using data, although 74% of staff members agreed on the survey that they had received this kind of assistance. Only 39% of staff members also agreed that they had received training on working with students from diverse cultural backgrounds, despite the multicultural student body.

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	2
Personalized Learning for All Students	2

Safe and orderly environment. The facility at Soap Lake Middle and High School appears safe and adequate for instructional purposes. The principal has made student behavior his "number-one focus," he said, based on a strong directive from the school board upon his hire. Staff and parents report improvements in student behavior over the past two years, citing decreased discipline referrals compared to the past. However, the responsibility of teachers to uphold the new behavior rules remains unclear. Staff members and students disagree on the effectiveness and rationale of focusing intensely on behavior, as well as how the rules should be applied. During focus groups, students, staff, and parents characterized bullying in many different ways, ranging from "our biggest problem," to "nonexistent." Student survey results show 34% agreeing or strongly agreeing that most students respect each other, regardless of who they are. No formal program exists for student bullying and harassment, although staff survey results show 60% agree the school deals effectively with bullying if it occurs. The SLMSHS counselor is actively learning about viable options to alleviate bullying, such as Second Step, for the near future. Since the previous school year, the counselor position was cut to 0.7 FTE and assigned the additional role of district assessment coordinator.

Building relationships. For many SLMSHS staff members, parents, and students, relationships are key. This sentiment is reflected in comments like, "This place isn't like a family, *it is a family*," and "The strength and heart of this school is our relationships." Focus group interviews surfaced testimonials of a very caring staff, as well as a commitment to seeing all students succeed and enjoy learning. However, focus groups, interviews, and survey data also provided evidence of the contrary. According to student surveys, only half (51%) agree that the adults at the school care about all students, not just a few. Some interviewees characterized the school as cold and unsupportive of students because of very little teacher interaction with students. Overall, most agreed in focus group interviews it is rare for staff members to voluntarily step outside their classrooms during passing time, to attend student assemblies without being asked, and even rarer to see them at their students' sporting events. "Students need someone who will connect with them and invest in them outside of class, and it's not the culture here," explained one staff member. Student survey data reveals only 21% agree adults in the school show respect for them. As for adult interactions, survey results show 60% of staff members agree there is a culture of respect among their colleagues, suggesting that almost half either disagree or are neutral on the subject.

Personalized learning for all students. The principal honors student success with personally delivered invitations to eat sundaes or drink root beer floats. "We're getting better at student recognition," explained one staff member, "but we need to keep improving." Advisories

currently do not exist, but they will be starting soon, according to the Superintendent. The Navigation 101 program had been running through last school year, but required "too many hoops" and "wasn't that useful," according to staff members. Students have some opportunities to develop their study skills, through a study skills class funded by Gear Up and in some classrooms that emphasize graphic organizers like Cornell Notes. Students are formally introduced to middle school with a class visit and some communication home about what to expect (such as, changing classes each period). Students, staff, and parents claimed that the transition to high school gets less attention, citing that perhaps this is because the middle and high school share the same building and it is not necessary. More effort goes into the transition to college, according to students, with frequent reminders about scholarship opportunities, college application deadlines, and announcements of nearby college fairs from the school counselor and the part-time Gear Up advisor.

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	1
Family and Community Partnerships	2

Family communication. The staff communicates with parents via letters, conferences, and some personal phone calls. Students' grades and attendance records are available online, and this has been very helpful for families with access to technology. A family and community involvement policy resides on the school website, although focus group participants did not mention it during interviews. "Family communication is minimal here," said one staff member. According to survey data, 26% of staff members agreed that they have frequent contact with families. Spanish and Ukrainian interpreters are available during conferences and upon request. Back-to-school nights and parent-teacher conferences are aimed at promoting connections with families, but they are lightly attended by those in most need of outreach. To improve relationships with families, they adjusted conference times to accommodate parent schedules and provided incentives for attendance, such as frozen whole turkey giveaways. Parents who were interviewed said the school welcomes them, but many had stories about miscommunication between parents and staff such as not getting the message that students had been switched to a remedial class or that students had earned an award.

Family and community partnerships. Family involvement at Soap Lake Middle and High School features the "same few parents" as one staff member characterized it. There is no Parent Teacher Association. A parent organization, Parents for Kids, attempts to build family-school partnership through regular meetings, but the group struggles to invoke interest and new participants. Staff members described family partnership as "depressing," and a "real problem." Reasons for these difficulties frequently referred to parents "not caring about their kid's education." According to the survey, only 16% of staff members agreed that parents are involved in school decisions. "Parents are not necessarily putting up barriers, but they're not reaching out either," reported one staff member. Almost all parents who participated in focus group interviews said they wanted more suggestions from staff members about how to strengthen classroom learning at home.

Community partnerships, on the other hand, are developing. The school offers ESL classes for parents and guardians, given there is interest. The local Lion's Club provides ice cream for the sundae rewards, and WalMart, as well as a local restaurant, donate funds and school supplies on a regular basis. Additionally, the Public Utilities District donated fish eggs that were ultimately used for scientific learning purposes at the school. Staff members also provide coaching and transportation assistance for students to participate the Special Olympics. The principal has begun attending Chamber of Commerce meetings, and plans to meet the Art Guild to gather their support of SLMSHS's art program.

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. By implementing a transformation model, the school must develop a belief system around rigorous teaching and learning for their students, put systems in place to develop the capacity of staff, and to revisit and develop authentic mission statements, evaluation systems, professional learning plans, and family engagement strategies. If these elements cannot reasonably be put place with the full support of staff, we suggest a *turnaround model*. While, historically the district has had difficulty recruiting new teachers to the area, with the use of incentives, this may not be as much of an issue.

At Soap Lake Middle and High School, there is evidence of some attention to some of the *Nine Characteristics of High Performing Schools*. However, the majority (10/19) of the indicators are currently in the "Minimal, absent, or ineffective" stage, although some (9/10) are also in the "Initial, beginning, developing" stage. Survey results were consistent with these findings, suggesting there is much work to do, in areas such as staff expectations of students, the quality of professional development, and the teacher evaluation system. However, SLMSHS staff members have significant strength in their commitment to the school and to the students of their community. Their recent focus on common core standards (due to the urgency of AYP) and sincere hope for student success are areas that may provide a foundation upon which to build a more successful system.

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

- **Develop a clear understanding of the requirements for transformation and turnaround.** There did not appear to be a clear understanding of the requirements of the transformation or turnaround model within the district. For example, there were misunderstandings around the requirements regarding replacement of the principal and linking student growth to the evaluation. We suggest district personnel work with OSPI to develop a clear understanding of the model requirements and then put in support structures to develop staff capacity.

- **Access support to develop a Comprehensive Human Resource Management System.** District and school personnel will need to work closely to develop clear expectations and standards for assessing the performance of teaching staff. Under the current system, all teaching staff members are rated as satisfactory or unsatisfactory; this system does not offer meaningful information for teachers to improve in the long and short term. District and school representatives will need support in developing such a model and may benefit from investigating how other schools and districts are doing this. Given current difficulties recruiting staff, the district will also need to update their recruiting and human resource management plan to draw from a wider pool of applicants who have proven competency. Additional areas to explore in developing this system include induction and mentoring, self-assessment and evaluation, and recognition and retention.

- **Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.** There does not appear to be a clearly understood or common focus at SLMSHS. While everyone is interested in seeing their students succeed, they are not working together toward clearly defined goals aimed at student learning, and many people work in isolation. Without a clear and common focus in place, staff members' efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.

- **Set high academic expectations.** SLMSHS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. Transcript results show very few students (21%) are taking rigorous coursework, and almost no improvement has been made in this area for the past three years. We recommend staff members work together to identify the highest level of expectations possible for Soap Lake students and develop common language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for students to take advanced classes. We recommend staff members identify high-achieving middle and high schools with similar demographics and resources and ascertain how expectations *are implemented*. This can be followed by an investigation of how those expectations *are supported*.

- **Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.** Aside from the math program and some upcoming work in science, teachers and administrators report curricular materials in some subject areas are outdated and lessons are not aligned to the state standards. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards in all content areas. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.

- **Provide long-term professional development and coaching for instructional leaders and classroom teachers in effective classroom practices and include goals for individual and group improvement.** Focus group and survey data suggest that staff members do not believe professional development is relevant to their daily work or is tied to broader school improvement goals. In addition, the frequency of instructional practices aligned with research-based principles of learning are fairly low according to classroom observation results, and some teachers acknowledged a need for and interest in training focused on instruction. We strongly suggest school leaders develop a long-term professional development plan with a focus on instruction that strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them together after implementation. School administrators will also need to be supported in their roles as instructional leaders at

their buildings. An instructional coach may need to be employed for working with staff on a more consistent basis around instructional goals.

- **Develop leadership structures.** Currently, no leadership team exists at the middle and high school. The process of decision-making appears to happen largely on an informal basis and by the principal. It is unclear how teacher leaders are selected, though some faculty members suspect it is an issue of seniority. Many staff members expressed a desire to be more involved with the decision-making process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will also encourage more authentic communication between the principal and staff members about school decisions. Developing a distributed leadership model will entail determining what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and strategies up to the building principal rather than to a larger group of people.

- **Develop structures and processes to support meaningful collaboration.** SLMSHS staff currently do not have common planning time structured into the school day. Their morale and commitment to improving student achievement would be increased with additional training and guidance as they learn to use collaboration effectively. We recommend onsite professional development and coaching to help teachers develop collaborative teams. These teams should share and critique lessons, visit each other's classrooms, and support each other in improving their instructional practice.

- **Develop and expand connections to families and community.** SLMSHS has a set of active parents that participate in most of the school's activities and then a set of parents that are not often seen. This is not uncommon in schools. We recommend that SLMSHS staff encourage more parents to respond to the Family Survey so that they can learn about what the community needs from the school in order to participate. In addition, more attention to getting the Parents for Kids organization up and running with an active president may help to attract more parents and develop relationships with organizations that may support the school. Getting kids involved in encouraging their parents to attend school functions and parent-teacher conferences may also be effective. SLMSHS is on the brink of piloting student-led conferences, and it will be important for school personnel to analyze their effectiveness in encouraging parent involvement and student ownership over their learning.

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 adaption). 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 comes from an analyses of district personnel ratings combined with data collected by The BERC Group.

X" Required "O" Permissible

Actions	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Teachers and Leaders				
Replace the principal.	**X**	**X(O)**	**1**	The district is not prepared to implement an administrative change and is not planning to do so. The superintendent is invested in building the instructional leadership expertise of the current principal
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	**X**		**1**	The district is in the initial stages of discussion on this topic with the union. They have initiated a pilot walkthrough instrument, but the PLC and collegial sharing is not part of the existing structure.
Screen all existing staff, rehiring no more than 50% of the school staff.	**X**	**O**	**1**	No legal or CBA basis exist to support a "rehiring" model or to force removal of 50% or more of the staff. For a turnaround model, the district may have highly qualified teachers who could be "swapped" with incumbent staff. However, the district does not plan to consider this screen/rehire option.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	**X**	**X**	**2**	The district is limited to the immediate area for most recruiting, and has experienced difficulty-hiring teachers in some non-core subjects. A new model allowing for greater outreach would benefit the district and school.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	**X**	**X**	**2**	The district and school staff recognizes that the existing evaluation model is insufficient for measuring teacher performance and prompting long-term growth. The district and the union are willing to explore a new competency mode, but not one that contains some relationship to student growth (i.e., research-based competencies).

Teachers and Leaders (Cont.)	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Identify and reward school leaders who have increased student achievement and graduation; Identify and remove school leaders and teachers who, after ample opportunities to improve professional practice have not done so.	**O**	**X**	**2**	There are no inhibitors in the CBA to effective accountability. The district intends to develop a reward system for administrators but is waiting on state protocols for teacher observation. The district would need assistance envisioning the reward system as part of a greater picture.
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.	**O**	**O**	**1**	Nothing is in place currently.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	**O**	**O**	**1**	Seniority plays a significant role in the voluntary and involuntary reassignment process. A lessening of emphasis on seniority would enhance the district's ability to implement turnaround models.

Instructional and Support Strategies	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	**X**	**X**	**1**	Although the district has begun focusing on instructional improvement, they are at the initial stages of exploring standards-based philosophies, and it is primarily at the surface level. The district is committed to developing an effective and efficient standards-based system, but doing so will require significant changes in policies and professional norms.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	**X**	**X**	**1**	Current professional development activities are not built into a larger plan for school improvement. Staff members do not believe the professional development is relevant to daily work.
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.	**X**	**X**	**1**	The district recognizes that there needs to be better use of data to inform instruction, and that currently teachers are not accustomed to modifying their practice based on student data.
Institute a system for measuring changes in instructional practices resulting from professional development.	**O**	**O**	**1**	Professional development is directed by district and school leadership without significant input from staff members or a system for evaluating its effectiveness.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	**O**	**O**	**1**	No periodic reviews of this sort are currently in place.
Implement a school-wide response to intervention model.	**O**	**O**	**1**	The district has been planning to investigate and implement a RTI model gleaned from a nearby School of Distinction in another district, but no plan has been set forth to staff.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	**O**	**O**	**2**	Staff is aware of the need and is open to training, provided that it fits into a longer-term plan for professional growth**.**

Instructional and Support Strategies (cont.)	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Use and integrate technology-based supports and interventions as part of the instructional program.	**O**	**O**	**2**	Some online courses are currently available (however underutilized) through the nearby community college and digital learning commons. District leadership is considering a more expanded "flex" online option for high school coursework, to regain students who have fled to the district's alternative high school.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**O**	**O**	**3**	Graduation rates are currently above the state and staff members do not believe the graduation rate is a problem.
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.	**O**	**O**	**1**	Students would like more challenging, relevant coursework. Staff and parents would like to see additional course choices for advanced students and more support for struggling students.
Secondary Schools: Improve student transition from middle to high school.	**O**	**O**	**2**	Transitional practices have not changed for many years, but staff, parents, and students do not perceive this as a high need.
Secondary Schools: Establish early warning systems.	**O**	**O**	**2**	Currently in place in the form of a computer-generated letter home when students earn a D or below.

Learning Time and Support				
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.	**X**	**X**	**2**	The district has already made small schedule adjustments to increase class time and is not aware of a need to adjust further.
Provide appropriate social-emotional and community-oriented services and support for students.	**X**	**O**	**2**	Staff and leadership recognize a need for a social worker, particularly since the counselor takes on those roles and currently has an large work load.
Provide ongoing mechanisms for family and community engagement.	**O**	**X**	**1**	Family and community engagement is low at this school and currently there are no systems to evaluate the effectiveness of events offered. A family/community communication plan is available on the website, but as a living document to guide interactions between educators and families.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	**O**	**O**	**2**	Staff and leadership have discussed advisories and plan to develop them starting with an in-service and then begin implementing advisories after spring break.
Implement approaches to improve school climate and discipline.	**O**	**O**	**3**	The MS/HS has made remarkable improvements in discipline, but the current school climate does not support major changes in attitudes about teaching and learning.
Expand program to offer pre-kindergarten or full day kindergarten.	**O**	**O**		N/A

Governance				
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	**X**	**O**	**1**	District leadership is not considering this as a possibility in moving forward.
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.	**X Principal**	**X School**	**3**	The district and union leadership has laid the groundwork for a productive working relationship. They plan to implement whatever it takes to improve student achievement.
Ensure school receives intensive ongoing support from district, state, or external partners.	**O**	**X**	**2**	District leadership is aware of and has used external partner resources, but it appears to be in a more consultative way (instead of a partnership aimed at results).
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**	**1**	The school board, union, and superintendent plan to implement the transformation model, but it is not clear whether a new governance agreement has been approved.
Implement a per-pupil school based budget formula that is weighted based on student needs.	**O**	**O**	**1**	This budget practice is not in use at this district, although there is a history of acquiring resources for some student needs (e.g., free and reduced-price lunch, bilingual support, Special Education).

School Closure Model	Yes	No	Comment
Other schools exist (with capacity).		X	District does not have another school with capacity to absorb students. Additionally, such consideration would undermine the neighborhood schools framework.

Appendix B
Table 2.
College Attended from 2004 to 2009

College Attended	*State*	*# of Students*	*Year*
BIG BEND COMMUNITY COLLEGE	WA	10	2004
EASTERN WASHINGTON UNIVERSITY	WA	1	2004
NORTH CENTRAL UNIVERSITY	MN	1	2004
WENATCHEE VALLEY COLLEGE	WA	1	2004
WHITWORTH UNIVERSITY	WA	1	2004
BIG BEND COMMUNITY COLLEGE	WA	3	2005
CENTRAL WASHINGTON UNIVERSITY	WA	2	2005
SPOKANE FALLS COMMUNITY COLLEGE	WA	2	2005
UNIVERSITY OF PHOENIX	AZ	2	2005
BELLEVUE COLLEGE	WA	1	2005
EASTERN OREGON UNIVERSITY	OR	1	2005
EASTERN WASHINGTON UNIVERSITY	WA	1	2005
EVERETT COMMUNITY COLLEGE	WA	1	2005
NORTHEASTERN STATE UNIVERSITY	OK	1	2005
OREGON INSTITUTE OF TECHNOLOGY	OR	1	2005
SIERRA COLLEGE	CA	1	2005
BIG BEND COMMUNITY COLLEGE	WA	10	2006
ITT TECHNICAL INSTITUTE	WA	3	2006
WESTERN WASHINGTON UNIVERSITY	WA	2	2006
ALLAN HANCOCK COLLEGE	CA	1	2006
ARGOSY UNIVERSITY - SEATTLE	WA	1	2006
MORAINE VALLEY COMMUNITY COLLEGE	IL	1	2006
SKAGIT VALLEY COLLEGE	WA	1	2006
SOUTHEAST MISSOURI STATE UNIVERSIT	MO	1	2006
SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2006
TRINITY CHRISTIAN COLLEGE	IL	1	2006
WASHINGTON STATE UNIVERSITY	WA	1	2006
BIG BEND COMMUNITY COLLEGE	WA	7	2007
DEVRY UNIVERSITY - DENVER	CO	1	2007
ITT TECHNICAL INSTITUTE	WA	1	2007
JOHNSON & WALES UNIVERSITY	RI	1	2007
MONTANA TECH OF THE UNIVERSITY OF	MT	1	2007
PACIFIC LUTHERAN UNIVERSITY	WA	1	2007
SKAGIT VALLEY COLLEGE	WA	1	2007
UNIVERSITY OF IDAHO	ID	1	2007
WALLA WALLA COMMUNITY COLLEGE	WA	1	2007
BIG BEND COMMUNITY COLLEGE	WA	6	2008
CLARK COLLEGE	WA	1	2008
ST THOMAS UNIVERSITY	FL	1	2008
WASHINGTON STATE UNIVERSITY	WA	1	2008
BIG BEND COMMUNITY COLLEGE	WA	12	2009
CONCORDIA UNIVERSITY	OR	1	2009
EASTERN WASHINGTON UNIVERSITY	WA	1	2009

EDMONDS COMMUNITY COLLEGE	WA	1	2009
UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2009
WASHINGTON STATE UNIVERSITY	WA	1	2009
WENATCHEE VALLEY COLLEGE	WA	1	2009

Appendix C

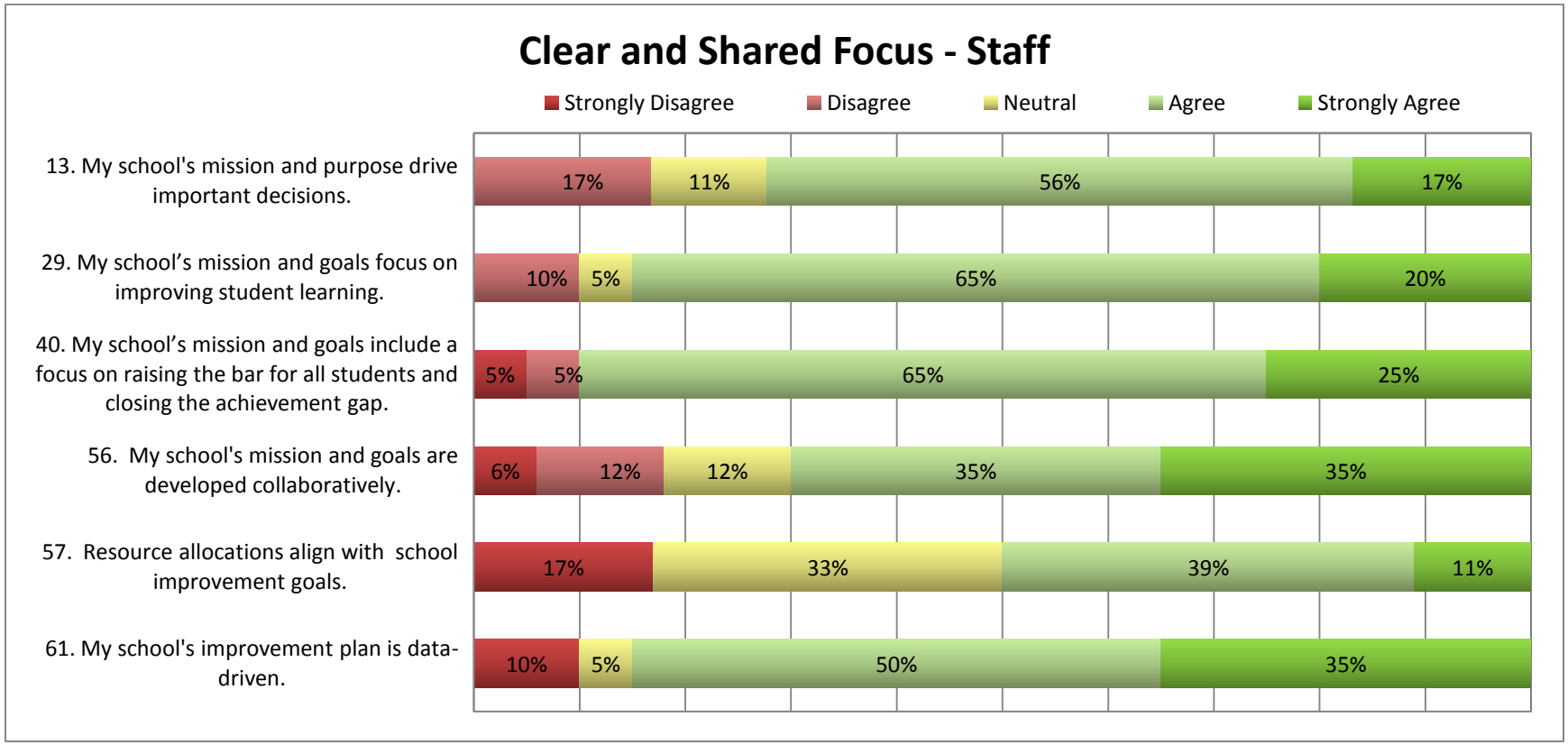
Staff Survey Demographics

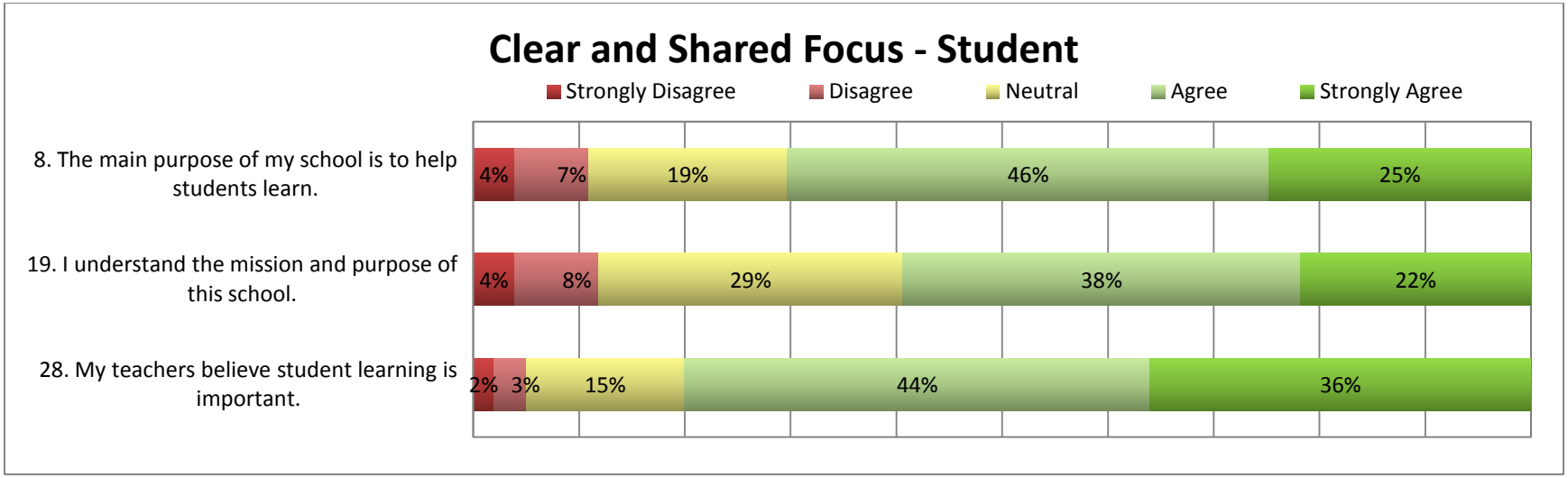
Gender	
Male	50% (n=10)
Female	50% (n=10)
Race	
White	80% (n=16)
Hispanic/Latino/a	10% (n=1)
Declined to identify	15% (n=3)
Staff Role	
Certificated Staff	80% (n=16)
Classified Staff	10% (n=2)
Administrator	10% (n=2)
Years Teaching at this School	
1st year	25% (n=5)
2nd or 3rd year	10% (n=2)
4th or 5th year	15% (n=3)
6th-9th year	25% (n=5)
10th year or more	25% (n=5)
Total years Teaching	
1st year	10% (n=2)
2nd or 3rd year	
4th or 5th year	15% (n=3)
6th-9th year	35% (n=7)
10th year or more	40% (n=8)
National Board Certified	
Yes	
No	100% (n=20)

Student Survey Demographics

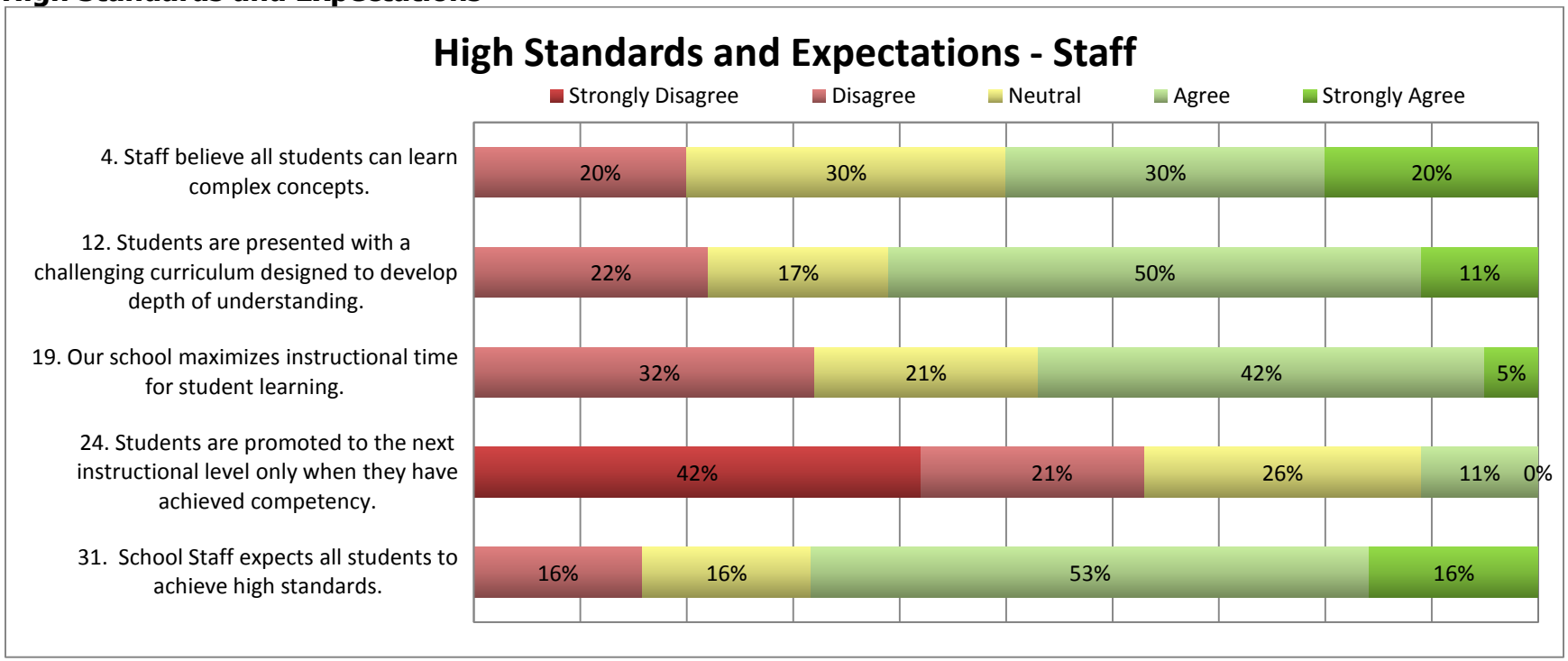
Gender	
Male	48% (n=76)
Female	52% (n=81)
Race	
American Indian/Alaskan Native	6% (n=10)
Asian	3% (n=5)
Black	2% (n=4)
White	66% (n=111)
Hispanic	24% (n=40)
Pacific Islander	.6% (n=1)

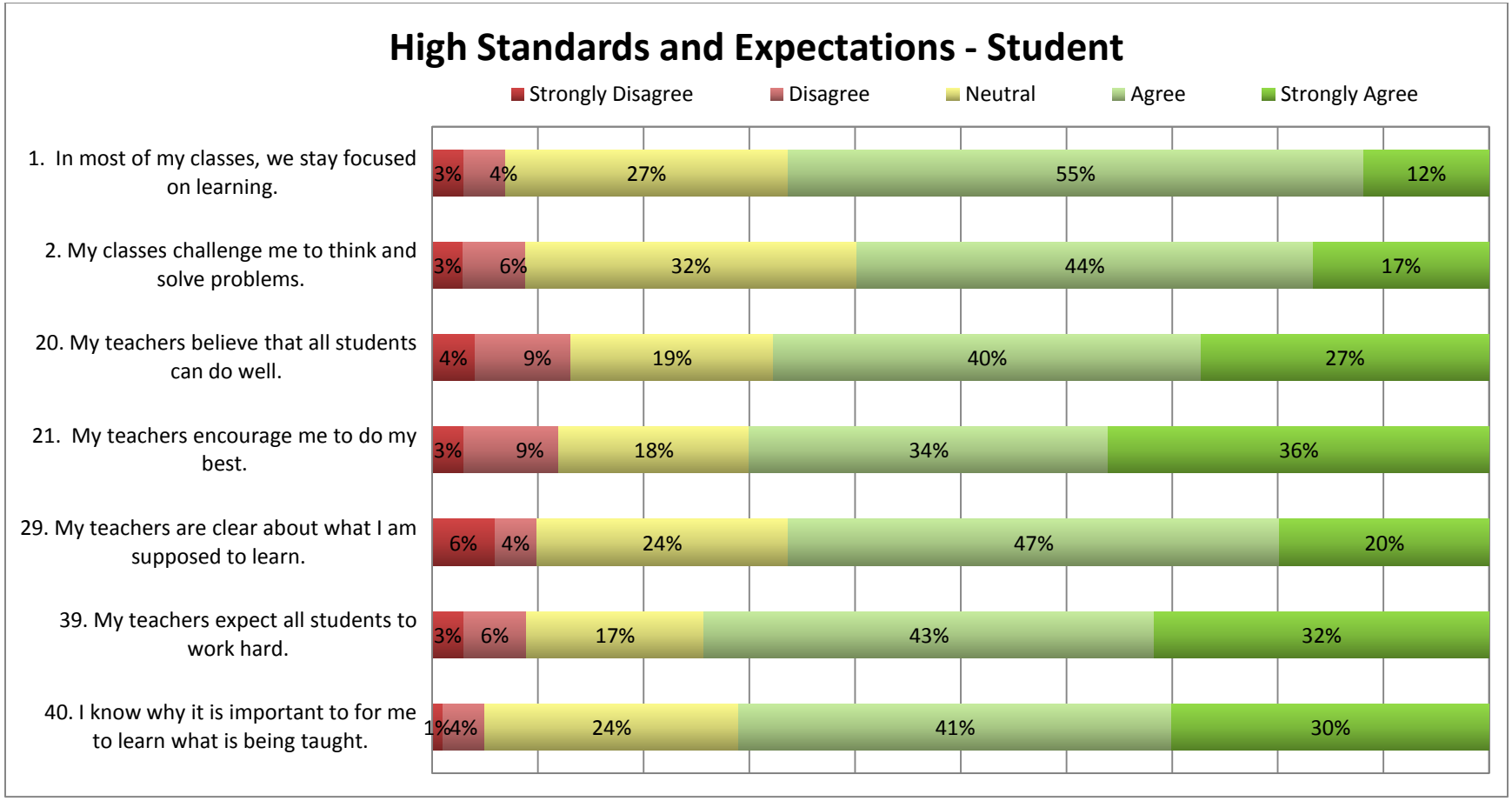
Clear and Shared Focus



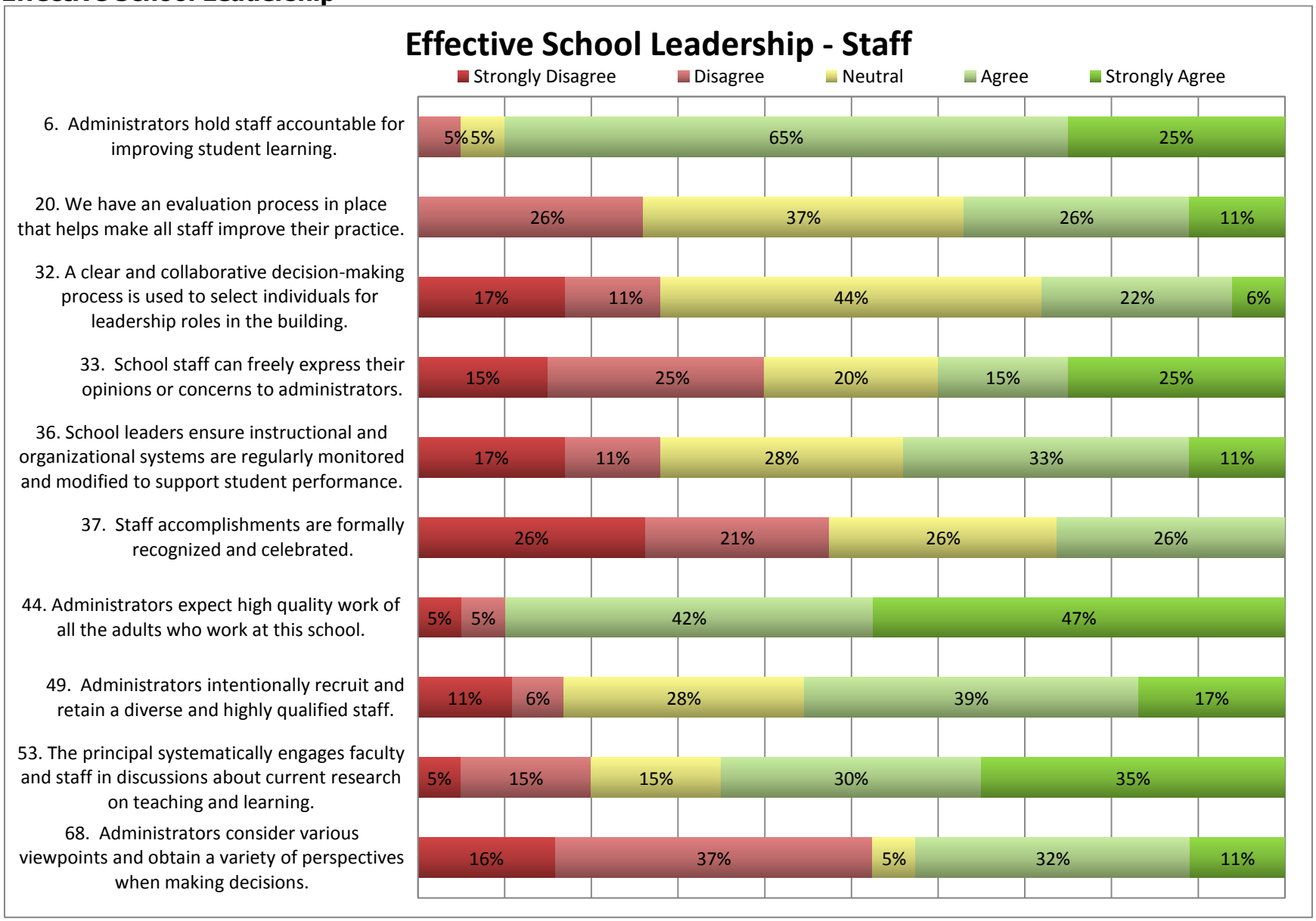

Clear and Shared Focus - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
8. The main purpose of my school is to help students learn.
4%
7%
19%
46%
25%
19. I understand the mission and purpose of this school.
4%
8%
29%
38%
22%
28. My teachers believe student learning is important.
2%
3%
15%
44%
36%

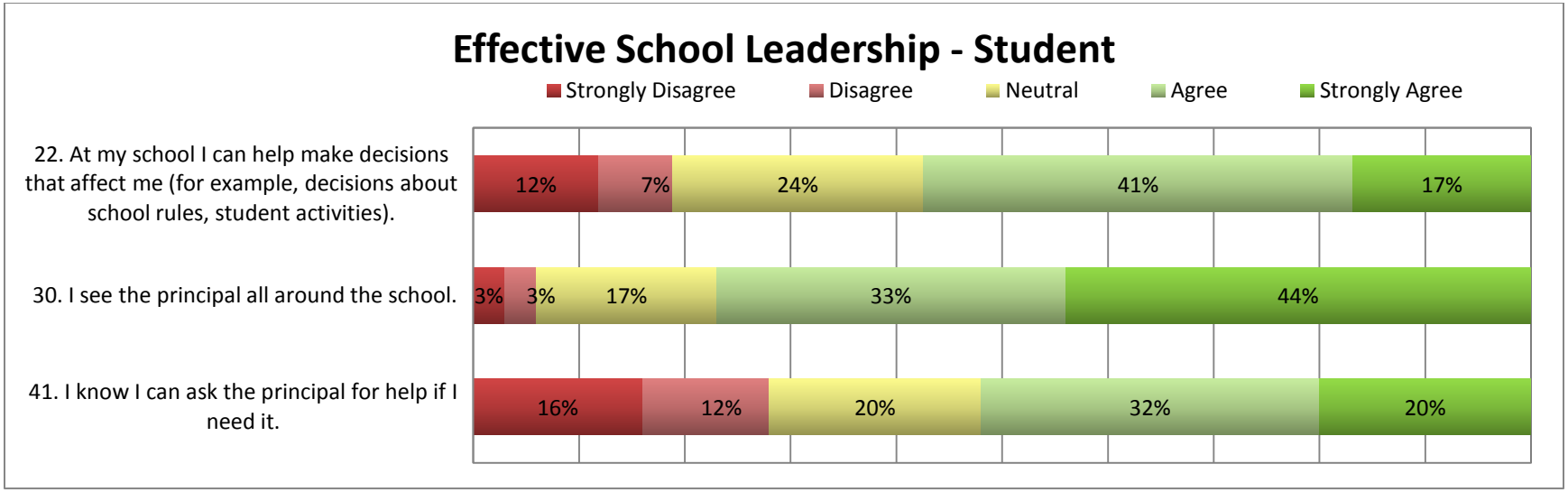
High Standards and Expectations



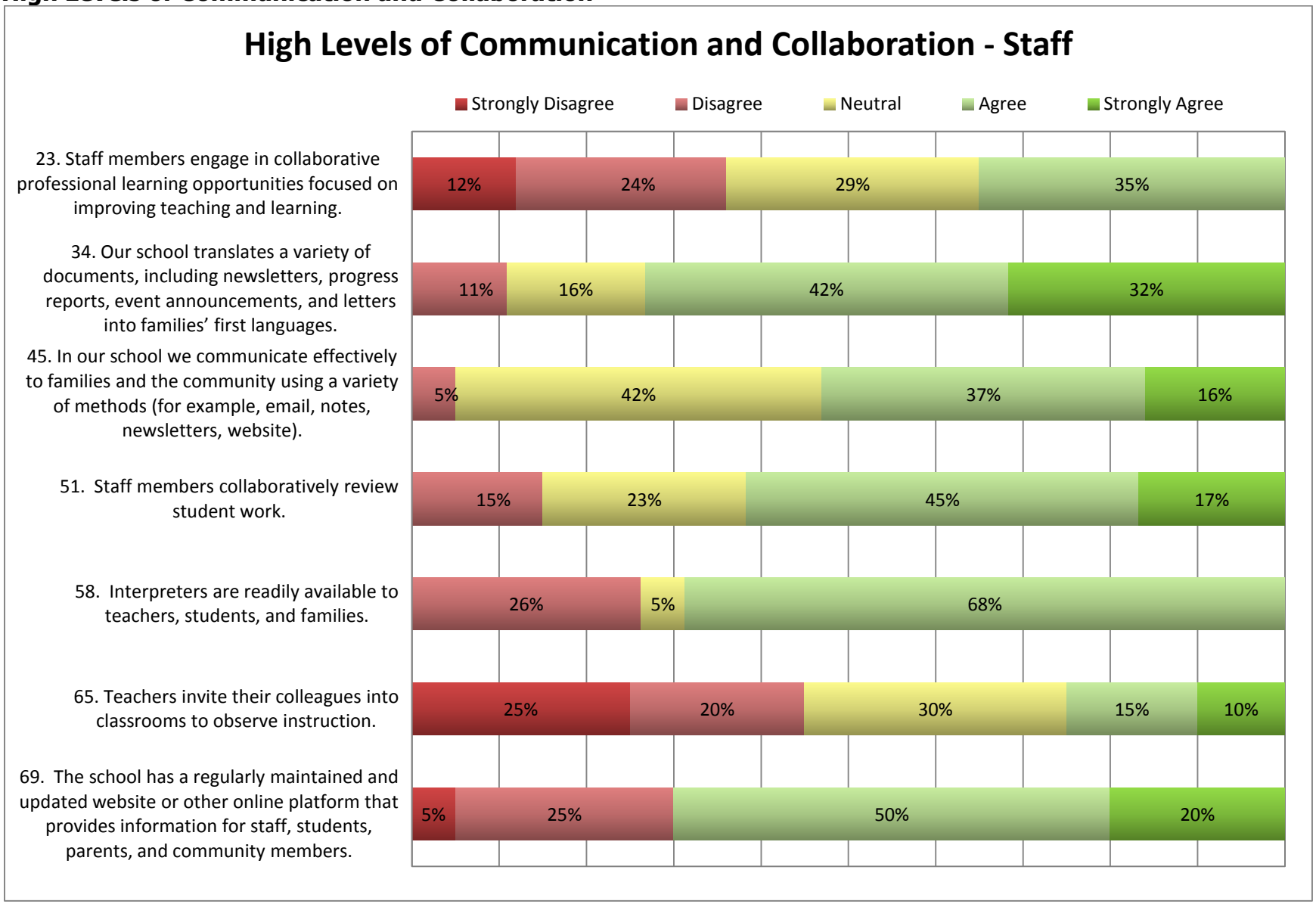

High Standards and Expectations - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
1. In most of my classes, we stay focused on learning.
3%
4%
27%
55%
12%
2. My classes challenge me to think and solve problems.
3%
6%
32%
44%
17%
20. My teachers believe that all students can do well.
4%
9%
19%
40%
27%
21. My teachers encourage me to do my best.
3%
9%
18%
34%
36%
29. My teachers are clear about what I am supposed to learn.
6%
4%
24%
47%
20%
39. My teachers expect all students to work hard.
3%
6%
17%
43%
32%
40. I know why it is important to for me to learn what is being taught.
1%
4%
24%
41%
30%

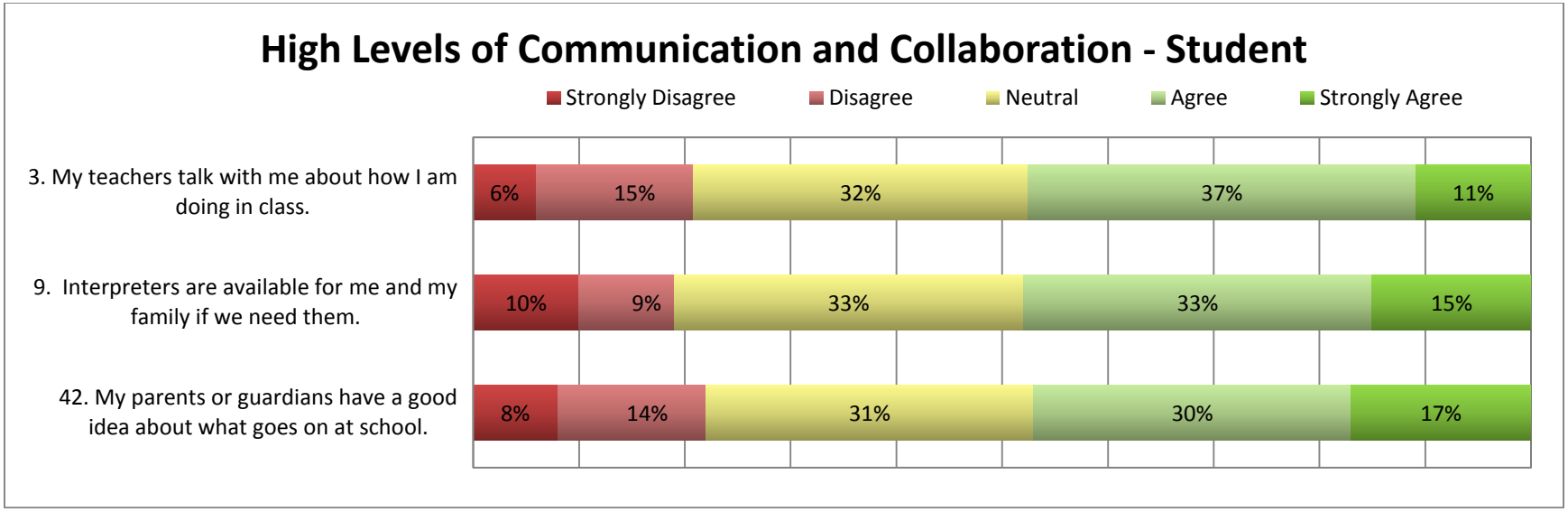
Effective School Leadership



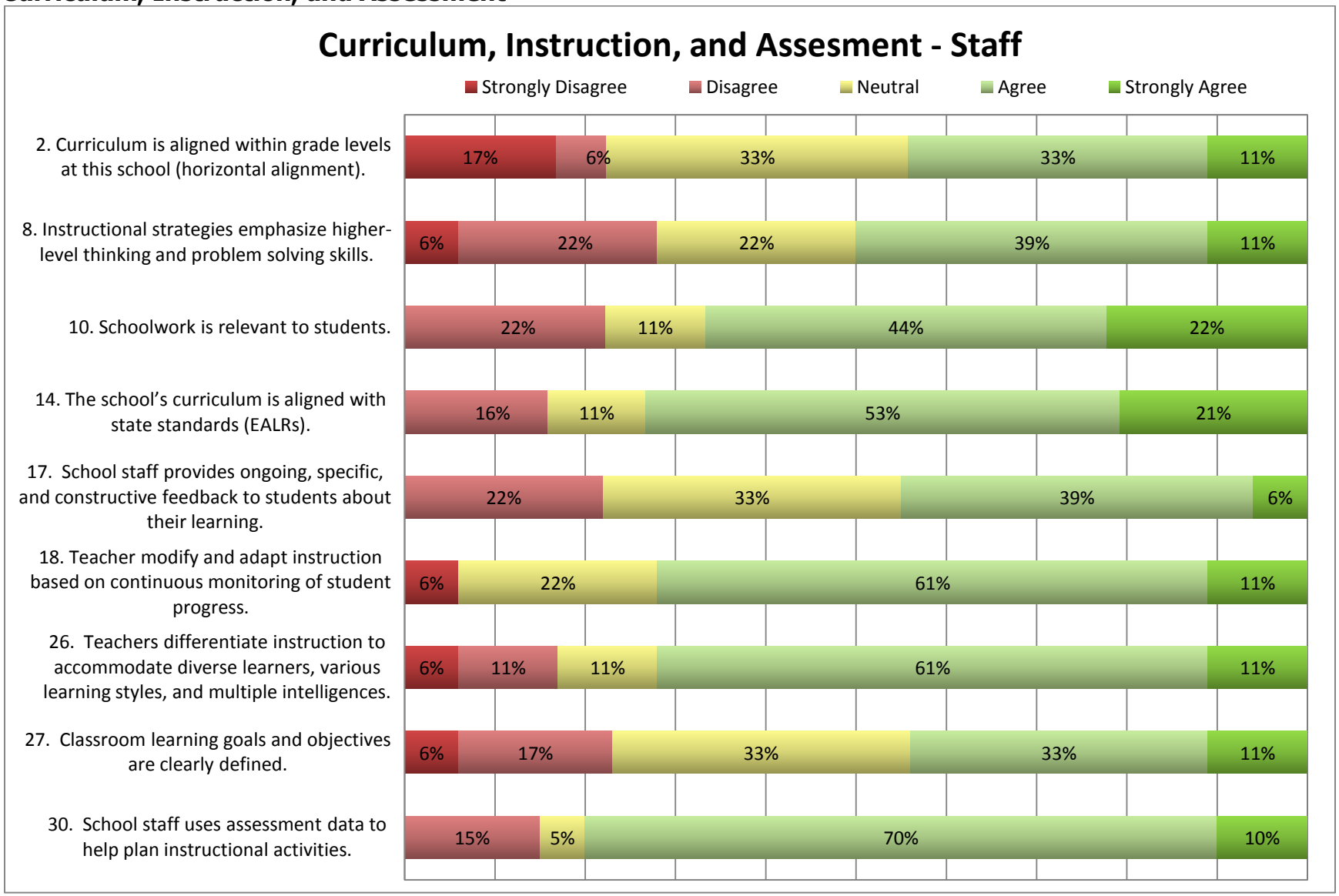

Effective School Leadership - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
22. At my school I can help make decisions that affect me (for example, decisions about school rules, student activities).
12%
7%
24%
41%
17%
30. I see the principal all around the school.
3%
3%
17%
33%
44%
41. I know I can ask the principal for help if I need it.
16%
12%
20%
32%
20%

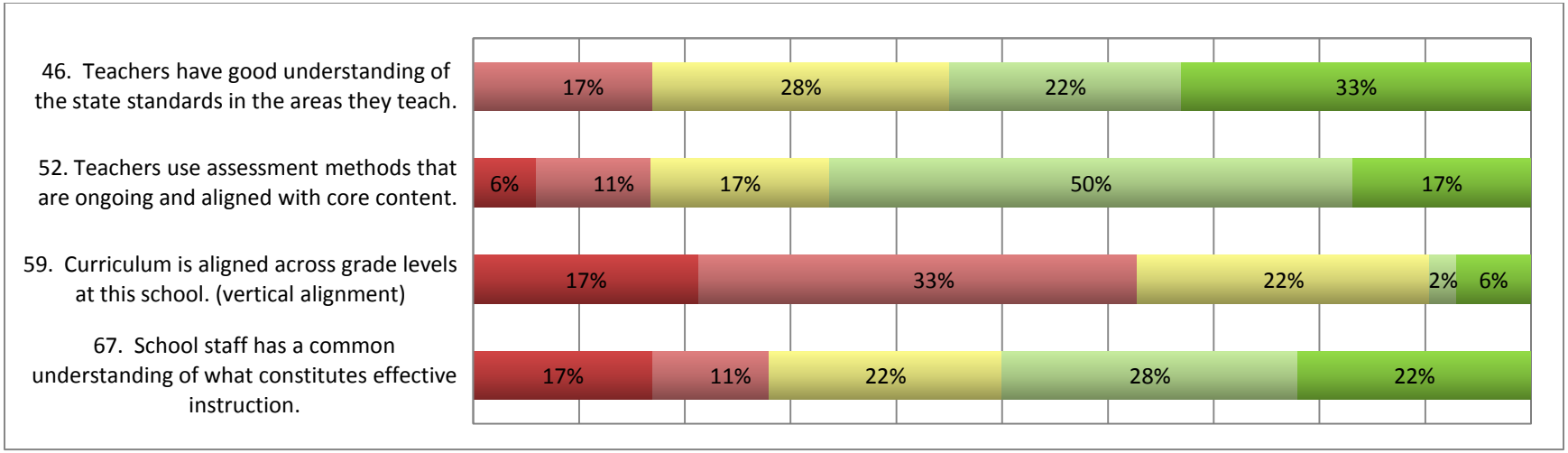
High Levels of Communication and Collaboration

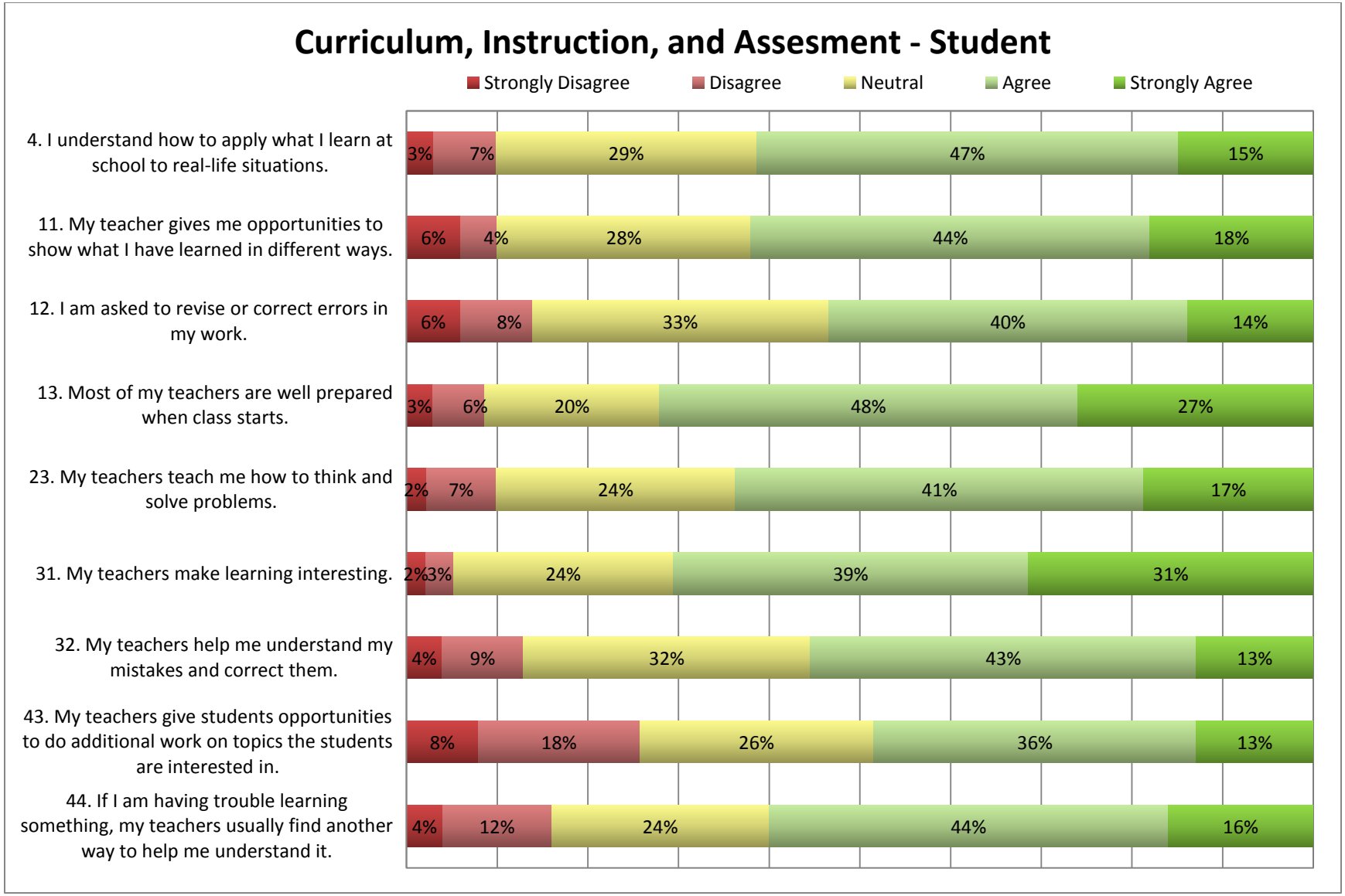


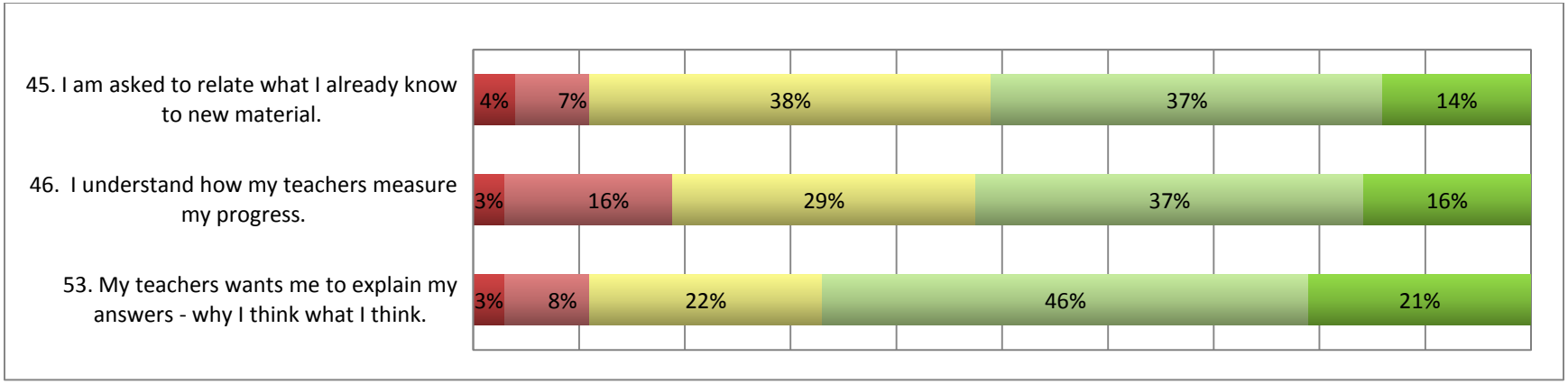

High Levels of Communication and Collaboration - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
3. My teachers talk with me about how I am doing in class.
6%
15%
32%
37%
11%
9. Interpreters are available for me and my family if we need them.
10%
9%
33%
33%
15%
42. My parents or guardians have a good idea about what goes on at school.
8%
14%
31%
30%
17%

Curriculum, Instruction, and Assessment

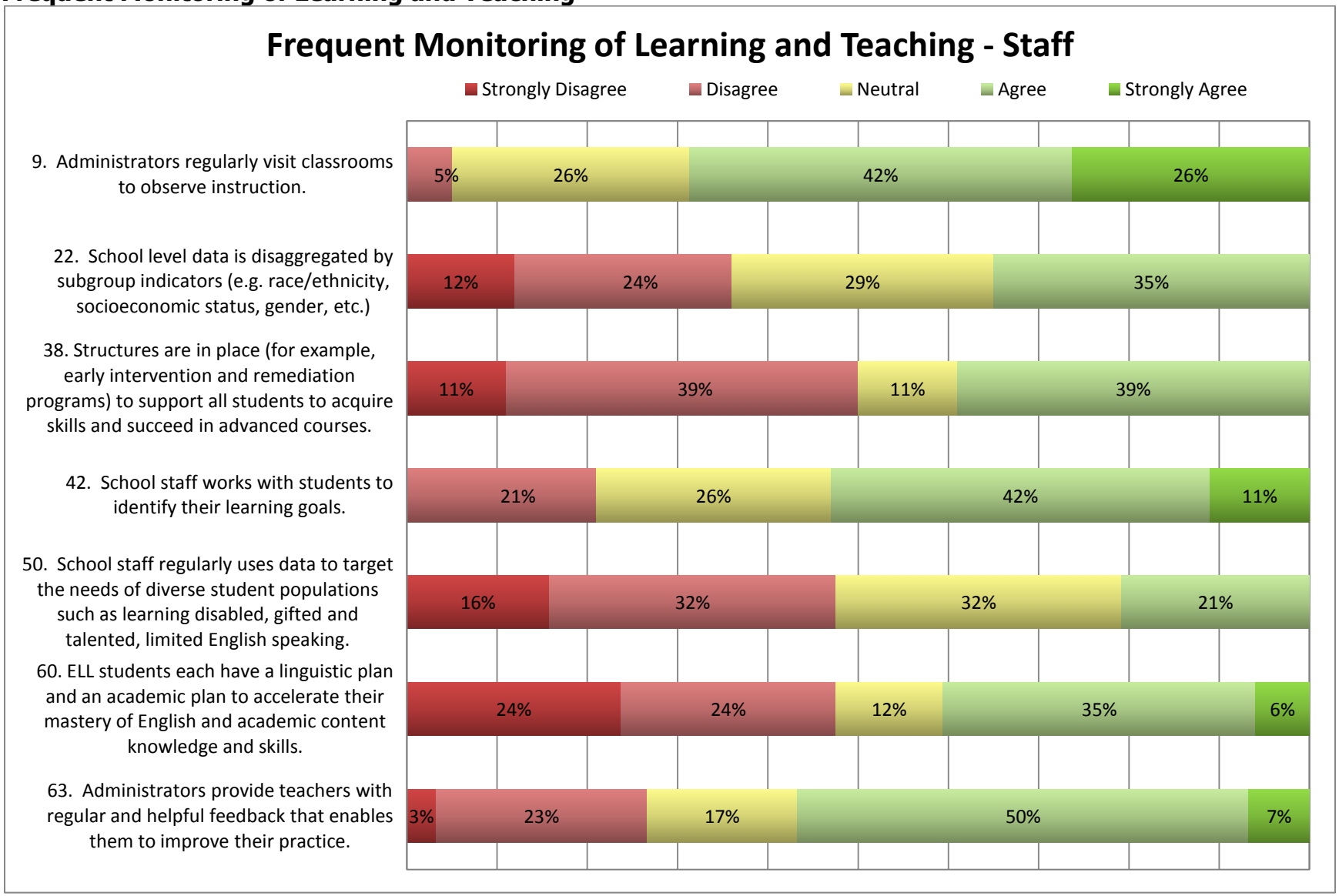


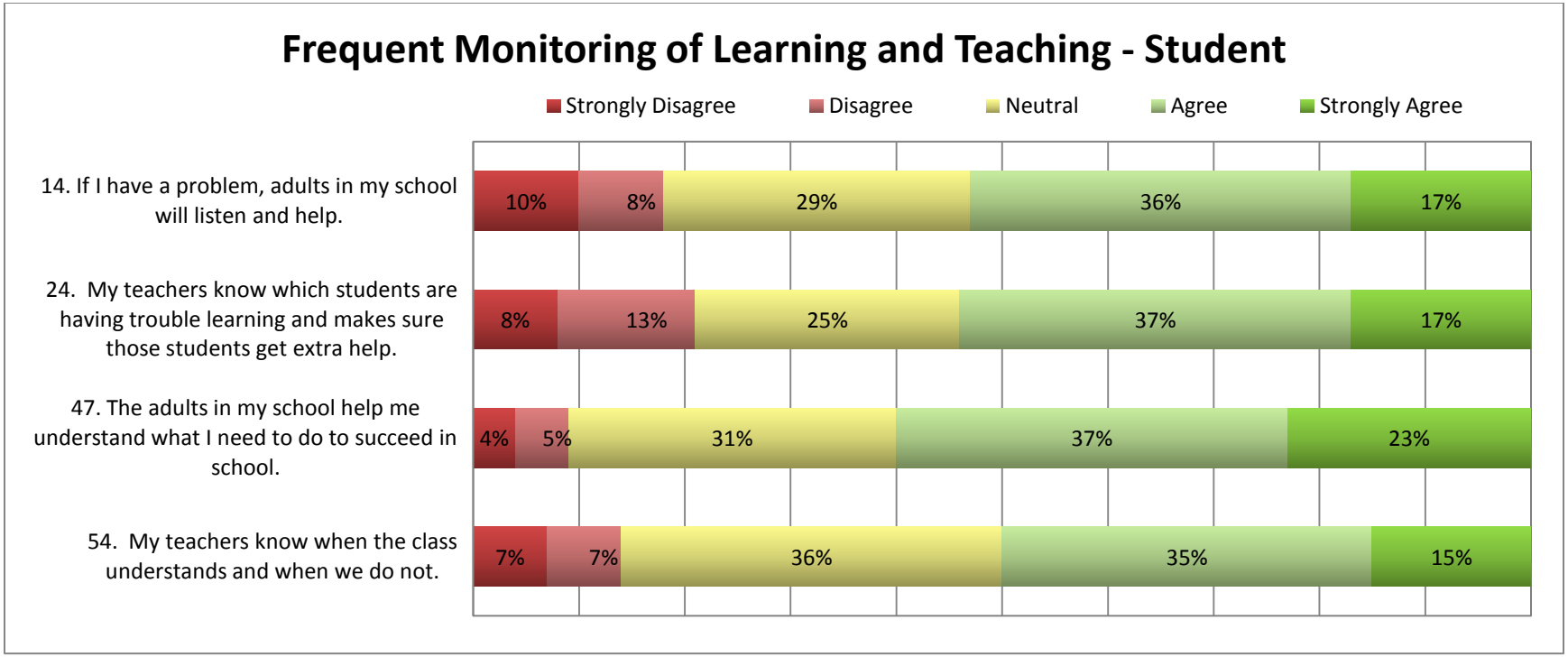

46. Teachers have good understanding of the state standards in the areas they teach.
17%
28%
22%
33%
52. Teachers use assessment methods that are ongoing and aligned with core content.
6%
11%
17%
50%
17%
59. Curriculum is aligned across grade levels at this school. (vertical alignment)
17%
33%
22%
2%
6%
67. School staff has a common understanding of what constitutes effective instruction.
17%
11%
22%
28%
22%


Curriculum, Instruction, and Assesment - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
4. I understand how to apply what I learn at school to real-life situations.
3%
7%
29%
47%
15%
11. My teacher gives me opportunities to show what I have learned in different ways.
6%
4%
28%
44%
18%
12. I am asked to revise or correct errors in my work.
6%
8%
33%
40%
14%
13. Most of my teachers are well prepared when class starts.
3%
6%
20%
48%
27%
23. My teachers teach me how to think and solve problems.
2%
7%
24%
41%
17%
31. My teachers make learning interesting.
2%
3%
24%
39%
31%
32. My teachers help me understand my mistakes and correct them.
4%
9%
32%
43%
13%
43. My teachers give students opportunities to do additional work on topics the students are interested in.
8%
18%
26%
36%
13%
44. If I am having trouble learning something, my teachers usually find another way to help me understand it.
4%
12%
24%
44%
16%

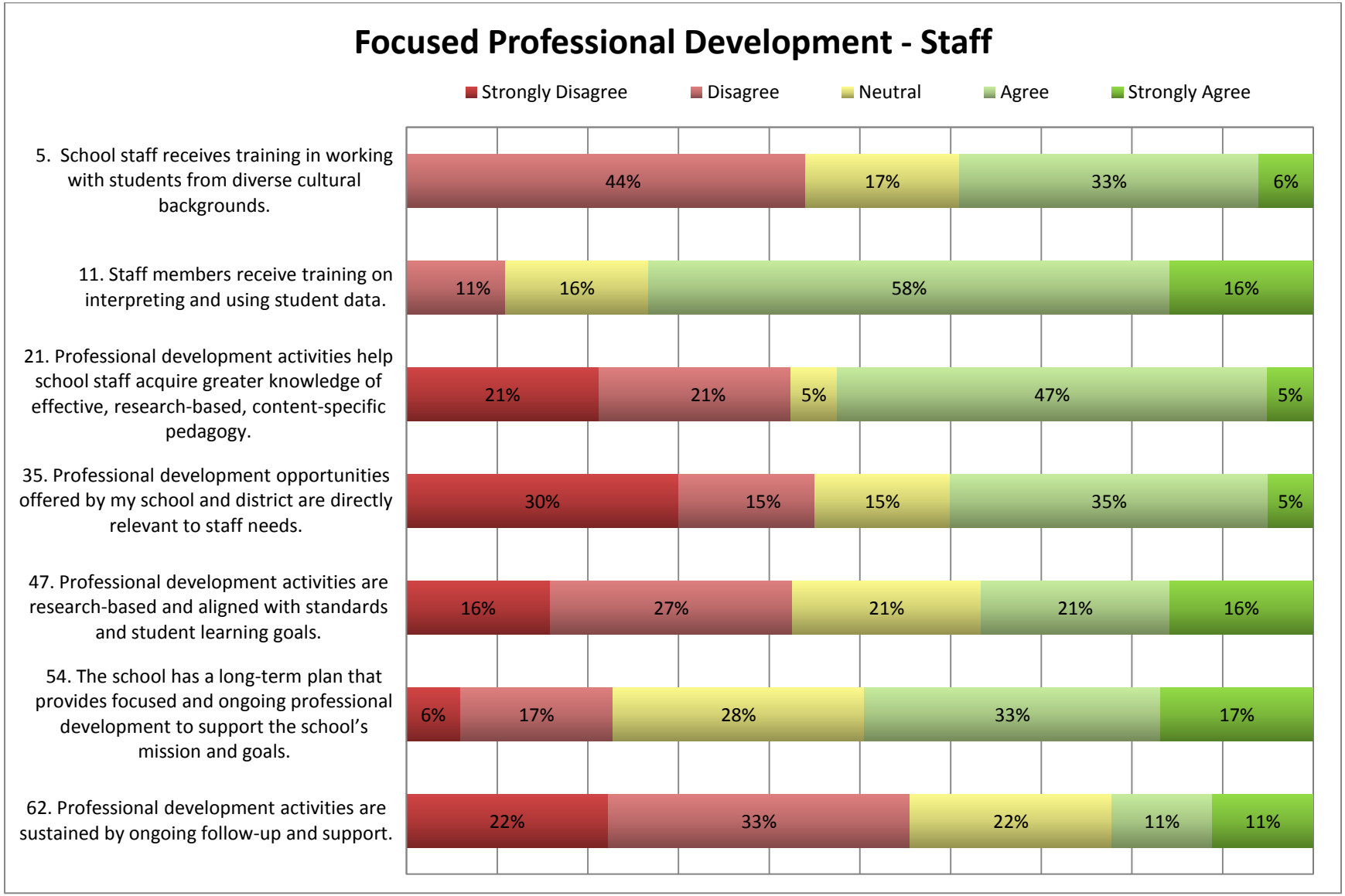

45. I am asked to relate what I already know to new material.
4%
7%
38%
37%
14%
46. I understand how my teachers measure my progress.
3%
16%
29%
37%
16%
53. My teachers wants me to explain my answers - why I think what I think.
3%
8%
22%
46%
21%

Frequent Monitoring of Learning and Teaching

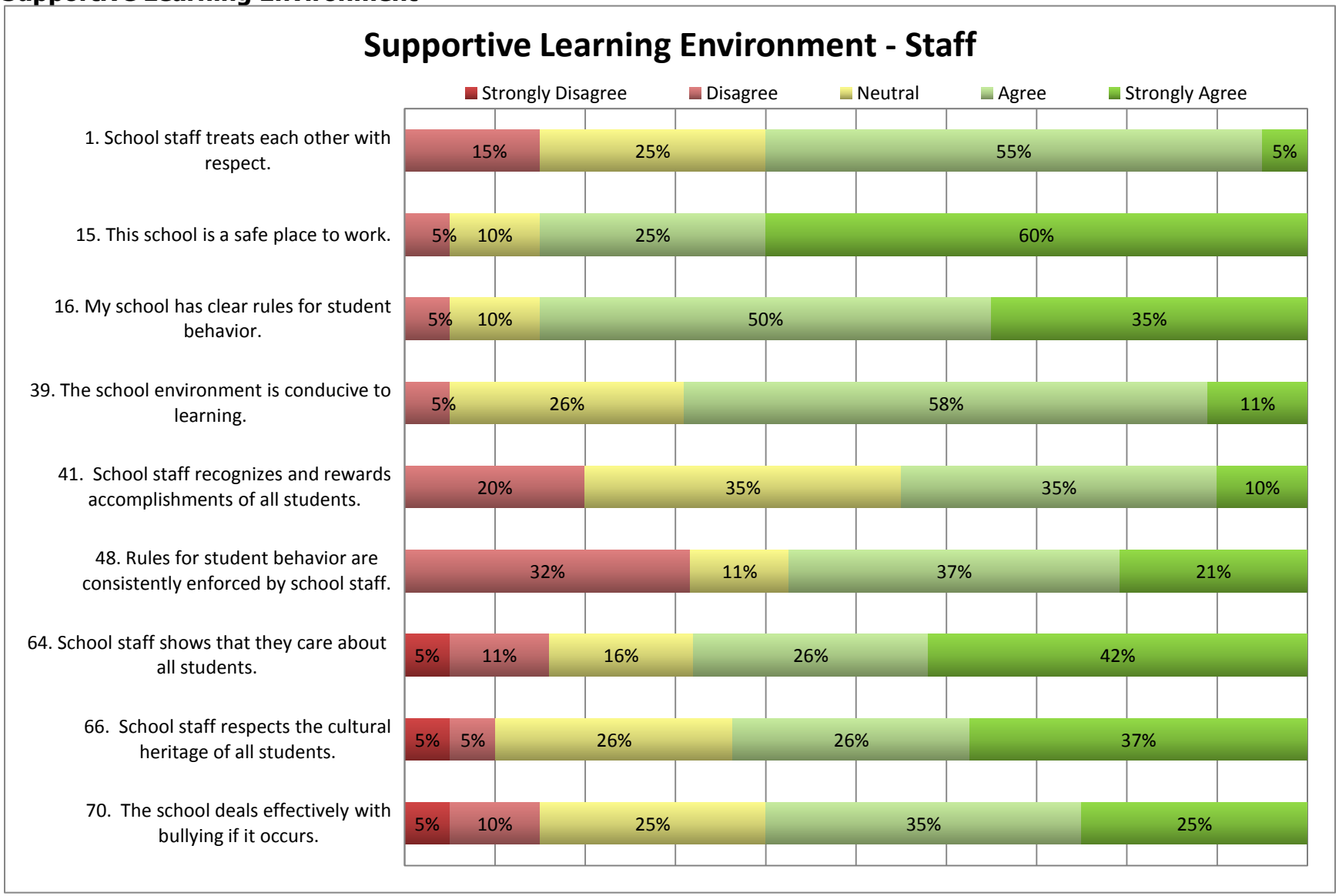


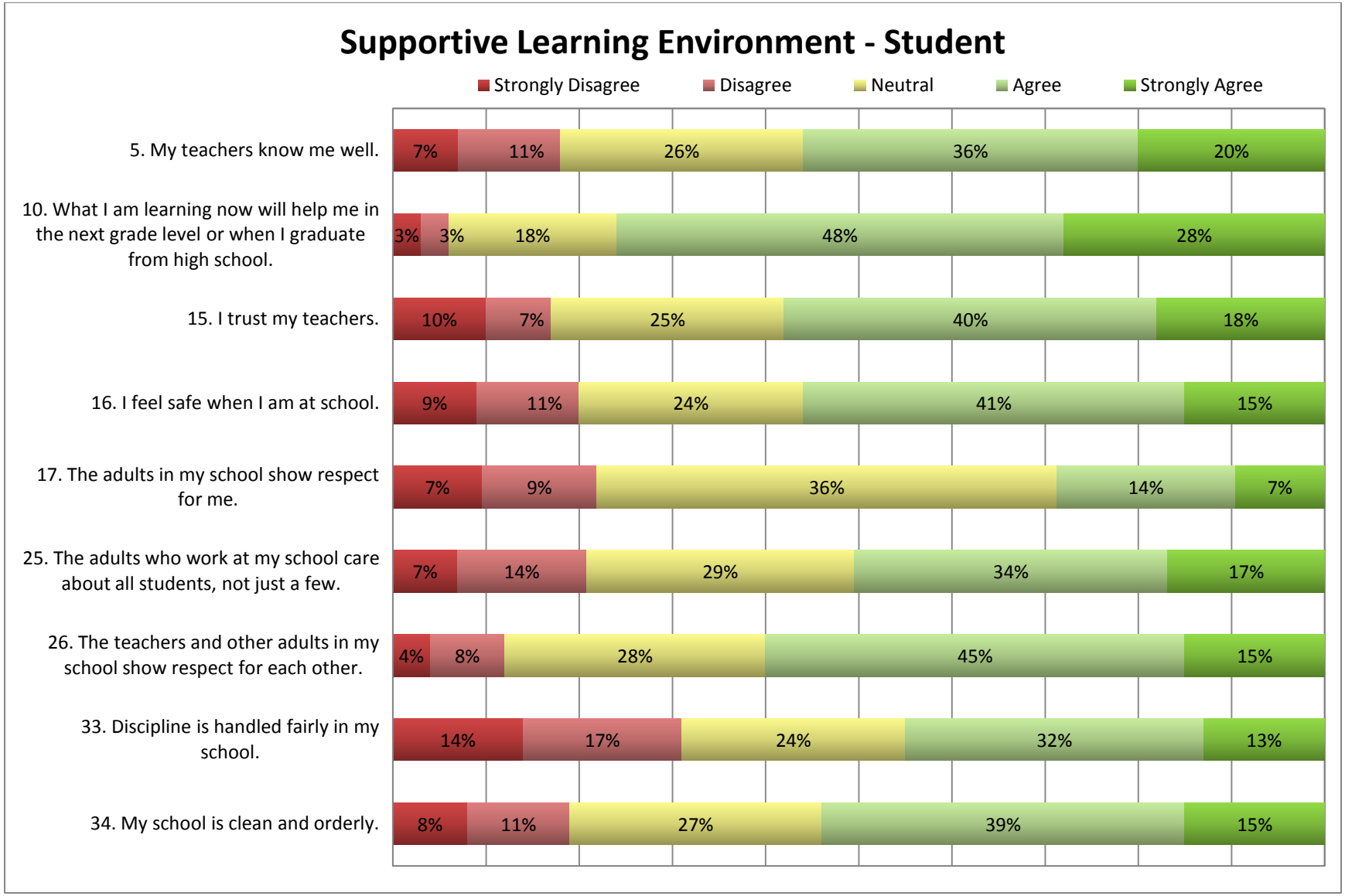

Frequent Monitoring of Learning and Teaching - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
14. If I have a problem, adults in my school will listen and help.
10%
8%
29%
36%
17%
24. My teachers know which students are having trouble learning and makes sure those students get extra help.
8%
13%
25%
37%
17%
47. The adults in my school help me understand what I need to do to succeed in school.
4%
5%
31%
37%
23%
54. My teachers know when the class understands and when we do not.
7%
7%
36%
35%
15%

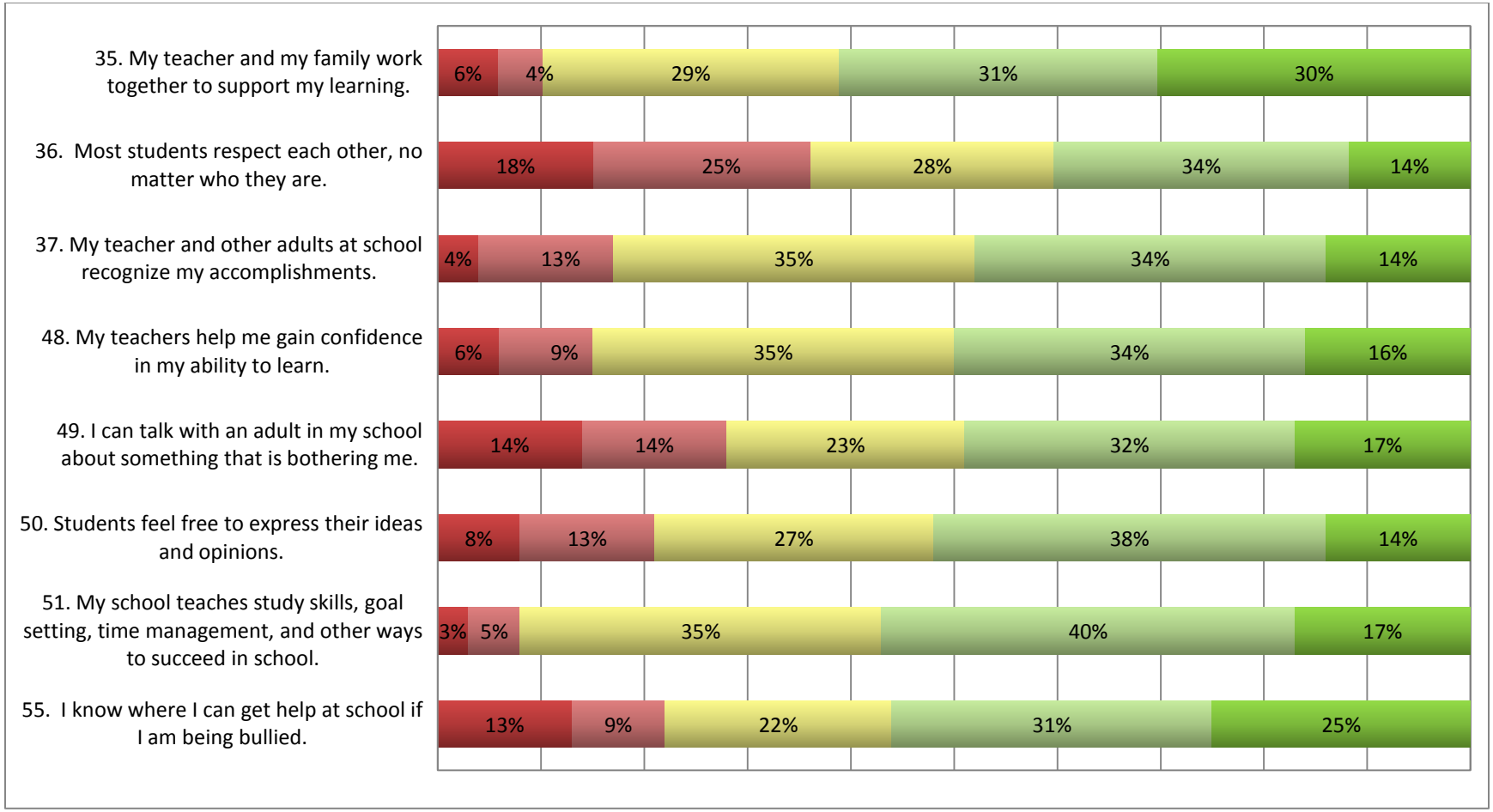
Focused Professional Development



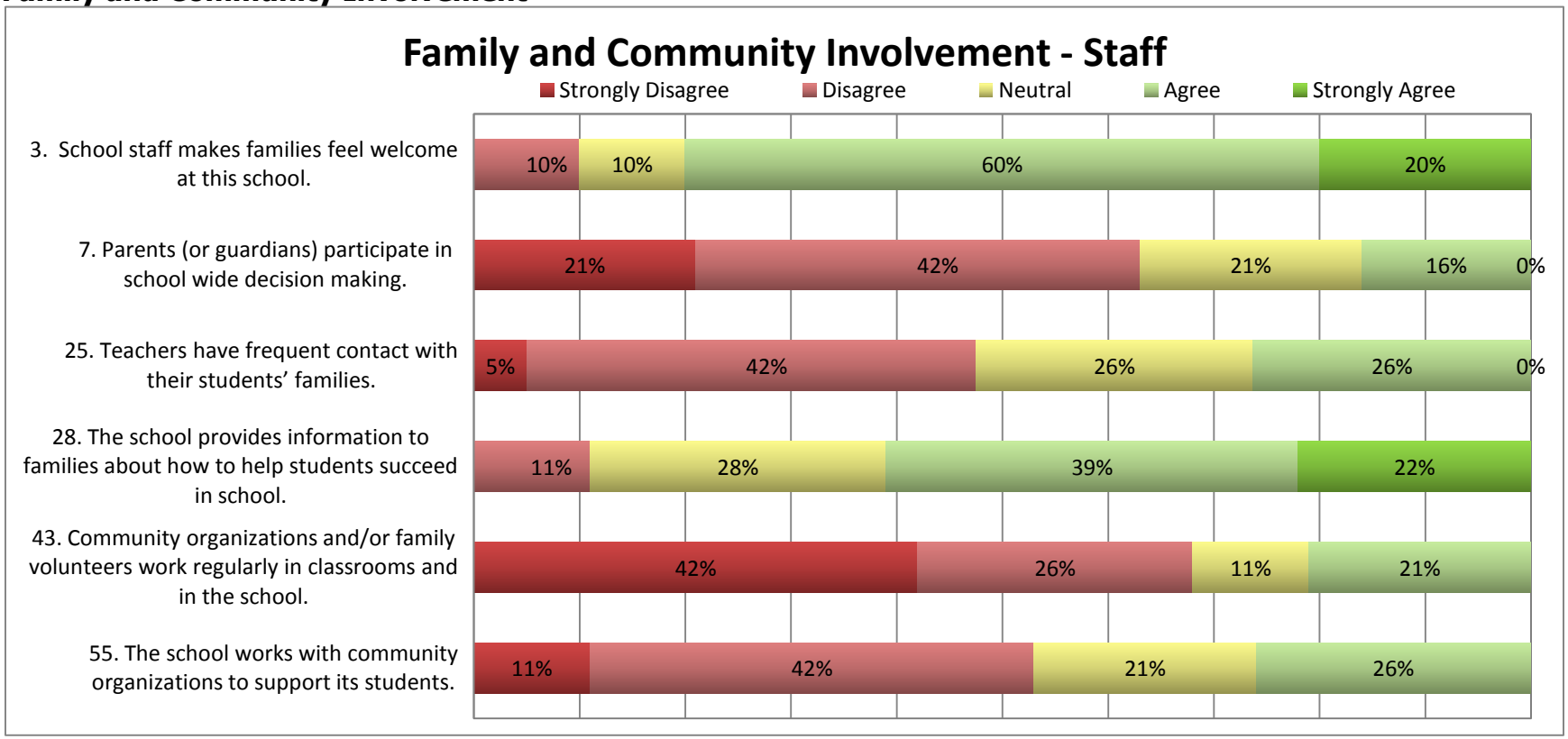
Supportive Learning Environment

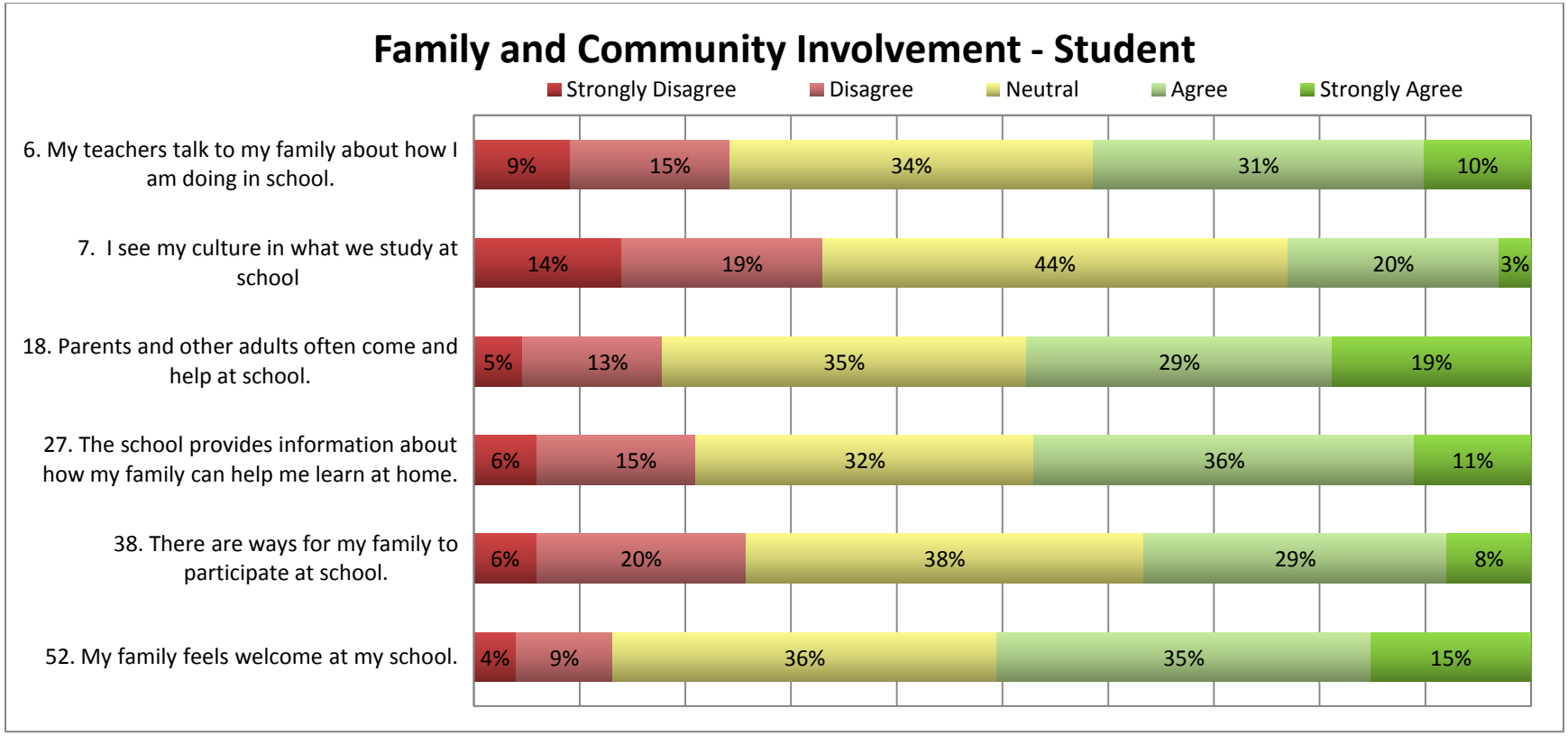



Supportive Learning Environment - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
5. My teachers know me well.
7%
11%
26%
36%
20%
10. What I am learning now will help me in the next grade level or when I graduate from high school.
3%
3%
18%
48%
28%
15. I trust my teachers.
10%
7%
25%
40%
18%
16. I feel safe when I am at school.
9%
11%
24%
41%
15%
17. The adults in my school show respect for me.
7%
9%
36%
14%
7%
25. The adults who work at my school care about all students, not just a few.
7%
14%
29%
34%
17%
26. The teachers and other adults in my school show respect for each other.
4%
8%
28%
45%
15%
33. Discipline is handled fairly in my school.
14%
17%
24%
32%
13%
34. My school is clean and orderly.
8%
11%
27%
39%
15%


35. My teacher and my family work together to support my learning.
6%
4%
29%
31%
30%
36. Most students respect each other, no matter who they are.
18%
25%
28%
34%
14%
37. My teacher and other adults at school recognize my accomplishments.
4%
13%
35%
34%
14%
48. My teachers help me gain confidence in my ability to learn.
6%
9%
35%
34%
16%
49. I can talk with an adult in my school about something that is bothering me.
14%
14%
23%
32%
17%
50. Students feel free to express their ideas and opinions.
8%
13%
27%
38%
14%
51. My school teaches study skills, goal setting, time management, and other ways to succeed in school.
3%
5%
35%
40%
17%
55. I know where I can get help at school if I am being bullied.
13%
9%
22%
31%
25%

Family and Community Involvement




Family and Community Involvement - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
6. My teachers talk to my family about how I am doing in school.
9%
15%
34%
31%
10%
7. I see my culture in what we study at school
14%
19%
44%
20%
3%
18. Parents and other adults often come and help at school.
5%
13%
35%
29%
19%
27. The school provides information about how my family can help me learn at home.
6%
15%
32%
36%
11%
38. There are ways for my family to participate at school.
6%
20%
38%
29%
8%
52. My family feels welcome at my school.
4%
9%
36%
35%
15%

STAR Report for Required Action Districts

Soap Lake Middle and High School

Soap Lake School District

January 26 and 27, 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

District and School Improvement and Accountability
Washington Improvement and Implementation Network (WIIN) Center
6501 North 23rd Street
Tacoma, WA 98406
(253) 571-3540
wiin@k12.wa.us

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

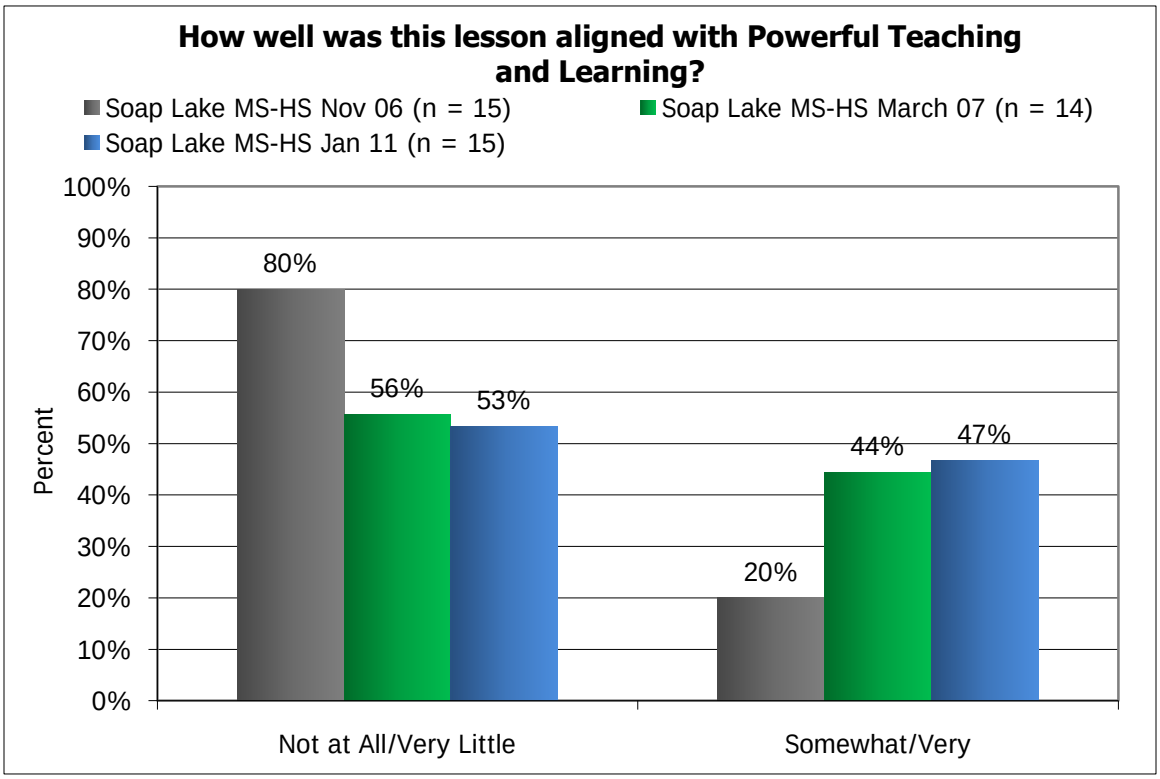
STAR Classroom Observation Study

Introduction

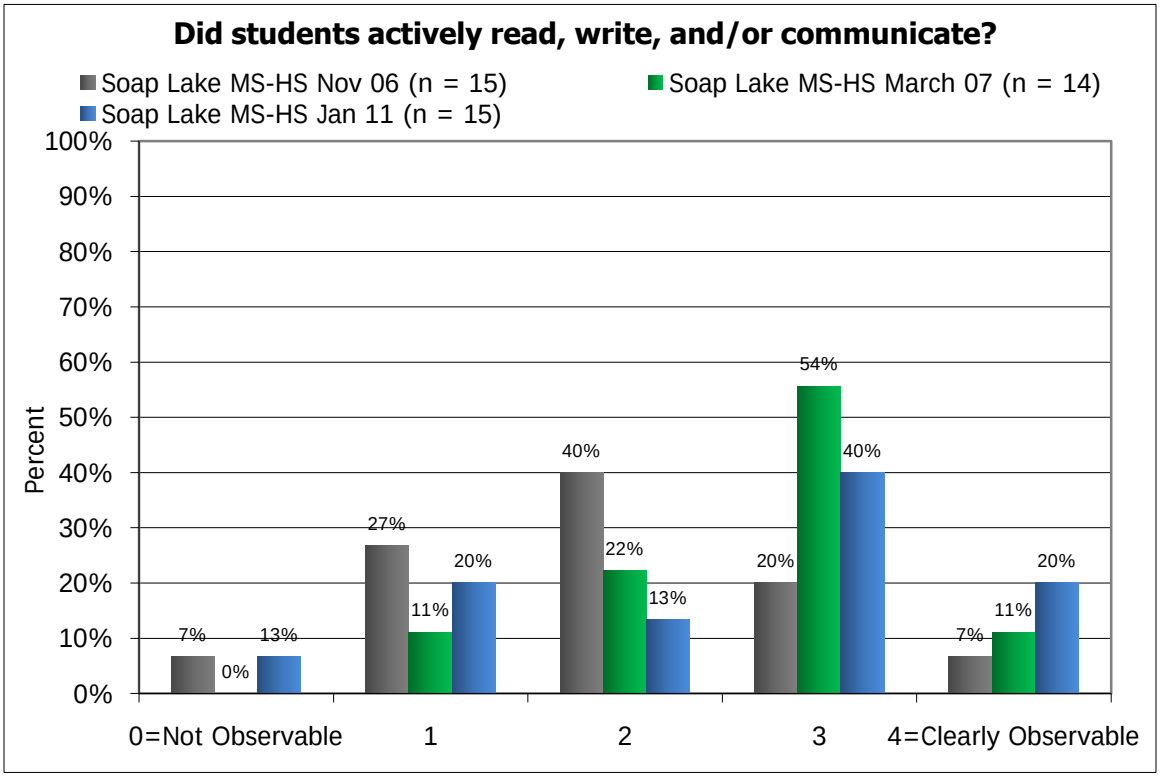
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the 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 Soap Lake Middle and High School's STAR classroom observation results in comparison to past observation results. 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.

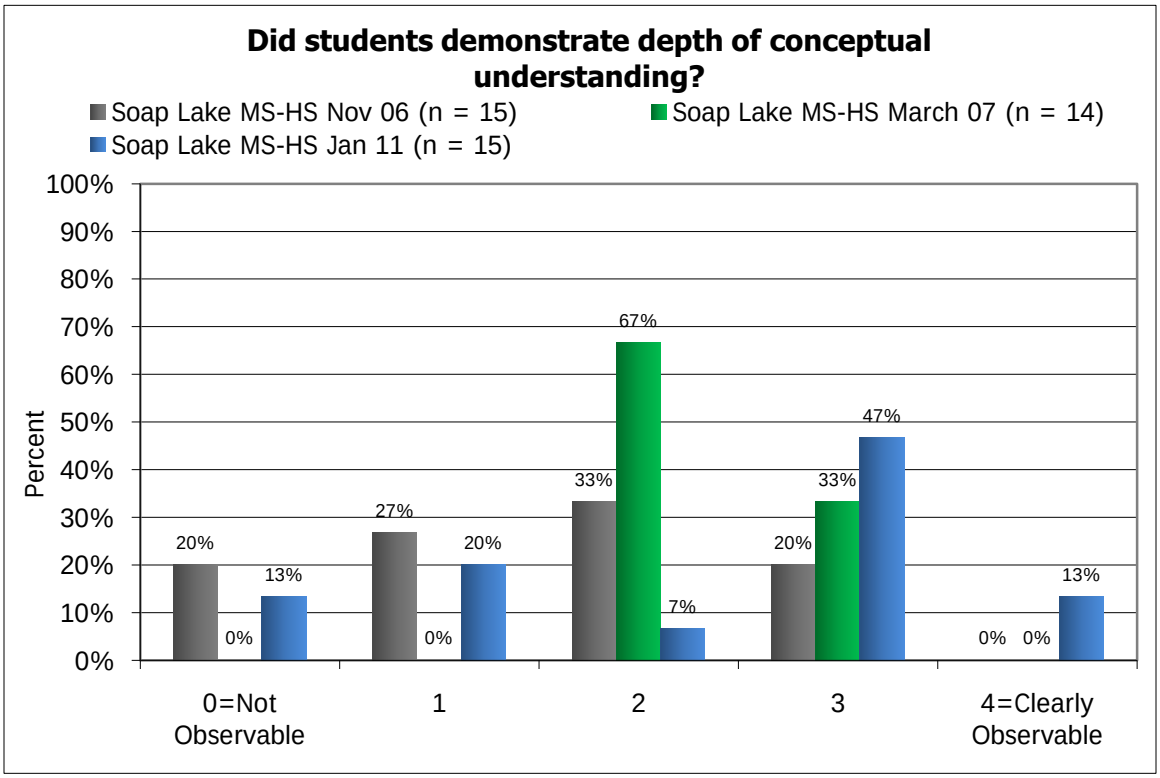
Overall Results



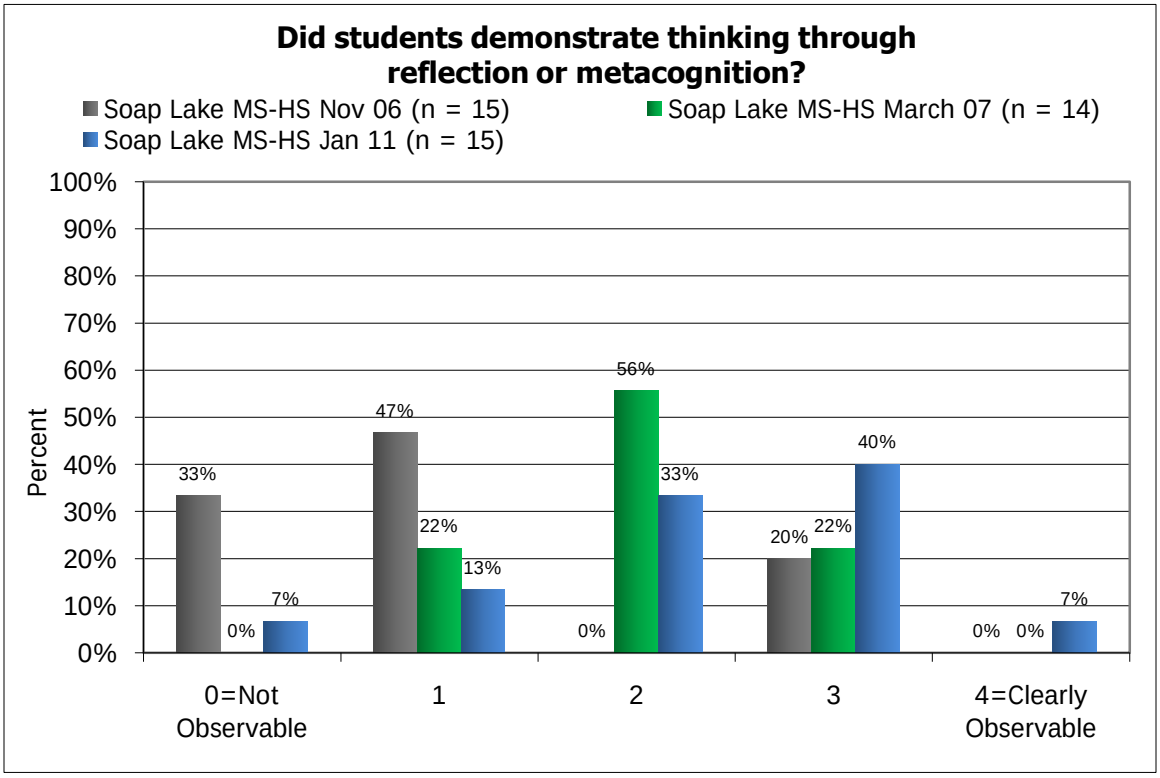
Skills: Essential Component Results



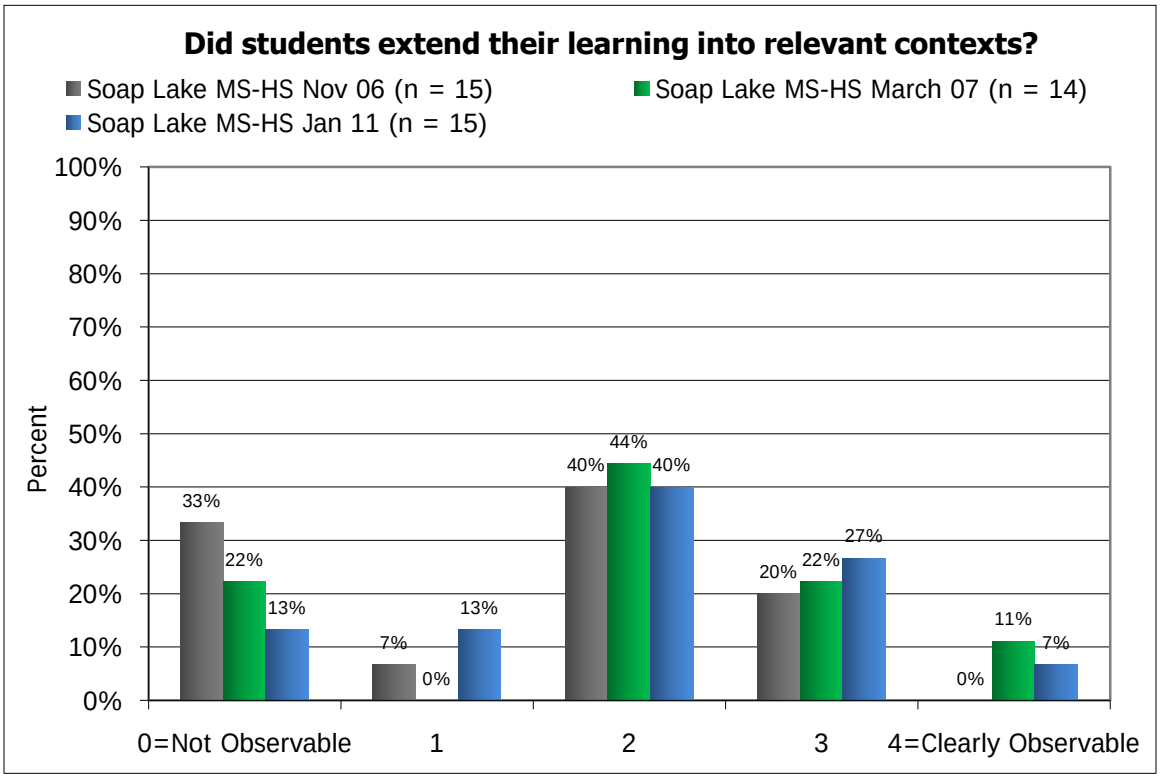
Knowledge: Essential Component Results



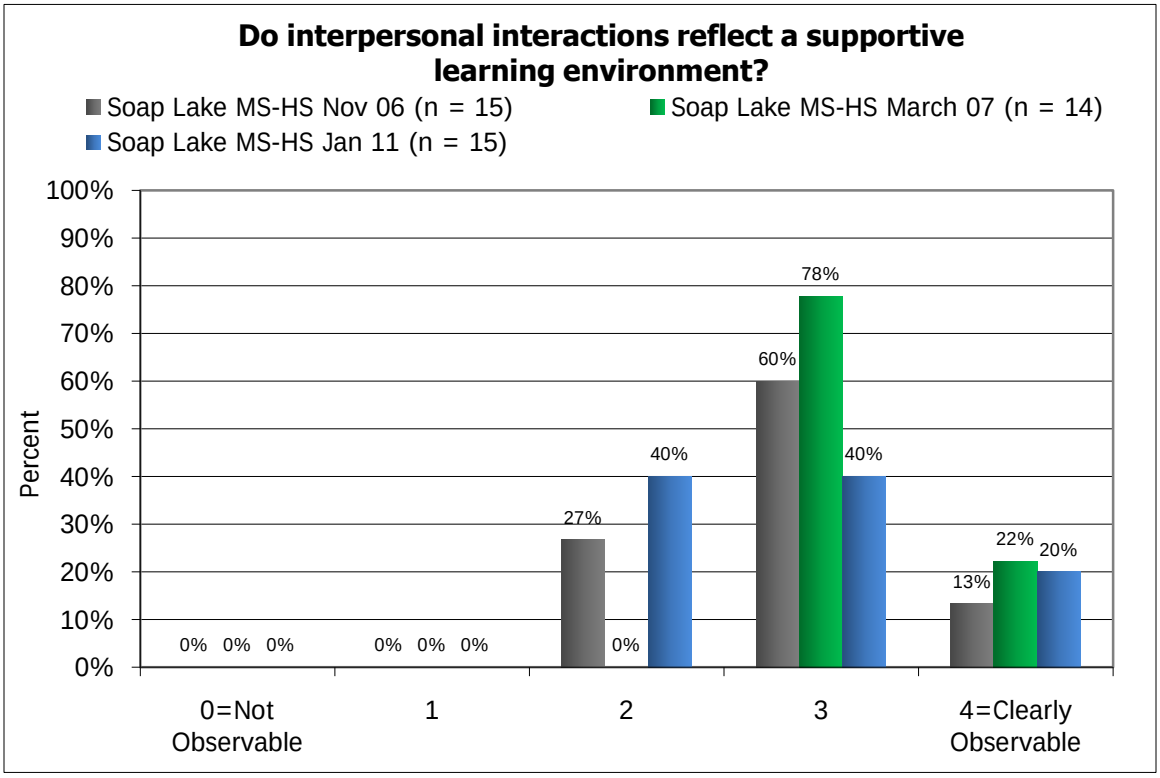
Thinking: Essential Component Results



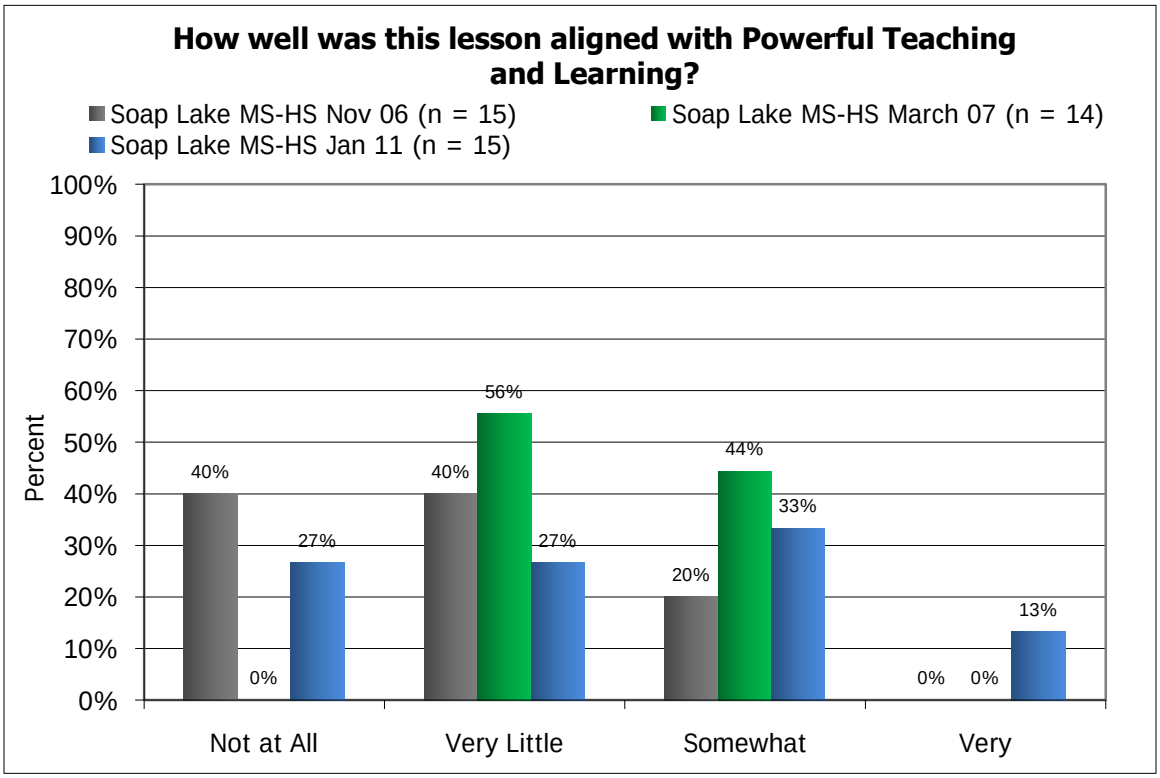
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

Skills Indicators	***0***	***1***	***2***	***3***	***4***
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.	7%	20%	13%	40%	20%
				60%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	13%	13%	13%	40%	20%
				60%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	7%	13%	27%	27%	27%
				53%	
Knowledge Indicators	***0***	***1***	***2***	***3***	***4***
4. Teacher assures the focus of the lesson is clear to all students.	7%	27%	13%	47%	7%
				53%	
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.	13%	20%	7%	47%	13%
				60%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	7%	27%	7%	47%	13%
				60%	
Thinking Indicators	***0***	***1***	***2***	***3***	***4***
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	7%	13%	33%	40%	7%
				47%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	7%	20%	20%	47%	7%
				53%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	7%	27%	47%	20%	0%
				20%	
Application Indicators	***0***	***1***	***2***	***3***	***4***
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	13%	7%	27%	47%	7%
				53%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	13%	13%	40%	27%	7%
				33%	
12. Students produce a product and/or performance for an audience beyond the class.	93%	0%	0%	7%	0%
				7%	
Relationships Indicators	***0***	***1***	***2***	***3***	***4***
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	0%	20%	53%	27%
				80%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	7%	33%	27%	20%	13%
				33%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	0%	20%	40%	40%	0%
				40%	

Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning™ in 47% of the classes, 3 percentage-points above observations in March of 2007. Overall, researchers observed an increase in the number of lessons considered *Very* aligned with Powerful Teaching and Learning™, with the largest gains on the *Knowledge* and *Thinking* Components. However, researchers also observed an increase in the number of lessons scored *Not at All.* Observations occurred during the last week of the semester, and many students had finished projects and had free time. This likely contributed to the increase in *Not at All* scores. For continued improvement, we recommend that staff members explore three specific Essential Components of the STAR Classroom Observation Protocol™:

Thinking: The *Thinking* Component scored moderately on the Protocol; 60% of classrooms scored a 3 or 4, a 27 percentage-point increase from March 2007. While students were observed using or building effective thinking practices in just over half classrooms, researchers observed fewer instances of teachers using effective questioning strategies or students reflecting on their own learning (Indicator 9 received no 4s). Effective questioning strategies probe beyond recall level information and ask students to think about the material at hand in a more sophisticated manner. Questioning strategies can also be used to increase student metacognition and reflection about their own work, which in turn increases students' conceptual knowledge and ability to think at those high levels. We recommend staff focus on improving questioning strategies as well as giving students increased opportunities for reflection. Questions such as: "How did you get that answer?" or "Why do you think that?" are higher level and encourage reflection.

Application: The *Application* Component scored the lowest on the Protocol, with 34% of classrooms scoring a 3 or 4, representing a one percentage-point increase from observations in March of 2007. Researchers observed instances of teachers making personal connections and relating subject matter to other subject areas in approximately half of the lessons (Indicator 10). However, fewer students made their own connections (Indicators 11 and 12). When students extend their learning into relevant contexts, they increase their conceptual knowledge, thinking skills, and motivation for learning. Activities that extend learning can include, but are not limited to, discussing community issues, writing a personal story, or asking students to brainstorm how they will use lesson content in the real world. We recommend that staff work together to generate additional ideas for extending learning. It is reasonable to incorporate Indicators 10 and 11 in every lesson and Indicator 12 every month.

Relationships: The *Relationships* Component scored the highest on the Protocol, with 60% of classrooms scoring a 3 or 4. However, this represents a 40 percentage-point drop from observations in March of 2007. Researchers observed some classrooms where staff members used sarcasm towards students as well as teachers discussing school or community business with other adults during class time. An analysis of the data shows that Indicators 14 and 15 scored low. Researchers observed evidence of social support (Indicator 14) in 33% of the classrooms and differentiated learning (Indicator 15) in 40% of the classrooms. We recommend staff members plan lessons that increase student engagement, collaboration, and differentiation. Some strategies include partner-sharing, writing groups, peer feedback, multiple ways of learning information, or opportunities for students to make choices about their learning. These strategies enhance a supportive learning environment and provide a structure for student discussion, reflection, critical thinking, and analysis. In groups, students learn teamwork, which is a valuable career skill. Teachers can also use group discussions to encourage students to express their opinions, listen to the opinions of others, and provide support for their answers, which enhances *Knowledge* and *Thinking* in the classroom.

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:

_____

_____

_____

_____

What is/are the highest scoring Essential Component(s)? _____

_____

What is/are the lowest scoring Essential Component(s)? _____

_____

What is/are the highest scoring Indicator(s)? _____

_____

What is/are the lowest scoring Indicator(s)? _____

_____

What are some areas that we could all focus on? _____

_____

What should we do next? _____

_____

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-terms 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
Soap Lake Middle/High School	530807001335	xx						xx

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
Districts applying for competitive *School Improvement Grants (SIGs)* to serve their Tier I and Tier II school(s)	**#1 through #5 and #8** Applications with incomplete answers will not be considered.
Districts applying for competitive *School Improvement Grants (SIGs)* to serve their Tier III school(s)	**#6 and #7** Applications with incomplete answers will not be considered.
Required Action Districts funded through federal *School Improvement Grants (SIGs)*. Note: This application serves as the proposed action plan required through state legislation.	**#1, #3, #4, #5, and #8** 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 ☐ No
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 required OSPI School-level Needs Assessment was conducted at Soap Lake Middle-High School on January 26-27, 2011, by The BERC Group. During the site visit, 48 people including district and building administrators, board members, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, the evaluators conducted 15 classroom observations using the STAR protocol to assess classroom practices. Finally, evaluators accessed information gathered through the District School Improvement and Accountability office. This included school and district improvement plans, collective bargaining agreements, salary allocation model, student achievement data, and additional school documents.

The BERC Group Needs Assessment Report indicated levels of 1) (minimal, absent, or ineffective) or 2) (initial, beginning, or developing) for all of the Nine Characteristics of High Performing Schools, stating that "a score of 2 or below warrants attention." The Needs Assessment identified eight (8) additional recommendations which represented "the most critical areas to move forward in with the recommended model and corresponding required elements:"

1. ***Develop a clear understanding of the requirements for transformation and turnaround school improvement models…***
2. ***Access support in developing a Comprehensive Human Resources Management system. . .***
3. ***Conduct an action planning process to identify a clear focus on student learning, with specific goals and strategies for school improvement for each grade level and each subject area. . .***
4. ***Set High Academic Expectations and develop a system to identify, implement, and support them…***
5. ***Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing with a gap-analysis process built-in to ensure that we sustain continuous progress…***
6. ***Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices and include goals for individual and group involvement that embodies a shared circle of responsibility to enhance success…***

7. ***Develop a distributed leadership structure that emphasizes building leadership teams for the Middle and High School so they can help with the implementation and monitoring of school improvement goals and strategies…***
8. ***Develop structures and processes to support meaningful collaboration among MS/HS staff such as on-site professional development that focuses on developing collaborative teams as well as establishing advisories to enhance student-teacher relationships and family communication…***.

To supplement the results of the Needs Assessment, the Soap Lake School Superintendent reviewed the school improvement plans, student results on the WASL/HSPE/MSP, and recent school improvement efforts at Soap Lake Middle-High School. Building on a long-established relationship between the District and NCESD 171, the Superintendent also met four times with Cindy Duncan, Assistant Superintendent for Student Learning and Support Services at NCESD 171, and members of her staff. They discussed instructional, operational, and programmatic needs at Soap Lake Middle-High School, reviewed the results of the BERC Group needs assessment with their representative, Candace Gratama, and with his administrative group in attendance. The Superintendent also met with the BERC Group, the NCESD 171 Teaching and Learning Specialist (Cindy Duncan), and the OSPI-DSIA liaison (Carolyn Lint) to identify potential technical assistance and service options, which are the most focused, effective, and attainable as possible.

A number of efforts were made to gather input from the Soap Lake community about the School Improvement Grant and the opportunities it will provide. The Soap Lake Superintendent discussed issues related to this application at a meeting of the Soap Lake School Board at a Board Retreat on January 29, as well as with individual board members who were part of the BERC report consultation meeting. Subsequent Board approval of the School Improvement Grant application was given on February 28. The superintendent also held five open-forum community meetings throughout the month of February, 2011, where parents, community members, administrators and staff had opportunity to give participatory feedback. During these meetings, participants discussed needs of Soap Lake Middle-High School, intervention options available under the School Improvement Grant, and opportunities for staff, students, and the community to support this effort.

The Superintendent also met twice with all Soap Lake MS-HS faculty and district staff to discuss school improvement needs and options for the Soap Lake Middle-High School as well as to review results from the BERC Group needs assessment. Finally, the Superintendent met regularly during the development of this proposal with Joyce Pearson, president of the Soap Lake Education Association. A union meeting led by Joyce Pearson, Greg Monson, SLEA Vice-President, and a Uniserv representative (Washington Education Association) was also held to discuss key components in the grant proposal. Based on these discussions, the union leadership has expressed its support for the Transformation model as indicated by the BERC Group in its report.

Since the CBA was recently signed (August-2010), The SLEA and the District have begun to define the necessary elements that might cause a conflict between the Collective Bargaining Agreement and the Transformational Model goal efforts so they can be appropriately addressed. The MOU was agreed upon and signed on February 23, 2011 by both the District and SLEA Representatives. The SLEA and District will continue to meet and review grant activities with regard to CBA impact and work to resolve issues. The Superintendent has obtained the commitment and support for the implementation of the intervention model from the school board, SLEA, and SLESP. The School Board Chair has written a letter confirming the Board's commitment to this initiative. The SLEA President also has written a letter of commitment on behalf of the SLEA regarding this initiative.

It was the conclusion of the Superintendent after reflection on input from stakeholder groups that only two intervention models were viable options for Soap Lake Middle-High School: the Transformation model or the Turnaround model. The BERC Group report concluded by stating that "the transformation model is the most supported model given the school and district assessment. The district leadership is supportive of Transformation Model, and the union as well is supportive of this model."

It is clear that the district does not have a school with the capacity to absorb students if Soap Lake Middle-High School were closed, nor does it have the capacity to "swap" staff with other schools, as in a Turnaround model, given this is the only middle-high school in the district. Recruitment efforts have been challenging in the past.

All the above factors convinced the Superintendent to select the Transformation model as the basis of this proposal for Soap Lake MS-HS School - including the recommendation of the BERC Group in its needs assessment report, the support of the teachers union for this model, community support for this model, as well as past successes by the Soap Lake District in improving Soap Lake Elementary's student performance using a grant from the U.S. Department of Education (Reading First). The implementation of the Transformation model will allow the school to develop a belief system around rigorous teaching and learning for their students, put systems in place to develop the capacity of all staff, and develop an authentic mission statement and action plan, as well as evaluation systems, professional learning plans, and family engagement strategies.

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).

Below are the Transformational Model center pieces critical to this intervention model:

A.) TEACHERS AND LEADERS…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.) 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.

C.) LEARNING TIME AND SUPPORT …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.

D.) 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.

E.) GOAL SETTING… Describe annual goals on State assessments that will be used to monitor school overall progress in all grade levels.

District staff and external partners will work with school administrators and staff to engage in a comprehensive School Action Planning process prior to school opening in September, 2011. This work will reestablish an authentic and clear mission for Soap Lake Middle-High School that focuses on all students learning at high levels.

The process will lead staff to identify and prioritize needs and strategies outlined in the School Improvement Grant into actionable and measurable goals, and specific action plans with attached timelines. This action planning process will use the information from the Characteristics of Improved Districts Research, as well as the Nine Characteristics of Effective Schools as a basis for intensive planning around each component of the Transformation model. This plan will be transparent to all in the school and community, and serve as a timely (bi-annual) review platform for assessment of progress in the school. The plan will also be used to guide district and school decision-making and particularly the strategic allocation of district and school resources.

In an effort to provide support with coordination and facilitation of all the different aspects of implementation of the Transformation model, the District will use grant funds to contract with an external specialist who will serve as the Transformation Specialist. This individual will have experience and expertise in school and district reform initiatives in rural settings and will work directly with the Superintendent and the Middle-High School Principal. Responsibilities will include coaching district leaders in effective instructional leadership practices, the leadership of a change process, and assisting with facilitation of implementation of elements of the Transformation model. The Transformation Specialist will also assist with contact and coordination of services with all external partners. This position will run through the entire grant period.

Transformation Model: Teachers and Leaders: The Principal as Leader

Two years ago a newly configured Soap Lake Board of Directors took decisive steps to provide a new, forward thinking leadership team for the Soap Lake School District. In 2009-2010 new principals were hired for Soap Lake Elementary and Soap Lake Middle-High School. Kevin Kemp was hired at that time to lead the middle-high school. Kevin came with four years of experience, including the leadership of a school that made substantial gains in student learning during his tenure. The Board then replaced the Superintendent in the fall of 2010 with Dan McDonald. Even prior to the notification that the school was eligible for a RAD grant, Mr. Kemp and Mr. McDonald had been working as a team to begin substantial reform efforts in the school district. In examining the components of the Transformation Model concerning the School Leadership, it was clear that Mr. Kemp has the complete support of the Superintendent and the Board of Directors to lead this effort. Therefore Mr. Kemp will be continuing as principal of Soap Lake MS-HS as the SIG grant is implemented. The District recognizes that leadership is a key component to success of this model, and is therefore committed to providing the Principal with any and all support necessary to assure continued skill development and growth. During the pre-implementation period, Mr. Kemp will work closely with the Transformation Specialist to further develop skills in classroom observation, data analysis, effective communication and collaboration with teachers. This professional development work will be done both at Soap Lake and in other successful high poverty; rural schools in the area the District will also seek out professional development opportunities for the Superintendent and Principal for Summer, 2011 to increase their knowledge of leadership in a change process. Through existing partnerships and SIG funds, the district is committed to provide the principal with ongoing coaching and mentorship to continue to develop strong skills in instructional leadership, implementation of change processes, and effective communication throughout the course of the grant.

The Superintendent will continue to stress with the principal the expectation that the development of instructional leadership skills is the highest priority. He is committed to removing conflicting duties from his job responsibilities so that Mr. Kemp can devote as much time and attention as possible to this important area. The principal will need tools and systems to be more visible in classrooms. He will need continued training and tools to develop skills in analyzing

student achievement data and observing for the presence of strong instructional practices, along with training to provide instructional modeling to staff. Skills will also need to be developed in handling resistance and conflict, while maintaining strong positive relationships. SIG grant funds will be used to provide all necessary tools and support needed.

The District recognizes the need to establish clear expectations and standards for effective instructional practice with the teaching staff. Teachers will receive increased levels of monitoring and supervision to assure that expectations are being carried out in each classroom. In addition, teachers will receive frequent feedback from trained observers, so they have the information they need to improve. Initially, the district will use SIG funds to provide school administrators with professional development in conducting classroom walkthroughs, as well as recognizing effective classroom practices. Furthermore, the Superintendent will clarify expectations for evidence of increased frequency of classroom observations by the administration (from 3 presently per week to 20).

As these efforts are underway the District will work with the principal and teaching staff to begin the development a new teacher and principal evaluation system that rewards staff for efforts toward improvement, and expects improvement in staff where it is needed. The evaluation system will include the component of student growth in the evaluation, and expect teachers and principals to gather evidence of improved student learning. Initially, the District will search out other districts and research based frameworks to gain a starting point. The new evaluation system will be piloted with staff in the 2011-2012 school year. SIG funds will be also used to develop the Soap Lake Instructional Framework during the first year of the implementation process, which will further clarify expectations for teachers, identify evidence of increased levels of effective practice, and sources of evidence of student learning. SIG funds will be used to contract with external partners with this expertise, accessing research-based instructional frameworks as a guide, including work by Danielson and Marzano. District that is consistent with language that will be used in the new state level evaluation system scheduled to be implemented in 2012-2013.Teacher will work with specialists to create common language that will be used in the Soap Lake School.

In an effort to create a system of increased accountability and responsibility for student achievement among all staff in the school, the District will implement the "Shared Circle of Responsibility" in the fall of 2011 (graphic attached). This model identifies the roles and responsibilities of all staff to be well informed about student achievement, and to work together to change instructional practice for all students as well as provide intervention to targeted students.
The School Principal is responsible to meet regularly with teacher teams focusing on student achievement data, and resulting in action plans for intervention. Transparent sharing of classroom data will encourage team members to mentor each other, and explore new practices that are proving to be more effective. The Principal will also meet regularly (approximately every 4-6 weeks) with each teacher individually to offer support, suggestions and direction to improve student learning in their specific classes. These meetings will include a focus on recent achievement data from each teacher's classroom. The results of these meetings are shared regularly with the Superintendent and other district staff, with a focus on how to provide support to teachers where needed, and how to ensure that all teachers are working to improve teaching pedagogy and student performance.

The Superintendent will include summaries of this information in regular discussions with the Board of Directors. This model is meant to occur in a cycle that is repeated at least 6 times throughout the year. SIG funds will be used to provide professional development on each step of the cycle, including data collection and analysis, action plan development, and development of effective student interventions.

As stated in the BERC Group report, "The district tends to be limited to the immediate area in most recruiting." This has meant a very limited pool of applicants. As a result, positions have been very difficult to fill. During a recent effort to hire a new foreign language teacher (a retiring teacher position), the district had to seek alternative avenues to find just one qualified candidate. The District is committed to implementing new approaches to successfully extend its recruitment outside the immediate area. It has already explored the use of online job postings to extend its recruitment efforts. It will work with NCESD 171, AWSP, and WASA to identify one or more external partners to advise it in creating, implementing, and refining new personnel recruitment strategies. It will also work with union leadership to establish a system of support and mentorship to newly hired staff to ensure a successful experience in Soap Lake school system, as well as increased likelihood of retention of quality staff.

The District recognizes the need to establish a dynamic and distributed leadership infrastructure that allows a greater emphasis on instruction and greater interaction between district/school leaders, faculty and students in the classroom. One strategy that will be used initially, while internal capacity is being strengthened, will be to contract with an external instructional specialist who will work with administration and teacher leaders throughout the length of the grant. The Instructional Specialist (Cindy Duncan from NCESD 171) will work with the Superintendent, principal, staff, and Transformation Specialist to assist in aligning instructional initiatives and needed professional development in implementing the school's common instructional framework as defined earlier.

The Instructional Specialist will also work with instructional content coaches from the ESD to assist MS-HS staff directly with integrating these new practices into their routine classroom practices. These contracted instructional services will provide support to develop strong building-based distributed leadership with a focused emphasis in line with the efforts of a strong PLC format for the MS-High school level as well as district-wide. Teams will engage in the development of norms, purpose statements and the use of protocols, as well as evaluating student work and designing and monitoring intervention planning. These services are projected to begin in fall of 2011.

The goal of this contracted Instructional Specialist position is twofold: improved instructional practice and improved student learning. Additionally, our instructional specialist will often be responsible for providing or arranging professional development assistance with activities for all teachers, and addressing issues teachers face daily in their classrooms. Our intent is to provide an ongoing, job-embedded professional development program, not a series of one-shot workshops. The assistance will help staff learn to align their instruction to state standards, utilize instructional materials effectively, implement newly learned strategies in the classroom, and provide effective assessments of student learning within a culture of support and trusting relationships.

This will provide opportunities for staff to strengthen their instructional knowledge, skills and abilities from within, with a focus on the basic academic foundation platforms as well as academic interventions that the District will establish. The elements will be adopted with a focus on the attainment, enhancement, and implementation through a District-wide professional development continuum. The development of this system will have a process of review and adjustment as professional development needs change.

A second, internal level of support for the instructional staff will be the implementation of Teachers on Special Assignment. One and a-half time positions will be established during the first year of the grant, and continue throughout the grant period. Our focus will be on Literacy support, and math/science. The organization of these positions will be such that two teachers will be assigned to this instructional support/professional development position for a period of six (6) months. Our intent is to build district capacity in the area of teaching and learning support by

developing and building teacher leadership capacity, content and coaching skill awareness, and intensive instructional strategy proficiency with an eye on providing for reflective opportunities in a professional development framework. The District recognizes that if deliverables are expected from all (staff-administration-board-students-parents) then our district needs the time and resources if it is to develop its depth and breadth as well as the expedience of its intentions, analysis of data, and implementation of new instructional practices through defined frameworks. The importance of increasing collectively the capacity of our staff and district to apply and act in new ways, share knowledge, alter instructional behavior and practices with fidelity is one obligation, but the other important aspect of this effort is making sure that our sustained effort over-time will result in defined norms, protocols, and non-negotiable in the areas of guidance for learning instruction, development of "good" instruction, implementation of classroom principles of learning, and the inclusion of a cognitively guided instructional frameworks. We KNOW this is the right road to building our diversified leadership. To be successful, all of our efforts will be closely evaluated (internally and externally) to gauge the impact on instructional practice and student performance at the end of the first year.

These individuals will work closely with the Instructional Specialist, the NCESD instructional coaches, and the Transformation Specialist to gain skills to effectively support classroom staff so that overall instruction in the school will continuously improve. Our overall district goal is to grow our own instructional and content specialists. They (TOSAs) will work closely on strategies with the Instructional Specialist and ESD instructional coaches, as they develop the skills to work more independently with individual teachers and groups of staff. The Teachers on Special Assignment will provide mentoring and collegial opportunities for staff in effective strategies to strengthen students' reading, writing, and math skills. The TOSAs will work closely with the MS-HS principal, who will provide guidance and support on issues addressing student needs, reading and math instruction and alignment with state academic standards. In addition, to develop their instructional coaching skills, the TOSAs and the Principal will be receiving training in instructional coaching strategies and classroom data collection tools usage through University of Kansas Instructional Coach Institute. As their skills develop, the TOSAs will increasingly provide resources to the classroom, model lessons using effective teaching techniques, and observe and collect data during classroom lessons with efficient feedback offered to the teacher. They will be responsible for growing skills in development and analysis of formative assessments, effective teacher collaboration and lesson development. They will also participate, and eventually lead training with staff on teaching students who live in poverty, as well as cultural competency issues relevant to the Soap Lake School District and its surrounding community. The Principal will participate in this training in order to provide necessary support for this model of classroom support.

The TOSAs will provide leadership in curriculum alignment activities that are being started in the spring of 2011. Work is currently being done by the math department to align the new Holt Curriculum (grades 6-12) to the Washington State Math Performance Expectations, as well as to the emerging Common Core standards being adopted by the state. The Math TOSA will be responsible for leading this team in the alignment effort, assuring that a pacing calendar is established and followed by all staff, and that adequate formative and summative assessments are being used with fidelity to monitor student progress. The TOSAs will work with staff to assure that an updated syllabus reflecting state grade level standards is available for each class. They will also work with District administration to provide adequate and up to date instructional materials, and an updated pacing guide aligned to what is tested on emerging assessments. They will take leadership in researching and purchasing necessary instructional materials (supplemental and intervention), which may be needed by staff to adequately instruct their students to master all necessary Washington State Standards. They will also work closely with school administration to align course offerings in the master schedule to what students need, be it on-line or in the classroom. The TOSAs, with the assistance of the Instructional Specialist and Transformation

Specialist, will work to provide staff with ongoing information on how students are learning. The District will implement the administration of OSPI Math and Reading Benchmark Assessments in all math and Language Arts classes 6 – 12, with the support of the Data Director system, which will organize data for staff use. The TOSAs, administrators and other teacher leaders will receive training in Data Director in order to assist staff in effective use and analysis of Math and Reading Benchmark data, as well effective development, administration and analysis of frequent, and ongoing formative assessment data. The District is strengthening and enhancing the use of the MAP assessment system as well, which will be administered three times per year, as part of the needed data analysis. The TOSAs will work with teacher teams in the development of effective intervention strategies for students in need, as well as adjustments in instructional practice. Consultation with the Instructional Specialist, NCESD content coaches, OSPI TACSEs will support this effort.

Presently, the MS-HS has only one nationally board certified teacher. This staff member is definitely seen as a teacher leader and will play a key role in our grant activities. The District will initiate efforts to provide timely and accurate information to potential candidates as well as explore methods of support similar to that offered by surrounding districts in an effort to encourage more MS-HS teachers to begin their efforts to become nationally board certified.

Transformation Model: Instructional and Support Strategies

The District will strengthen the capacity of administrators and faculty to effectively facilitate and participate in collaborative instructional teams and provide expanded opportunities for common faculty planning time around research-based classroom instructional practice. This will be crucial in building a viable *Professional Learning Community* as well as strong grade/subject level collaborative relationships among faculty.

Targeted professional development addressing these objectives will begin during the summer of 2011, with follow-up sessions conducted during subsequent summers. Job-embedded professional development will also occur in the classrooms with instructional support staff such as the Instructional Specialist and TOSAs, during staff meetings, and during faculty planning time throughout the school year. The District will seek out external partners on these professional development efforts. District and school administrators and teacher leaders (TOSAs) will take a greater leadership role in this effort over time as the PLC principles become embedded and defined.

The District is committed to collaboratively developing a job-embedded professional development system with administration and teacher leaders that will build the capacity of teachers to utilize research- based instructional practices and assessment strategies as identified in the Soap Lake Instructional Framework. SIG funds will be used to pay all teachers to participate in professional development during the summer of 2011 with an eye on making sure that this professional development effort has a shared, on-going emphasis that is locally rooted and makes a direct connection between what teacher's are keying on in their day-today practices in the classroom and how they are enhancing their content-specific instructional practices with an intent of improving student learning. Our PD efforts will have a main point of getting teachers to properly interpret the curricula thus creating effective learning experiences for all students. Because it is an important step in preparing for new structures and expectations, which are being implemented in the fall, the District will work with union leadership throughout the summer to develop strategies to assure that all certified staff receives needed training so consistent implementation of new strategies can occur. The District will also adopt systemic methods of evaluating the impact of professional development on classroom instruction and assessment methods through classroom walk-throughs and regular communication with classroom staff through the cycle of meetings in the Shared Circle of Responsibility model.

Beginning in the spring of 2011, and continuing through the summer, the District will work with external partners to lead all school faculty through a process of coordinated curriculum alignment of essential standards in all content areas. This will assure vertical and horizontal alignment of course offerings, which enhances the notion that all students have an opportunity to learn required essential learnings.

The District will work with staff to ensure they have access to instructional materials and resources that are well aligned with current essential standards. Out of date instructional resources will be replaced using SIG funds. The District will use SIG funds to increase district capacity to provide staff, students, and parents with more frequent data on student learning. It will implement more directed in-service on the supportive reporting and analytical elements of Measures of Academic Performance (MAP) from NWEA. The District will also implement the administration of OSPI Math and Reading Benchmark Assessments in grades K-12 three times per year, supported by the Data Director Management tool to allow teachers to sort and analyze data, as well as develop supportive, more frequent formative assessments. In addition, the district will work with external partners to increase staff ability to understand data from the WLPT for ELL students, and accompanying ELD standards. In support of this increased focus on data, the District will provide training and technical assistance and establish performance expectations for faculty, which will be incorporated into the new teacher evaluation system.. It will work with outside partners to improve and strengthen the capacity of district administrators to use student data to drive decisions about resource allocation, school operation, staffing, and with district-wide faculty to inform and differentiate instruction to meet academic needs of individual students. These expectations will be built into the new principal evaluation system.

Transformation Model: Time and Support

Increased Learning Time for Students

The District is aware that large majorities of its student population are currently not meeting state academic standards, In implementing the Transformation Model, it has an obligation to provide adequate extended learning time for acceleration of learning, as well as necessary interventions to enable all students to reach grade level performance. The District will provide extended learning time to students in the following ways:

- **After School Assistance and Tutoring:**

Additional time will be available for accelerated learning and targeted after school assistance and tutoring three days per week for 1 hour per day. This will be available to all students. This will be provided by paid certified staff who will be paid an additional three (3) hours per week, for thirty-six weeks to work with students. Students will be served by level of need as follows:

1. All students are able to access this assistance by their own choice as much as needed.
2. Students who fall behind in a particular class, who are struggling with low performance, or who need additional skill building to be successful will be targeted to stay after school to receive assistance for a designated period of time, with regular reviews of current status in class. In this case, parents will be notified, and students will be required to participate.
3. Students who are failing two or more classes will be required to receive assistance after school three days per week for the remainder of the term. Parents will be notified, and an attendance contract will be developed with the student. Attendance at after school sessions shall override any other responsibilities the student has with other school activities, such as sports.

- **Advisory Intervention Program during School Day**

The District will also implement an advisory/intervention program for all students that will provide additional support and intervention during the school day. SIG funds will provide training for all staff, as well as staff time to coordinate the content of the advisory and the system of identifying students for intervention as well as tutoring assistance. (this activity is described further at the end of this question)

- **Implementation of Online "Flex School"**

In addition, SIG funds will be used to develop a "flex-school" structure. The flex-school is an online enhancement-intervention program. It is estimated that this will add to the student enrollment, drawing from students currently not enrolled in school. In addition it will provide current students with opportunities for credit retrieval, credit acceleration and advanced course work. SIG funds will provide staff time to develop and implement the program, as well as be the contact point for the students. It will also provide funds for online enrollment in a designated, proven program, which will allow for the expansion of the current academic school curriculum.

- **School Scheduling/Summer School**

To facilitate an expansion of our instructional time, testing will be scheduled outside of the regular instructional day, bus trip-learning opportunities is another of our effort to extend learning time, an effort to restructure our school day and yearly calendar is under way. All of which will initially be supported by SIG funds. Students will receive additional learning time through an enhanced summer school. The summer school will serve all students who are in need of additional instructional time to meet their annual goals, and deliver content with increased rigor. Specific students will be targeted to attend through specific criteria, known to students and parents throughout the school year. All students in need of assistance will be required to attend, with an attendance contract drawn up and signed by parents and students.

Extended Learning Time for Teachers

The District is also committed to providing staff with adequate time to learn and apply the numerous new practices in which they will be asked to engage. Grant funds will be used for a number of activities targeting teacher learning. All certified staff will be contracted to work an additional 4 days beyond the student school year to participate in professional development activities. This will occur both in the summer and during the school year calendar.

Teachers will also be provided with substitute teachers for 6 days throughout the year to participate in professional development activities, and collaboratively work with colleagues to assist with the development of interventions, analysis of data, and the implementation of needed instructional behavior and practice changes.

Teachers will be supported in several ways as they build their job-embedded professional development structure and content.

The District will work collaboratively with all staff to develop a robust and continuous professional development continuum to assure that all staff members receive the support and training needed to effectively teach what is required in the instructional framework.

Staff will be paid with grant funds to attend after school trainings, as well as training in the summer. They will also have access to classroom support from the Instructional Specialist and ESD instructional content coaches, as well as the data coach, Teachers on Special Assignment, school administration, and the Transformation Specialist. The District recognizes the need to build a system of family and community engagement within the school that is designed to meet the specific needs of Soap Lake families. Grant funds will be used to provide additional staff time to create a system of home support and school liaison services to families. Personal contact with families will increase, including the availability of more consistent translation services. Systems will be put in place to assure more frequent and regular contact with parents about student academic progress and needs. Parents will be invited into school through events planned that include student attendance (i.e. student lead conferences, "high school and beyond" information nights), with consideration given to child care, providing food etc. The Home/School Connection will connect families with needed academic and social services, both within the school, and in the broader community. Staff will consult with other rural communities to gain ideas about additional methods of maintaining contact with families, such as the local radio or community groups such as church groups.

In an effort to provide more intentional social emotional support for students, the District is initiating a student advisory –intervention program that will begin in April, 2011. (Described under extended student learning time) . All students will be assigned an advisor, and will meet in advisory 5 days per week for 30 minutes. The goals of the advisory are to provide students with daily contact with a consistent adult who will work to develop positive relationships with students.

The curriculum will be consistent among teachers, and will include information from Navigation 101 materials, and high school and beyond planning, as well as other skill sources. This new support program will build staff and student opportunities for skill building, student mentoring, and academic celebrations, both school and district-wide. To enhance and build on this student-teacher connect, the District will use SIG funds to provide training opportunities for staff to experience and learn from Eric Jensen, a nationally renowned brain-research specialist, known for his work with student of poverty (Teaching With Poverty In Mind).

Transformation Model: Governance

Through grant funds, the District will contract with two individuals – the Transformation Specialist and the Instructional Specialist (as described under Teaching and Learning) – who will work closely with District administration to assure that

grant activities are well coordinated, with ongoing effective communication with staff and community. These two external specialists will meet with District administration frequently and regularly to monitor grant implementation, and compliance with the action plans. In addition, the establishment of the EAC (Educational Advisory Council) provides a leadership body which can assist with problem solving, and proactive planning.

The current close physical proximity and working partnership between the Superintendent, the Principal, and Union President allows for ongoing and timely communication on operational issues that arise, and results in quick resolution. Offices are all located together in a single area, where any leader can consult with others at a moment's notice, thus information is readily shared by all. This allows the school operation to be quite flexible and responsive, allowing the Principal in particular to be responsive to student and staff needs quickly. Examples of this would be scheduling adjustments for students, staff assignment and needed teacher support, Data can be shared in a timely manner, and data based decisions on needed improvements can be forthcoming.

The Superintendent is committed to providing any needed operational flexibility to accomplish needed goals for students. An example would the establishment of the "Flex-School" described under Extended Student Learning Time. He will also work closely with the building principal on the demands on his time, removing areas of responsibility that will interfere with his priority of being the school's instructional leader such as removing the AD duties if this in anyway interferes with his effort to be effectively involved with guidance for teaching and learning elements associated with his school. The SIG action planning process will explicitly build upon, incorporate and adjust, as needed, the present district and school based improvement initiatives that are currently contributing to improving student learning and improving overall achievement in the Soap Lake School District.

This will include (1) efforts begun in late 1990's (funded through private and federal grants) to improve access to computer technology and the internet district-wide; (2) training of district faculty to build their understanding of instructional strategies from Marzano, Danielson, and Wiggins-McTighe; (3) implementation of the Core components of a Response To Intervention (RTI) program at Soap Lake Middle-High School as well as district-wide, an effort that will take shape as spring comes about; (4) An effort to improve the SLMSHS scheduling structure and overall course focus through expansion and added flexibility by designing and implementing a "Flex-school" structure to enhance the district's present schedule/program regarding teaching and learning capabilities.

Question #2a: Is the District applying to serve *each* Tier I school identified by the State? ☒Yes ☐No
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: 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.

The required OSPI School-level Needs Assessment was conducted at Soap Lake School on February 26th & 27th of 2011 by The BERC Group. More details about this needs-assessment, its conclusions and recommendations were included in Question 1a. Based on its own assessment efforts along with the results of the BERC Group report, the District selected the Transformation Model as the appropriate intervention.

As noted previously, the District currently has very limited flexibility in the recruitment and assignment of school leaders and teachers. This is because it only operates one middle-high school and so cannot effectively do an adequate "shift" of teachers between like schools. In addition, its geographic isolation in a rural community located miles away from any significant metropolitan area has meant that its pool of applicants for any staff position has been very small – allowing limited choice in staff recruitment and selection.

In order to increase its flexibility in staff selection, the District will work with one or more external partners to identify, implement, test, and refine promising strategies to extend its personnel recruitment beyond the immediate geographic area. This will allow the District to apply more rigorous criteria to staff selection, particularly regarding previous experience working in struggling schools, working collaboratively with colleagues on improving instructional practices, applying proven best practice in instruction, and making data-driven instructional and implementation decisions. Upon hiring new staff, the district will develop a system to mentor and monitor new staff, assuring that they are properly trained in district practices.

At the same time, the District will focus on substantially expanding, strengthening, and aligning professional development opportunities around common frameworks for quality teaching and learning focusing on its instructional framework to enable current middle-high school personnel to become high-performing school leaders and teachers. These opportunities will be combined with the use of a new system for critically assessing the quality and impact of professional development activities. This will include increased communication and observation by the principal, use of a classroom walkthrough tool to gather data on classroom practice, and work with new staff support positions such as the TOSAs and the Instructional Specialist. In addition, the District will implement the state required staff evaluation system that establishes more rigorous accountability standards for all school leaders, faculty, and other staff that take into account student growth data.

This effort will allow the District to provide targeted professional development to address areas of need when data informs us that we failed to meet our defined essential standards. The District will work to hold all teachers accountable to provide strong personal efforts towards securing our success in meeting the teaching and learning standards, which have a direct bearing on improving student learning evidenced through data collection. Efforts will be made throughout this process, with the support of our Transformation Specialist, to become knowledgeable about the content and progression of the new state Principal/Teacher Evaluation model, so that our efforts are consistent with state direction. Additionally, the District will implement the Shared Circle of Responsibility described in Question 1b. This creates a system of accountability for all parts of the system, and clarifies roles and responsibilities of administrators and teachers to monitor student progress, and adjust instruction to meet student needs. Teachers will collaborate, plan, and receive professional development in order to implement the new "Advisories/Intervention" program and the Soap Lake Instructional Framework. These two elements will define and guide instructional planning. With the initiation of both these models, use of collaborative time will be more structured and closely monitored than in the past to assure the time is used effectively. In addition, the District will provide 2 days prior to the beginning of the school year and 2 days after the end of the school year for structured collaboration and professional development. Teachers will each also have

access to 6 substitute days during the year to be released to work with team-teacher collaboration for the same purposes.

In order to increase student learning time, the District is initiating several actions. First, the district will implement a regular school day which is thirty (30) minutes longer, In addition, the school year will be extended by four student days. The District will institute a "flex-school" program to target the expansion and structure of its present schoolhouse platforms, as well as an advisory-intervention program that will have a before or after school component attached to its structure. Both of these are further described in Question 1b. Each of these teaching and learning elements will have a clear instructional focus. The summer school program will include increased instructional rigor and alignment. The district will develop and include requirements or mandates regarding student participation in both programs. In all cases there is a commitment to provide high-quality instructionally-focused programs targeting all students, from those who are academically struggling and those needed in academic enrichment and/or advanced opportunities. This action will have the effect of increasing instructional minutes during the school year for high-need and other interested students.

As described in Question 1b, the District will initiate a comprehensive planning process at the beginning of the grant period that will be facilitated by the Transformation Specialist, the Instructional Specialist, and external partners through OSPI District and School Improvement. In this process, a permanent planning committee will be identified that includes staff, administrative, student, parent, and Board representation – the Educational Advisory Council (EAC). Through ongoing work of the EAC, the district will begin the process of looking at extending the school learning time for all students during the school day by either adjusting the calendar or the school's daily schedule. We would be looking at options such as a year-round calendar with intercessions and/or a Trimester format.

In order to promote continuous use of student data to inform and differentiate instruction, our efforts will be extended in three ways. The District has used partial-subject area testing with the MAPs system for the last 3 years to assess literacy and numeracy development in students in grades 2 to 12. With the implementation of the RAD grant, the District will administer the MAP test three times per year to complement the HSPE/MSP and allow interim student assessment in math, science, reading and language use. The District will also implement the OSPI Math and Reading Benchmark Tests, given 3 times per year, interim assessments closely aligned with state standards. This benchmark administration will be supported by the Data Director Management system. Teachers will develop portfolio systems to gather evidence of student growth using these data sources, other state assessments and classroom based formative assessments that will be used as part of the new teacher evaluation system.

This system will support all classroom teachers in accessing specific, meaningful assessment data on their students, as well as the ability to create formative assessments using the Data Director that are tailored to the needs of their students. Staff will receive ongoing training in both the MAP system and Data Director through OSPI DSIA and the support of the Transformation Specialist and the Instructional Specialist. In addition, Soap Lake MS-HS School will begin to implement the Advisory-Intervention (RTI-based) program this year. This will involve contracting with the NCESD 171 to provide professional development to all middle-high school and district staff so the program will be efficiently and effectively implemented. Our intent is to initiate this advisory-intervention program in the spring of 2011.

In addition, in order to better serve our ELL population, the Principal will consult with other small rural schools to learn of effective practices to get additional data on language development for these students. We will also work with external partners to become more skilled at interpreting the WLPT test, and utilizing the ELD standards in instruction. We will work with our data support services to assure that teachers know the names of their ELL students, as well as their language levels, in order to provide more appropriate instruction.

Approximately six (6) years ago, the District offered training opportunities to its teachers around the use of Powerful Teaching and Learning, and the STAR framework. With the initiation of our School Improvement Grant, we will use this opportunity to develop our own district designed instructional frameworks based on a number of research based sources and frameworks. We believe staff participation in the development of the framework will increase buy-in and thus implementation by staff.

This framework will be collaboratively built using Danielson, Marzano, and Wiggins-McTighe's instructional strategies. These activities will be extended to all middle and high school staff members as well as other district personnel. It will promote a clear focus on student learning, build faculty knowledge regarding effective instructional practices, and reinforce the district's vision statement around high expectations for students and adults in the MS-HS school as well as District-wide. Upon completion, the Soap Lake Instructional Framework will be among newly Board adopted district policies to establish the expectation that the framework will be used consistently by all staff.

The District will substantially expand professional development opportunities for administrators, faculty, and other staff and will align those opportunities around a common instructional framework (collaboratively defined and organized across all grades and subjects). The District will incorporate proven strategies into regular daily instruction. Additionally, the District will work with the SLEA to adopt a new teacher and principal evaluation system that reflects the district's vision of high expectations for instructional competency, and incorporates student growth into the evaluation. The district and school leadership will also conduct annual community and school meetings prior to the beginning of the school year that will be used to promote a clear focus on student learning and communicate high expectations and accountability for all parents, teacher, students and support personnel.

Under the Transformation intervention model, the District also plans to take several actions designed to align curriculum and assessment and support high-quality classroom instruction. District and school administrators will be supported with training, technical assistance, and focused-observational instruments to conduct regular classroom walk-throughs, which will ensure curriculum alignment and quality instructional practices, are in evidence. We will be expecting our administrators, district-wide, to conduct at least 20 classroom walk-throughs per week to ensure that our instructional frameworks are being consistently used.

Faculty will also receive structured opportunities, training, technical assistance, and planning focused around analysis instruments for peer collaboration on instruction in grade level teams, cross-grade teams, and content area teams. These teams will focus on three important areas: the school's collaboratively developed instructional framework, identification and incorporation of proven instructional strategies into our instructional practice, and the vertical-horizontal alignment of curriculum and assessments. Administrators and faculty will also have access to time, training, technical assistance, and instruments for analyzing student assessment results from the HSPE, MSP, and MAP using such results to inform teaching and learning decision-making.

To support full and effective implementation of the Transformation Model at Soap Lake Middle-High School, the District will be using grant funds to contract with a new: Transformation Specialist, and as needed, ESD Instructional Content Coaches. In addition, the District will establish contractual agreements with several external partners to address significant support service needs in the math and reading subject areas.

This will include contracts or assistance from/with NCESD 171, The Danielson Group, Northwest Evaluation Association, and OSPI's District and School Improvement and Accountability (DSIA) Division for assistance around planning, use of

formative assessments, data use, and instructional delivery and leadership. More details on the roles and responsibilities of the external partners and DSIA are included in the response to Question #3b.

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].)

In order to ensure that Soap Lake Middle-High School receives the ongoing, intensive technical assistance and related support to fully and effectively implement its Transformation Model, the District will expand its own capacity to provide such assistance and support. As a small rural school district, the only staff currently available to provide educational assistance to the school is the Soap Lake Superintendent. Within the constraints of his position, he does provide such assistance and will continue to do so under this proposed initiative. In addition, the Superintendent, the SLMS-HS Principal, the Alternative Principal, and the Elementary Principal will receive external training, on-site technical assistance, and on-going coaching to build their capacity as instructional leaders within the school and district.

As described in Question 1b, the District also will contract with a part time Transformation Specialist, who has experience and expertise in school and district reform in rural communities. This individual will report directly to the Superintendent and will work with the Superintendent, MS-HS Principal, other district administrators and teacher leaders, Educational Advisory Council and all external partners to coordinate the alignment and development as well as the implementation of the Transformation Model in the school.

Within Soap Lake MS-High School, a new part-time Instructional Specialist will provide instructional leadership, implement a common instructional framework in the schools, facilitate instructional collaboration among faculty, refine vertical-horizontal curriculum alignment across MS-HS grades and with preschool and elementary school curriculums, and ensure the use of best instructional practices and strategies by all district and adjunct faculty (preschool-birth-to-three). This is further described in Question 1b. This individual will work closely with the middle-high school principal, the Transformation Specialist, and external partners in carrying out these tasks. The individual selected as the Instructional Specialist will have past experience in promoting instructional change within a rural district, but particularly to a combined middle-high school setting. This individual will also participate along with the Superintendent and school administrators in the District's instructional leadership development program (mentioned in the previous paragraph).

Both the external needs assessment conducted by the BERC Group and the internal assessment led by the Superintendent indicated the need for expertise and assistance from external partners to address several areas of need. The identification of these specific areas of need was also informed by the OSPI report, Characteristics of Improved Districts: Themes from Research. Because the District has a diverse range of expertise needs, it was decided that multiple external partners would be more appropriate than a single external lead partner.

In identifying its external partners, the District will consider five criteria: (1) commitment to use of best practices and familiarity with cutting-edge educational research, (2) history of effective institutional collaborations, (3) experience

with successful school improvement efforts, (4) knowledge of Washington state educational standards, and (5) previous familiarity with the Soap Lake Schools (rural settings).

Of these criteria, the first three were considered the most important. Based upon these criteria, the District has identified several external partners that are qualified to provide assistance in the following areas:

- NCESD 171 can advise on creating a new staff competency model and staff evaluation system in the District, provide job-embedded professional development to middle-high school faculty, provide school-wide training and technical assistance in the use of the Advisory/Intervention program, and assist in building a functional professional learning community (PLC) in the school.

- The DSIA-OSPI Group can assist in: facilitation of a comprehensive action planning process; the, administration, use of Math and Reading Benchmark assessments; ,implementation and calibration of protocol for classroom walkthroughs.

- Northwest Evaluation Association can provide access to the Measures of Academic Progress (MAP) as a common interim assessment system in the school and offer training and technical assistance to administrators and faculty in its use.

- University of Kansas Instructional Coach Institute and neighboring districts implementing coach model – will provide training and technical assistance in the development of the instructional coach model to TOSAs and Principal.

The District also will seek external partners to provide the following additional services:

- Assistance in identifying and implementing new strategies that allow effective personnel recruitment beyond the immediate geographic area.
- Assistance in building instructional leadership capacity of district and school administrators, promoting the effective use of classroom walk-throughs, and developing faculty capacity to use effective peer collaboration.
- Assistance in development and adoption of a new teacher and principal evaluation tool that meets the requirements of the Transformation Model, including incorporating students growth in the evaluation.

It will be a primary responsibility of the Transformation Specialist to manage, coordinate, and facilitate the effective deployment of external partners – so that their services have the maximum possible impact on the implementation of district plans. The services provided by each external partner will be assessed on an ongoing basis throughout the year and will be formally reviewed bi-annually each year. Each contract will include specific deliverables and standards for services. The District also plans to contract with OSPI/DSIA for several categories of services. This will include assistance in (1) designing and effectively conducting the action planning process, (2) supporting faculty in development and use of formative student assessments, (3) supporting administrators and faculty in making effective use of student assessment data to drive instructional decisions, and (4) strengthening instructional leadership at district and school levels. Failure to meet service delivery standards or provide specified deliverables will result in the selection of a new external partner to provide those services.

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).

The District will align the work of all existing school personnel (including the principals, all teachers, and other district support staff) to ensure their direct and/or indirect participation in the implementation of the Transformation model at Soap Lake Middle-High School. This will include the use of remaining professional development time in the 2010-11 school year to initiate the grant planning process and other initiatives such as the advisory/intervention program.

Beginning in 2011-12, all professional development time after school, prior to school opening, or during summer will be used by staff on targeted grant activities such as participation in the action planning process, development and implementation of the Soap Lake Instructional Framework, the development of a comprehensive professional development program, and support of regular collaborative instructional planning. This year, the school has begun the process of implementing a new standards-based curriculum emphasis, district-wide, where instructional materials and instructional strategies are being aligned to effectively teach all Washington State Academic Standards. Efforts to implement this curriculum will be aligned with the district's instructional framework developed through this model and incorporated into the model's comprehensive professional development program.

The Soap Lake SD assessment system will be enhanced by increased MAP testing, as well as Math and Reading Benchmark Assessments supported by Data Director. TOSAs, administrators, and other teacher leaders will receive training in effective systems to manage formative and summative data as well as state test results, to ensure that staff can collaboratively use students' data to make instructional decisions in a timely manner.

The District plans on adopting three distinct, but key system elements: a quality teaching-learning framework, an intervention-advisory format, and an extended learning structure for students. These elements are designed to improve and focus instruction to more effectively meet the learning needs of the MS-HS students. The Transformation model's action planning process will focus on and work in conjunction with these elements to move administrators, faculty, and other support staff from awareness and understanding to using these components as regular and common practice.

In recent years, the District has developed partnerships with several relevant Grant County agencies, including Health & Human Services (participating with the Federal Counseling project (birth-to-three project), Headstart (participating in the Gates Early Learning project), as well as the Gear Up Programs (active participation on the Education Advisory Board for the CoHort II project). These partnerships are and will continue to be goal-focused to ensure agency resources, policies, practices, and programs are aligned with and supportive of the overall elements of the Transformation Model at Soap Lake Middle-High School.

In order to ensure effective collaboration between District and school leadership, the Soap Lake Superintendent, District Administrative Team, selected staff members, the new Transformation Specialist, and our Instructional Specialist will jointly lead the initial action planning process to identify specific goals, benchmarks, strategies, and action steps for

implementing the Transformation Model. They will continue to meet frequently and regularly during the school year and the following summer to review data on program implementation and impact. This effort will guide data-driven decisions regarding resource allocation, coordination with existing or new external grants, coordination with other resources, and timely and focus-driven use of external partners.

Finally, the team will continue to use the action planning process during the course of this recalibration effort to review and adjust benchmarks, implement strategies, adjust and focus action steps, and to ensure that the goals of the RAD-SIG plan continue to inform resource allocation decisions at the building and district levels.

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 developing this application, the Soap Lake Superintendent conducted an internal needs assessment to review current district and school policies and practices that could affect the implementation of the Transformation Model at Soap Lake Middle-High School.

In addition, an external needs assessment was conducted by the BERC Group and a follow up "Gap Analysis" assessment will be completed at year's end to help monitor District efforts in the development of its frameworks for quality teaching and learning. These need assessment results will provide opportunities for the involvement of various stakeholder groups in the review process, including school administrators, faculty, staff, students, their parents, and school board members. *Note: This process is described in more detail in the response to Question 1(a).*

If this grant is funded as proposed, the District will begin a collaborative action planning process involving internal stakeholders and external partners (particularly NCESD 171-DSIA liaison specialists). This process will be used to conduct a more detailed review and revision of the recalibration of specific district and school policies and practices in multiple teaching and learning areas. It will use information collected during the internal needs assessment by the Superintendent, results of the initial external needs assessment conducted by the BERC Group as well as their follow up audit, and information collected or generated by external partners or internal stakeholders as part of the development, review and implementation process. Throughout the action planning process district and school leadership, including the local school board, will review and revise budget and resource allocation decisions, as necessary, to align with other revisions in agreements, policies, procedures and practices.

Immediate priority in the action planning process will be to develop a new more rigorous teacher and principal evaluation system. This new system will includ expectations for teachers and principal regarding requirements for peer collaboration, professional development, and participation in student advisories. It will also incorporate student growth into the evaluation with mechanisms for reward and recognition of staff who is improving, as well as intervention, and possible dismissal of staff who do not show such improvement.. (See attached MOU)

The action planning process will include a review and revision as needed, of policies and procedures related to (a) school schedule, (b) professional development plans including job-embedded professional development strategies, and (c)

extended/expanded-school program design (including student participation requirements). Revised policies and practices in these areas will be completed by the beginning of the next school year in September 2012-13.

The action planning process will also review and revise policies and practices related to (a) guidelines and tools for data use by administrators, faculty, and other staff, (b) guidelines and tools for classroom walkthroughs, (c) regular communication with parents and the community, and (d) extended /expanded-school program design to include our summer school program design (including student participation requirements). Revised policies and practices in these areas will be completed by January 2012.

As noted earlier, the action planning process will also consider several system-wide programs and practices to ensure that these are aligned with and supportive of the implementation of the Transformation Model at Soap Lake Middle-High School. This includes system-wide effort to adopt a research-based instructional framework program, facilitated by the Transformation Specialist, the Instructional Specialist, and external partners. The focus will be on the instructional strategies of Marzano, Danielson and Wiggins-McTighe. The resulting action plan will include specific benchmarks, strategies, and action steps which expand upon these practices to move faculty to regularly incorporate these framework principles and elements to dramatically change their instructional practices both contextually and procedurally. It will also include steps to implement Classroom Walkthroughs to gather information about the implementation of instructional strategies, as well as the Shared Circle of Responsibility accountability and responsibility model.

In order to ensure that the policies of the local school board are aligned with and supportive of the implementation of the Transformation Model at Soap Lake Middle-High School, the Soap Lake Superintendent and the Transformation Specialist will lead an annual review of those policies with the local school board. The first review will occur in August 2011 and will reflect results of the initial action planning process. This review will result in recommendations to the board for specific policy revisions if needed. Subsequent annual reviews will be conducted in July or August of each year.

In order to build clarity, commitment, and consistency in district practices, the Soap Lake Superintendent will employ multiple methods of communication with Soap Lake Middle-High School leadership, faculty, and other staff.

First, the new Transformation Specialist will meet with the school's leadership (the MS-HS Principal, TOSAs, the Instructional Specialist and the SLEA President and SLEA officers) on a monthly basis. *Second*, the Superintendent, along with the Middle-High School Principal will conduct an annual whole school meeting each August, prior to the beginning of the new school year). *Third,* semi-structured interviews will be conducted by an external evaluation team twice each year with middle-high school and SLEA leadership – with results reported to the Superintendent. *Fourth*, a written survey will be administered to all middle-high school faculty and staff twice each year – with results reported to the Superintendent. *Fifth,* the MS-HS Education Advisory Committee (EAC), consisting of staff, student leadership, parents, and a school board member will include a presentation and discussion on the progress of the grant goals during informational meetings held bi-annually to engage parents and members of the community. *Finally*, staff and student focus groups surveys will be conducted annually by the Transformation Specialist and the Middle-High School Principal to gather timely data on progress of the grant goals as well as monitoring the collective school efforts to recalibrate the teaching and learning systems.

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 first strategy that the District will use to sustain successful reforms at Soap Lake Middle-High School after the funding period ends involves revisions to the collective bargaining agreement with the teachers' union and to staff recruitment, compensation, and evaluation policies of the district. These revisions will allow the District to maintain higher expectations for all school administrators, faculty, and other staff – and to more effectively hold them accountable for meeting these standards. These recruitment and compensation revisions will also allow the district to expand its pool of applicants – making it more likely that skilled administrators, teachers, and other staff can be placed in any of its individual school systems.

A second strategy for sustaining successful reforms will focus on changes in the teaching and learning environment. This will include changes in the class schedule to allow greater and more focused instruction in core subjects including literacy and math, changes in the school schedule to promote regular peer collaboration by faculty on instructional practice, and full implementation of the Advisory-Intervention (RTI-based) Program to ensure effective differentiation in instructional strategies and resources in response to student needs. It will also involve design changes in the extended-school and summer programs to ensure a primary focus on instruction and policy changes in student requirements for attending extended-school and summer programs to ensure that students with high instructional needs are required to participate.

A third strategy for sustaining successful reforms will involve focusing grant and district resources during the funding period to develop strong instructional leadership skills of administrators, faculty, and other staff. For teachers, this capacity-building will occur during formal staff training sessions, job-embedded professional development activities, on-site technical assistance opportunities, and collaborative meetings with peers. Ultimately, this will enable faculty to (1) align their routine instructional practices around a common instructional framework, (2) incorporate proven best practices into their instruction, (3) make regular and effective use of student assessment data for instructional decisions, and (4) work effectively with their peers in the school to continuously revise their instructional practices in light of new research, their own empirical findings, and the emerging needs of their students.

To increase the instructional leadership capacity of the principal, he will be expected to participate fully in all teacher training sessions and planning sessions. Through mentorship, coaching, and leadership training he will (1) increase his knowledge of best practices, and his ability to coach those skills with classroom teachers, (2) his ability to use teacher evaluation and supervision effectively, and (3)his ability to effectively use student data to make instructional decisions, especially when working with teacher teams. Also through coaching him will (4) increase his communication skills, and (5) develop strong strategies to maintain positive relationships while dealing with resistance and conflict.

As a fourth strategy for effective coordination of district resources, there will be a need for the federal and state coordinator to work with OSPI program supervisors to define, align, and focus state and federal grant program resources effectively, according to specific program requirements. Every effort will be made to align district resources with school improvement grant goals...***As a fifth strategy*** for sustaining successful reforms, the District will develop and refine written guidelines, tools, and forms to support strong research based instructional practice in every classroom. This

includes instruments that can be used to collaboratively analyze curriculum and design lessons, critically assess the effectiveness of professional development activities, guide district and school administrators during classroom walk-throughs, and make effective use of student assessment data for instructional decisions. The District recognizes that some new costs incurred during the funding period must be sustained after the funding period ends to sustain successful reforms at Soap Lake Middle-High School. This includes salary and benefits for increasing the District nurse and counseling positions, continued on-site instructional assistance, and funds for qualified staff in the extended-school and summer programs. The District will also need to continue the broad subject administration of the MAP test as well as the OSPI Math Benchmark Tests, and any other valuable assessment instruments designed during this reform. In order to ensure that needed funds are available at the end of the funding period and avoid a "funding cliff" at the conclusion of the grant, the District will make long-term fund allocation plans as part of its annual budget review process beginning with the first year of the funding period. This will include making decisions about potential future reallocations of local funding or formula-funded state or Federal funding. This also may involve seeking external funding from other government or private funding sources. Early budgetary planning – updated and sustained throughout the course of the funding period – will minimize the likelihood of funding disruptions when the funding period ends.

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: SOAP LAKE MIDDLE-HIGH SCHOOL **Intervention: TRANSFORMATION**

- Is the School currently operating as a Title I Schoolwide Program? ☒ Yes ☐ No
- Is the School currently operating a Navigation 101 Program? ☐ Yes ☒ No
- If the School serves elementary students, is it currently operating a full-day Kindergarten program?
  ☐ Yes ☐ No ☒ Not applicable
- If the School serves elementary students, is it currently operating a Pre-K program?
  ☐ Yes ☐ No ☒ Not applicable

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.**

April, 2011 –

- District posts job announcements for Transformation Specialist, TOSAs and Instructional Coach.
- District hires Transformation Specialist as soon as possible to assist with pre-implementation activities.
- District begins formal bid process to identify and negotiate contracts with OSPI/DSIA and all external partners.
- Identify "flex-school" structure – implement as soon as possible.
- District and SLEA work together to identify potential evaluation models to begin work on evaluation.
- Continue SLEA-District communications for MOU impact.

May, 2011 –

- Action planning process begins with involvement of external partners and local stakeholders.
- Superintendent begins monthly meetings with Soap Lake School Board members to review implementation of intervention model.
- The SLMSHS Education Advisory Committee (EAC) begins discussions of teaching and learning initiative at monthly meetings.
- District hires Instructional Specialist and TOSAs.

June, 2011 –

- Principal and Transformation Specialist join Superintendent and OSPI partners to lead action planning process.
- Superintendent begins quarterly meetings with School Board leadership to review implementation of intervention model.
- Superintendent and Principal attend leadership training (to be identified)

Principal, TOSAs, and EAC begin engaging in selected meetings to set up communication frameworks and timelines

July, 2011 –

- District and the Soap Lake Education Association complete (if needed) any additional MOU elements.
- Transformation Specialist begins monthly meetings with school administrators, SLEA leadership, and school board members to review implementation of intervention model.
- Planning team consisting of Superintendent, Principal, Transformation Specialist, Instructional Specialist, TOSAs and external partners plan professional development activities that must occur prior to school opening.

August 2011 –

- Professional development sessions for all personnel conducted prior to beginning of school year (i.e. curriculum alignment, advisory/intervention, extended learning time after school intervention etc.).

- Collaborative analysis of state assessment results including MSP/HSPE and HS End of course exams, as well as WLPT.
- Superintendent, Administrative Team, Transformation and Instructional Specialist lead annual review of procedures and policies to ensure alignment with action plan.
- Annual District and school meetings led by Superintendent to discuss expectations, timelines, communication, coordination and implementation of the Transformation intervention model components.
- Faculty grade-level and cross-grade teams meet to collaboratively plan initial 30 days of lessons focusing on state standards incorporating new strategies learned in professional development.
- The External evaluation team completes Readiness Report on status of Transformational Model intervention goals and progress to date.
- District and SLEA agree on implementation/pilot timeline and parameters for new evaluation system.
- TOSAs and Principal receive training in the Instructional Coaching Model – University of Kansas.
-

September 2011 –

- First full-year implementations of advisory/RTI program efforts begin.
- Begin weekly collaborative teacher meetings to plan standards based lessons, assessments and interventions – incorporating new learning as appropriate.
- Extended learning program for all students after school begins.
- Train staff in MAP assessment and Math Benchmark Assessments – administer 1st MAP assessment in mid-September.
- Transformation Specialist begins bi-weekly calendar of expectations and action plan activities distributed to all staff.
- Transformation Specialist begins bi-weekly meetings with EAC leadership team to continue to monitor and adjust action plan. Meetings continue throughout school year.
- Collaborative analysis of state assessment results including MSP/HSPE and HS End of course exams, as well as WLPT.
- District will focus on student's assessment being outside of the instructional day with preemptive test taking skill enhancement activities.
- Provides staff with information on levels of language for ELL students and relevant ELD standards related to language acquisition.
- Middle-High School Principal begins implementation of a new school schedule, job-embedded professional development plan, and new instructionally-focused extended-school program after consultation with Transformation Specialist, external partners, SLEA, faculty, and parents.

October 2011 –

- Collaborative analysis of all test and results (MAP, MSP, HSPE, EOC, Benchmark test, WLPT, ACT, SAT, etc.) by administrators, faculty, and appropriate external assistance during staff meeting.
- Implement Circle of Responsibility meetings using initial data. Continue the cycle every 6 weeks.
- Principal, administrators and other teacher leaders receive training in classroom walk-through protocol.

November 2011-

- Administer first Math Benchmark Assessment – collaborative analysis of results. Teachers meet to collaboratively plan needed interventions.
- Staff is introduced to Data Director Management tool.
- Principals, administrators and other teacher leaders begin practicing classroom walk-through protocol for recalibration purposes and baseline data.
- Formally evaluate results to date with extended learning after school program (# attending, change in school performance, etc.).

December 2011 –

- Staff receives training in development of formative assessments using Data Director tool.
- Principal conducts mid-term check on implementation of advisory-intervention model.
- External evaluation team conducts semi-structured interviews with selected stakeholder groups and external partners and written surveys with middle-high school personnel on implementation of intervention model.

January 2012 –

- Administration of MAP test and collaborative analysis of results by administrators and faculty.
- District and school administrators continue classroom walk-throughs using guidelines and tools developed with external partners. Staff will begin to incorporate walk-through data into Circle of Responsibility meetings.
- Faculty begins to use guidelines and tools for data use during collaborative faculty meetings and job-embedded professional development.
- Faculty begins to use appropriate formative assessments in classrooms on a limited basis
- External evaluation team completes Interim Report on status and impact of intervention.

February 2012 –

- Administer second Math Benchmark Assessment – collaborative analysis of results. Teachers meet to collaboratively plan needed interventions.

March 2012 –

- Formally evaluate results to date with extended learning after school program (# attending, change in school performance, etc.).
- Initiate planning for 2012 summer school.
- Initiate planning for summer 2012 professional development program for staff.

April 2012 –

- Administer third Math Benchmark Assessment - collaborative analysis of results. Teachers meet to collaboratively plan needed intervention.
- External evaluation team conducts focus groups with middle-high school students and parents on implementation of intervention model.
- Planning groups complete first draft of instructional framework.

May 2012 –

- Third administration of MAP test and collaborative analysis of results by administrators and faculty.
- External evaluation team conducts semi-structured interviews with selected stakeholder groups and external partners and written surveys with elementary school personnel on implementation of intervention model.

June 2012 –

- Summer school begins.
- Principal, external partners, Transformation Specialist, and Instructional Specialist meet to plan professional development for August.
- Superintendent and Transformation Specialist lead annual review of board policies to ensure alignment with action plan. New instructionally rigorous Summer School (using certified teachers and student participation requirements) begins.

July 2012 –

- District and SLEA complete revision of collective bargaining agreement and district/school policies to implement new evaluation system, new recruitment system, and new compensation plan.
- External evaluation team completes first annual report on status and impact of intervention

August 2012 –

- Superintendent, Administrative Team, Transformation and Instructional Specialist lead annual review of procedures and policies to ensure alignment with action plan.
- Superintendent, Principal, Transformation Specialist work with EAC to conduct a formal review and revise action plan for Year 2.
- Annual District and school meetings led by Superintendent and school principal to discuss coordinator and implementation of the Transformation intervention model components. Continuation of Professional Development sessions (jointly planned by district, school, and external partners) for all personnel conducted prior to beginning of school year.
- The External evaluation team completes interim report on status of Transformational Model intervention goals and progress to date.
- Provide staff training on implementation of new Soap Lake Instructional Framework. Principal clarifies expectations
- Analyze 2012 state test results – MSP/HSPE and End of Course Exams; WLPT

September 2012 –

- 2nd full-year implementation of advisory/RTI program efforts begins.
- Begin weekly collaborative teacher meetings to plan standards based lessons, assessments and interventions – incorporating new learning as appropriate.
- Administration of MAP test. Collaborative analysis or results by teams.
- Extended learning program for all students after school begins – Year 2.

- Transformation Specialist continues ongoing communication strategies; facilitates bi-weekly EAC team meetings.
- Faculty begins to use formative assessments in classrooms on a regular basis.
- Principal and administrators begin classroom walkthroughs using CWT protocol.
- Preliminary use of state designed Teacher-Principal Evaluation System.

October 2012 –

- Collaborative analysis of fall MAP tests by administrators and faculty.
- Implement Circle of Responsibility meetings using initial MAP data. Continue the cycle every 6 weeks.

November 2012

- Administer first Math Benchmark Assessment for year.
- Principal, Superintendent, Instructional Specialist and Transformation Specialist do a formal review of implementation of the Instructional Framework.

December 2012 –

- External evaluation team conducts semi-structured interviews with selected stakeholder groups and external partners and written surveys with elementary school personnel on implementation of intervention model.

January 2013 –

- Administration of MAP test and collaborative analysis of results by administrators and faculty.
- External evaluation team completes interim report on status and impact of intervention.

February 2012-

- Administer Math Benchmark assessment 2 – teacher teams meet to collaboratively analyze results and plan interventions.

April 2013 –

- Administer Math Benchmark Assessment 3 – teacher teams meet to analyze results and plan interventions.
- External evaluation team conducts focus groups with elementary school students and parents on implementation of intervention model.

May 2013 –

- Administration of MAP test and collaborative analysis of results by administrators and faculty.
- External evaluation team conducts semi-structured interviews with selected stakeholder groups and external partners and written surveys with elementary school personnel on implementation of intervention model.

June 2013 –

- Superintendent and Transformation Specialist continue to lead an annual review of board policies and the timelines and elements of the action plan to ensure alignment.

July 2013 –

- External evaluation team completes second annual report on status and impact of interventions.

August 2013 –

- Superintendent, Principal, Transformation Specialist meet with EAC to formally review and revise action plan for Year 3.
- Superintendent, Administrative Team, Transformation and Instructional Specialist lead annual review of procedures and policies to ensure alignment with action plan.
- Annual District and school meetings led by Superintendent to discuss coordinator and implementation of the Transformation intervention model components.
- Professional development sessions (jointly planned by district, school, and external partners) for all personnel conducted prior to beginning of school year.
- Faculty grade-level and cross-grade meetings focusing on pedagogy, instructional focus and framework platforms conducted prior to beginning of school year.
- The External evaluation team completes interim report on status of Transformational Model intervention goals and progress to date.

September 2013 –

- Administration of MAP test. Staff meets to collaboratively analyze results.
- 3rd full-year implementation of advisory/RTI program efforts begins.

November 2013 –

- Administer Math Benchmark Assessment 1 – staff meets to analyze results and plan interventions.

December 2013 –

- External evaluation team conducts semi-structured interviews with selected stakeholder groups and external partners and written surveys with elementary school personnel on implementation of intervention model.

January 2014 –

- Administration of MAP test and collaborative analysis of results by administrators and faculty.
- External evaluation team completes interim report on implementation and impact of Transformation Model.

February 2014-

- Administer Math Benchmark assessment 2 – teacher teams meet to collaboratively analyze results and plan interventions.
- Superintendent, Principal, Transformation Specialist, and TOSAs will meet with EAC to begin plans for sustainability.

April 2014 –

- Administer Math Benchmark Assessment 3 – teacher teams meet to collaboratively analyze results and plan interventions.
- External evaluation team conducts focus groups with elementary school students and parents on implementation of intervention model.

May 2014 –

- Administration of MAP test and collaborative analysis of results by administrators and faculty.
- External evaluation team conducts semi-structured interviews with selected stakeholder groups and external partners and written surveys with elementary school personnel on implementation of intervention model.

June 2014 –

- Superintendent and Transformation Specialist lead annual review of board policies to ensure alignment with Transformation Model and action plan.
- External evaluation team completes final grant report on status and impact of interventions.

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.

Annual Goals

Grade Level	Annual Goals for Reading on State assessment	Annual Goals for Mathematics on State assessment
6	Percentage of students meeting standard was 31% in 2009-10. That percentage will increase to: 41% in 2010-2011 51% in 2011-12 61% in 2012-13 71% in 2013-14.	Percentage of students meeting standard was 15% in 2009-10. That percentage will increase to: 25% in 2010-2011 35% in 2011-12 45% in 2012-13 55% in 2013-14
7	Percentage of students meeting standard was 24% in 2009-10. That percentage will increase to: 34% in 2010-2011 44% in 2011-12 54% in 2012-13 64% in 2013-14.	Percentage of students meeting standard was 21% in 2009-10. That percentage will increase to: 31% in 2010-2011 41% in 2011-12 51% in 2012-13 61% in 2013-14
8	Percentage of students meeting standard was 39% in 2009-10. That percentage will increase to: 49% in 2010-2011 59% in 2011-12 69% in 2012-13 79% in 2013-14	Percentage of students meeting standard was 12% in 2009-10. That percentage will increase to: 22% in 2010-2011 32% in 2011-12 42% in 2012-13 52% in 2013-14

9	Percentage of students meeting standard was 58% in 2009-10. That percentage will increase to: 68% in 2010-2011 78% in 2011-12 88% in 2012-13 98% in 2013-14	Percentage of students meeting standard was 35% in 2009-10. That percentage will increase to: 45% in 2010-2011 55% in 2011-12 65% in 2012-13 75% in 2013-14
10	Percentage of students meeting standard was 58% in 2009-10. That percentage will increase to: 68% in 2010-2011 78% in 2011-12 88% in 2012-13 98% in 2013-14	Percentage of students meeting standard was 20% in 2009-10. That percentage will increase to: 30% in 2010-2011 40% in 2011-12 50% in 2012-13 60% in 2013-14
11	Percentage of students meeting standard was 58% in 2009-10. That percentage will increase to: 68% in 2010-2011 78% in 2011-12 88% in 2012-13 98% in 2013-14	Percentage of students meeting standard was 28% in 2009-10. That percentage will increase to: 38% in 2010-2011 48% in 2011-12 58% in 2012-13 68% in 2013-14
12	Percentage of students meeting standard was 57% in 2009-10. That percentage will increase to: 67% in 2010-2011 77% in 2011-12 87% in 2012-13 97% in 2013-14	Percentage of students meeting standard was 53% in 2009-10. That percentage will increase to: 63% in 2010-2011 73% in 2011-12 83% in 2012-13 93% in 2013-14

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

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).

The District will use four approaches to determine if students in Soap Lake Middle-High School are on track to reach annual goals. *First,* the District will contract with Northwest Evaluation Association (NWEA) to administer the Measures of Academic Progress (MAP) computerized adaptive tests in Reading, Language Use, Math, and Science three times per year in grades 2-12. This will serve as an interim assessment that can also promote student-focused, data-driven decisions. *Second,* the District will administer the OSPI Math Benchmark Assessments in grades 2-12 by January, 2012, and Reading Benchmark Assessments if they become available. These are given three times per year and are highly aligned to what is assessed on the Washington State MSP/ HSPE. This will be supported by the Data Director Management system, and will allow individual teachers' access to assessment data that can be used in instructional planning. *Third,* the District will support and mandate the use of faculty-generated assessment guides for use of benchmark and MAP assessment data as well as the development of formative assessments on a regular and ongoing basis that will help to align pacing guide efforts to work toward every student meeting proficiency in the 2012-2013 school year. *Fourth,* the District will put in place a structure to regularly monitor ELL language growth on the WLPT, as well as monitor the use of ELD standards in lesson planning this effort will be in place by 2012-2013 school year.

These assessments will allow faculty to collaboratively assess the effectiveness of their instructional practices, instructional strategies, and curriculum units to continually make appropriate adjustments to their instructional practice and to continually make a appropriate adjustment to their instructional practice, as well as develop targeted interventions for students in need.

Beginning with the 2010-11 school year, the MAP test will be administered in four different subject areas three times a year: in September 2010, January 2011, and May 2011. This schedule will be continued during subsequent school years. Faculty will be expected to administer the Math Benchmark Assessments beginning in October, 2011. Expectations for the development and use of formative assessments, supported by the Data Director tool will begin in January 2012 and on a regular basis in September 2012. The District will facilitate grade level and whole school meetings in October of each year, after MAP, Math Benchmark assessment, and state assessment results are received, to analyze these results and assess their implications for instruction.

Similar meetings will be conducted in January and May of each year after MAP and Math Benchmark results are available. Results from the MAP, Math Benchmark, and formative assessments will also be incorporated into the regular collaborative faculty discussions, captured with Shared Circle of Responsibility accountability model.

Prior to the implementation of the MAP and Math Benchmark tests, all administrators and faculty throughout the District will participate in formal training sessions conducted by the Northwest Evaluation Association and OSPI regarding the analysis and use of MAP and Math Benchmark results. This district will also contract with NWEA and OSPI to provide regular on-site technical support to complement the formal training during the 2011-12 school year. Such support will be provided on an "as needed" basis during subsequent school years. In addition, the district will pursue additional training in effective use of WLPT data, as well as methods to assess ELD standards.

The District will also contract with OSPI/DSIA or an external partner to provide formal training and ongoing technical support regarding methods for conducting regular formative assessment of students and strategies for using results from formative, classroom based measurement, and summative assessments to improve instructional practices and better address student needs.

In addition, the District will hire a Data Analyst to develop online forms, tools, and automated reports, as well as explore the utility and application of the Data Director system that can be used by faculty to facilitate the analysis of student assessment results from the state assessment, the MAP, Math Benchmark Assessments and their formative assessments. The Data Analyst will also work directly with administrators and faculty to help them use these forms, tools, and reports as well as adapts any of these instruments to meet the specific interests or needs of particular faculty or administration this work will continue through years 2 and 3 of the grant.

The results of the MAP tests, the Math Benchmark tests, and the Reading Benchmark tests if they become available will also be reviewed and analyzed by the external evaluation team to identify patterns and trends in student academic achievement in Soap Lake Middle-High School. This analysis will be incorporated into the District's ongoing action planning process to initiate changes in the design of the Transformation Model or in the allocation of resources or support if the school is not on target to meet it annual goals.

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

Question #6a: Is the District applying to serve a Tier III school identified by the State? ☐ Yes ☒ No
If "Yes," complete Questions #6b and #7 only, and continue to Section C (Budget) in iGrants.
If "No," continue to Question #8.

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 sch ools. Districts must attach a copy of their Memorandum of Understanding/Agreement or Collective Bargaining Agreement.

In developing this application, the district consulted extensively with school administrators, faculty and staff, parents, students, union leaderships, and the Soap Lake School Board of Directors. The district anticipates regularly consulting with all of these stakeholder groups during the implementation of the Transformation Model at Soap Lake Middle-High School.

To gather input during the application process from these groups, the Soap Lake Superintendent conducted individual meetings with the school administrators, union leadership, members of the Soap Lake School Board. The Soap Lake Superintendent also met twice with all School faculty and staff to discuss the application.

In addition to the direct communication by the Soap Lake Superintendent, the BERC Group conducted interviews and focus group sessions with district and school administrators, school board members, certificated and non-certificated school staff, union leaders, counselors, parents, and students.

The information collected directly by the Soap Lake Superintendent and his staff along with the results reported by the BERC Group were reviewed by the Superintendent, his administrative team with representatives from NCESD 171, OSPI-DSIA (the district's external grant specialist) to develop this application.

In order to sustain regular consultation with stakeholder groups during the implementation process, the district will employ seven communication methods.

- *First*, it will rely upon one-on-one discussions with selected stakeholder groups to review implementation of the intervention model. The Soap Lake Superintendent will meet with members of the Soap Lake School Board every month and with the District advisory group on a quarterly basis. The District's new Transformation Specialist will meet with school administrators, SLEA leadership, and EAC on a monthly basis.
- *Second,* this one-on-one communication will be supplemented by semi-structured interviews conducted twice each year by the external evaluation team with each of these stakeholder groups.
- *Third,* a written survey will be administered to all school faculty and staff to assess the implementation of the intervention model. This survey will be administered twice each year (in December and May).
- *Fourth,* the Middle-High Principal, Transformation Specialist, and EAC group will conduct semi-structured focus group meetings at the end of the year with staff, middle-high school students and (separately) with their parents.
- *Fifth*, the MS-HS Education Advisory Committee (EAC) will include presentations and discussions about the intervention strength and/or weakness of the processes being implemented at their monthly meetings. The EAC includes representation from the school district and external agencies, along with parents and a member of the community.
- *Sixth,* the District will purchase a poster machine to design and distribute poster-sized agendas and related material to important community agencies (post office, library, churches, supermarket, shops, etc.) to help communicate meetings schedules and other RAD information to parents and members of the community. What necessitates this effort is that only a small percentage of families can afford having regular access to email or the Internet, the District has found that this is an effective way to communicate with many parents aside from our bi-annual District newsletter. The district will also explore other communication methods that are effective with non-English speaking families through local media such as radio, and local community groups such as the ministry.
- *Finally,* the Soap Lake Superintendent (along with the Elementary and Middle-High School Principals) will conduct annual whole school meetings in August (prior to the opening of school). These meetings will review information collected through the other communication methods, assess progress in implementation of the Transformation intervention model as well as the overall District Improvement efforts, and identify those platform and framework changes that could improve the overall effectiveness of our implementation goals and/or efforts.

The external evaluation team will work with district and school leaders to develop short, written summaries of the results of the one-on-one meetings, interviews, focus groups, and whole school meetings. In addition, the team will compile, analyze, and summarize the results of the bi-annual faculty/staff surveys. This information will be incorporated into the ongoing action planning process and into the interim and annual reports of the evaluation team to identify changes in the implementation process and develop recommendations to ensure full and effective implementation of the Transformation model at Soap Lake Middle-High School.

All of this District and school improvement evidence will be readily available on a defined District web-link for easy access by district personnel and the community at-large.

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.

a. Identify **each Tier I, Tier II, and Tier III school** the District commits to serve.
b. Identify the **model** that the District will use in each Tier I and Tier II school.
c. 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.
d. 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.
e. 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).
f. 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 - Amounts

Building	Tier	Model	Year 1	Year 2	Year 3	Total
District	N/A	N/A	$0	$0	$0	$0
Soap Lake MS/HS			$546,978	$480,793	$433,518	$1,461,290
School #2			$0	$0	$0	$0
School #3			$0	$0	$0	$0
School #4			$0	$0	$0	$0
School #5			$0	$0	$0	$0
School #6			$0	$0	$0	$0
Totals	N/A	N/A	$546,978	$480,793	$433,518	$1,461,290

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 Budget 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: Soap Lake School District #156

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity 23	$0	$0	$0	$0	$	$0	$0	$0	$0
Total for Activity 24	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total for Activity 26	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total for Activity 27	$0	$0	$0	$0	$0	$0	$0	$0	$0
Indirects	$0	$0	$0	$0	$0	$0	$0	$0	$0
Grand Total									$0

Building Name: Soap Lake Middle-High School (Complete Separate Proposed Budget for Each Building)

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

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity 23	$0	$0	$0	$0	$3,000	$0	$0	$3,000	$3,000
Total for Activity 24	$0	$12,700	$4,445	$0	$0	$0	$0	$0	$17,145
Total for Activity 26	$0	$0	$4,800	$1,680	$0	$0	$0	$0	$6,480
Total for Activity 27	$0	$267,192	$0	$93,517	$28,067	$80,125	$12,500	$0	$481,401
Indirects	$0	$0	$0	$0	$0	$0	$0	$0	$36,452
Grand Total									$546,978

OSPI School Improvement Grants
LEA Application Feedback/Response

DISTRICT: Soap Lake SD **DATE:** 3/10/11

Notes: 186 students; 18 teachers; Grades 6-12; Transformation Model; ESD 171; Supt: Dan McDonald; EA President: Joyce Pearson; Board Chair: Jerry Bessett; 40% Ukrainian student population; declining enrollment due to depressed housing market; 18 teachers; 40% Ukrainian; 2009 grad rates at 95%, which is above state average; Superintendent and principal have been working "to get control of the kids," teacher permission needed for advanced classes-most students go to Big Bend CC college prep; 21% of students took requisite course work for admission to a WA 4-year college. Most staff report standards are not used for lesson planning and 35% say they collaborate on teaching and learning. Several teachers teach multiple courses due to school size. Capacity to implement all federal and state requirements will be a challenge for a district of this size.

ACADEMIC PERFORMANCE AUDIT

Audit Findings are addressed in the Required Action Plan/Application

Required Element	Completion Status/Reviewer Comments	District Response
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)	☒ 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

There were nine explicit recommendations made in the Audit that represent critical areas to move forward in the Transformation Model. The district's plan addresses all 9 recommendations in the Required Action Plan/ Application. Comments regarding additional clarifications or questions are noted below in the required elements of the Transformation Model and are noted below.

Collaboration with Key Stakeholder Groups

The Required Action Plan was developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students, and other representatives of the local	☒ Meets Requirements *(To be completed by SE & SI staff)* ○ Submit evidence, such as an agenda or meeting notice, the school board conducted a public meeting to verify this requirement has been met.	Handed or sent agenda and meeting notice to Winn group *A plan for ongoing communication has been initiated during the grant development stage. Staff has been informed along the way, and*

community. The school board conducted a public meeting to allow for comment on the proposed required action plan. (RCW 28A.657.050)	☐ 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	*provided numerous opportunities for input. Union leadership is supportive and has been heavily involved in the grant development. Throughout the course of the grant, an advisory group (EAC) will meet regularly and plan frequent communication of key messages to all stakeholders.*
Evidence from Application		
Section B: Descriptive: School Board approved the application on Feb 28, 2011. Five open-forum meetings were held to give participatory feedback. Participants included SLEA, parents, community members, administrators, staff and students.		

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TEACHERS AND LEADERS		
Replace Principal		
Required Element	Completion Status/Reviewer Comments	District Response
Replace Principal	☐ 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. ○ The district needs to address the questions regarding selection of the principal as clarified below under Evidence from Application, in G1b. ☐ Absent/does not address requirements	**Transformation Model: Teachers and Leaders: The Principal as Leader** ***Two years ago a newly configured Soap Lake Board of Directors took decisive steps to provide a new, forward thinking leadership team for the Soap Lake School District. In 2009-2010 new principals were hired for Soap Lake Elementary and Soap Lake Middle-High School. Kevin Kemp was hired at that time to lead the middle-high school. Kevin came with four years of experience, including the leadership of a school that made substantial gains in student learning during his tenure. The Board then replaced the Superintendent in the fall of 2010 with Dan McDonald. Even prior to the notification that the school was eligible for a RAD grant, Mr. Kemp and Mr. McDonald had been working as a team to begin substantial reform efforts in the school district. In examining the components of the Transformation Model concerning the School Leadership, it was clear that Mr. Kemp has the complete support of the Superintendent and the Board of Directors to lead this effort. Therefore Mr. Kemp will be continuing as principal of Soap Lake MS-HS as the SIG grant is implemented. The District recognizes that leadership is a key component to success of this model, and is therefore committed to providing the Principal with any and all support necessary***

		to assure continued skill development and growth. During the pre-implementation period, Mr. Kemp will work closely with the Transformation Specialist to further develop skills in classroom observation, data analysis, effective communication and collaboration with teachers. This professional development work will be done both at Soap Lake and in other successful high poverty; rural schools in the area the District will also seek out professional development opportunities for the Superintendent and Principal for Summer, 2011 to increase their knowledge of leadership in a change process. Through existing partnerships and SIG funds, the district is committed to provide the principal with ongoing coaching and mentorship to continue to develop strong skills in instructional leadership, implementation of change processes, and effective communication throughout the course of the grant. ***The Superintendent will continue to stress with the principal the expectation that the development of instructional leadership skills is the highest priority. He is committed to removing conflicting duties from his job responsibilities so that Mr. Kemp can devote as much time and attention as possible to this important area. The principal will need tools and systems to be more visible in classrooms. He will need continued training and tools to develop skills in analyzing student achievement data and observing for the presence of strong instructional practices, along with training to***

		provide instructional modeling to staff. Skills will also need to be developed in handling resistance and conflict, while maintaining strong positive relationships. SIG grant funds will be used to provide all necessary tools and support needed.

Evidence from Application

Principal, Kevin Kemp is the current principal, and is in his second year at Soap Lake MS/HS.

Provide an explanation to the following question in your application under question 1c, Teachers and Leaders.
How did the Superintendent and district determine that the current principal has the competencies necessary to serve as a turnaround leader? Was the principal hired as part of a broader reform effort? How will the district ensure that the principal has adequate support and autonomy to make needed changes quickly? The school must be turned around in three years, thus there is not adequate time to provide training in turnaround practices. This is not meant in any way to communicate a judgment on the current principal, but it is essential to recognize that most strong principals do not have experience and history of success in this specialty. Because the principal's role is critical to school success, how the decision was made to retain this principal is important and is addressed in The U.S. Department of Education Guidance Fiscal Year 2010 School Improvement Grant (November 1, 2010 G -1b.

G-1b. Does the flexibility afforded in Section I.B.1 of the final requirements enable an LEA to retain any principal who has been hired for a Tier I or Tier II school within the last two years?
No. The flexibility in Section I.B.1 is not intended to protect the job of any recently hired principal in a Tier I or Tier II school. Rather, the flexibility provided is intended to permit an LEA to continue a previously implemented intervention aimed at turning around a low-achieving school that included hiring a new principal for that purpose. Accordingly, an LEA taking advantage of this flexibility should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.

Incentives to Recruit, Place & Retain Effective Teachers

Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	☒ Meets Requirements *(To be completed by SE & SI staff)* o The district application addresses the district's plan and intention to recruit effective teachers, and the District and association will need to negotiate this prior to Year 2 implementation. ☐ Insufficient information (*e.g.*, merely repeats regulation language; does not address all parts of the requirement) make notes in the "Evidence from Application" box.	***During the action planning phase, research will be done and ideas will be explored and used to improve recruiting and retention of effective teachers regarding recognition of staff, incentives for performance, and creation of a more transparent culture. A system will be established in the first year to systematically support new staff through mentorship and professional development. These ideas will be***

	☐ Absent/does not address requirements	***woven into the first year plan.***

Evidence from Application

Transformation Template: The district is currently engaged with the NWESD 171, state colleges and universities, WASA and AWSP, upcoming job fairs should the opportunity to recruit new staff arise. The district will be required to implement strategies to recruit effective teachers based on competencies developed as part of the new teacher and principal evaluation system in Years 2 and 3 of the grant.

Section B: Descriptive Information-Page 6 addresses the district's plan for recruiting and retaining highly effective teachers.
Refer to Soap Lake Guidance Attachment 1 for further information regarding the requirements for teacher incentives and recruitment strategies.

TRANSFORMATION MODEL—New Evaluation System with Student Growth Significant Factor

Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	☐ 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. ○ The District and Association needs to address the understanding and commitment to negotiate agreement that ALL required elements in the Transformation Model will be fully and effectively implemented as described in Evidence from Application below. ☐ Absent/does not address requirements	The District and the Association have begun addressing the issue of understanding and commitment for all required elements in the T-model will be fully and effectively implemented…the revised MOU will be completed and defined before March 30, 2011. ***In order to ensure effective collaboration between District and school leadership, the Soap Lake Superintendent, District Administrative Team, selected staff members, the new Transformation Specialist, and our Instructional Specialist will jointly lead the initial action planning process to identify specific goals, benchmarks, strategies, and action steps for implementing the Transformation Model. They will continue to meet frequently and regularly during the school year and the following summer to review data on program implementation and impact. This effort will guide data-driven decisions regarding***

		resource allocation, coordination with existing or new external grants, coordination with other resources, and timely and focus-driven use of external partners.

Evidence from Application

Section B: Descriptive Information—page 14, 16:
The district mentions it will implement new staff evaluations that take into account student growth data, however the MOU is silent regarding the agreement that student growth will be used in principal and teacher evaluations as a significant factor. Explicit information regarding the federal requirements is attached for further information. The district indicates in their application the intent to develop and implement a new principal and teacher evaluation system consistent with the new 6696 criteria, however this is not required under the federal SIG requirements. The principal and teacher evaluation system must meet all Federal rules and guidelines.

The MOU signed February 23, 2011 is not sufficient to meet the requirements set out in Soap Lake Guidance-Attachment 1.

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)* ○ The District and Association will need to negotiate this required activity of identifying, rewarding or removing staff for implementation in the 2012-13 school year. ☐ 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	The District and the Association have begun addressing the issue of understanding and commitment for all required elements in the T-model will be fully and effectively implemented…the revised MOU will be completed and defined before March 30, 2011.

Evidence from Application

MOU needs to address the understanding and commitment to negotiate agreement that ALL required elements will be fully and effectively implemented.
Sample MOU documents available upon request.

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INSTRUCTIONAL SUPPORT STRATEGIES		
Select and Implement Research-Based, Standards-Aligned Instructional Program		
Required Element	Completion Status/Review Comments	District Response
Use data to select and implement research-based instructional program, vertically-aligned to each grade and state standards.	☒ 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		
Section B: 3c speaks to the current district work on alignment of instructional materials and standards and of the grant work which will include further development of the assessments system to increase MAP testing and the Math Benchmark Assessment supported by Data Director. These actions will be supported within the three key system elements to include a teaching and learning framework, an intervention and advisory format and an extended learning structure for students. While it is not explicit in the application, it seems these three district supported components encompass the primary theory of action for turnaround of Soap Lake Middle/High School. The district will lead a process of coordinated curriculum alignment of essential standards in all content areas to assure vertical and horizontal alignment of course offerings. The district will use classroom walkthroughs at 20 per week to ensure curriculum alignment and implementation of quality instructional practices.		
Provide Job-Embedded Professional Development		
Provide ongoing, job-embedded professional development aligned with school's comprehensive instructional program and designed with school staff.	☐ 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. ○ The MOU needs to address expectations for ALL	The District and the Association have begun addressing the issue of understanding and commitment for all required elements in the T-model will be fully and effectively implemented…the revised MOU will be completed and defined before March 30, 2011. ***Targeted professional development addressing***

	staff participation in the development and receipt of job-embedded professional development. ☐ Absent/does not address requirements	***these objectives will begin during the summer of 2011, with follow-up sessions conducted during subsequent summers. Job-embedded professional development will also occur in the classrooms with instructional support staff such as the Instructional Specialist and TOSAs, during staff meetings, and during faculty planning time throughout the school year. The District will seek out external partners on these professional development efforts. District and school administrators and teacher leaders (TOSAs) will take a greater leadership role in this effort over time as the PLC principles become embedded and defined.*** ***The District is committed to collaboratively developing a job-embedded professional development system with administration and teacher leaders that will build the capacity of teachers to utilize research- based instructional practices and assessment strategies as identified in the Soap Lake Instructional Framework. SIG funds will be used to pay all teachers to participate in professional development during the summer of 2011 with an eye on making sure that this professional development effort has a shared, on-going emphasis that is locally rooted and makes a direct connection between what teacher's are keying on in their day-today practices in the classroom and how they are enhancing their content-specific instructional practices with an intent of improving student learning. Our PD efforts will have a main point of getting teachers to properly interpret the curricula thus creating effective learning***

		experiences for all students. Because it is an important step in preparing for new structures and expectations, which are being implemented in the fall, the District will work with union leadership throughout the summer to develop strategies to assure that all certified staff receives needed training so consistent implementation of new strategies can occur. The District will also adopt systemic methods of evaluating the impact of professional development on classroom instruction and assessment methods through classroom walk-throughs and regular communication with classroom staff through the cycle of meetings in the Shared Circle of Responsibility model.

Evidence from Application

Section B: Descriptive Information—p 9: The district indicates job-embedded professional development will take place in classrooms with instructional support staff such as the TOSAs or the Instructional Specialists, during staff meetings, and during faculty planning time throughout the school year.

Increased learning time for teachers is identified in 6 days for professional development during the summer, 8 days of substitute services provided and 4 additional hours each week, with deliverables expected from all. This time will assist educators with the implementation of new instructional practices, the analysis of data, and the development of interventions. The majority of the professional development and coaching will occur on the school site. Budget questions related to staff time will be addressed under "budget."

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. 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	

Evidence from Application
Section B: Descriptive Information—1c, p 9: The district will continue its use of NWEA MAPs and administer OSPI's Math Benchmark Assessments K-12, 3 times per year. The district also intends to use Data Director to provide immediate student results to teachers and share reports with parents. The district proposes to work with staff to increase understanding and use of the WLPT data for ELL students and accompanying ELD standards. The district proposes to establish PLCs to allow teachers time to analyze student performance data to guide changes to instructional practices and resource allocation.

LEARNING TIME AND SUPPORT		
Increased Learning Time		
Required Element	Completion Status/Review Comments	SEA Feedback and District Response
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.	☐ 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. ○ The MOU must address how it will pay staff for increased instructional and collaboration time, including whether this is required for all staff. ○ Clarify in the district application under 1c the total number of hours students will receive increased instructional time. ☐ Absent/does not address requirements	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. **Amendments to the application are due no later than March 18th, 2011.** **Transformation Model: Time and Support** **Increased Learning Time for Students** The District is aware that large majorities of its student population are currently not meeting state academic standards, In implementing the Transformation Model, it has an obligation to provide adequate extended learning time for acceleration of learning, as well as necessary interventions to enable all students to reach grade level performance. The District will provide extended learning time to students in the following ways: • **After School Assistance and Tutoring:** Additional time will be available for accelerated learning and targeted after school assistance and tutoring three days per week for 1 hour per day. This will be available to all students. This will be provided by paid certified staff who will be paid an additional three (3) hours per week, for thirty-six weeks to work with students. Students will be served by level of need as follows: 1. All students are able to access this assistance by their own

		choice as much as needed. 2. Students who fall behind in a particular class, who are struggling with low performance, or who need additional skill building to be successful will be targeted to stay after school to receive assistance for a d esignated period of time, with regular reviews of current status in class. In this case, parents will be notified, and students will be required to participate. 3. Students who are failing two or more classes will be required to receive assistance after school three days per week for the remainder of the term. Parents will be notified, and an attendance contract will be developed with the student. A ttendance at after school sessions shall override any other responsibilities the student has with other school activities, such as sports. • **Advisory Intervention Program during School Day** The District will also implement an advisory/intervention program for all

		students that will provide additional support and intervention during the school day. SIG funds will provide training for all staff, as well as staff time to coordinate the content of the advisory and the system of identifying students for intervention as well as tutoring assistance. (this activity is described further at the end of this question) • **Implementation of Online "Flex School"** In addition, SIG funds will be used to develop a "flex-school" structure. The flex-school is an online enhancement-intervention program. It is estimated that this will add to the student enrollment, drawing from students currently not enrolled in school. In addition it will provide current students with opportunities for credit retrieval, credit acceleration and advanced course work. SIG funds will provide staff time to develop and implement the program, as well as be the contact point for the students. It will also provide funds for online enrollment in a designated, proven program, which will allow for the expansion of the current academic school curriculum. • **School Scheduling/Summer School** To facilitate an expansion of our instructional time, testing will be scheduled outside of the regular instructional day, bus trip-learning opportunities is another of our effort to extend learning time, an effort to

		restructure our school day and yearly calendar is under way. All of which will initially be supported by SIG funds. Students will receive additional learning time through an enhanced summer school. T he summer school will serve all students who are in need of additional instructional time to meet their annual goals, and deliver content with increased rigor. S pecific students will be targeted to attend through specific criteria, known to students and parents throughout the school year. A ll students in need of assistance will be required to attend, with an attendance contract drawn up a nd signed by parents and students. **Extended Learning Time for Teachers** • The District is also committed to providing staff with adequate time to learn and apply the numerous new practices in which they will be asked to engage. Grant funds will be used for a number of activities targeting teacher learning: All certified staff will be contracted to work an additional 4 days beyond the student school year to participate in professional development activities. This will occur both in the summer and during the school year calendar. • Teachers will also be provided

		with substitute teachers for 6 days throughout the year to participate in professional development activities, and collaboratively work with colleagues to assist with the development of interventions, analysis of data, and the implementation of needed instructional behavior and practice changes. • Teachers will be supported in several ways as they build their job-embedded professional development structure and content. • The District will work collaboratively with all staff to develop a robust and continuous professional development continuum to assure that all staff members receive the support and training needed to effectively teach what is required in the instructional framework.
Evidence from Application		
Section B: Descriptive Information—page 9: The district proposes it will expand opportunities for teachers to participate in common faculty planning time around research-based classroom instructional practices as part of its plan to build Professional Learning Communities. The MOU does not address increased time for teacher collaboration time.		

Section B, Page 10:

- The district has proposed targeted after school assistance and tutoring for all students 3 days per week. Certified staff will be paid an additional 9 hours per week. This is not addressed in the MOU.
- The district's application calls for up to 186* hours of additional instructional time for students, and up to 4 additional hours per week for increased teacher collaboration time, professional development and implementation of the advisory period (p. 14). The district needs to clarify the total hours added throughout the school year for ALL students.
- The district also intends to create an advisory/intervention program during the school day for additional tutoring and enhancement support. (An RTI, 30 minute period for all students)-(90 hours)* How will this time also be designed to ensure acceleration for students who need to move more quickly or access to advanced coursework?
- "Flex school" structure will allow for online intervention/enhancement support which will also attract students currently not enrolled in school.
- The district proposes enhanced summer school, field-trip learning opportunities, testing outside the regular school day. Explain more about the district's plans to implement these as intentionally planned and designed increased instructional learning opportunities.
- Page 15—the district will also explore year round school with intercessions and/or Trimester format.

The needed extended learning time is for "all students" as it is the "all students" category that determined the PLA and RAD designation. Targeted assistance is also permissible but how will the district ensure all students have extended learning through the MOU?

Social-Emotional Supports for Students

Provide appropriate social-emotional and community-oriented services and support for 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

Budget request for 12 additional hours of counseling support.
Section B: Descriptive Information—p 12: The district proposes to implement a 30 minute daily advisory period that embeds Navigation 101 and High School and Beyond Plans to connect students with a consistent adult who will work to develop positive relationships with students. The district intends to implement the advisory period this spring 2011 (p. 15).

Family and Community Engagement

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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	

Evidence from Application
Section B: Descriptive Information—p. 11: Home support and liaison support services will be created and delivered to families, including an increase in personal contacts and translation services. Events such as student led conferences and High School and Beyond Plan information nights will take place. (Parents for Kids Organization is under development-BERC report, page 39). Page 16: Annual community and school meetings prior to the beginning of each school year will be held to promote a clear and shared focus on student learning. The grant proposes the development of enhanced community outreach particularly for those non-English speaking.

GOVERNANCE		
Operational Flexibility		
Required Element	Completion Status/Review Comments	District Response
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 and ensure staff receives ongoing, technical assistance.	☐ 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. ○ The district needs to clarify the extent of operating flexibility granted to the school. ☐ Absent/does not address requirements	***The Superintendent is committed to providing any needed operational flexibility to accomplish needed goals for students. An example would the establishment of the "Flex-School" described under Extended Student Learning Time. He will also work closely with the building principal on the demands on his time, removing areas of responsibility that will interfere with his priority of being the school's instructional leader such as removing the AD duties if this in anyway interferes with his effort to be effectively involved with guidance for teaching and learning elements associated with his school. The SIG action planning process will explicitly build upon, incorporate and adjust, as needed, the present district and school based improvement initiatives that are currently contributing to improving student learning and improving overall achievement in the Soap Lake School District. In order to increase student learning time, the District is initiating several actions. First, the district will implement a regular school day which is thirty (30) minutes longer; In addition, the school year will be extended by four student days.***

		This will include (1) efforts begun in late 1990's (funded through private and federal grants) to improve access to computer technology and the internet district-wide; (2) training of district faculty to build their understanding of instructional strategies from Marzano, Danielson, and Wiggins-McTighe; (3) implementation of the Core components of a Response To Intervention (RTI) program at Soap Lake Middle-High School as well as district-wide, an effort that will take shape as spring comes about; (4) An effort to improve the SLMSHS scheduling structure and overall course focus through expansion and added flexibility by designing and implementing a "Flex-school" structure to enhance the district's present schedule/program regarding teaching and learning capabilities. In order to increase its flexibility in staff selection, the District will work with one or more external partners to identify, implement, test, and refine promising strategies to extend its personnel recruitment beyond the immediate geographic area. This will allow the District to apply more rigorous criteria to staff selection, particularly regarding previous experience working in struggling schools, working collaboratively with colleagues on improving instructional practices, applying proven best practice in instruction, and making data-driven instructional and implementation decisions. Upon hiring new staff, the district will develop a system to mentor and monitor new staff, assuring that they are properly trained in

		district practices. ***The current close physical proximity and working partnership between the Superintendent, the Principal, and Union President allows for ongoing and timely communication on operational issues that arise, and results in quick resolution. Offices are all located together in a single area, where any leader can consult with others at a moment's notice, thus information is readily shared by all. This allows the school operation to be quite flexible and responsive, allowing the Principal in particular to be responsive to student and staff needs quickly. Examples of this would be scheduling adjustments for students, staff assignment and needed teacher support, Data can be shared in a timely manner, and data based decisions on needed improvements can be forthcoming.***

Evidence from Application

Section B: Descriptive Information:
The district will explore options such as year round schooling, and "flex scheduling." The principal will obtain training from University of Kansas on their instructional coaching model. A new Instructional Specialist and a Transformation Specialist will work collaboratively to coordinate and lead Soap Lake efforts.

Operating flexibility afforded the principal is not specifically addressed. What flexibility and parameters will be available to the principal?
Section B: Descriptive Information: Page 15: District will establish the Educational Advisory Council (EAC) to plan the Transformation Activities with input by external and internal partners.

Transformation Template: Page 14-Shared circle of accountability will be adopted and implemented to provide system wide structures that will contribute to the changing culture of the school.

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BUDGET		
Sufficient in Scope		
Required Element	Completion Status/Review Comments	District Response
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)	☐ 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. ○ The district needs to address and justify the budget requests and question provided below. ☐ Absent/does not address requirements	In addition to these comments please see Winn budget revision sheet the other clarification named in this section. Budget Item #2 One and a-half time positions will be established during the first year of the grant, and continue throughout the grant period. Our focus will be on L iteracy support, and math/science. T he organization of these positions will be such that two teachers will be assignedto this instructional support/professional development position for a period of six (6) months. Our intent is to build district capacity in the area of teaching and learning support by developing and building teacher leadership capacity, content and coaching skill awareness, and intensive instructional strategy proficiency with an eye on pr oviding for reflective opportunities in a professional development framework. The District recognizes that if deliverables are expected from all (staff-administration-board-students-parents) then our district needs the time and resources if it is to develop its depth and breadth as well as the expedience of its intentions, analysis of data, and implementation of new instructional practices through defined frameworks. The importance of increasing collectively the capacity of our staff and district to apply and act in new ways, share knowledge, alter instructional behavior and

		practices with fidelity is one obligation, but the other important aspect of this effort is making sure that our sustained effort over-time will result in defined norms, protocols, and non-negotiable in the areas of guidance for learning instruction, development of "good" instruction, implementation of classroom principles of learning, and the inclusion of a cognitively guided instructional frameworks. W e KNOW this is the right road to building our diversified leadership. To be successful, all of our efforts will be closely evaluated (internally and externally) to gauge the impact on instructional practice and student performance at the end of the first year. District and school administrators and teacher leaders (TOSAs) will take a greater leadership role in this effort over time as the PLC principles become embedded and defined. The TOSAs will provide leadership in curriculum alignment activities that are being started in the spring of 2011. Work is currently being done by the math department to align the new Holt Curriculum (grades 6-12) to the Washington State Math Performance Expectations, as well as to the emerging Common Core standards being adopted by the state. The TOSAs will work closely with the MS-HS principal, who will provide guidance and support on issues addressing student needs, reading and math instruction and alignment with state academic standards. In addition, to develop their instructional coaching skills, the TOSAs and the

		Principal will be receiving training in instructional coaching strategies and classroom data collection tools usage through University of Kansas Instructional Coach Institute. As their skills develop, the TOSAs will increasingly provide resources to the classroom, model lessons using effective teaching techniques, and observe and collect data during classroom lessons with efficient feedback offered to the teacher. Budget Item #4 is presented in the Learning Time and Support section of this feedback sheet. In addition, the District will provide 2 days prior to the beginning of the school year and 2 days after the end of the school year for structured collaboration and professional development. Teachers will each also have access to 6 substitute days during the year to be released to work with team-teacher collaboration for the same purposes. Budget Item #6 is that it in creases student instructional learning time by 114 hour s for all students. Budget Item #10…taken out of grant request Budget Item #13-14 see Winn Budget revision sheet. Budget Item #16 t hat duplication piece was removed from budget.

		Budget Items # 18 -23 considerations and adjustments made to budget in Winn Budget negotiations…see Winn budget revisions sheets.

Evidence from Application

Page 4 of iGrant form package

Add to budget: 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), licenses as appropriate for CWT ($800 in the first year; $500 in Years 2 and 3), Data Director ($4.50/student/year).

Request:
Year 1: $709,169 ($3812/student)*
Year 2: $641,621 ($3449/student)
Year 3: $564,930 ($3037/student)
Total: $1,915,720

*per student amounts based on 186 total students

Budget Narrative:
Item #2: Why is there a need for 2 TOSA's? What will be their respective roles and responsibilities? (PD) From the application, the district already pays the salaries of these TOSA's and that this is the first year in this role. The district argues they'll be able to keep the TOSA's using SIG funds due to the state budget cuts. OSPI will support 1 FTE to based on need to carry out the responsibilities for staff professional development needs.
Item #4: Do the contractual days for faculty fall under the heading Extended School Day, Week, or Year in the narrative? (4 days before school starts, and 2 days after school ends) Are these student days too?
Items #4-6: What is the total number of increased instructional hours? Further spell out item #6. What is the difference between item #5 and #6? Is this increased instructional time for all students?
Item #10: Explain the same as items # 4-6 above. How will the paraeducators be used?
Items #1, 2, 11, 16: All of these items address the need for FTE or external support that could be more centralized, coordinated to deliver streamlined professional development supports.
Item #13: Break out the costs to show the total reflects the training for staff. (ie., 18 staff X 1 day training X $124/day)
Item #14: Provide the total for all services discussed ($9460)
Item #13 and 14: Consider using one measure to get started—MAPs is a tool designed for screening and is currently being used by the district (p. 8 of Section B: Descriptive information); the Transformation Model requires formative/interim assessments. The MBA/RBA meets this requirement.
Item #16: Duplicative of item #1. School will also have access to WIIN Math TACSE expertise if participating in item #13 (MBA).The proposed math coach responsibilities are designed around curriculum alignment, pacing and MBA administration; up to date syllabi, researching math interventions, EOC exams. District is also proposing a .5 data analyst to provide management and application of student learning data such as growth-to-proficiency data, receive training in HSPE/MSP, EOC, Data Director, MAP, MBAs to help staff

better utilize these systems (p 13 of Section B/Description Information.
Item #17: What is the difference in line 1 v. line 2? Supplies v. supports? Spell out further.
Item #18: Consideration: What instructional materials/interventions has the district identified and for which subject areas?
Item #21: Adjust according to changes made in items #2, 9, 11, and 16 above.
Item #23: Adjust according to agreements and negotiations above.

Has the district budgeted for the TOSA's to receive training through the University of Kansas Instructional Coach Institute? Where is this reflected in the budget?

OTHER

Required Element	Completion Status/Review Comments	District Response
1. P. 5-Waivers: 2. TOSA proposed cyclical model:	☒ 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

Section B: Descriptive Information, page 7.

1. The district was unsure whether waiver (1b) matched their schools' status for implementation of a school wide. Tier II schools that do not receive Title I funds are not required to implement a school wide; therefore (1b) waiver is not applicable.

2. The district proposed a cyclical model where teachers will rotate the TOSA roles and responsibilities to build teacher leadership capacity around instructional practices and reflection. The district should consider the impact on student learning if/when subject area teachers are included on these rotations for consistency of quality teaching and learning. Additionally, the district should consider how these rotations may impact the new teacher evaluation system that uses student growth as a significant factor. The level of experience in these roles should be considered as well to ensure TOSA's have the necessary competencies to support teachers with rapid improvement.

Soap Lake School District
Required Action District Grant
Three year Budget Plan Narrative

Support from NCESD 171 for Instructional Specialist and Support from Instructional Content Coaches – The Instructional Specialist will be a part-time external contracted position from the ESD who will work in close partnership with the Superintendent, the Principal, the Transformation Specialist, and teacher leaders to provide facilitate improvement in the overall instructional program. This will be done through professional development activities, consultation on RTI, and formation of professional learning communities, effective instruction and assessment strategies, and the development of an instructional framework. Instructional content coaches from ESD 171 will assist in the above as needed. Budget includes 25 days/year x $660/day = $16,500 first year; 20 days/year x $660 = $13,200 for year 2 and 15 days/year x $660 = $9,900 for year 3. Total 3 years = $39,600.

Transformation Specialist – Part-time, external contracted position will work directly with the Superintendent, Principal, Instructional Specialist and EAC to facilitate overall development of intervention. Responsibilities will include coordination of major grant activities, particularly coordinating the work of external partners, facilitating and aligning the various elements of the action plan, through coaching work to strengthen instructional leadership at the district and school levels, and promote a consistent focus on a common instructional framework to drive dramatic change in classroom instruction. Budget includes 90 days/year x $500/day = $45,000 year-1; 35 days/year x $500/day/year-2 = $17,500; 25 days/year x $500/day/year-3 =$12,500 for all 3 years = $75,000.

Annual School Classroom Practices Study and the Annual Classroom Observation Study – $8,000/year for 3 years = $24,000; Advanced Achievement Gap Analysis - $3,000/year for 3 years = $9,000; CEE Data Package - $600/year for 3 years = $1,800; Licenses as appropriate for CWT - $800 in year 1, $500 in year 2 & 3 = $1,800; two scanners for data input collection $1,000; Data Director $4.50/student/year = $2,025 for a total of $39,625.

TL–TOSAs - 1.5 FTE certified teachers will receive training in instructional coaching and work closely with the Instructional Specialist and the Transformation Specialist, as well as the Superintendent and MS-HS Principal to serve as coaches and teacher leaders in improving the overall instructional program. They will learn to work directly with MS-HS school faculty through coaching and professional development to integrate the principles and strategies of the school's common instructional framework into the MS-HS classroom instructional practices. Salary of $69,000/year x TOSAs = $103,500 for each year. Budget for 3 years = $310,500.

Substitute Teachers – Includes 8 substitute days x 18 MS-HS school teachers = 144 substitute days/year. Substitutes will release faculty to participate in professional development activities, receive technical assistance, or conduct collaborative instructional work with peers. Substitutes are paid at $124 per day. Budget includes 8 sub days x $124/day x 18 teachers = $17,856 a year x 3 years = $53,568.

Home-School Connection – Additional contractual hours for Nurse-Counselor services – Includes 5-hours additional nurse services per week for 200-hours @ $24/hr., and Counselor services for 12 hours per week equating to 1-FTE. These extra hours will be used to participate in trainings, transitions and pathways, technical assistance, home visits, parent strategy nights, and other activities related to the project. Nurse services for 200 hrs/year for all three years = $4,800 x 3/years = $14,400; and Counselor services for additional hours equates to .30 FTE = $12,700 x 3-yrs. = $38,100. Total service cost for nurse and counselor for three years = $52,500.

Additional Supplemental Days for Teachers – The 2011-12 school year will include 4 additional days x 18 MS-HS school faculty = 72 days, which will allow all staff to participate in grant-related activities. Days will be defined as calendar is developed. Teachers are paid at an average rate of $37.86 per hour for 7.5 hours each day. The budget includes 4 days x 18 staff x $37.86/hr x 7.5 hrs/day = $20,444/year x 3 years = $61,333.

DRAFT

Extended School Teacher Stipends – This will pay a teacher stipend for work with all students on necessary academic intervention (remedial, advanced placement), tutoring, etc. It includes stipends for 18 teachers. This will support a more instructionally-rigorous program focusing on enhancement and reinforcement of curriculum content and increased student learning time.
Extended School Day learning time 30 minutes a day which operates all three years: 90 hours a year x $37.86 for each teacher (18) will equate to =$61,333 times 3-years = $183,999.
Extended School Year For Student Days of 4-days all three (3) year: 4-days x $37.86 x 7.5x18=$20,444.40 times 3-years= $61,333.
Summer Learning time operates two years: 3 hours/day x 4 days/week x 6 weeks = 72 hours/summer times 4 teacher (288 hours total) times $37.86 =$10,904 times 2-years =$21,808.
Before/After school operates during first (1) year. Teachers are paid $37.86 per hour for extended school work. Budget includes 2 staff x $37.86/hrs x 1-hrs/day x 3 days/wk x 36 weeks = $8,178/year.

Transformation Model Action Planning and Training Stipends for Teachers – Includes 108 days of stipends to support participation in action planning, program design, and training activities during year 1 and 54 days of stipends for these purposes during year 2, and 18 days during year 3. Budget includes 108 days x $37.86/hr/6hrs=$24,533 in year 1, 54x$37.86x6-hrs=$12,266 in year 2 and for 18 days x $37.67x6 = $4,888 for year 3 for a three year total of $41,687.

Implementation of Classroom Walkthrough Tool – Teachscape Services OSPI: Implement a classroom walkthrough electronic tool that will capture data taken on Classroom Walkthroughs according to a research based protocol. Cost from Teachscape to collect the data is $800 for the school, plus 3-Ipads for data collection ($2,700); a couple of flip video cameras ($380). OSPI training is about $2000 for a team of five. Cost for year 1 ($800 + $2,700 + $380 + $2,000) = $5,880; year 2 and 3 = $800/yr for 3 year total $7,480.

OSPI/ DSIA Services for Action Planning – Contract with OSPI for action planning process, Gap Analysis, training and use of the Math Benchmarks. The data action planning element is for learning days in the summer, prep days in the fall, end of year evaluation, data analysis and staff collaboration. OSPI costs for planning process is approximately $600/day x 20 days/yr = $12,000 in year 1, $600/day x 10 days/yr = $6,000 for year 2 and $600/day x 5 days/yr = $3,000 for year 3. Total for all three years = $21,000.

Supplies for Community and School Meetings – Support meetings at the school including faculty meetings related to the grant. Budget includes $3,500/year x 3 years = $10,500. Supports means of outreach and meetings and with parents and members of the community, particularly in association with broadest reach of the community and the social/nurse/counselor efforts plus the Education Advisory Committee events costs. Budget includes five events per year at $1,033 per event = $5,167 per year for a three year total = $15,500. Three year total = $26,000.

Instructional Materials, for summer/extended school, and related Core Subject area Programs – Supports the MS-HS instructional programs by purchasing Literature and Language application supplemental materials as well as content areas resource material (maps, reference material). Budget includes $15,320 in year 1 + $13,405 in years 2 and $9,575 in year 3 = $38,300.

Conference Fees –Allows principal to attend instructional leadership training and conferences offered by organizations such as AWSP and WASA. Budget includes $5,500 in year 1, $3,000 in year 2 and $1,500 in year 3 = $10,000.

Travel/Lodging – Allows administration and faculty to participate in off-site project-related training activities (leadership trainings) as well as pays for external specialists travel-lodging expenses. Budget includes $12,500 in year 1 & $10,425 in year 2; and $6,375 in year 3 = $29,300.

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Fringe Benefits – Fringe benefits paid on all wages for certified or classified staff, including stipends, additional contractual days, and substitute teachers. Fringe benefits equal 35% of the total salary. This includes health insurance, retirement, and unemployment insurance. Budget include $99,642 in year 1 + $92,486 in year 2 and $85,808 in year 3 = $277,938.

Indirect Costs – Computed on the total of all direct expenses. Rate equals 7.14% in year 1 and 9.90% in years 2 & 3. Budget includes $36,452 in year 1 + $43,311 in year 2; plus $39,052 in year 3 = $118,815.

Total Funding Request – $546,978 in Year 1 + $480,793 in Year 2 + $433,518 in Year 3 = $1,461,290.

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	A	B	C	D	E	F	G	H	I
1	RAD Budget								
2	Year 1	Act	2000	3000	4000	5000	7000	8000	Totals
3	TOSAs	27	103,500.00						
4	Subs	27	17,856.00						
5	Supplemental Days - Teachers	27	20,444.40						
6	Extended School - Teacher Extended day	27	61,333.20						
7	Extended School Year - 4 Student days	27	20,444.40						
8	Extended School - Summer School	27	10,903.68						
9	Extended School - Before/After School	27	8,177.76						
10	Action Training Stipends	27	24,533.28						
11	Benefits for 27	27			93,517.45				
12	Supplies for school meetings	27				3,500.00			
13	Supplies extended school/CORE areas	27				15,320.00			
14	Supplies Community meetings	27				5,167.00			
15	Data Dir Mgmt Tool	27				1,000.00	1,400.00		
16	Transformation Specialist	27					45,000.00		
17	Teachscape - Principal Tool	27				3,080.00	2,800.00		
18	NCESD Assistance	27					16,500.00		
19	Practices & Observation Study	27					14,425.00		
20	Travel to training	27						12,500.00	481,402.17
21	Principal Training	23					5,500.00		5,500.00
22	Nurse	26		4,800.00	1,680.00				6,480.00
23	Counselor	24	12,700.00		4,445.00				17,145.00
24	Sub Totals		279,892.72	4,800.00	99,642.45	28,067.00	85,625.00	12,500.00	510,527.17
25	Indirects 7.14%		19,984.34	342.72	7,114.47	2,003.98	6,113.63	892.50	36,451.64
26	Grand Totals		299,877.06	5,142.72	106,756.92	30,070.98	91,738.63	13,392.50	546,978.81
27									
28									

	A	B	C	D	E	F	G	H	I
29									
30	RAD Budget								
31	Year 2	Act	2000	3000	4000	5000	7000	8000	Totals
32	TOSAs	27	103,500.00						
33	Subs	27	17,856.00						
34	Supplemental Days - Teachers	27	20,444.40						
35	Extended School - Teacher Extended day	27	61,333.20						
36	Extended School Year - 4 Student days	27	20,444.40						
37	Extended School - Summer School	27	10,903.68						
38	Extended School - Before/After School	27	-						
39	Action Training Stipends	27	12,266.64						
40	Benefits for 27	27			86,361.91				
41	Supplies for school meetings	27				3,500.00			
42	Supplies extended school/CORE areas	27				13,405.00			
43	Supplies Community meetings	27				5,167.00			
44	Data Dir Mgmt Tool	27				-	1,400.00		
45	Transformation Specialist	27					17,500.00		
46	Teachscape - Principal Tool	27					800.00		
47	NCESD Assistance	27					13,200.00		
48	Practices & Observation Study	27					12,775.00		
49	Travel to training	27						10,000.00	410,857.23
50	Principal Training	23					3,000.00		3,000.00
51	Nurse	26		4,800.00	1,680.00				6,480.00
52	Counselor	24	12,700.00		4,445.00				17,145.00
53	Sub Totals		259,448.32	4,800.00	92,486.91	22,072.00	48,675.00	10,000.00	437,482.23
54	Indirects 9.9%		25,685.38	475.20	9,156.20	2,185.13	4,818.83	990.00	43,310.74
55	Grand Totals		285,133.70	5,275.20	101,643.12	24,257.13	53,493.83	10,990.00	480,792.97
56									

	A	B	C	D	E	F	G	H	I
57									
58									
59	RAD Budget								
60	Year 3	Act	2000	3000	4000	5000	7000	8000	Totals
61	TOSAs	27	103,500.00						
62	Subs	27	17,856.00						
63	Supplemental Days - Teachers	27	20,444.40						
64	Extended School - Teacher Extended day	27	61,333.20						
65	Extended School Year - 4 Student days	27	20,444.40						
66	Extended School - Summer School	27	-						
67	Extended School - Before/After School	27	-						
68	Action Training Stipends	27	4,088.88						
69	Benefits for 27	27			79,683.41				
70	Supplies for school meetings	27				3,500.00			
71	Supplies extended school/CORE areas	27				9,575.00			
72	Supplies Community meetings	27				5,166.00			
73	Data Dir Mgmt Tool	27				-	1,400.00		
74	Transformation Specialist	27					12,500.00		
75	Teachscape - Principal Tool	27					800.00		
76	NCESD Assistance	27					9,900.00		
77	Practices & Observation Study	27					12,775.00		
78	Travel to training	27						6,375.00	369,341.29
79	Principal Training	23					1,500.00		1,500.00
80	Nurse	26		4,800.00	1,680.00				6,480.00
81	Counselor	24	12,700.00		4,445.00				17,145.00
82	Sub Totals		240,366.88	4,800.00	85,808.41	18,241.00	38,875.00	6,375.00	394,466.29
83	Indirects 9.9%		23,796.32	475.20	8,495.03	1,805.86	3,848.63	631.13	39,052.16
84	Grand Totals		264,163.20	5,275.20	94,303.44	20,046.86	42,723.63	7,006.13	433,518.45

	A	B	C	D	E	F	G	H	I
85									
86									
87									
88	RAD Budget								
89	3 Yr Total	Act	2000	3000	4000	5000	7000	8000	Totals
90	TOSAs	27	310,500.00	-	-	-	-	-	
91	Subs	27	53,568.00	-	-	-	-	-	
92	Supplemental Days - Teachers	27	61,333.20	-	-	-	-	-	
93	Extended School - Teacher Extended day	27	183,999.60	-	-	-	-	-	
94	Extended School Year - 4 Student days	27	61,333.20	-	-	-	-	-	
95	Extended School - Summer School	27	21,807.36	-	-	-	-	-	
96	Extended School - Before/After School	27	8,177.76	-	-	-	-	-	
97	Action Training Stipends	27	40,888.80	-	-	-	-	-	
98	Benefits for 27	27	-	-	259,562.77	-	-	-	
99	Supplies for school meetings	27	-	-	-	10,500.00	-	-	
100	Supplies extended school/CORE areas	27	-	-	-	38,300.00	-	-	
101	Supplies Community meetings	27	-	-	-	15,500.00	-	-	
102	Data Dir Mgmt Tool	27	-	-	-	1,000.00	4,200.00	-	
103	Transformation Specialist	27	-	-	-	-	75,000.00	-	
104	Teachscape - Principal Tool	27	-	-	-	3,080.00	4,400.00	-	
105	NCESD Assistance	27	-	-	-	-	39,600.00	-	
106	Practices & Observation Study	27	-	-	-	-	39,975.00	-	
107	Travel to training	27	-	-	-	-	-	28,875.00	1,261,600.69
108	Principal Training	23	-	-	-	-	10,000.00	-	10,000.00
109	Nurse	26	-	14,400.00	5,040.00	-	-	-	19,440.00
110	Counselor	24	38,100.00	-	13,335.00	-	-	-	51,435.00
111	Sub Totals		779,707.92	14,400.00	277,937.77	68,380.00	173,175.00	28,875.00	1,342,475.69
112	Indirects		69,466.05	1,293.12	24,765.71	5,994.97	14,781.08	2,513.63	118,814.54

	A	B	C	D	E	F	G	H	I
113	Grand Totals		849,173.97	15,693.12	302,703.48	74,374.97	187,956.08	31,388.63	1,461,290.24
114									(173,504.76)

SBE Review Notes 3/28/11 Soap Lake Junior and Senior High School ESD 171

Summary of Review

Required Elements	**Adequately addressed in the RAD plan? Y/N**
1. Implementation of one of the four federal intervention models.	Yes
2. A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.	Yes
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.** **b. How the district intends to address the findings of the academic performance audit.**	No (see pages 4-42 and RAD memo for more details)
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.	Yes
5. A public hearing conducted by the school board on the proposed plan.	Yes
6. Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.	Yes

Audit Overview

Soap Lake Junior and Senior High School

- 18 teachers
- 212 students
- Superintendent is in his first year

Models Reviewed

Transformation – recommended option by Audit.

Date of last Collective Bargaining Agreement: September 1, 2006 through August 31, 2010. (Extended to August 31, 2011)

Performance and Demographics

Reading and Math Three Year Proficiency and Improvement Rate

Soap Lake Junior Senior High School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
43.9%	-8.2%	23.1%	-4.0%

Student Demographics		
Enrollment		
October 2009 Student Count		212
May 2010 Student Count		192
Gender (October 2009)		
Male	101	47.6%
Female	111	52.4%
Race/Ethnicity (October 2009)		
American Indian/Alaskan Native	7	3.3%
Black	1	0.5%
Hispanic	59	27.8%
White	145	68.4%
Special Programs		
Free or Reduced-Price Meals (May 2010)	182	94.8%
Special Education (May 2010)	11	5.7%
Transitional Bilingual (May 2010)	23	12.0%
Migrant (May 2010)	4	2.1%
Section 504 (May 2010)	0	0.0%
Foster Care (May 2010)	2	1.0%
Other Information (more info)		
Unexcused Absence Rate (2009-10)	9	0.1%
Annual Dropout Rate (2008-09)	2	1.4%
On-Time Graduation Rate (2008-09)	31	94.6%
Extended Graduation Rate (2008-09)	32	97.6%

Strengths

- Excellent graduation rates.
- Advanced course in biology.

Issues

- Declining town and economic base.
- 21percent of students took requisite courses for HECB minimum four year college admissions-low levels of advanced math, foreign language and science credits taken.
- Not all staff believes that all students can do challenging work.
- Principal needs to attend to community concerns.
- Staff needs to engage in collaborative learning opportunities.
- No instructional framework.
- Curricular materials have gaps and need to be updated.
- Minimal structures in place to help struggling students.
- Library locked and staff rarely available after school.
- Staff needs to use data to drive instruction.
- Staff doesn't connect with students outside class.
- Staff needs to use data to drive instruction.
- Leadership team needed for common planning time.

Technical Assistance

OSPI assisted Soap Lake with preparation of plan.

Brief Summary of Plan/Strategies:

- Hiring staff experts, including a transformation specialist, teachers on special assignment.
- Instructional coaching/job embedded professional development.
- Increased instructional time:
    - After school tutoring: Three hours per week for 36 weeks for students who are targeted based on low performance. An advisory/intervention program will occur daily for 30 minutes.
    - Online 'flex school' to attract students from outside the District and provide credit retrieval, credit acceleration and advanced coursework for current students. Program to be developed with SIG funds.
    - Summer school for increased learning time for students who need additional instruction.
- Additional staff time will be devoted to family and community engagement.
- Classroom observation and walkthroughs by District leadership.
- New teacher evaluation system.

Budget:

Soap Lake Total	**$546,978**	**$478,606**	**$341,861**	**$1,367,445**

Goals as stated in the Plan:

Grade level		Mathematics	Reading
6	2009-10 (baseline)	15%	31%
	2010-11	25%	41%
	2011-12	35%	51%
	2012-13	45%	61%
	2013-14	55%	71%
7	2009-10 (baseline)	21%	24%
	2010-11	31%	34%
	2011-12	41%	44%
	2012-13	51%	54%
	2013-14	61%	64%
8	2009-10 (baseline)	12%	39%
	2010-11	22%	49%
	2011-12	32%	59%
	2012-13	42%	69%
	2013-14	52%	79%
9	2009-10 (baseline)	35%	58%
	2010-11	45%	68%
	2011-12	55%	78%
	2012-13	65%	88%
	2013-14	75%	98%
10	2009-10 (baseline)	20%	58%
	2010-11	30%	68%
	2011-12	40%	78%
	2012-13	50%	88%
	2013-14	60%	98%
11	2009-10 (baseline)	28%	58%
	2010-11	38%	68%
	2011-12	48%	78%
	2012-13	58%	88%
	2013-14	68%	98%
12	2009-10 (baseline)	53%	57%
	2010-11	63%	67%
	2011-12	73%	77%
	2012-13	83%	87%

	2013-14	93%	97%

State Board of Education Assessment:

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

SBE Comments:

District selected the transformation model.

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 Enrollment	PPE Yr 1
Soap Lake SD (10%)	$54,697	$47,860	$34,186	$136,743	192	$2,849
Soap Lake MS/HS	$492,281	$430,746	$307,675	$1,230,702		
Soap Lake Total	$546,978	$478,606	$341,861	$1,367,445		
Soap Lake Request Pre-Negotiation	Yr 1 Request	Yr 2 Request	Yr 3 Request	3 Year Total Request		$3,694
	$709,169	$641,621	$564,930	$1,915,720		

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:

A lot of activity but not sure that all of it results in increased student achievement.
Plan to select curriculum doesn't seem backed up in budget. Concern is that too much time and energy is used to procure curriculum materials too late in the three year cycle.

Page 13
(italics indicates the text is directly quoted from the plan)
The current close physical proximity and working partnership between the Superintendent, the Principal, and Union President allows for ongoing and timely communication on operational issues that arise, and results in quick resolution. Offices are all located together in a single area, where any leader can consult with others at a moment's notice, thus information is readily shared by all. This allows the school operation to be quite flexible and responsive, allowing the Principal in particular to be responsive to student and staff needs quickly. Examples of this would be scheduling adjustments for students, staff assignment and needed teacher support. Data can be shared in a timely manner, and data based decisions on needed improvements can be forthcoming.

The Superintendent is committed to providing any needed operational flexibility to accomplish needed goals for students. An example would be the establishment of the "Flex-School" described under Extended Student Learning Time. He will also work closely with the building principal on the demands on his time, removing areas of responsibility that will interfere with his priority of being the school's instructional leader, such as, removing the AD duties if this in anyway interferes with his effort to be

effectively involved with guidance for teaching and learning elements associated with his school. The SIG action planning process will explicitly build upon, incorporate and adjust, as needed, the present district and school based improvement initiatives that are currently contributing to improving student learning and improving overall achievement in the Soap Lake School District. This will include (1) efforts begun in late 1990's (funded through private and federal grants) to improve access to computer technology and the internet district-wide; (2) training of District faculty to build their understanding of instructional strategies from Marzano, Danielson, and Wiggins-McTighe; (3) implementation of the Core components of a Response To Intervention (RTI) program at Soap Lake Middle-High School as well as district-wide, an effort that will take shape as spring comes about; (4) An effort to improve the SLMSHS scheduling structure and overall course focus through expansion and added flexibility by designing and implementing a "Flex-school" structure to enhance the District's present schedule/program regarding teaching and learning capabilities.

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The District will use four approaches to determine if students in Soap Lake Middle-High School are on track to reach annual goals. First, the District will contract with Northwest Evaluation Association (NWEA) to administer the Measures of Academic Progress (MAP) computerized adaptive tests in Reading, Language Use, Math, and Science three times per year in grades 2-12. This will serve as an interim assessment that can also promote student-focused, data-driven decisions. Second, the District will administer the OSPI Math Benchmark Assessments in grades 2-12 by January, 2012, and Reading Benchmark Assessments if they become available. These are given three times per year and are highly aligned to what is assessed on the Washington State MSP/ HSPE. This will be supported by the Data Director Management system, and will allow individual teachers' access to assessment data that can be used in instructional planning. Third, the District will support and mandate the use of faculty-generated assessment guides for use of benchmark and MAP assessment data as well as the development of formative assessments on a regular and ongoing basis that will help to align pacing guide efforts to work toward every student meeting proficiency in the 2012-2013 school year. Fourth, the District will put in place a structure to regularly monitor ELL language growth on the WLPT, as well as monitor the use of ELD standards in lesson planning this effort will be in place by 2012-2013 school year.

These assessments will allow faculty to collaboratively assess the effectiveness of their instructional practices, instructional strategies, and curriculum units to continually make appropriate adjustments to their instructional practice and to continually make a appropriate adjustment to their instructional practice, as well as develop targeted interventions for students in need.

Beginning with the 2010-11 school year, the MAP test will be administered in four different subject areas three times a year: in September 2010, January 2011, and May 2011. This schedule will be continued during subsequent school years. Faculty will be expected to administer the Math Benchmark Assessments beginning in October, 2011. Expectations for the development and use of formative assessments, supported by the Data Director tool will begin in January 2012 and on a regular basis in September 2012. The District will facilitate grade level and whole school meetings in October of each year, after MAP, Math Benchmark assessment, and state assessment results are received, to analyze these results and assess their implications for instruction.

Similar meetings will be conducted in January and May of each year after MAP and Math Benchmark results are available. Results from the MAP, Math Benchmark, and formative assessments will also be incorporated into the regular collaborative faculty discussions, captured with Shared Circle of Responsibility accountability model.

Prior to the implementation of the MAP and Math Benchmark tests, all administrators and faculty throughout the District will participate in formal training sessions conducted by the Northwest Evaluation Association and OSPI regarding the analysis and use of MAP and Math Benchmark results. This district will also contract with NWEA and OSPI to provide regular on-site technical support to complement the formal training during the 2011-12 school year. Such support will be provided on an "as needed" basis during subsequent school years. In addition, the district will pursue additional training in effective use of WLPT data, as well as methods to assess ELD standards.

The District will also contract with OSPI/DSIA or an external partner to provide formal training and ongoing technical support regarding methods for conducting regular formative assessment of students and strategies for using results from formative, classroom based measurement, and summative assessments to improve instructional practices and better address student needs.
In addition, the District will hire a Data Analyst to develop online forms, tools, and automated reports, as well as explore the utility and application of the Data Director system that can be used by faculty to facilitate the analysis of student assessment results from the state assessment, the MAP, Math Benchmark Assessments and their formative assessments. The Data Analyst will also work directly with administrators and faculty to help them use these forms, tools, and reports as well as adapts any of these instruments to meet the specific interests or needs of particular faculty or administration this work will continue through years 2 and 3 of the grant.

The results of the MAP tests, the Math Benchmark tests, and the Reading Benchmark tests if they become available will also be reviewed and analyzed by the external evaluation team to identify patterns and trends in student academic achievement in Soap Lake Middle-High School. This analysis will be incorporated into the District's ongoing action planning process to initiate changes in the design of the Transformation Model or in the allocation of resources or support if the school is not on target to meet its annual goals.

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

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N** **SBE Comments**	**Soap Lake Middle and High School Plan** (italics indicates the text is directly quoted from the plan)
1. Develop a clear understanding of the requirements for transformation and turnaround. There did not appear to be a clear understanding of the requirements of the transformation or turnaround model within the district. For example, there were misunderstandings around the requirements regarding replacement of the principal and linking student growth to the evaluation. We suggest district personnel work with OSPI to develop a clear understanding of the model requirements and then put in support structures to develop staff capacity.	No. Inconsistency in plan for professional development. Ten days of PD, six during the year with subs; only four will be all staff, before or after the school year. "Through ongoing work of the EAC, the District will *begin the process* of looking at extending the school learning time for all students during the school day by either adjusting the calendar or the school's daily schedule." – This implies that there isn't a plan in this RAD plan.	*Page 5* *In an effort to provide support with coordination and facilitation of all the different aspects of implementation of the Transformation model, the District will use grant funds to contract with an external specialist who will serve as the Transformation Specialist. This individual will have experience and expertise in school and district reform initiatives in rural settings and will work directly with the Superintendent and the Middle-High School Principal. Responsibilities will include coaching district leaders in effective instructional leadership practices, the leadership of a change process, and assisting with facilitation of implementation of elements of the Transformation model. The Transformation Specialist will also assist with contact and coordination of services with all external partners. This position will run through the entire grant period.* *Page 10-11* *The District is aware that large majorities of its student population are currently not meeting state academic standards, In implementing the Transformation Model, it has an obligation to provide adequate extended learning time for acceleration of*

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	Uncertain about how many student days will be added; unclear about the after school tutoring - remedial focused, so how does it fit for the students who choose to go who are at grade level? What will occur during this time? Not sure about the purpose for the Advisory/ Intervention time. Daily contact with a consistent adult is great, but not sure about the actual plan for the structure or how the time will be spent. There is a lot of additional teacher time planned but it's not always clear how it relates to instruction. Emphasis on teacher training but uncertain about impact on student learning time. Response to Intervention was discussed but not integrated throughout the plan. The principal was hired in 2009/10 and will continue in his job, despite the acknowledgement by the Superintendent that he will need to continue skill development and growth. (p.5) "The	*learning, as well as necessary interventions to enable all students to reach grade level performance. The District will provide extended learning time to students in the following ways:* ***After School Assistance and Tutoring:*** *Additional time will be available for accelerated learning and targeted after school assistance and tutoring three days per week for one hour per day. This will be available to all students. This will be provided by paid certified staff who will be paid an additional three (3) hours per week, for thirty-six weeks to work with students. Students will be served by level of need as follows:* *1. All students are able to access this assistance by their own choice as much as needed.* *2. Students who fall behind in a particular class, who are struggling with low performance, or who need additional skill building to be successful will be targeted to stay after school to receive assistance for a designated period of time, with regular reviews of current status in class. In this case, parents will be notified, and students will be required to participate.* *3. Students who are failing two or more classes will be required to receive assistance after school three days per week for the remainder of the term. Parents will be notified, and an attendance contract will be developed with the student. Attendance at after school sessions shall override any other responsibilities the student has with other school activities, such as sports.* *4. Advisory Intervention Program during School Day. The District will also implement an advisory/intervention program for all students that will provide additional support and intervention during the school day. SIG funds will provide training for all staff, as well as staff time to coordinate the content of the advisory and the system of identifying students for intervention as well as tutoring assistance. (this activity is described further at the end of this question).*

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	principal will need tools and systems to be more visible in the classroom. He will need continued training and tools to develop skills in analyzing student achievement data..." See p.5 of the OSPI LEA application feedback: "There is not adequate time to provide training in turnaround ..." See p.25 in the audit, which addresses problems with the principal. See P. 7 in the audit, "It is unclear the extent to which they fully understand the requirements of this model, such as linking student growth with evaluation and replacement of the principal."	***Implementation of Online "Flex School"*** *In addition, SIG funds will be used to develop a "flex-school" structure. The flex-school is an online enhancement-intervention program. It is estimated that this will add to the student enrollment, drawing from students currently not enrolled in school. In addition, it will provide current students with opportunities for credit retrieval, credit acceleration and advanced course work. SIG funds will provide staff time to develop and implement the program, as well as be the contact point for the students. It will also provide funds for online enrollment in a designated, proven program, which will allow for the expansion of the current academic school curriculum.* ***School Scheduling/Summer School*** *To facilitate an expansion of our instructional time, testing will be scheduled outside of the regular instructional day, bus trip-learning opportunities is another of our effort to extend learning time, an effort to restructure our school day and yearly calendar is under way. All of which will initially be supported by SIG funds. Students will receive additional learning time through an enhanced summer school. The summer school will serve all students who are in need of additional instructional time to meet their annual goals, and deliver content with increased rigor. Specific students will be targeted to attend through specific criteria, known to students and parents throughout the school year. All students in need of assistance will be required to attend, with an attendance contract drawn up and signed by parents and students.* *Page 16-17* *To support full and effective implementation of the Transformation Model at Soap Lake Middle-High School, the District will be using grant funds to*

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		contract with a new: Transformation Specialist, and as needed, ESD Instructional Content Coaches. In addition, the District will establish contractual agreements with several external partners to address significant support service needs in the math and reading subject areas. *This will include contracts or assistance from/with NCESD 171, The Danielson Group, Northwest Evaluation Association, and OSPI's District and School Improvement and Accountability (DSIA) Division for assistance around planning, use of formative assessments, data use, and instructional delivery and leadership. More details on the roles and responsibilities of the external partners and DSIA are included in the response to Question #3b.* *Page 17-18* *In order to ensure that Soap Lake Middle-High School receives the ongoing, intensive technical assistance and related support to fully and effectively implement its Transformation Model, the District will expand its own capacity to provide such assistance and support. As a small rural school district, the only staff currently available to provide educational assistance to the school is the Soap Lake Superintendent. Within the constraints of his position, he does provide such assistance and will continue to do so under this proposed initiative. In addition, the Superintendent, the SLMS-HS Principal, the Alternative Principal, and the Elementary Principal will receive external training, on-site technical assistance, and on-going coaching to build their capacity as instructional leaders within the school and district.* *As described in Question 1b, the District also will contract with a part time Transformation Specialist, who has experience and expertise in school and district reform in rural communities. This individual will report directly to the Superintendent and will work with the*

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		Superintendent, MS-HS Principal, other district administrators and teacher leaders, Educational Advisory Council and all external partners to coordinate the alignment and development as well as the implementation of the Transformation Model in the school. *Within Soap Lake MS-High School, a new part-time Instructional Specialist will provide instructional leadership, implement a common instructional framework in the schools, facilitate instructional collaboration among faculty, refine vertical-horizontal curriculum alignment across MS-HS grades and with preschool and elementary school curriculums, and ensure the use of best instructional practices and strategies by all district and adjunct faculty (preschool-birth-to-three). This is further described in Question 1b. This individual will work closely with the middle-high school principal, the Transformation Specialist, and external partners in carrying out these tasks. The individual selected as the Instructional Specialist will have past experience in promoting instructional change within a rural district, but particularly to a combined middle-high school setting. This individual will also participate along with the Superintendent and school administrators in the District's instructional leadership development program (mentioned in the previous paragraph).* *Both the external needs assessment conducted by the BERC Group and the internal assessment led by the Superintendent indicated the need for expertise and assistance from external partners to address several areas of need. The identification of these specific areas of need was also informed by the OSPI report, Characteristics of Improved Districts: Themes from Research. Because the District has a diverse range of expertise needs, it was decided that multiple external partners would be more appropriate than a single external lead partner.*

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		In identifying its external partners, the District will consider five criteria: (1) commitment to use of best practices and familiarity with cutting-edge educational research, (2) history of effective institutional collaborations, (3) experience with successful school improvement efforts, (4) knowledge of Washington state educational standards, and (5) previous familiarity with the Soap Lake Schools (rural settings). *Of these criteria, the first three were considered the most important. Based upon these criteria, the District has identified several external partners that are qualified to provide assistance in the following areas:* • *NCESD 171 can advise on creating a new staff competency model and staff evaluation system in the District, provide job-embedded professional development to middle-high school faculty, provide school-wide training and technical assistance in the use of the Advisory/Intervention program, and assist in building a functional professional learning community (PLC) in the school.* • *The DSIA-OSPI Group can assist in: facilitation of a comprehensive action planning process; the administration, use of Math and Reading Benchmark assessments; implementation and calibration of protocol for classroom walkthroughs.* • *Northwest Evaluation Association can provide access to the Measures of Academic Progress (MAP) as a common interim assessment system in the school and offer training and technical assistance to administrators and faculty in its use.* • *University of Kansas Instructional Coach Institute and neighboring districts implementing coach model – will provide training and technical assistance in the development of the instructional coach model to TOSAs and Principal.*

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		The District also will seek external partners to provide the following additional services: *•Assistance in identifying and implementing new strategies that allow effective personnel recruitment beyond the immediate geographic area.* *•Assistance in building instructional leadership capacity of District and school administrators, promoting the effective use of classroom walk-throughs, and developing faculty capacity to use effective peer collaboration.* *•Assistance in development and adoption of a new teacher and principal evaluation tool that meets the requirements of the Transformation Model, including incorporating students growth in the evaluation.* *It will be a primary responsibility of the Transformation Specialist to manage, coordinate, and facilitate the effective deployment of external partners – so that their services have the maximum possible impact on the implementation of district plans. The services provided by each external partner will be assessed on an ongoing basis throughout the year and will be formally reviewed bi-annually each year. Each contract will include specific deliverables and standards for services. The District also plans to contract with OSPI/DSIA for several categories of services. This will include assistance in (1) designing and effectively conducting the action planning process, (2) supporting faculty in development and use of formative student assessments, (3) supporting administrators and faculty in making effective use of student assessment data to drive instructional decisions, and (4) strengthening instructional leadership at district and school levels. Failure to meet service delivery standards or provide specified deliverables will result in the selection of a new external partner to provide those services.*

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2. **Access support to develop a Comprehensive Human Resource Management System.** District and school personnel will need to work closely to develop clear expectations and standards for assessing the performance of teaching staff. Under the current system, all teaching staff members are rated as satisfactory or unsatisfactory; this system does not offer meaningful information for teachers to improve in the long and short term. District and school representatives will need support in developing such a model and may benefit from investigating how other schools and districts are doing this. Given current difficulties recruiting staff, the district will also need to update their recruiting and human resource management plan to draw from a wider pool of applicants who have proven competency. Additional areas to explore in developing this system include induction and mentoring, self-assessment and evaluation, and recognition and retention.	Yes, but reviewers had to dig for all the elements in the plan. Will identify promising strategies… doesn't feel like there is a concrete plan. Geographic location is included to explain not being able to recruit new staff. While the plan doesn't seem completely comprehensive, it does appear to have some parts in place throughout the application. "Research will be done and ideas explored to improve recruitment and retention."..."Should the opportunity to recruit staff arise."...	*Page 6* *As these efforts are underway the District will work with the principal and teaching staff to begin the development a new teacher and principal evaluation system that rewards staff for efforts toward improvement, and expects improvement in staff where it is needed. The evaluation system will include the component of student growth in the evaluation, and expect teachers and principals to gather evidence of improved student learning. Initially, the District will search out other districts and research based frameworks to gain a starting point. The new evaluation system will be piloted with staff in the 2011-2012 school year.* *Page 7* *As stated in the BERC Group report, "The district tends to be limited to the immediate area in most recruiting." This has meant a very limited pool of applicants. As a result, positions have been very difficult to fill. During a recent effort to hire a new foreign language teacher (a retiring teacher position), the district had to seek alternative avenues to find just one qualified candidate. The District is committed to implementing new approaches to successfully extend its recruitment outside the immediate area. It has already explored the use of online job postings to extend its recruitment efforts. It will work with NCESD 171, AWSP, and WASA to identify one or more external partners to advise it in creating, implementing, and refining new personnel recruitment strategies. It will also work with union leadership to establish a system of support and mentorship to newly hired staff to ensure a successful experience in Soap Lake school system, as well as increased likelihood of retention of quality staff.* *Page 9* *Presently, the MS-HS has only one nationally board certified teacher. This staff member is definitely seen as a teacher leader and will play a key role in our grant activities. The District will initiate efforts to provide timely and accurate*

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		information to potential candidates as well as explore methods of support similar to that offered by surrounding districts in an effort to encourage more MS-HS teachers to begin their efforts to become nationally board certified. *Page 14* *As noted previously, the District currently has very limited flexibility in the recruitment and assignment of school leaders and teachers. This is because it only operates one middle-high school and so cannot effectively do an adequate "shift" of teachers between like schools. In addition, its geographic isolation in a rural community located miles away from any significant metropolitan area has meant that its pool of applicants for any staff position has been very small – allowing limited choice in staff recruitment and selection.* *In order to increase its flexibility in staff selection, the District will work with one or more external partners to identify, implement, test, and refine promising strategies to extend its personnel recruitment beyond the immediate geographic area. This will allow the District to apply more rigorous criteria to staff selection, particularly regarding previous experience working in struggling schools, working collaboratively with colleagues on improving instructional practices, applying proven best practice in instruction, and making data-driven instructional and implementation decisions. Upon hiring new staff, the District will develop a system to mentor and monitor new staff, assuring that they are properly trained in District practices.* *Page 16* *…the District will work with the SLEA to adopt a new teacher and principal evaluation system that reflects the district's vision of high expectations for instructional competency, and incorporates student growth into the evaluation. The District and school leadership will also conduct annual*

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		community and school meetings prior to the beginning of the school year that will be used to promote a clear focus on student learning and communicate high expectations and accountability for all parents, teacher, students and support personnel.
3. **Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.** There does not appear to be a clearly understood or common focus at SLMSHS. While everyone is interested in seeing their students succeed, they are not working together toward clearly defined goals aimed at student learning, and many people work in isolation. Without a clear and common focus in place, staff members' efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.	No. Principal is hired but will need tools and systems to be more visible. Needs training and tools to analyze student data. There should be a sense of urgency and understanding of the capacity of current staff – are the current teachers the best choice to make decisions about the instructional framework? Page 19 – District will adopt three things – sounds like a great plan but they are not explained well in the previous 18 pages. Gap analysis at years' end to monitor efforts in development of framework for quality teaching – so by year one it won't be implemented, but still in development? In July – if needed	*Page 4-5* *District staff and external partners will work with school administrators and staff to engage in a comprehensive School Action Planning process prior to school opening in September, 2011. This work will reestablish an authentic and clear mission for Soap Lake Middle-High School that focuses on all students learning at high levels.* *The process will lead staff to identify and prioritize needs and strategies outlined in the School Improvement Grant into actionable and measurable goals, and specific action plans with attached timelines. This action planning process will use the information from the Characteristics of Improved Districts Research, as well as the Nine Characteristics of Effective Schools as a basis for intensive planning around each component of the Transformation model. This plan will be transparent to all in the school and community, and serve as a timely (bi-annual) review platform for assessment of progress in the school. The plan will also be used to guide District and school decision-making and particularly the strategic allocation of District and school resources.* *In an effort to provide support with coordination and facilitation of all the different aspects of implementation of the Transformation model, the District will use grant funds to contract with an external specialist who will serve as the Transformation Specialist. This individual will have experience and expertise in school and district reform initiatives in rural settings and will work directly with the Superintendent and the Middle-High School Principal. Responsibilities will include coaching District leaders in effective instructional leadership*

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	– they will complete the MOU.	*practices, the leadership of a change process, and assisting with facilitation of implementation of elements of the Transformation model. The Transformation Specialist will also assist with contact and coordination of services with all external partners. This position will run through the entire grant period.* *Page 6* *SIG funds will be also used to develop the Soap Lake Instructional Framework during the first year of the implementation process, which will further clarify expectations for teachers, identify evidence of increased levels of effective practice, and sources of evidence of student learning. SIG funds will be used to contract with external partners with this expertise, accessing research-based instructional frameworks as a guide, including work by Danielson and Marzano. District is consistent with language that will be used in the new state level evaluation system scheduled to be implemented in 2012-2013.Teacher will work with specialists to create common language that will be used in the Soap Lake School.* *Page 19-20* *In order to ensure effective collaboration between District and school leadership, the Soap Lake Superintendent, District Administrative Team, selected staff members, the new Transformation Specialist, and our Instructional Specialist will jointly lead the initial action planning process to identify specific goals, benchmarks, strategies, and action steps for implementing the Transformation Model. They will continue to meet frequently and regularly during the school year and the following summer to review data on program implementation and impact. This effort will guide data-driven decisions regarding resource allocation, coordination with existing or new external grants, coordination with other resources, and timely and focus-driven use of external partners.*

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		Finally, the team will continue to use the action planning process during the course of this recalibration effort to review and adjust benchmarks, implement strategies, adjust and focus action steps, and to ensure that the goals of the RAD-SIG plan continue to inform resource allocation decisions at the building and District levels. *Page 21* *If this grant is funded as proposed, the District will begin a collaborative action planning process involving internal stakeholders and external partners (particularly NCESD 171-DSIA liaison specialists). This process will be used to conduct a more detailed review and revision of the recalibration of specific district and school policies and practices in multiple teaching and learning areas. It will use information collected during the internal needs assessment by the Superintendent, results of the initial external needs assessment conducted by the BERC Group, as well as their follow up audit, and information collected or generated by external partners or internal stakeholders as part of the development, review and implementation process. Throughout the action planning process, District and school leadership, including the local school board, will review and revise budget and resource allocation decisions, as necessary, to align with other revisions in agreements, policies, procedures and practices.* *Immediate priority in the action planning process will be to develop a new more rigorous teacher and principal evaluation system. This new system will include expectations for teachers and principal regarding requirements for peer collaboration, professional development, and participation in student advisories. It will also incorporate student growth into the evaluation with mechanisms for reward and recognition of staff who is improving, as well as intervention, and possible dismissal of staff who do not show such improvement. (See attached*

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		MOU) *The action planning process will include a review and revision as needed, of policies and procedures related to (a) school schedule, (b) professional development plans including job-embedded professional development strategies, and (c) extended/expanded-school program design (including student participation requirements). Revised policies and practices in these areas will be completed by the beginning of the next school year in September 2012-13.* *The action planning process will also review and revise policies and practices related to (a) guidelines and tools for data use by administrators, faculty, and other staff, (b) guidelines and tools for classroom walkthroughs, (c) regular communication with parents and the community, and (d) extended /expanded-school program design to include our summer school program design (including student participation requirements). Revised policies and practices in these areas will be completed by January 2012.* *As noted earlier, the action planning process will also consider several system-wide programs and practices to ensure that these are aligned with and supportive of the implementation of the Transformation Model at Soap Lake Middle-High School. This includes system-wide effort to adopt a research-based instructional framework program, facilitated by the Transformation Specialist, the Instructional Specialist, and external partners. The focus will be on the instructional strategies of Marzano, Danielson and Wiggins-McTighe. The resulting action plan will include specific benchmarks, strategies, and action steps which expand upon these practices to move faculty to regularly incorporate these framework principles and elements to dramatically change their instructional practices both contextually and procedurally. It will also include steps to implement Classroom Walkthroughs to*

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		gather information about the implementation of instructional strategies, as well as the Shared Circle of Responsibility accountability and responsibility model.
4. **Set high academic expectations.** SLMSHS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. Transcript results show very few students (21%) are taking rigorous coursework, and almost no improvement has been made in this area for the past three years. We recommend staff members work together to identify the highest level of expectations possible for Soap Lake students and develop common language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for students to take advanced classes. We recommend staff members identify high-achieving middle and high schools with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported.	No. Few students are eligible for a four-year college. No plan to add rigor to existing coursework, no plan to identify highest level of expectations possible for students or to develop a common language around these expectations. There is no plan to add advanced coursework. Expectations by staff are not addressed. All students should be encouraged to excel and this is not evident in this plan. From audit: Page 23: "These examples point to a more serious issue of whether the current staff believes and defends the idea that all students are capable of doing challenging work."	*Page 12* *In an effort to provide more intentional social emotional support for students, the District is initiating a student advisory – intervention program that will begin in April, 2011. (Described under extended student learning time). All students will be assigned an advisor, and will meet in advisory five days per week for 30 minutes. The goals of the advisory are to provide students with daily contact with a consistent adult who will work to develop positive relationships with students.* *The curriculum will be consistent among teachers, and will include information from Navigation 101 materials, and high school and beyond planning, as well as other skill sources. This new support program will build staff and student opportunities for skill building, student mentoring, and academic celebrations, both school and district-wide. To enhance and build on this student-teacher connect, the District will use SIG funds to provide training opportunities for staff to experience and learn from Eric Jensen, a nationally renowned brain-research specialist, known for his work with student of poverty (Teaching With Poverty In Mind).*
5. **Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.** Aside from the math	No. Plans to develop but not there yet. No clear plan to use data in an	*Page 8-9* *The TOSAs will provide leadership in curriculum alignment activities that are being started in the spring of 2011. Work is currently being done by the math department to align the new Holt Curriculum (grades 6-12) to the*

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program and some upcoming work in science, teachers and administrators report curricular materials in some subject areas are outdated and lessons are not aligned to the state standards. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards in all content areas. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.	organized, systematic fashion. TOSAs are responsible for math curriculum alignment – what about teacher responsibility and buy in? No clear long term vision for curriculum adoption. Concerns about minimal funds requested for materials. Some discussion about aligning instruction to state standards but seems to rely on TOSAs exclusively – how about teacher accountability by leadership?	*Washington State Math Performance Expectations, as well as to the emerging Common Core standards being adopted by the state. The Math TOSA will be responsible for leading this team in the alignment effort, assuring that a pacing calendar is established and followed by all staff, and that adequate formative and summative assessments are being used with fidelity to monitor student progress. The TOSAs will work with staff to assure that an updated syllabus reflecting state grade level standards is available for each class. They will also work with District administration to provide adequate and up to date instructional materials, and an updated pacing guide aligned to what is tested on emerging assessments. They will take leadership in researching and purchasing necessary instructional materials (supplemental and intervention), which may be needed by staff to adequately instruct their students to master all necessary Washington State Standards. They will also work closely with school administration to align course offerings in the master schedule to what students need, be it on-line or in the classroom. The TOSAs, with the assistance of the Instructional Specialist and Transformation Specialist, will work to provide staff with ongoing information on how students are learning. The District will implement the administration of OSPI Math and Reading Benchmark Assessments in all math and Language Arts classes 6 – 12, with the support of the Data Director system, which will organize data for staff use. The TOSAs, administrators and other teacher leaders will receive training in Data Director in order to assist staff in effective use and analysis of Math and Reading Benchmark data, as well effective development, administration and analysis of frequent, and ongoing formative assessment data. The District is strengthening and enhancing the use of the MAP assessment system as well, which will be administered three times per year, as part of the needed data analysis. The TOSAs will work with teacher teams in the*

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		development of effective intervention strategies for students in need, as well as adjustments in instructional practice. Consultation with the Instructional Specialist, NCESD content coaches, OSPI TACSEs will support this effort. *Page 10* *Beginning in the spring of 2011, and continuing through the summer, the District will work with external partners to lead all school faculty through a process of coordinated curriculum alignment of essential standards in all content areas. This will assure vertical and horizontal alignment of course offerings, which enhances the notion that all students have an opportunity to learn required essential learnings.* *The District will work with staff to ensure they have access to instructional materials and resources that are well aligned with current essential standards. Out of date instructional resources will be replaced using SIG funds. The District will use SIG funds to increase district capacity to provide staff, students, and parents with more frequent data on student learning. It will implement more directed in-service on the supportive reporting and analytical elements of Measures of Academic Performance (MAP) from NWEA. The District will also implement the administration of OSPI Math and Reading Benchmark Assessments in grades K-12 three times per year, supported by the Data Director Management tool to allow teachers to sort and analyze data, as well as develop supportive, more frequent formative assessments. In addition, the District will work with external partners to increase staff ability to understand data from the WLPT for ELL students, and accompanying ELD standards. In support of this increased focus on data, the District will provide training and technical assistance and establish performance expectations for faculty, which will be incorporated into the new teacher evaluation system. It will work with*

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		outside partners to improve and strengthen the capacity of District administrators to use student data to drive decisions about resource allocation, school operation, staffing, and with district-wide faculty to inform and differentiate instruction to meet academic needs of individual students. These expectations will be built into the new principal evaluation system.
6. **Provide long-term professional development and coaching for instructional leaders and classroom teachers in effective classroom practices and include goals for individual and group improvement.** Focus group and survey data suggest that staff members do not believe professional development is relevant to their daily work or is tied to broader school improvement goals. In addition, the frequency of instructional practices aligned with research-based principles of learning are fairly low according to classroom observation results, and some teachers acknowledged a need for, and interest in, training focused on instruction. We strongly suggest school leaders develop a long-term professional development plan with a focus on instruction that strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them together after	Yes, with concerns. Page 16 – want to develop their own instructional framework rather than adopting something that is research-based. Concerned that the District will develop their own instructional framework rather than implementing something that already exists. Page 16: *Approximately six (6) years ago, the District offered training opportunities to its teachers around the use of Powerful Teaching and Learning, and the STAR framework. With the initiation of our School Improvement Grant, we will use this opportunity to develop our own District designed instructional frameworks based on a number of research based sources and*	*Page 6* *The District recognizes the need to establish clear expectations and standards for effective instructional practice with the teaching staff. Teachers will receive increased levels of monitoring and supervision to assure that expectations are being carried out in each classroom. In addition, teachers will receive frequent feedback from trained observers, so they have the information they need to improve. Initially, the District will use SIG funds to provide school administrators with professional development in conducting classroom walkthroughs, as well as recognizing effective classroom practices. Furthermore, the Superintendent will clarify expectations for evidence of increased frequency of classroom observations by the administration (from three presently per week to 20).* *In an effort to create a system of increased accountability and responsibility for student achievement among all staff in the school, the District will implement the "Shared Circle of Responsibility" in the fall of 2011 (graphic attached). This model identifies the roles and responsibilities of all staff to be well informed about student achievement, and to work together to change instructional practice for all students as well as provide intervention to targeted students.* *The School Principal is responsible to meet regularly with teacher teams focusing on student achievement data, and resulting in action plans for intervention. Transparent sharing of*

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implementation. School administrators will also need to be supported in their roles as instructional leaders at their buildings. An instructional coach may need to be employed for working with staff on a more consistent basis around instructional goals.	*frameworks. We believe staff participation in the development of the framework will increase buy-in and thus implementation by staff.* From audit, p.6: *"A few barriers, such as low expectations of students, current staff evaluation procedures, and defensiveness among teaching staff must be immediately addressed."* Also concerning to the Review Team is this statement: *"We will work with our data support services to assure that teachers <u>know the names of their ELL students</u>, as well as their language levels, in order to provide more appropriate instruction."*	*classroom data will encourage team members to mentor each other, and explore new practices that are proving to be more effective. The Principal will also meet regularly (approximately every four to six weeks) with each teacher individually to offer support, suggestions and direction to improve student learning in their specific classes. These meetings will include a focus on recent achievement data from each teacher's classroom. The results of these meetings are shared regularly with the Superintendent and other District staff, with a focus on how to provide support to teachers where needed, and how to ensure that all teachers are working to improve teaching pedagogy and student performance.* *The Superintendent will include summaries of this information in regular discussions with the Board of Directors. This model is meant to occur in a cycle that is repeated at least six times throughout the year. SIG funds will be used to provide professional development on each step of the cycle, including data collection and analysis, action plan development, and development of effective student interventions.* *Page 7* *The Instructional Specialist will also work with instructional content coaches from the ESD to assist MS-HS staff directly with integrating these new practices into their routine classroom practices. These contracted instructional services will provide support to develop strong building-based distributed leadership with a focused emphasis in line with the efforts of a strong PLC format for the MS-High school level as well as district-wide. Teams will engage in the development of norms, purpose statements and the use of protocols, as well as evaluating student work and designing and monitoring intervention planning. These services are projected to begin in fall of 2011.*

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		The goal of this contracted Instructional Specialist position is twofold: improved instructional practice and improved student learning. Additionally, our instructional specialist will often be responsible for providing or arranging professional development assistance with activities for all teachers, and addressing issues teachers face daily in their classrooms. Our intent is to provide an ongoing, job-embedded professional development program, not a series of one-shot workshops. The assistance will help staff learn to align their instruction to state standards, utilize instructional materials effectively, implement newly learned strategies in the classroom, and provide effective assessments of student learning within a culture of support and trusting relationships. *This will provide opportunities for staff to strengthen their instructional knowledge, skills and abilities from within, with a focus on the basic academic foundation platforms as well as academic interventions that the District will establish. The elements will be adopted with a focus on the attainment, enhancement, and implementation through a District-wide professional development continuum. The development of this system will have a process of review and adjustment as professional development needs change.* *Page 7-8* *A second, internal level of support for the instructional staff will be the implementation of Teachers on Special Assignment. One and a-half time positions will be established during the first year of the grant, and continue throughout the grant period. Our focus will be on Literacy support, and math/science. The organization of these positions will be such that two teachers will be assigned to this instructional support/professional development position for a period of six (6) months. Our intent is to build district capacity in the area of teaching and learning support by developing and building teacher leadership capacity,*

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		content and coaching skill awareness, and intensive instructional strategy proficiency with an eye on providing for reflective opportunities in a professional development framework. The District recognizes that if deliverables are expected from all (staff-administration-board-students-parents) then our District needs the time and resources if it is to develop its depth and breadth as well as the expedience of its intentions, analysis of data, and implementation of new instructional practices through defined frameworks. The importance of increasing collectively the capacity of our staff and district to apply and act in new ways, share knowledge, alter instructional behavior and practices with fidelity is one obligation, but the other important aspect of this effort is making sure that our sustained effort over-time will result in defined norms, protocols, and non-negotiable in the areas of guidance for learning instruction, development of "good" instruction, implementation of classroom principles of learning, and the inclusion of a cognitively guided instructional frameworks. We KNOW this is the right road to building our diversified leadership. To be successful, all of our efforts will be closely evaluated (internally and externally) to gauge the impact on instructional practice and student performance at the end of the first year. *These individuals will work closely with the Instructional Specialist, the NCESD instructional coaches, and the Transformation Specialist to gain skills to effectively support classroom staff so that overall instruction in the school will continuously improve. Our overall District goal is to grow our own instructional and content specialists. They (TOSAs) will work closely on strategies with the Instructional Specialist and ESD instructional coaches, as they develop the skills to work more independently with individual teachers and groups of staff. The Teachers on Special Assignment will provide mentoring and collegial opportunities for staff in effective*

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		strategies to strengthen students' reading, writing, and math skills. The TOSAs will work closely with the MS-HS principal, who will provide guidance and support on issues addressing student needs, reading and math instruction and alignment with state academic standards. In addition, to develop their instructional coaching skills, the TOSAs and the Principal will be receiving training in instructional coaching strategies and classroom data collection tools usage through University of Kansas Instructional Coach Institute. As their skills develop, the TOSAs will increasingly provide resources to the classroom, model lessons using effective teaching techniques, and observe and collect data during classroom lessons with efficient feedback offered to the teacher. They will be responsible for growing skills in development and analysis of formative assessments, effective teacher collaboration and lesson development. They will also participate, and eventually lead training with staff on teaching students who live in poverty, as well as cultural competency issues relevant to the Soap Lake School District and its surrounding community. The Principal will participate in this training in order to provide necessary support for this model of classroom support. *Page 9* *The District will strengthen the capacity of administrators and faculty to effectively facilitate and participate in collaborative instructional teams and provide expanded opportunities for common faculty planning time around research-based classroom instructional practice. This will be crucial in building a viable Professional Learning Community as well as strong grade/subject level collaborative relationships among faculty.* *Targeted professional development addressing these objectives will begin during the summer of 2011, with follow-up sessions conducted during subsequent summers. Job-embedded professional development will also occur in the*

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		classrooms with instructional support staff such as the Instructional Specialist and TOSAs, during staff meetings, and during faculty planning time throughout the school year. The District will seek out external partners on these professional development efforts. District and school administrators and teacher leaders (TOSAs) will take a greater leadership role in this effort over time as the PLC principles become embedded and defined. *The District is committed to collaboratively developing a job-embedded professional development system with administration and teacher leaders that will build the capacity of teachers to utilize research-based instructional practices and assessment strategies as identified in the Soap Lake Instructional Framework. SIG funds will be used to pay all teachers to participate in professional development during the summer of 2011 with an eye on making sure that this professional development effort has a shared, on-going emphasis that is locally rooted and makes a direct connection between what teachers are keying on in their day-today practices in the classroom and how they are enhancing their content-specific instructional practices with an intent of improving student learning. Our PD efforts will have a main point of getting teachers to properly interpret the curricula thus creating effective learning experiences for all students.* *Because it is an important step in preparing for new structures and expectations, which are being implemented in the fall, the District will work with union leadership throughout the summer to develop strategies to assure that all certified staff receives needed training so consistent implementation of new strategies can occur. The District will also adopt systemic methods of evaluating the impact of professional development on classroom instruction and assessment methods through classroom walk-throughs and regular*

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		communication with classroom staff through the cycle of meetings in the Shared Circle of Responsibility model. *Page 11-12* *The District is also committed to providing staff with adequate time to learn and apply the numerous new practices in which they will be asked to engage. Grant funds will be used for a number of activities targeting teacher learning. All certified staff will be contracted to work an additional four days beyond the student school year to participate in professional development activities. This will occur both in the summer and during the school year calendar.* *Teachers will also be provided with substitute teachers for six days throughout the year to participate in professional development activities, and collaboratively work with colleagues to assist with the development of interventions, analysis of data, and the implementation of needed instructional behavior and practice changes.* *Teachers will be supported in several ways as they build their job-embedded professional development structure and content.* *The District will work collaboratively with all staff to develop a robust and continuous professional development continuum to assure that all staff members receive the support and training needed to effectively teach what is required in the instructional framework.* *Staff will be paid with grant funds to attend after school trainings, as well as training in the summer. They will also have access to classroom support from the Instructional Specialist and ESD instructional content coaches, as well as the data coach, Teachers on Special Assignment, school administration, and the Transformation Specialist.*

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		Page 14 *At the same time, the District will focus on substantially expanding, strengthening, and aligning professional development opportunities around common frameworks for quality teaching and learning focusing on its instructional framework to enable current middle-high school personnel to become high-performing school leaders and teachers. These opportunities will be combined with the use of a new system for critically assessing the quality and impact of professional development activities. This will include increased communication and observation by the principal, use of a classroom walkthrough tool to gather data on classroom practice, and work with new staff support positions such as the TOSAs and the Instructional Specialist. In addition, the District will implement the state required staff evaluation system that establishes more rigorous accountability standards for all school leaders, faculty, and other staff that take into account student growth data.* *This effort will allow the District to provide targeted professional development to address areas of need when data informs us that we failed to meet our defined essential standards. The District will work to hold all teachers accountable to provide strong personal efforts towards securing our success in meeting the teaching and learning standards, which have a direct bearing on improving student learning evidenced through data collection. Efforts will be made throughout this process, with the support of our Transformation Specialist, to become knowledgeable about the content and progression of the new state Principal/Teacher Evaluation model, so that our efforts are consistent with state direction. Additionally, the District will implement the Shared Circle of Responsibility described in Question 1b. This creates a system of accountability for all parts of the system, and clarifies roles and responsibilities of administrators and teachers to monitor student progress, and adjust instruction to meet student needs.*

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		Teachers will collaborate, plan, and receive professional development in order to implement the new "Advisories/Intervention" program and the Soap Lake Instructional Framework. These two elements will define and guide instructional planning. With the initiation of both these models, use of collaborative time will be more structured and closely monitored than in the past to assure the time is used effectively. In addition, the District will provide two days prior to the beginning of the school year and two days after the end of the school year for structured collaboration and professional development. Teachers will each also have access to six substitute days during the year to be released to work with team-teacher collaboration for the same purposes. *Page 16* *Approximately six (6) years ago, the District offered training opportunities to its teachers around the use of Powerful Teaching and Learning, and the STAR framework. With the initiation of our School Improvement Grant, we will use this opportunity to develop our own District designed instructional frameworks based on a number of research based sources and frameworks. We believe staff participation in the development of the framework will increase buy-in and thus implementation by staff.* *This framework will be collaboratively built using Danielson, Marzano, and Wiggins-McTighe's instructional strategies. These activities will be extended to all middle and high school staff members as well as other district personnel. It will promote a clear focus on student learning, build faculty knowledge regarding effective instructional practices, and reinforce the District's vision statement around high expectations for students and adults in the MS-HS school as well as District-wide. Upon completion, the Soap Lake Instructional Framework will be among newly Board adopted District policies to establish the expectation that the*

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		framework will be used consistently by all staff. *The District will substantially expand professional development opportunities for administrators, faculty, and other staff and will align those opportunities around a common instructional framework (collaboratively defined and organized across all grades and subjects). The District will incorporate proven strategies into regular daily instruction.*
7. **Develop leadership structures.** Currently, no leadership team exists at the middle and high school. The process of decision-making appears to happen largely on an informal basis and by the principal. It is unclear how teacher leaders are selected, though some faculty members suspect it is an issue of seniority. Many staff members expressed a desire to be more involved with the decision-making process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will also encourage more authentic communication between the principal and staff members about school decisions. Developing a distributed leadership model will entail determining what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and	No. No specific leadership structure is mentioned. There are committees but most leadership is from the Superintendent, principal, and ESD. No apparent staff involvement in decision making, distributed leadership model, regular meetings of leadership team.	*Page 5* *Two years ago a newly configured Soap Lake Board of Directors took decisive steps to provide a new, forward thinking leadership team for the Soap Lake School District. In 2009-2010 new principals were hired for Soap Lake Elementary and Soap Lake Middle-High School. Kevin Kemp was hired at that time to lead the middle-high school. Kevin came with four years of experience, including the leadership of a school that made substantial gains in student learning during his tenure. The Board then replaced the Superintendent in the fall of 2010 with Dan McDonald. Even prior to the notification that the school was eligible for a RAD grant, Mr. Kemp and Mr. McDonald had been working as a team to begin substantial reform efforts in the school district. In examining the components of the Transformation Model concerning the School Leadership, it was clear that Mr. Kemp has the complete support of the Superintendent and the Board of Directors to lead this effort. Therefore Mr. Kemp will be continuing as principal of Soap Lake MS-HS as the SIG grant is implemented. The District recognizes that leadership is a key component to success of this model, and is therefore committed to providing the Principal with any and all support necessary to assure continued skill development and growth. During the pre-implementation period, Mr. Kemp will work closely with the Transformation Specialist to further develop skills in classroom observation, data analysis, effective communication and collaboration with teachers. This professional*

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strategies up to the building principal rather than to a larger group of people.		*development work will be done both at Soap Lake and in other successful high poverty; rural schools in the area the District will also seek out professional development opportunities for the Superintendent and Principal for Summer, 2011 to increase their knowledge of leadership in a change process. Through existing partnerships and SIG funds, the district is committed to provide the principal with ongoing coaching and mentorship to continue to develop strong skills in instructional leadership, implementation of change processes, and effective communication throughout the course of the grant. The Superintendent will continue to stress with the principal the expectation that the development of instructional leadership skills is the highest priority. He is committed to removing conflicting duties from his job responsibilities so that Mr. Kemp can devote as much time and attention as possible to this important area. The principal will need tools and systems to be more visible in classrooms. He will need continued training and tools to develop skills in analyzing student achievement data and observing for the presence of strong instructional practices, along with training to provide instructional modeling to staff. Skills will also need to be developed in handling resistance and conflict, while maintaining strong positive relationships. SIG grant funds will be used to provide all necessary tools and support needed.* *Page 15* *As described in Question 1b, the District will initiate a comprehensive planning process at the beginning of the grant period that will be facilitated by the Transformation Specialist, the Instructional Specialist, and external partners through OSPI District and School Improvement. In this process, a permanent planning committee will be identified that includes staff, administrative, student, parent, and Board representation – the Educational Advisory Council (EAC). Through ongoing work of*

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		the EAC, the district will begin the process of looking at extending the school learning time for all students during the school day by either adjusting the calendar or the school's daily schedule. We would be looking at options such as a year-round calendar with intercessions and/or a Trimester format.
8. **Develop structures and processes to support meaningful collaboration.** SLMSHS staff currently do not have common planning time structured into the school day. Their morale and commitment to improving student achievement would be increased with additional training and guidance as they learn to use collaboration effectively. We recommend onsite professional development and coaching to help teachers develop collaborative teams. These teams should share and critique lessons, visit each other's classrooms, and support each other in improving their instructional practice.	Yes, but needs strengthening. No clear sense of structure, accountability, or monitoring. PD and coaching also discussed in #6	*Page 7* *The District recognizes the need to establish a dynamic and distributed leadership infrastructure that allows a greater emphasis on instruction and greater interaction between district/school leaders, faculty and students in the classroom. One strategy that will be used initially, while internal capacity is being strengthened, will be to contract with an external instructional specialist who will work with administration and teacher leaders throughout the length of the grant. The Instructional Specialist (Cindy Duncan from NCESD 171) will work with the Superintendent, principal, staff, and Transformation Specialist to assist in aligning instructional initiatives and needed professional development in implementing the school's common instructional framework as defined earlier.* *Page 15* *Under the Transformation intervention model, the District also plans to take several actions designed to align curriculum and assessment and support high-quality classroom instruction. District and school administrators will be supported with training, technical assistance, and focused-observational instruments to conduct regular classroom walk-throughs, which will ensure curriculum alignment and quality instructional practices, are in evidence. We will be expecting our administrators, district-wide, to conduct at least 20 classroom walk-throughs per week to ensure that our instructional frameworks are being consistently used. Faculty will also receive structured opportunities, training, technical assistance, and planning focused around analysis*

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		instruments for peer collaboration on instruction in grade level teams, cross-grade teams, and content area teams. These teams will focus on three important areas: the school's collaboratively developed instructional framework, identification and incorporation of proven instructional strategies into our instructional practice, and the vertical-horizontal alignment of curriculum and assessments. Administrators and faculty will also have access to time, training, technical assistance, and instruments for analyzing student assessment results from the HSPE, MSP, and MAP using such results to inform teaching and learning decision-making.
9. **Develop and expand connections to families and community.** SLMSHS has a set of active parents that participate in most of the school's activities and then a set of parents that are not often seen. This is not uncommon in schools. We recommend that SLMSHS staff encourage more parents to respond to the Family Survey so that they can learn about what the community needs from the school in order to participate. In addition, more attention to getting the Parents for Kids organization up and running with an active president may help to attract more parents and develop relationships with organizations that may support the school. Getting kids involved in encouraging their parents to attend school functions and parent-teacher conferences may also be effective. SLMSHS is on the brink of piloting student-led conferences, and it will be important for school personnel to analyze their effectiveness in	Yes. Nice plan for learning from successful rural schools, outreach to families, bi-annual board meetings to update community on plan and progress.	*Page 12* *The District recognizes the need to build a system of family and community engagement within the school that is designed to meet the specific needs of Soap Lake families. Grant funds will be used to provide additional staff time to create a system of home support and school liaison services to families. Personal contact with families will increase, including the availability of more consistent translation services. Systems will be put in place to assure more frequent and regular contact with parents about student academic progress and needs. Parents will be invited into school through events planned that include student attendance (i.e. student lead conferences, "high school and beyond" information nights), with consideration given to child care, providing food etc. The Home/School Connection will connect families with needed academic and social services, both within the school, and in the broader community. Staff will consult with other rural communities to gain ideas about additional methods of maintaining contact with families, such as the local radio or community groups such as church groups.*

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encouraging parent involvement and student ownership over their learning.		

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

Measures of Academic Progress (MAP) in reading, language use, math, and science three times per year.

OSPI Math and Reading Benchmarks

Faculty-generated assessment guides for use of benchmark and MAP assessment data as well as the development of formative assessments on a regular and ongoing basis that will help to align pacing guide efforts to work toward every student meeting proficiency in the 2012-2013 school year.

Washington Language Proficiency Test

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

Do not approve without addressing concerns. See RAD memo for summary.

Other comments: BERC doesn't report on mobility; wondering about the impact on this building.

Academic Performance Audit for Required Action Districts

Morton Junior and Senior High School

Morton School District

January 21 and 24, 2011

Academic Performance Audit 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

District and School Improvement and Accountability
Washington Improvement and Implementation Network (WIIN) Center
6501 North 23rd Street
Tacoma, WA 98406
(253) 571-3540
wiin@k12.wa.us

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

Morton Junior and Senior High School
Academic Performance Audit

Introduction

The purpose of this report is to assist Morton School District (MSD) in identifying a federal intervention model appropriate for Morton Junior and Senior High School (MJSHS) 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, achievement, and high school outcomes 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 21 and 24, 2011. Approximately 48 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 12 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 and district improvement plans, collective bargaining agreements, salary allocation model, 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.[1]

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

[1] 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 24 classroom teachers serving approximately 315 students attending either the elementary school (K-5) or the junior and senior high school (6-12). Morton Junior and Senior High School employs about 14 classroom teachers and about as many paraprofessionals serving approximately 160 students. Some students attending Morton School District are bused in from 20 miles or more away.

Nine out of the 14 teachers possess at least a masters' degree, and the average years of experience is 8.7 years. A few of the staff members have only taught in Morton. The staff contains only one first year teacher. The district experiences difficulty recruiting outside of the geographic area and would need to redesign its recruitment model to improve the candidate pool and to experience more effective recruitment and retention. Many interview participants reported that because of budget shortfalls in the past, district personnel let newer teachers go. These individuals believe that new teachers would not want a job in Morton because of the potential of this occurring again. Also, interviewees point out that job losses tend to come at Morton Junior and Senior High School because the elementary staff is more senior.

Over the last seven years, the district has employed three different Superintendents. The current Superintendent has been in the district for four years and interview participants reported he is committed to improving the district and wants to do what is best for students. The Superintendent's position is part-time, but many reported that he puts in the hours of a full-time position.

The district is small so many of the employees function in multiple roles. For example, the business director is also in charge of human resources among other responsibilities. The district office staff appears to be capable of carrying out their duties and has a high level of focus on addressing student achievement. The district leadership appears to be poised to make any necessary changes required by the grant and is viewing the grant as a great opportunity to reform the district. District and school leaders and staff members are very interested in approaching the reform effort in a systemic way that will include involving the elementary school and gaining more collaboration and cohesiveness between the two schools.

The Superintendent is committed to doing a better job in supervising school principals and is enthusiastic about establishing clear performance expectations with them. He is also very interested in providing school leaders with the support they will need to transform from managers to instructional leaders. The district wants to move toward a competency based evaluation model for principals and for teachers, but recognizes their need for guidance in how to best set up such a model. The Superintendent plans to work with the Education Service

District (ESD), The BERC Group, and others to establish a performance evaluation system that will work for them.

Union leaders are supportive of the district but are concerned about this designation. They have taken strides to be informed about what the designation means to teaching staff and have met with various people to learn more about the process. The union leaders expressed appreciation of the district in getting on board so quickly with the process. Union leaders are in communication with district leadership and expressed their desire to undertake the transformation model. Union leaders stated that they would not support the turnaround model, because they believe the model to be infeasible for their small school. Union leadership did express the desire to work closely with the district in this process and are committed to seeing this as an opportunity to improve the district and the school. The union believes that all of the staff at the school want to be in the school and part of the teaching and learning team. The union leadership expressed a willingness to look at options and to collaboratively explore a new evaluation and professional growth model. It appears that they are willing to have student test scores be part of the conversation to inform instruction and professional development, but it was less clear whether they would support scores being directly tied to the evaluation.

Challenges to Implementing the Intervention Models

Morton Junior and Senior High 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 schools in the district to transfer students into. The restart model is a limited option for Morton School District. The district could consider the Education Management Organization model 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. Given the strength of the union leaders' objection to any model that entails reduction in force, implementing the restart model would be extremely difficult in this district.

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 be difficult without union support. In addition, because the district has difficulty recruiting new staff members due to the rural location, this option is less viable. 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. Teachers in neighboring area may want to take on this challenge and put in the commute.

The transformation model addresses areas critical to Morton'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. Because the district is small, it is perhaps easier to develop the flexibility needed to support the changes, although sustained support can be difficult in a small district with limited resources. In

addition, if staff members do not support the changes, this can create barriers to full implementation of the model.

School and Classroom Level Findings

School Overview

The research team gathered and analyzed contextual data from OMS. This includes demographic data; assessment data; mobility patterns; feeder patterns; course offering and course taking data; and college attendance, persistence, and graduation rates.

Table 1 shows student demographics in Morton Junior and Senior High School have shifted slightly in the school, with increasing numbers of non-white, special education students, and students receiving free and reduced lunch (FRL) services over the last six years. School level data show similar trend to district-wide data. Overall, school level student enrollment has been declining every year for the school and for the district as a whole. Many interviewees attributed this decline to fewer jobs available in the area and the closing of one of the mills.

Table 1.
School and District Demographics[2]

Morton JHS/HS	2005	2006	2007	2008	2009	2010	Change per Year (students)	2005	2006	2007	2008	2009	2010	Change per Year (students)
Enrollment	262	261	241	223	194	177	-18	416	440	409	403	363	338	-18
for the school year ending:	2005	2006	2007	2008	2009	2010		2005	2006	2007	2008	2009	2010	
	Morton JHS/HS	Morton JHS/HS	Morton JHS/HS	Morton JHS/HS	Morton JHS/HS	Morton JHS/HS	Change per Year (in percentage points)	Morton	Morton	Morton	Morton	Morton	Morton	Change per Year (in percentage points)
American Indian	1.5%	1.9%	2.5%	3.1%	4.6%	5.1%	0.76	2.9%	3.2%	3.7%	2.5%	3.0%	3.0%	-0.04
Asian	1.1%	1.1%	1.2%	1.3%	1.5%	2.8%	0.28	1.0%	0.9%	1.2%	1.0%	1.4%	2.1%	0.19
Black	0.8%	1.1%	2.5%	3.1%	2.1%	3.4%	0.47	0.7%	1.1%	1.7%	1.0%	1.7%	1.5%	0.15
Hispanic	1.9%	1.5%	0.8%	0.9%	2.6%	2.8%	0.23	2.2%	2.3%	3.2%	2.2%	3.9%	4.1%	0.38
White	94.7%	94.3%	92.9%	89.7%	89.7%	84.2%	-1.99	92.8%	92.0%	90.0%	89.3.%	87.6%	85.2%	-1.50
Free-Reduced Meal Eligible	50.7%	50.2%	44.2%	44.0%	52.3%	53.4%	0.56	52.2%	50.8%	47.6%	48.8%	53.8%	55.9%	0.82
Special Education	7.8%	10.9%	12.6%	14.4%	18.4%	17.4%	2.07	11.9%	14.8%	16.4%	17.6%	18.4%	17.8%	1.19
Transitional Bilingual														
Migrant														
On-Time Graduation Rate	69.9%	74.9%	6.0%	60.6%	69.9%	54.3%	-1.10	69.9%	74.9%	6.0%	60.6%	69.9%	54.3%	-1.43

Morton Junior and Senior High School is a Title 1 eligible school in Step Two of improvement. Figure 1 depicts Morton Junior and Senior High School's three year reading and math performance combined versus the rate of improvement. The results show that the percentage of students meeting standard (39.3%) and the rate of improvement (-5.53%) for combined reading and math are both below the state median (61.9% and -1.1%, respectively). Table 2 shows the results for Morton Junior and Senior High School for disaggregated for reading and math.

[2] This data was supplied by the Center for Educational Effectiveness, Inc.

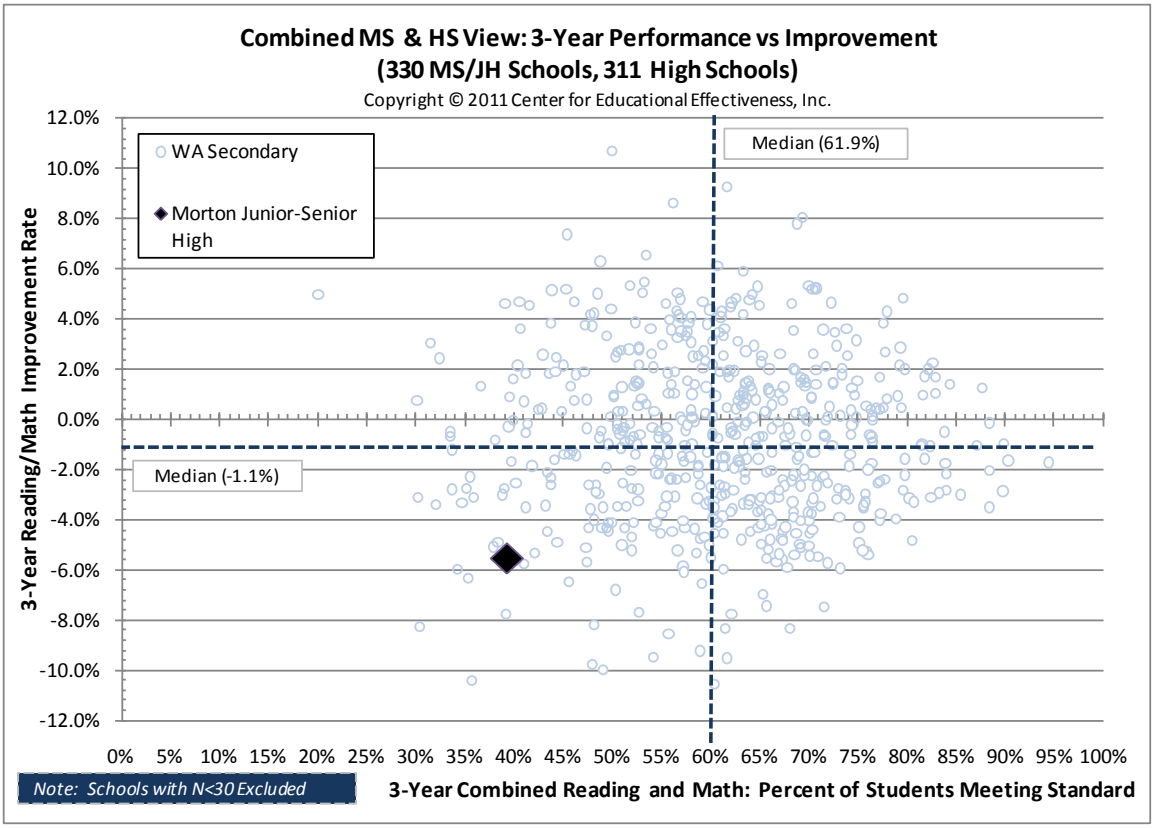


Figure 1. **Combined Reading and Math Improvement and Performance**

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

Morton Junior and Senior High School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
49.5%	-5.55%	29.1%	-5.71%

The only other school in Morton School District is the elementary school. In previous years, the elementary school did not have a principal, but rather had one of their teachers serving as an administrator for part of the school day. This year, the Superintendent assigned the high school principal to serve as a K-12 principal, so he spends part of his time at each school. Each of the schools also share a number of other staff members including the school counselor, the K-12 interventionist, and the Special Education coordinator, among others. Although the schools are small and do share some staff members, they are not aligned in instructional materials or curriculum at this point. One exception to this is that teachers at the elementary school are receiving training in the Response to Intervention (RTI) model this year and will begin implementation for reading next school year. Morton Junior and Senior High School began their implementation of reading RTI this year. Although the staff members from the two schools do attend some trainings together, often once at the trainings, they are split apart by school level. In general, there appeared to be very little interaction or collaboration between the two schools. In fact many interview participants expressed that the two schools often blamed one another for students not being successful.

Several staff members cited transition from elementary to the junior and senior High School to be incredibly difficult for students. The school counselor discussed a program to have students shadow an older student for a day and for 5th grade students to visit the school for a scavenger hunt. Although, these activities have likely eased the transition somewhat, many staff members believe the transition to a 7 period day to be quite difficult academically and emotionally. Some also expressed concern about having 6th grade students in the halls with 12th grade students.

High School Outcomes Data

This section of the report summarizes analyses of high school course offering patterns, high school course taking patterns, high school graduation rates, and college enrollment and persistence data.

Course Offering Patterns. Researchers gathered and analyzed master schedules, course catalogs, and section summary sheets from Morton to determine changes in course offerings from the 2007-2008, 2008-2009, 2009-2010 and 2010-2011 school years. Researchers tallied courses in English and math and placed them into three levels of rigor:

- Below Standard: courses designated as remedial or below grade level
- Standard: courses identified as at grade level
- Above Standard: courses designated as honors courses, courses taken beyond college entrance requirements, or Advanced Placement/International Baccalaureate.

The review excluded courses from special education, English Language Learners, English as a Second Language, LAP, Running Start, and independent study courses.

The English and math course offering patterns from 2008, 2009, 2010, and 2011 are shown in Figures 2 and 3. In English, Morton offers primarily Standard level English courses. The percentage of Above Standard English courses has decreased from 22% to 0% from 2008 to 2010. Any changes in values should take into account the small sample size. The decrease in Above Standard classes available is tied to the increase in Below Standard classes offered. Morton began a reading intervention program to target the large percentage of students reading below grade level. In addition, students desiring Above Standard classes now take these at a nearby community college. In math, Morton offers primarily Standard level math courses. The increase in Above Standard math classes offered is deceptive because in both the 2009-2010 and 2010-2011 school years there was only one Above Standard class offered while the total number of classes were cut. The percentage of Below Standard math courses decreased steadily from 42% in 2008 to 0% in 2011. Overall, in 2010-2011, approximately 0% of English courses and 33% of math courses were Above Standard.

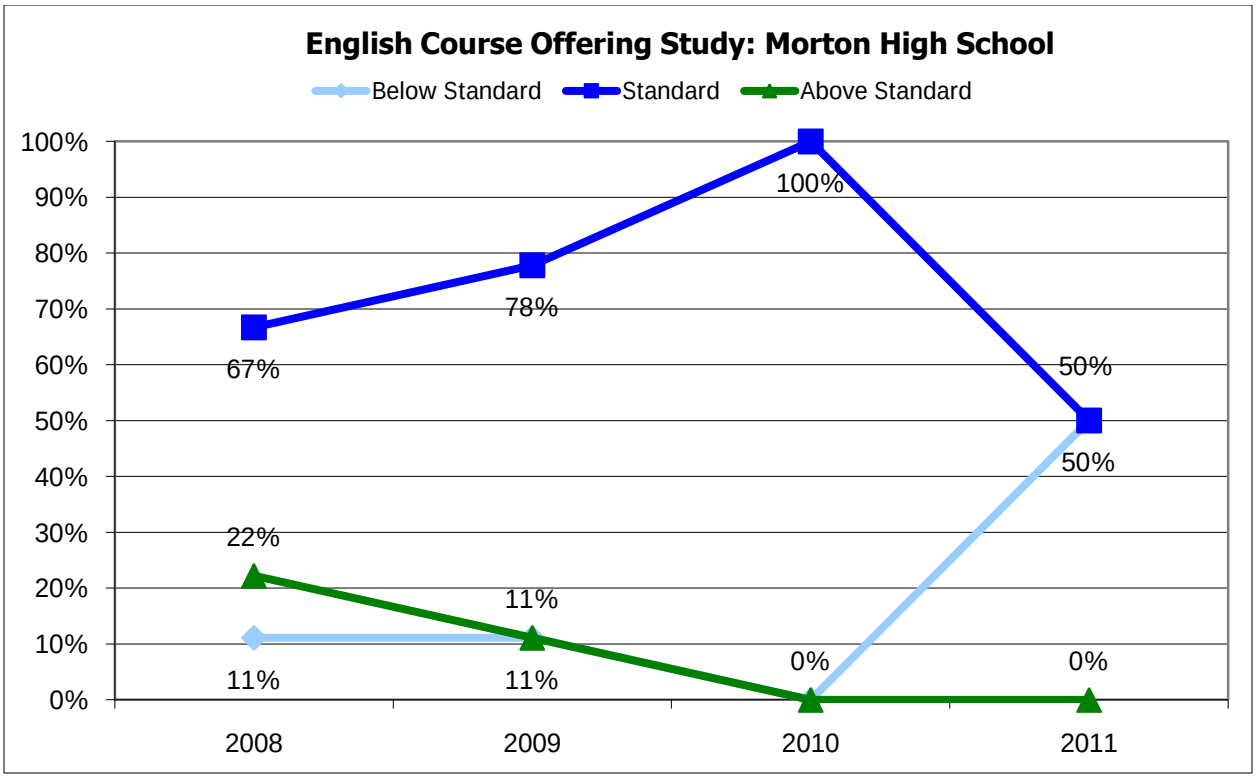


Figure 2. **English Course Offering Patterns**

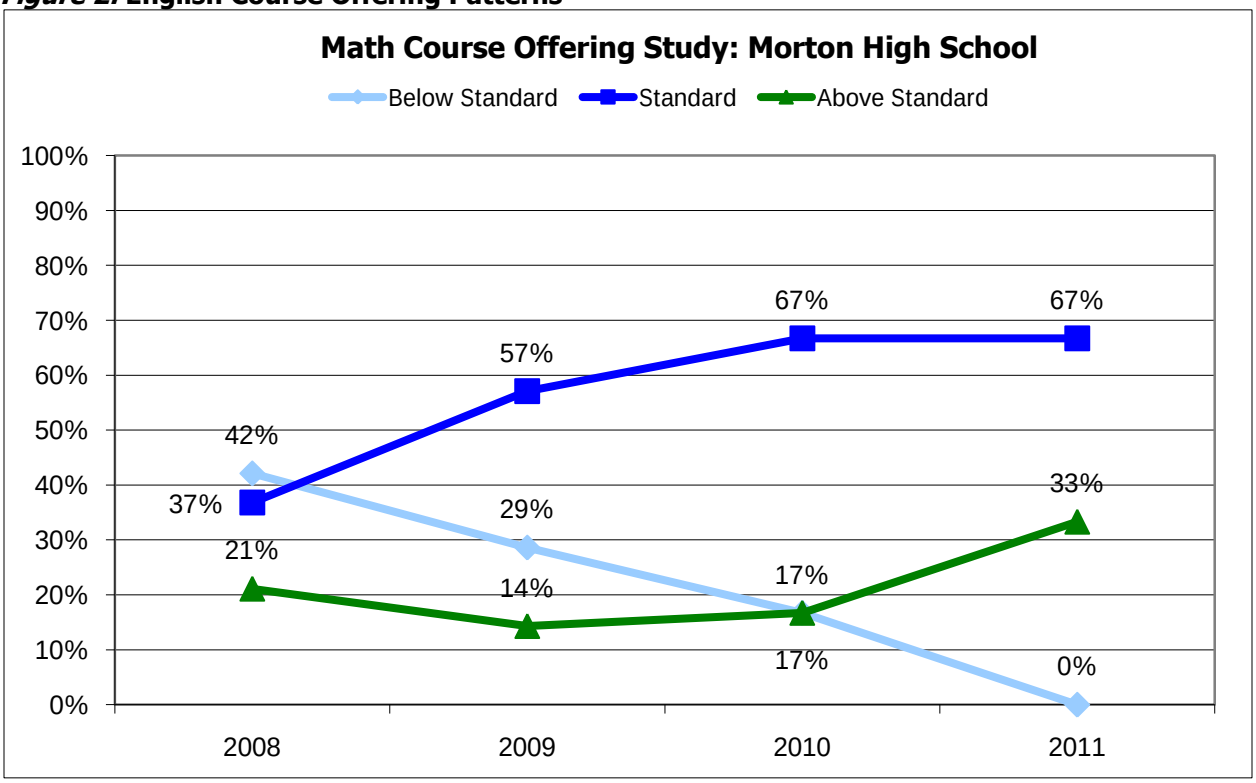


Figure 3. **Math Course Offering Patterns**

Course Taking Patterns and College Eligibility. Researchers collected transcripts for all graduating students in 2008, 2009, and 2010 school years from Morton Junior and Senior High School. A trained team of researchers, college admissions specialists, and school counselors analyzed a sample of transcripts each year to determine if the courses taken met the Washington State four-year college and university admission standards. Although there was some variation among colleges, the general requirements include:

- 4 years of English, which must include three years of literature
- 3 years of mathematics, which must include an introduction to trigonometry
- 3 years of social studies
- 2 years of science, which must include at least one year of laboratory science (two years of laboratory science was required in 2010)
- 2 years of foreign language
- 1 year of fine arts (required by some colleges)

Of the 2010 high school graduates, 20% took the requisite courses for admission to a Washington 4-year college, meaning that less than one quarter of students graduating from Morton Junior and Senior High School are eligible for 4-year college admittance by Washington State HEC Board standards (see Figure 4). The percentage of students meeting college eligibility requirements has dropped since 2008. Overall results indicate that while the graduation requirements meet the state's minimum requirements for a high school diploma, requirements do not align with the colleges' admission requirements.

Students who failed to meet the requisite college preparation courses were most likely to lack the math and foreign language requisite credits (see Figure 5). There has been a fluctuation in the percentage of students meeting both of these requirements, with no students meeting the math requirements in 2009. A review of graduation requirements shows that Morton Junior and Senior High School students are not required to complete foreign language credits. In addition, while students are required to take 3.0 math credits, there is no minimum level, and many students take math classes at a standard less than that required for college admittance. Overall, these results show there is a gap between the diploma requirements and the requisite college preparation.

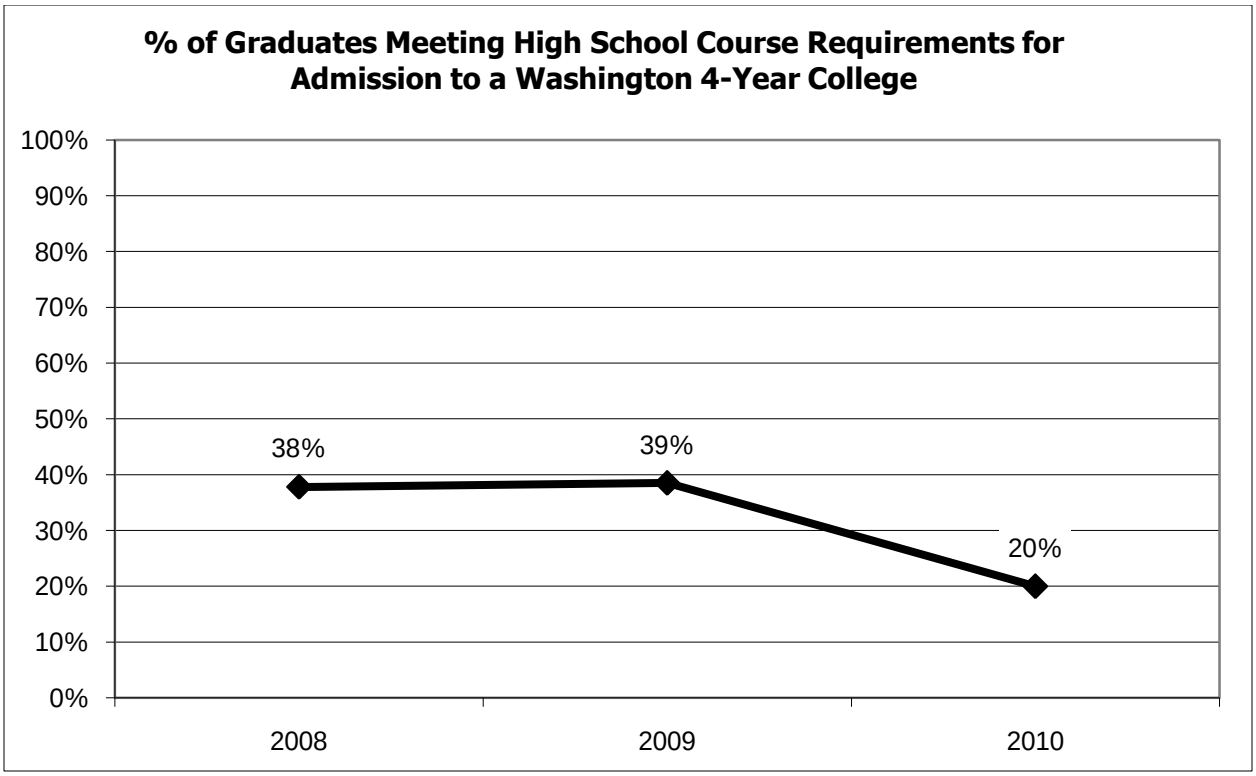


Figure 4. **Percent of Graduates Meeting High School Course Requirements for Admissions to a Washington 4-year College**

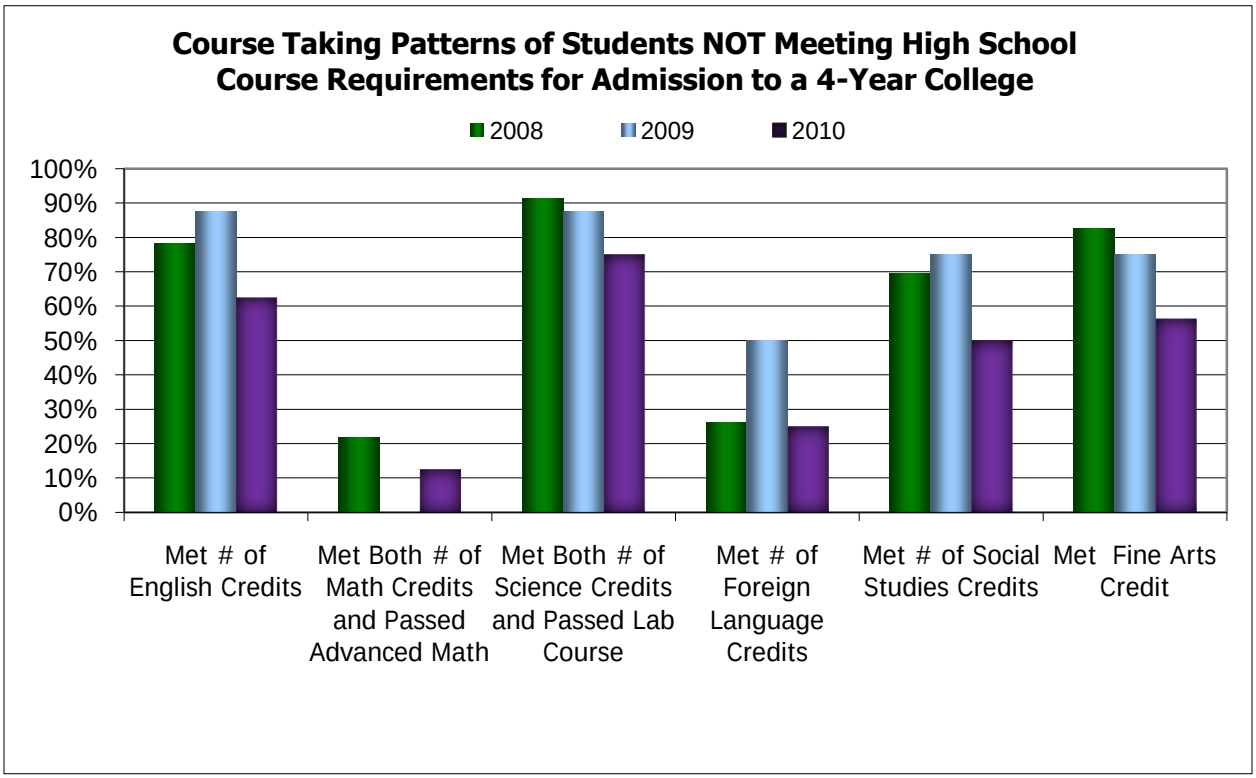


Figure 5. **Course Taking Patterns of Students NOT Meeting High School Course Requirements**

Graduation Rates. The Office of Superintendent of Public Instruction (OSPI) for Washington State calculates an "estimated cohort graduation rate" for a given graduation class based on the P-210 form submitted annually by the districts. This calculated rate is based on only those students who begin in the fall of a given year with an expected graduation date of four years later and accounts for transfers and other factors. For example, students enrolled in the fall of 1998 would have an expected "on-time" graduation date of 2002. The methodology is appropriate for AYP of NCLB. Baseline estimated cohort graduation rates for 2004 through 2009 are shown in Figure 6. Graduation rates have fluctuated each year. Graduation rates for Morton Junior and Senior High School have reached as high as 75% in 2005. The 2009 rates show a 16-percentage point decrease from 2008 rates and currently fall well below the State Average. If there was less than 10 students, data were not reported.

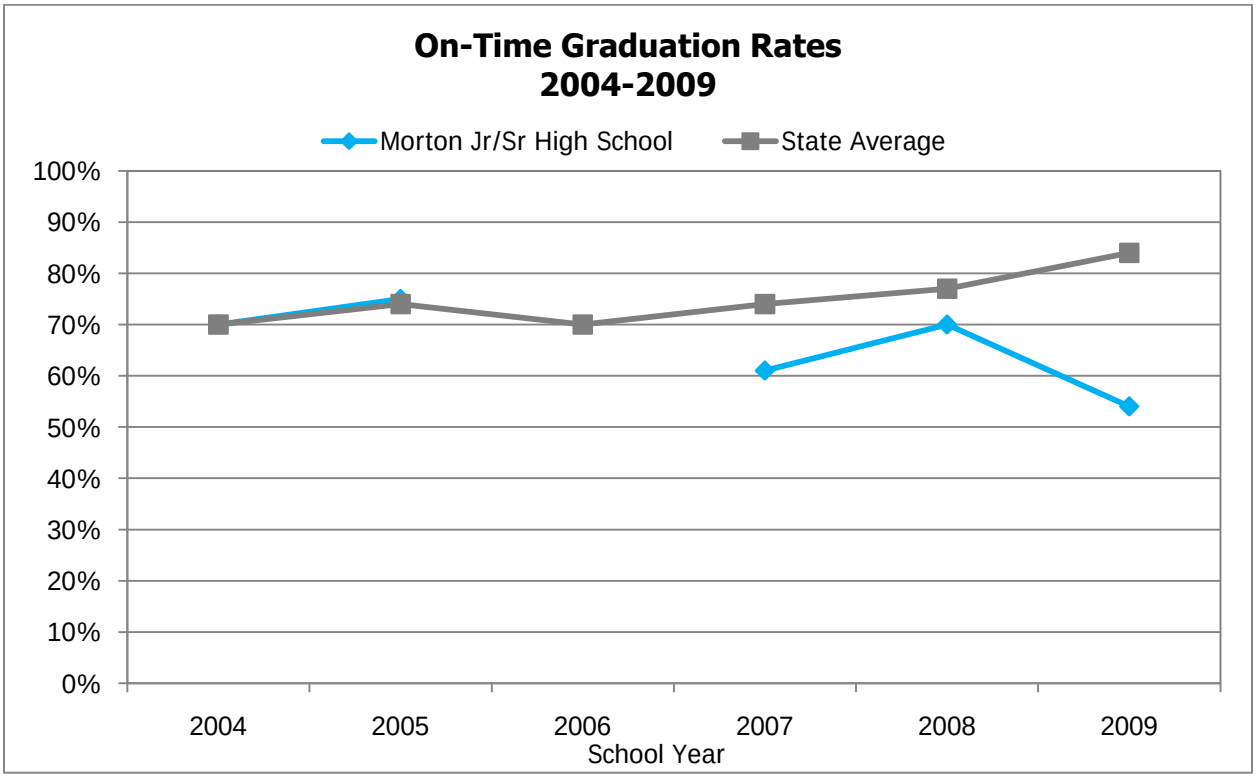


Figure 6. **Graduation Rates 2004 – 2009**

College Enrollment, Persistence, and Graduation Rates. The National Student Clearinghouse (NSC) was established in 1993 by colleges and universities to serve as a national repository for comprehensive enrollment, degree, and certificate records. Since its beginnings, it has grown to contain more than 65 million student records from over 2,800 colleges and universities in the United States. As of 2006, these institutions enrolled approximately 91% of the nation's college students.

Researchers obtained college enrollment and persistence data from the National Student Clearinghouse (NSC) for Morton Junior and Senior High School. These researchers collected information from Morton for the graduating classes of 2004, 2005, 2006, 2007, 2008, and 2009. Researchers submitted lists of the names, birth dates, and year of graduation, among other

data, to NSC to be matched with the college reported enrollments from 2004, 2005, 2006, 2007, 2008, and 2009. Researchers compiled and analyzed these yearly enrollment records to determine college enrollment persistence and college graduation rates for all Morton Junior and Senior High School graduates from these years.

"College direct" students are defined as high school graduates who attended either a two- or four-year college any time in the academic year immediately following their high school graduation. The college direct rates for the high school graduates from Morton Junior and Senior High School for 2004 through 2009 are presented in Figure 7. The percentage of college direct students in Morton Junior and Senior High School fluctuated year-by-year. In 2009, approximately 60% of students attended college the year after graduating from high school. If there were less than 10 students, data was not reported.

The 2004 through 2009 college direct rates disaggregated by gender for Morton Junior/Senior High School are presented in Figure 8. The gap in college direct rates by gender is similar each year, with more females attending college compared to males.

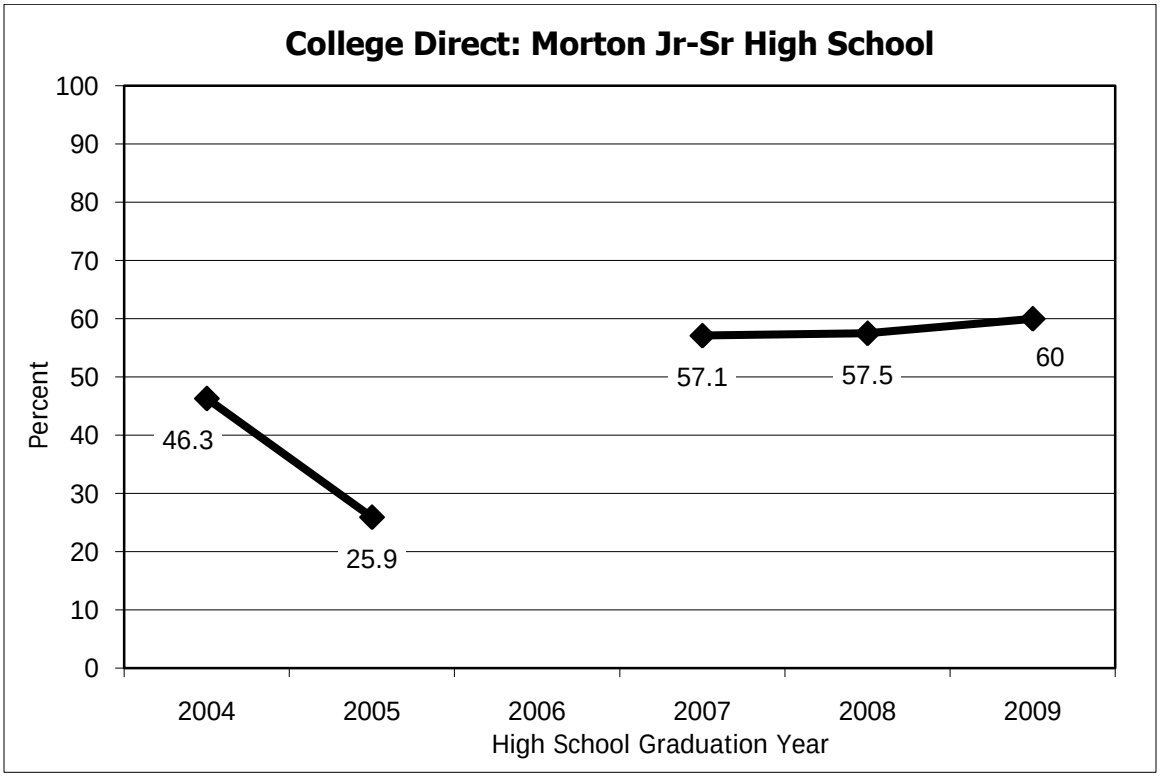


Figure 7. **Percent "College Direct" – 2004-2009**

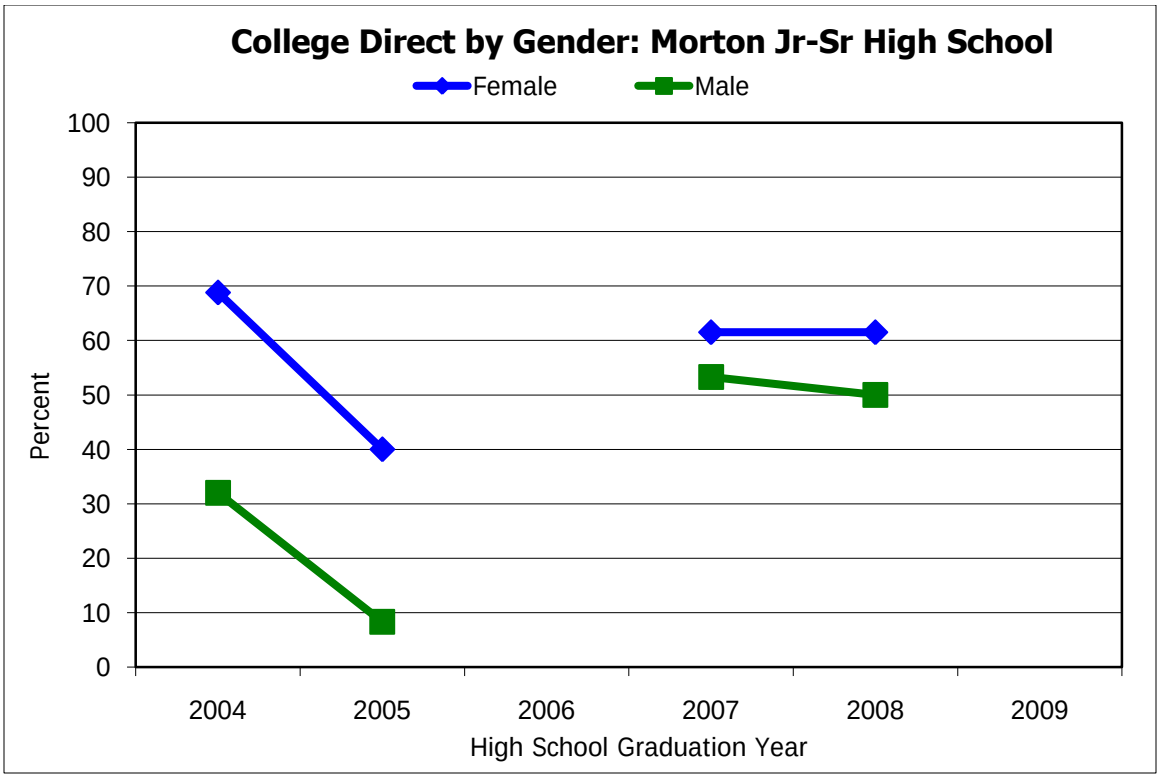


Figure 8. **Percent "College Direct" by Gender – 2004-2009**

Figure 9 shows the percentages of graduates attending two- and four-year colleges the first year after graduating high school.[3] These data indicate a greater percentage of graduates from Morton Junior and Senior High School attend a two-year versus four-year colleges in all years. The percentage of graduates attending a four-year college has decreased from 2008 to 2009.

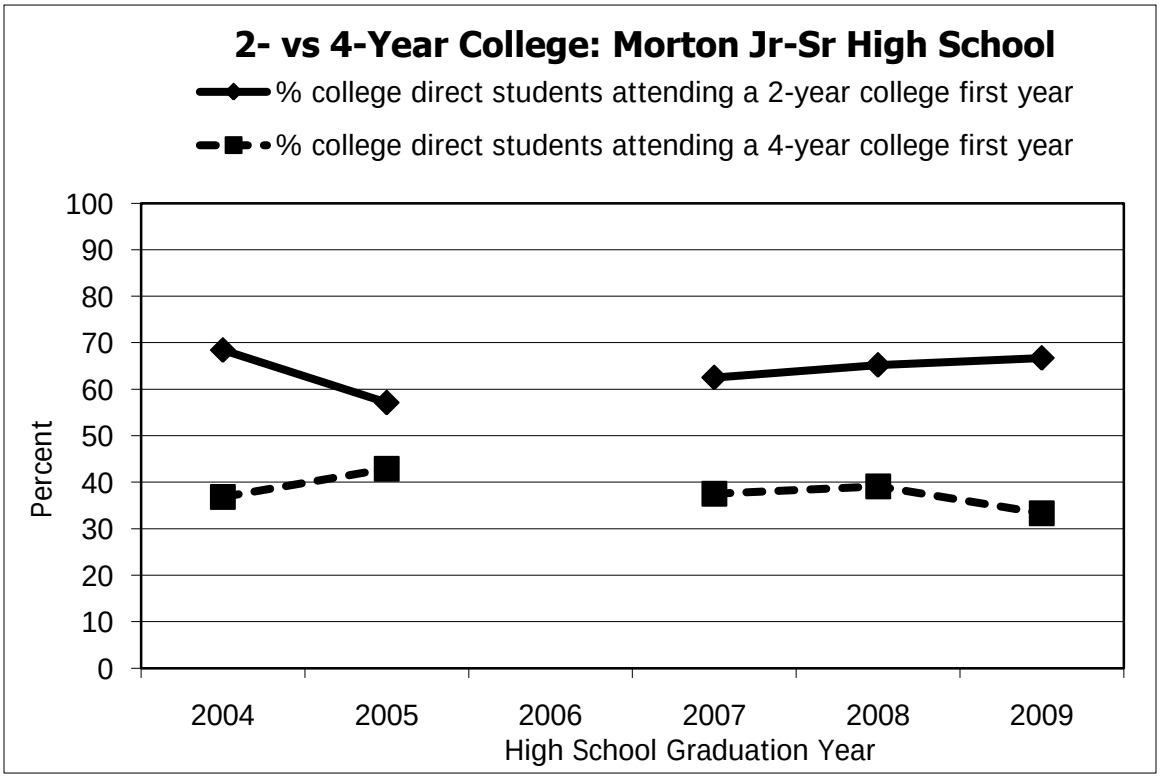


Figure 9. **Percentage of "College Direct" Graduates Attending 2- vs. 4-year Colleges after Graduating High School – 2004-2009**

[3] The percentages may total more than 100% due to dual enrollments of some students.

The college persistence rate of college direct students from Morton Junior and Senior High School is presented in Figure 10. We defined "persisting in college" for college direct students as being enrolled anytime in a given year following high school graduation or having received a four-year college degree. Figure 10 illustrates the percent of 2004, 2005, 2006, 2007, and 2008 high school graduates that were college direct and persisting into a second, third, or fourth year of college.[4] For example, for 2004 high school graduates, approximately 46% were enrolled in college during the 2004-2005 academic year, the first year after graduation. In the second year after graduation, approximately 34% of the high school graduates were still enrolled in college. By the fifth year after graduation, about 22% of the 2004 high school graduates had attended college the first year after graduating high school and were still enrolled in college or had received their degree. In general, the pattern for all graduates is a dip in college enrollment the first year after graduating from high school.

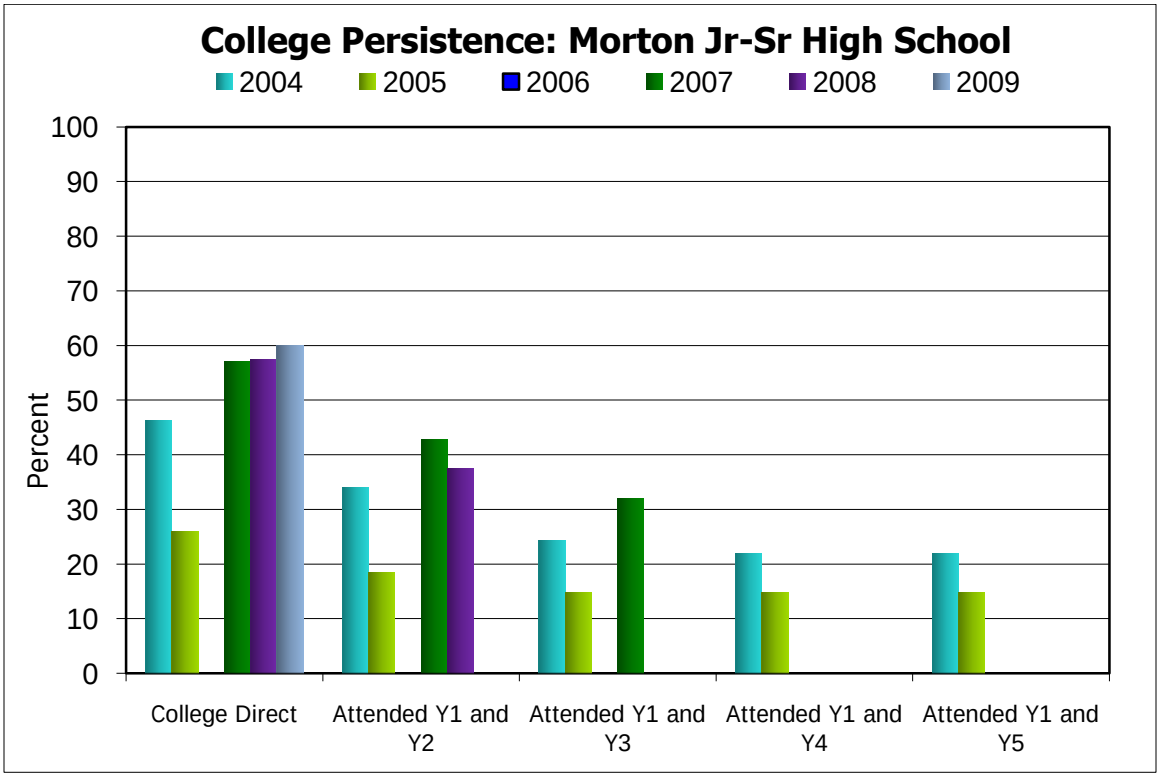


Figure 10. **Percentage of "College Direct" Students Persisting in College**
Note. "College Direct"=% of students enrolled first year after graduating high school.
"Attended Y1 and Y2"=% of students attending college first year and have graduated from a four-year college or are still attending college second year after graduating high school.

[4] Our definition of "Persistence" also includes students who had graduated from a four-year college.

Figure 11 shows a theoretical model that depicts the percentage of the students who enter Morton Junior and Senior High School as freshmen in high school, graduate from high school, and enroll and persist into the second and fourth years of college. For example, out of 100 entering freshmen for the class of 2004, approximately, 70 graduated from high school, 32 attended college the first year after graduating from high school, 19 persisted into a second year of college or received a four-year degree, and 15 persisted into a fourth year of college or received a four-year degree.

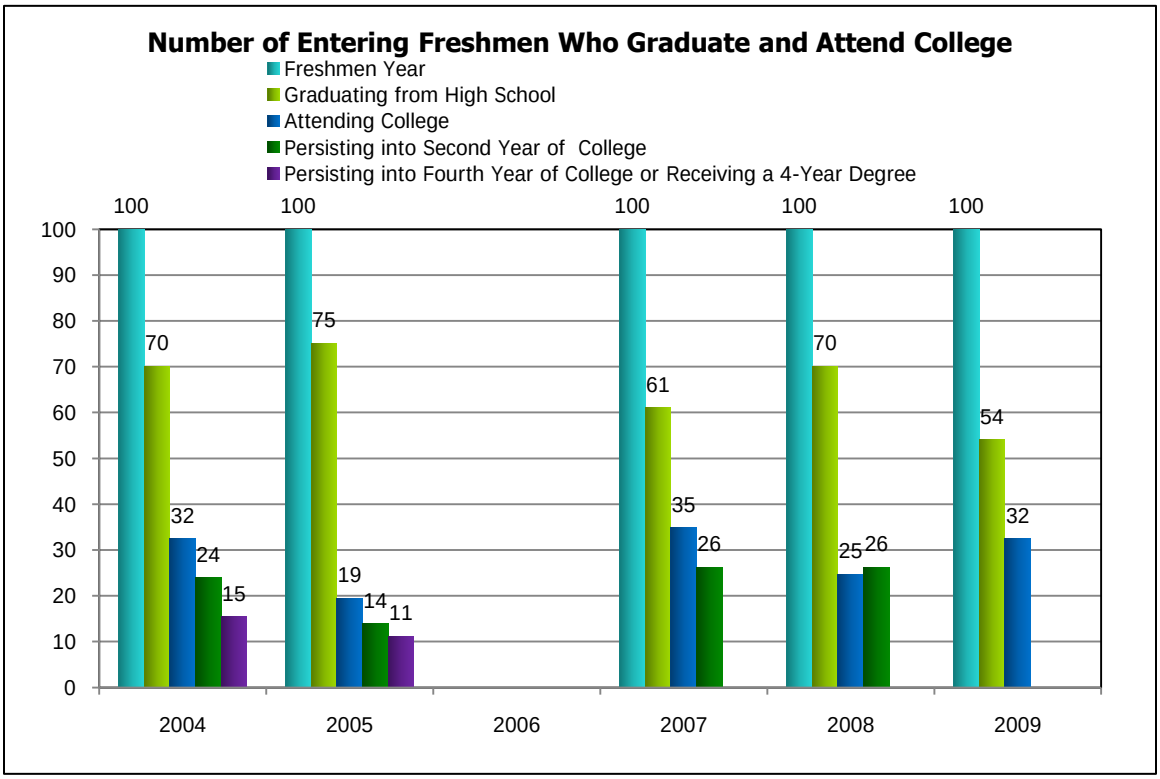


Figure 11. **Percent of Students Who Attend College and Persist into Year 4**

The percentage of students attending college anytime after graduating from high school is depicted in Figure 12. For example, within the 2004 graduating class, approximately 54% attended college within four years of graduating from high school. This is an 8 percentage-point increase from the college direct rates shown in Figure 7.

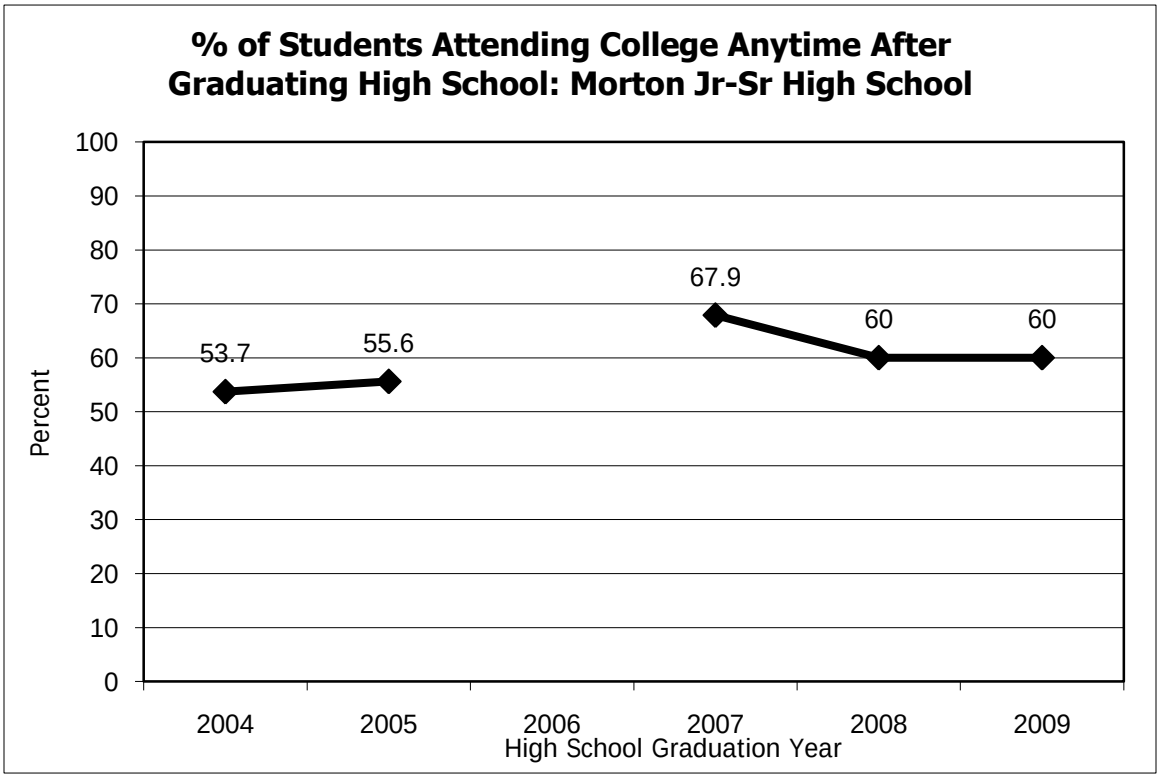


Figure 12. **Percent of Students Who Attend College Anytime After Graduating from High School**

Table 3 shows the two- and four-year college graduation rates. This details the percent of students from the class of 2004 through 2006 who received a college degree.

Table 3.
Percent of Students Receiving and Two or Four-Year Degree

Graduating Class	% Receiving a Two – Year Degree	% Receiving a Four – Year Degree
2004	2.4%	12.2%
2005	7.4%	7.4%
2006	N/A	N/A

A list of colleges and universities attended by Morton Junior and Senior High School graduates from 2004 to 2009 is displayed in Appendix B.

Survey Results

Morton staff, students, 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 student and family surveys include factors around each of the characteristics, expect *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 13. All scores are below a 4.0, indicating these factors do not exist to a high degree. The Morton staff members scored the *Supportive Learning Environment* (3.92) factor the highest and *Frequent Monitoring of Teaching and Learning* (3.25) the lowest. Students scored *Effective School Leadership* (3.74) the highest and *Communication and Collaboration* (3.07) the lowest. Parents scored *Family and Community Involvement* (3.10) the highest and *Curriculum, Instruction, and Assessment* (2.44) the lowest. Teachers and students tended to give higher ratings in most areas compared to parents.

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 C includes the frequency distribution for the three surveys, organized around the *Nine Characteristics.*

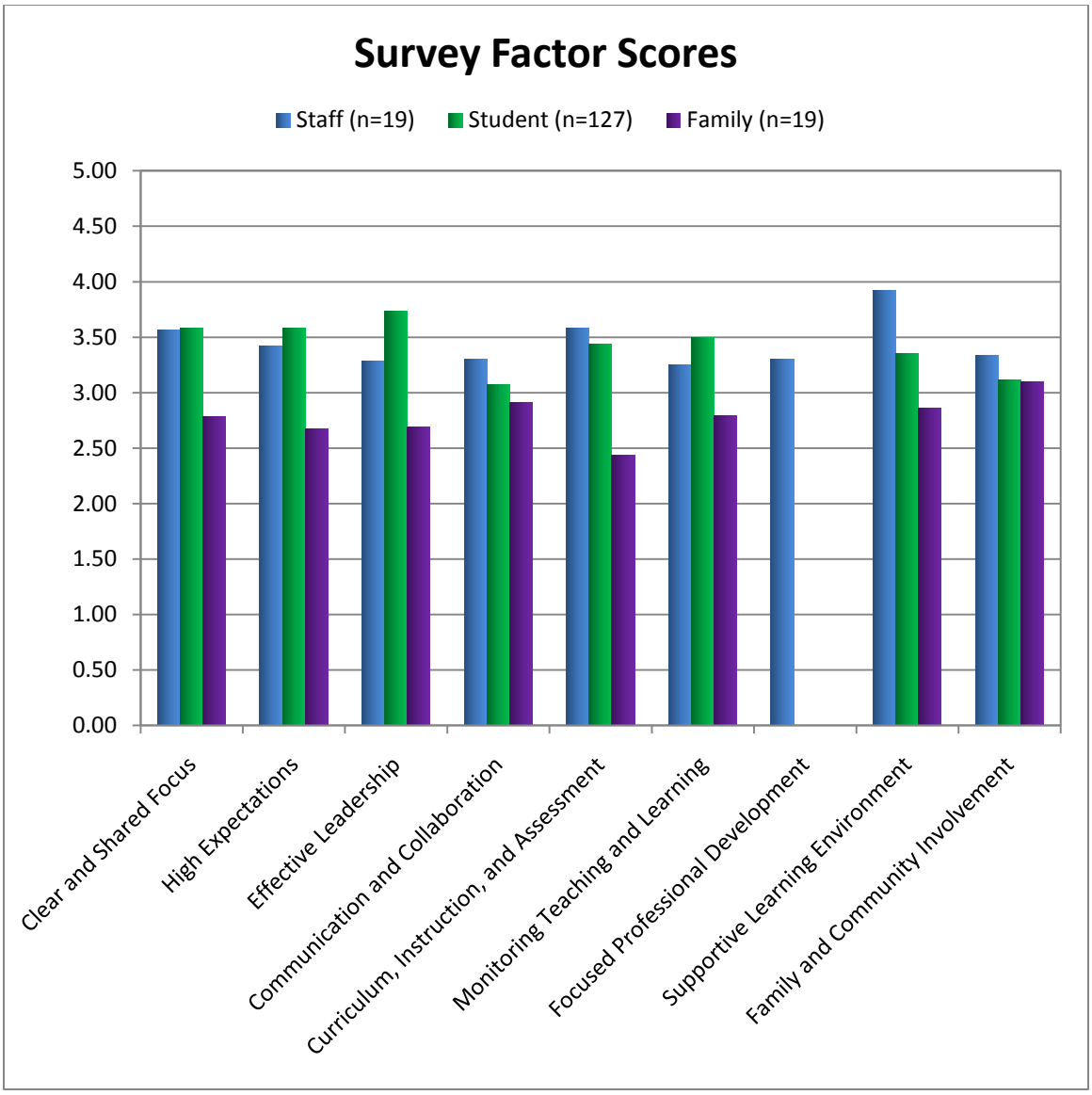


Figure 13. **Survey Factor Scores**

School and Classroom Practices Study Findings

Using data collected through the School and Classroom Practices Study, 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 4 includes rubric scores for all the Indicators.

Table 4
Indicator Scores for the Nine Characteristics of High Performing Schools

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	2
High Standards and Expectations for All Students	
Academic Focus	2
Rigorous Teaching and Learning	1
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	1
High Levels of Collaboration and Communication	
Collaboration	2
Communication	2
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	2
Instruction	1
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	1

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	2

Core Purpose – Student Learning. The Morton School District mission and vision is clearly stated on the district website and in the student handbook. When asked about the school's mission and vision one staff member shared, "I would say it is the same as every schools' mission: to get these kids an education and for them to be productive citizens in the community." Throughout the study, interviewees expressed concerns for their population, emphasizing the significant challenges faced by students. One person commented, "The student population is very needy. There is significant poverty and drug abuse by students and parents. There is also a high Special Ed population. There is a lot of empathy because kids are coming in with some rough things." Because of the population they serve, there is a central focus on addressing students' needs that create barriers to learning. However, on the student survey 82% of staff members agreed or strongly agreed that teachers believe student learning is important, with a focus on raising the bar.

When asked about specific school improvement goals, school administration reported the goals to be "getting scores up in reading and math, improving student motivation, and involving community and family." Staff members pointed to recent program implementations as strategies for improving in these areas. In the last couple of years, school staff members received training on Response to Intervention and have now implemented the program for all 6th to 12th grade students. The majority of interview participants were very positive about the impact of this program on student learning. This year, staff members are receiving training on implementing a similar model for math. They plan to start the program next year. Some staff members are receiving training on Positive Behavior Intervention System (PBIS), and they are hopeful this school-wide system can help improve student behaviors in the classroom and increase motivation. A final goal for the school is improving family and community involvement. The school struggles with this area, and most admit there are probably other strategies they could try to improve. One promising change that occurred in the last couple of years is the start of student-led conferences, which reportedly led to an increase of family participation from 20% attending conferences to 80% attending.

Although, staff members appear to agree on the mission of the school, it was not evident to researchers that the focus or improvement goals are revisited frequently throughout the school year or that progress toward school improvement goals is monitored effectively. Many staff members reported meeting infrequently, and no school leadership team exists. Additionally, students and parents/caregivers did not report being involved with developing the vision of the school. When asked what the school is trying to do for students some responses included, "helping us to stay out of trouble" and "preparing us for the WASL." On the staff survey, 47% of staff agreed or strongly agreed that the school's mission and goals are developed collaboratively. Although, the school mission focuses on academics and on preparing students for the future, very few (28%) of parents responding to the survey agreed or strongly agreed that academics are the primary focus at the school.

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	1

Academic focus. Interview and focus group participants were mixed in their responses to whether the school has high expectations and standards for all students. On the staff survey, 47% of staff respondents agreed or strongly agreed that school staff expects all students to achieve high standards, and 77% of student respondents agreed or strongly agreed that teachers believe that all students can do well. Although, school staff members reported being knowledgeable about state standards, researchers did not note that these standards were actively being used in the classroom to guide lessons. A few interviewees also discussed variations in academic expectations based on student characteristics. One person stated, "I think that there is high expectations, but they are for some, but the kids who routinely don't do any work probably the expectations are not as high." Another person expressed a similar sentiment commenting, "Not all teachers think all kids can learn. Some have given up on kids because they are frustrated." A few teachers also admitted that academic standards could be higher for students. "I do not think that the standards we expect from them are where they should be. The culture of academic rigor is different here. Kids say they can put in minimal effort and can pass all of their classes. …Not all teachers have the same expectations for behavior or academics," shared one interviewee.

Rigorous teaching and learning. One reoccurring comment from interviews and focus groups is the inability of the school to offer advanced level courses to students. Due to budget shortfalls in previous years and multiple levy failures, the school has cut back on many advanced level courses. As a consequence, students who want to gain access to these courses attend running start. Many interview participants expressed concern with this because "it takes away the student leadership that we need." Indeed, some attribute the decreasing enrollment throughout the district in part to not being able to offer higher-level courses and not being able to offer electives such as art and Career and Technical Education courses. This is consistent with the findings from the course offering study and the transcript analysis. In fact, the percentage of students meeting all the requirements for admittance into a four-year college has decreased.

During classroom observations, clear expectations for each classroom being a rigorous learning environment were not readily apparent. Overall, researchers observed Powerful Teaching and Learning in 33% of classrooms. According to classroom observation results, strengths for Morton Junior and Senior High School in the area of teaching and learning include students actively reading, writing and/or communicating in class (*Skills*) and the classrooms being supportive learning environments for the students (*Relationships*). Three areas for improvement include students demonstrating conceptual knowledge (*Knowledge*), students demonstrating thinking through reflection and metacognition (*Thinking*), and students extending their learning into relevant contexts (*Application*). In many classrooms, students were not being asked to

interpret, analyze, synthesize, or evaluation information, but rather were asked to perform simple tasks such as recalling information directly from text or copying down information. On the parent survey, 36% of respondents agreed or strongly agreed that teachers challenge their child to work hard and become successful.

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	1

Attributes of effective school leaders. The school leadership at MJSHS is clearly committed to providing all students with a quality education. The vast majority of interviewees commented on the principal's dedication to the students and staff at the school. Many interview and focus group participants commented on the various programs school leaders have introduced to the school as evidence of their commitment. One person shared, "The principal does a good job of developing and implementing programs." Although the programs implemented are research-based, there did not appear to be a systematic process for monitoring instructional programs and organizational practices. This makes it more difficult to monitor progress toward school improvement and to provide regular progress reports to the school community. Some staff members expressed concern that programs and changes are not implemented long enough or are not connected to data in a way that effectively measures progress. One staff member commented, "Sometimes maybe we do not stick with one thing long enough. We never have time to sit down and figure anything out. We discuss things, but never have time to get back together and make adjustments and changes to it."

Capacity building. School leadership reported that staff members are held accountable for meeting high performance expectations for themselves and their students through the use of teacher evaluations. However, these evaluations occur infrequently and regular conversations around curriculum and classroom practices are not happening between school leaders and teaching staff. In fact classified staff members, reported that they have never met with school leadership to discuss expectations for their performance, nor have they ever been given feedback. School leadership reported spending about 75% of their time on discipline issues with students, which leaves little time to conduct observations in classrooms and to provide follow-up support. A few staff member expressed a need for school and district leaders to be more visible in the hallways and in the classrooms. Only 30% of parents responding to the survey agreed or strongly agreed that administrators expect high quality work from all adults at the school.

Distributed leadership. At MJSHS there is no building-based leadership team currently in place. In fact, only 13% of staff members responding to the survey agreed or strongly agreed that a clear and collaborative decision-making process is used to select individuals for leadership roles in the building. One staff member reported trying to implement a leadership team a few years ago, but due to administrative turnover it was never implemented. The decision-making process at MJSHS appears to begin with the leadership, who then talks to a few teacher leaders to develop buy-in, and then to the rest of the staff. The criteria for how

teacher leaders were selected was not clear to researchers and no formal expectations appear to be in place for that designation. Student input for decisions is not something that is regularly sought by school leadership, nor is input from family members or caregivers. One student reported, "The only time we're asked what our opinion is is when we go to board meetings." Survey findings show that 52% of students and 34% of parents agreed or strongly agreed they have some input on 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	2
Communication	2

Collaboration. At Morton there have been some intentional efforts to allow staff members opportunities to meet together, but most admit that staff could benefit greatly from more opportunities to plan together. Since, there are so few teachers at Morton, typically only one or two have the same planning period, and often it is not with someone who teaches the same content area. The majority of collaboration occurs during waiver days, which occur four times per year, during RTI meetings, and during other off-campus training days. In general, most staff members reported wanting to have the opportunity to work more collaboratively with their colleagues and would appreciate being able to look at data, student work, and investigate program effectiveness together. On the staff survey, 41% of staff strongly agreed or agreed that staff members collaboratively review student work.

Communication. Many staff members identified communication as an area for improvement at Morton. Without staff meetings, many staff members reported feeling like they do not always know what is going on in the school community. One staff member reported, "Communication has been terrible. We have only had one staff meeting. I think the communication could be better."

Researchers did not identify a communications plan during this study. The staff communicates with parents via email, newsletters, conferences, and personal phone calls. Student information is accessible on line. Although staff members are working hard to communicate to student's families, this continues to be a challenge at Morton. This is evidenced by only 39% of the parent survey respondents strongly agreeing or agreeing that the school staff communicates with parents/guardians and the community in a way that is convenient. Only 34% agreed or strongly agreed the staff responds promptly when parents or guardians have a question or concern.

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	2
Instruction	1
Assessment	2

Curriculum. At Morton, some efforts have been made to align curriculum with Washington State standards particularly in the areas of reading and math. According to the staff survey, the majority (59%) believe the curriculum aligns with state standards. A prescribed curriculum is used for reading, which is part of the Response to Intervention model that the school implemented this year. For math, the staff is using Holt and has spent some time with support from the Educational Service District (ESD) to align the curriculum with the standards. In other subject areas, it is less clear how the curriculum aligns with standards, and in most cases, it appears to rely on the scope and sequence of the textbooks. With typically only one teacher in each grade level, horizontal alignment is not a concern, however many teachers expressed concern with alignment of the curriculum from the elementary school to the middle school. There appear to be few if any opportunities for the two staffs to get together to discuss the vertical alignment of the curriculum. Some teachers reported their textbooks to be out of date or not having textbooks at all for certain courses.

Instruction. There is no single instructional framework in place at Morton, and teaching staff rarely have the opportunity to talk about effective teaching methods. Staff members were often unclear about what an instructional framework was, and many spoke of curriculum when asked about instruction. Classroom observation data reveals that some classroom lessons do build upon the principles of learning, but many do not. One interviewee reported, "I think they know what good instruction looks like, but it is whether they use it or not. Some are very uncomfortable … and a lot of the kids are challenging for them." Another person commented, "I think some of the problem is that there are some teachers who are set in their ways. They do things when people are in the classroom to observe but when we leave they go back to what they are used to." Students also expressed some frustration with teaching methods, including one student who shared, "Teachers don't spend time with students. They teach out of the book without ensuring students understand. The last chapter is never discussed even if you did poorly on it" and "Some teachers just move on even if we don't get it." Very few students (37%) and parents (18%) responding to the survey agreed that schoolwork was interesting to students.

Assessment. A few Morton school and district staff members stressed the need to make progress in data-based decision-making for school improvement, for improving instruction, and for targeting students. In reading, the assessment system with the RTI program appears to be working very effectively to assess program and individual student progress. It is also being used effectively to monitor instructional practice and for student placement. In other subject areas

the only assessment data being collected and analyzed on a consistent basis is state testing. A few years ago, the school used Measurement of Academic Progress (MAPs) testing, but discontinued it due to funding cuts. In general, there is agreement from the staff that more consistent assessment is needed. Some formative assessments are being used in the English department, and this could serve as a model for other subject areas.

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. Several structures are in place to support students who are struggling. Morton offers after-school help to students who are struggling, and students can get help before school or during lunch from teachers. One issue with the after-school program is that there is no after-school activity bus so students who stay do not have a way to get home unless their parent/caregiver can come and get them from school.

The school also has a part-time school counselor who is able to connect students with community resources if they have additional social-emotional needs. The counselor reported that it would be helpful for students to have a full time counselor because most of her time is taken up by scheduling rather than by getting into classrooms and doing sessions with students. The school also has access to a drug and alcohol counselor who is running classes for students with addiction and abuse issues. A special education coordinator is also involved in indentifying students with learning disabilities or special needs. A Readiness to Learn coordinator is also available to identify student barriers to learning and intervene when necessary. The state funds this position, and the funding is cut for next year.

Through the reading RTI program, students are identified and are provided reading intervention at their specific reading level. The school also has a part-time nurse to help students with any medical or health issues. Other programs available to students include attending New Market in Olympia for students at risk of dropping out, Running Start at the local community college, Navigation 101 to prepare students for college and career, and APEX which is a technology-based credit retrieval program. Although, Morton has a variety of program interventions to help struggling students, rarely are these programs closely evaluated or adjusted, and there are few opportunities available for students to who are seeking more challenge in their coursework.

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 could not identify a formal process to assess professional growth needs, and on the staff survey, only 35% agreed or strongly agreed the school has a professional development plan that aligns with the school goals. However, it is clear that Morton staff members do engage in a variety of professional development opportunities. School leadership described a system where they discuss professional development opportunities with the Superintendent and representatives of the ESD and then decide on a plan. The principal shared, "Basically, the ESD, the Superintendent, and myself look at our test scores and look at training opportunities. The ESD has worked with Morton for the last three year and has provided a lot of support and insight into things." The administration then gets buy-in from teachers and begins implementation. The planning and implementation of professional development appears to occur on an annual basis.

Curriculum, instruction, and assessment. Morton staff members reported having access to a variety of professional development support in the areas of curriculum, instruction, and assessment. This year, some staff members are receiving training in RTI, and others are attending training on PBIS. However, most staff members agreed that more professional development would be helpful to them if it was relevant. Some teachers expressed wanting professional development in some of the content areas that are not as emphasized, such as social studies and science. Some teaching staff talked about wanting training around instructional strategies. School leadership identified professional development needs for all staff in the areas of differentiation and working with students of poverty. Still some wanted to focus on increasing student engagement and motivation. On the staff survey, only 47% agreed or strongly agreed professional development is relevant to staff needs, and only 12% agreed or strongly agreed the staff receives training in working with students of diverse cultural backgrounds.

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 Morton building is conducive to a positive learning environment. The district and school leadership are committed to maintaining a clean and safe facilities for students and staff. A structured discipline and referral process exists at the school, but some staff and students reported that it is enforced inconsistently in the school. One student reported, "Kids don't respect the teachers. There is a lack of discipline. Teachers are inconsistent in their use of the discipline policy. They have to be on the same level. You have to put a coat on for this class, but you can take it off for another" and "People are allowed to disrupt in certain classes and not in others." A staff member reported a similar idea stating, "There needs to be more consistent behavior expectations – it does not matter where you are in the school you should be told the same thing." Fifty-nine percent of staff members responding to the survey agreed or strongly agreed that rules for student behavior are consistently enforced by school staff. Fewer students (49%) also agreed or strongly agreed that discipline is handled fairly in the school. One major concern at the school is the negative interactions among students. Although not necessarily physical in nature, these interactions have a negative impact on school learning. Thirty-one percent of students agreed or strongly agreed that most students respect each other, no matter who they are.

Building relationships. According to the many interview and focus group participants, some adults try to form meaningful relationships with students and use those relationships to tailor their instruction. However, a few participants were skeptical about how many teachers intentionally try to build strong relationships with students and questioned whether all staff felt comfortable doing that. A few participants thought it would be very helpful for school and district leadership to be more visible in classrooms and make more of an intentional effort to connect with students in a positive way. "The discipline issues are increasing. The principal is tied up with that. I think just his presence would make a difference. He never has time to interact positively with students," reported one person. Most interactions among the school community appeared to be positive. One person stated, "I think we have skilled people here and they are caring people and it is really important to our kids. We really want our kids to be successful." Another responded, "The staff is a tight knit group that gets along and works together well." Most adults working in the school system reported feeling comfortable providing leadership with feedback.

Personalized learning for all students. At Morton, there appear to be a few opportunities to personalize the learning for all students, but these opportunities are limited. One way Morton is doing this is through their RTI program, where students can get help at their individual reading level. Another way Morton is trying to personalize learning is by sending a few students to the

New Market program in Olympia. Students also receive some personalized support through Navigation 101, where they get more information on how to prepare for college and career. One area for improvement is the formal celebration of academic success. Many students complained that high performing students are not recognized for success. One student shared, "Students who are having problems in classes are rewarded more than students who always get good grades" and "They never make the A students feel good." Several staff members and parents identified transitioning from the elementary school as a major issue in Morton. Many reported that effective systems did not exist for students to have a safe experience when entering a 6-12 school. Others reported the change to a 7-period day to be very overwhelming for 6th grade students.

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	1

Family communication. Morton staff members reported that the school makes a concerted effort to provide families with regular, interactive feedback regarding student progress. The school uses newsletters, parent conferences, an open-house, the school website, and other school activities as avenues to communicate with student families. School leadership reported, "I think parents feel welcomed here but they may be intimidated. I know some teachers talk to parents." One program that has been effective in encouraging family communication and involvement in the school has been the student-led conferences. Despite these efforts some of the parents interviewed reported that they don't know the teachers that well. One parent stated, "We don't know the teachers that well. There aren't that many conferences unless the teacher calls you in. …Parent aren't encouraged to come into the classrooms." On the family survey, 61% of parents agreed or strongly agreed they feel welcome at the school. However, only 28% agreed or strongly agreed the staff keeps them informed about event and activities.

Family and community partnerships. Although the majority of staff members agree that Morton actively encourages parent and community involvement, most admit that they do not observe parents or community members visiting the school or participating in school activities as often as they would like. In fact, only 36% of staff survey respondents agreed or strongly agreed that community organizations and/or family volunteers work regularly in classrooms and in the school. Many commented that some families with children at the school struggle with poverty and have limited time to participate in school activities. Despite these attempts, there are some adults at the school that believe more could be done to foster these connections. One interviewee shared, "They are not involved as much as they should or could be. I think a lot of times they don't think they are wanted. We have not done that much to draw them in" and "We have access to resources we have not tapped into yet like community churches and the senior population." The school does have a K-12 parent group, but most of the members are from the elementary school, and the group has a very difficult time recruiting parent volunteers. The school does have connection with some community groups including the White Pass Community Coalition, Americore, the local newspaper, and True North. Additionally, students who are seniors are required to do 50 hours of community service and do a presentation in front of a panel of community members.

Summary and Recommendations

A transformation model is the most supported model given the school and district assessment. The district and school leadership and teaching staff is supportive of a transformation model and there are strong indications that the union would also be supportive.

At Morton Junior and Senior High School, there is evidence of attention to most of the *Nine Characteristics of High Performing Schools*. The majority of characteristics are currently in the "Initial, beginning, developing" stages and a few fall into the "Minimal, absent, or ineffective stage." This is consistent with survey results and high school outcome data. However, the staff has significant strength in their commitment to the school and to the students of their community. Indeed, most of the staff members remain at the school because they are committed to the students and are involved in the community. There are also other areas that may provide foundations upon which to build, such as the beginning of Response to Intervention in reading that is spreading throughout the district and may serve as a way to build relations between the elementary school and junior and senior high school. The district also has tremendous support from ESD 113, who recognizes the need for professional development opportunities for Morton staff and is even providing them with free training.

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

- **Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district.** Morton School District personnel are emphatic that the challenges faced by the district in improving student learning and achievement reside not only at the junior and senior high school, but also at the elementary school. They believe that reform efforts and changes need to be made system-wide for lasting changes to occur. Therefore, the district must develop a plan for how they will use a combination of grant and district resources to support both schools. This plan may include how the schools will work together to become more aligned programmatically and with curriculum, instruction, and assessment. Leaders at each of the schools will need to work together on common goals for the schools and will need to provide opportunities for the two staffs to work and learn together. This action planning process would likely be assisted by the presence of a Technical Assistance Contractor (TAC) with district experience who is experienced at leading schools through this planning process. It may also be appropriate to secure an on-going relationship with a TAC who can provide continuous support to district and school leaders.

- **Address leadership structures.** Currently, no leadership team exists at the junior and senior high school. The process of decision-making appears to happen largely on an informal basis and teacher leaders appear to be selected in an informal process, which leads some to be unclear about how to be involved in the process if they are not selected. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and strategies up to the building principal rather than to a larger group of people. Many staff members expressed a desire to be more involved with the decision-making process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will entail determining

what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team.

- **Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff.** District and school personnel will need to work closely to develop clear expectations and standards for assessing the performance of school leaders and teaching staff. Under the current system, all teaching staff are rated as satisfactory or unsatisfactory. A more comprehensive model is needed to assess performance. District and school representatives will need support in developing such a model and may benefit from investigating how other schools and districts are doing this.

- **Set high academic expectations.** Morton Junior and Senior High School students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. If Morton is to be successful in transformation, they will need to put plans in place for how to change the culture and perception of the school from a place where there are low academic expectations to one where the school is seen as rigorous and challenging. We recommend staff members work together to identify the highest level of expectations possible for Morton students and develop common language around those expectations. We also recommend staff members identify high-achieving districts with similar demographics and resources and ascertain how expectations *are implemented*. This can be followed by an investigation of how those expectations *are supported*. In addition, Morton personnel should use data from the high school outcomes (course offering and transcripts) section of this report in making decisions about course offerings and determining policies related to course taking.

- **Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards.** Many interview and focus group participants maintained that math and reading curriculum are aligned with state standards, but fewer were confident that other content areas were aligned. Much of the alignment in some subject matters appears to rely on textbooks. Curriculum must also be investigated to ensure continuity and vertical alignment from the elementary school to the junior and senior high school.

- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** The frequency of instructional practices aligned with research-based principles of learning are fairly low according to classroom observation results, and some teachers acknowledged a need for and interest in training focused on instruction. We recommend that staff members continue to focus on instruction in a manner that draws from research-based approaches and strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them after implementation. School administrators will also need to be supported in their roles as instructional leaders at their buildings. An instructional coach may need to be employed for working with staff on a more consistent basis around instructional goals.

- **Provide assistant in developing and implementing formative assessments.** Morton will also need assistance in the development and implementation of more formative assessments. Currently, the RTI model ensures continued assessment and feedback to teachers regarding reading, and plans are in place for a similar model for math, which has a planned implementation for next school year. While the English department collaborates to use state test questions as prompts for periodic formative assessments, other subject areas also need to implement formative assessments. Staff members will likely need assistance in developing these and in how to then use this data to inform and differentiate instruction to meet the academic needs of individual students.

- **Continue to develop meaningful communication and collaboration.** Many staff members at Morton discussed the need for more communication and collaboration throughout the school. In the current structure, there are few opportunities for staff to talk with one another, to plan, and to make adjustments to programs. District and school personnel should develop a plan for how more regular communication and collaboration can take place in the school. In developing such a plan it will be important to ensure that all staff members are able to participate, including certified and classified staff. One model currently in place for doing this is the reading RTI model where staff members are meeting every other week to talk about student data, placement, and instructional strategies.

- **Fully implement a behavior and reward program.** Over the last year, Morton staff spent time and resources to consider, adopt, and be trained in the PBIS program. Plans are in place to implement the program more fully for the next school year. Without full commitment to the teacher, administrator, and parent actions required by the program, its power is diluted and the program becomes ineffective. We recommend that all staff members become trained to use 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. Additionally, a more consistent, fair, and open reward system should be implemented at the school so that students and staff are regularly recognized for their successes. Currently, the school rewards 'students of the month,' but rarely do students or staff know why particular students are selected.

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 adaption). 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 comes from an analyses of district personnel ratings combined with data collected by The BERC Group.

X" Required "O" Permissible

Actions	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Teachers and Leaders				
Replace the principal.	**X**	**X(O)**	**2**	The district is prepared to implement an administrative change and has the means to do so, although staff members do not support the change at this time.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	**X**		**1**	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.	**X**	**O**	**1**	No legal or CBA basis exist to support a "rehiring" model or to force removal of 50% or more of the staff. The certificated CBA has limited flexibility in involuntary transfers. The district also has limited means to recruit and retain staff from outside of the district.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	**X**	**X**	**1**	The district tends to be limited to the immediate area in most recruiting and resources are limited.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	**X**	**X**	**2**	The existing evaluation model is inadequate, and district leadership believes this to be an essential part of the plan for improvement. The district and the union are willing to explore a new competency model.

Teachers and Leaders (Cont.)	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
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.	**O**	**X**	**2**	There are no inhibitors in the CBA to effective accountability. The district can develop a reward system for administrators but would have to work with the administrator association to do so.
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.	**O**	**O**	**1**	Nothing is in place currently.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	**O**	**O**	**1**	Seniority plays a significant role in the voluntary and involuntary reassignment process.

Instructional and Support Strategies	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	X	X	2	Currently this is not in place, but district leadership believes this to be an essential part of the reform plan.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	X	X	2	The district does not have systematized professional development model in place. A systemic method of analyzing and planning for professional development across all teacher competencies would enhance professional development especially in the areas of professional growth. 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.	X	X	2	Data collection has been occurring but a focus on data analysis has only begun this year. 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.	O	O	1	This is currently not in place, and the district will need support in this area.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	O	O	2	The district has begun to do this in the area of reading at the 6-12 grade level and is committed to expanding this to low grade levels and subject areas.
Implement a school-wide response to intervention model.	O	O	2	Beginning elements are in place and a plan exists for expanding the effort. Professional development in this area is being provided by the ESD.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	O	O	2	Staff is aware of the need and is open to training.

Instructional and Support Strategies (cont.)	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Use and integrate technology-based supports and interventions as part of the instructional program.	**O**	**O**	**2**	The school is currently using a technology-based program to support students in credit retrieval.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**O**	**O**	**2**	Basic elements in place
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.	**O**	**O**	**1**	Currently, few opportunities exist at the school to obtain more advanced courses. School and district staff would like to offer more of these opportunities so that fewer students would leave for Running Start.
Secondary Schools: Improve student transition from middle to high school.	**O**	**O**	**2**	Basic elements in place and schools are on the same campus so much opportunity for collaboration exists between the staff.
Secondary Schools: Establish early warning systems.	**O**	**O**	**2**	Basic elements in place. Currently, students at risk for dropping out are recommended to attend New Market in Olympia.

Learning Time and Support				
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.	**X**	**X**	**1**	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.	**X**	**O**	**2**	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.	**O**	**X**	**1**	PTO 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.	**O**	**O**	**2**	School currently uses Navigation 101, but report the implementation of the curriculum varies from classroom to classroom.
Implement approaches to improve school climate and discipline.	**O**	**O**	**2**	PBIS 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.	**O**	**O**	**3**	The district currently offers Pre 3-5 age half days and offer a full-day kindergarten for interested families.

Governance				
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the Superintendent.	**X**	**O**	**1**	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.	**X Principal**	**X School**	**2**	Not currently in place, but flexibility exists to implement this type of approach.
Ensure school receives intensive ongoing support from district, state, or external partners.	**O**	**X**	**2**	The district currently receives support from the ESD.
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**	**1**	This is not in place.
Implement a per-pupil school based budget formula that is weighted based on student needs.	**O**	**O**	**1**	This is not in place.

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

Appendix B
Table 5.
College Attended from 2004 to 2009

College Name	State	# of students attending	High School Graduation Year
CENTRALIA COLLEGE	WA	16	2004
PIERCE COLLEGE	WA	3	2004
WASHINGTON STATE UNIVERSITY	WA	3	2004
PACIFIC LUTHERAN UNIVERSITY	WA	2	2004
SOUTH PUGET SOUND COMMUNITY COLLEG	WA	2	2004
BATES TECHNICAL COLLEGE	WA	1	2004
CENTRAL WASHINGTON UNIVERSITY	WA	1	2004
DEVRY UNIVERSITY - FEDERAL WAY	WA	1	2004
EASTERN WASHINGTON UNIVERSITY	WA	1	2004
GEORGE FOX UNIVERSITY	OR	1	2004
NORTH SEATTLE COMMUNITY COLLEGE	WA	1	2004
PIERCE COLLEGE - MILITARY PROGRAM	WA	1	2004
SHORELINE COMMUNITY COLLEGE	WA	1	2004
SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2004
THE EVERGREEN STATE COLLEGE	WA	1	2004
WESTERN GOVERNORS UNIVERSITY	UT	1	2004
WHITWORTH UNIVERSITY	WA	1	2004
WILLIAM PENN UNIVERSITY	IA	1	2004
CENTRALIA COLLEGE	WA	11	2005
SAINT MARTIN'S UNIVERSITY	WA	2	2005
CLOVER PARK TECHNICAL COLLEGE	WA	1	2005
EASTERN OREGON UNIVERSITY	OR	1	2005
GONZAGA UNIVERSITY	WA	1	2005
MONTANA STATE UNIVERSITY - BOZEMAN	MT	1	2005
OLYMPIC COLLEGE	WA	1	2005
PIERCE COLLEGE	WA	1	2005
SEMINOLE STATE COLLEGE OF FLORIDA	FL	1	2005
THE EVERGREEN STATE COLLEGE	WA	1	2005
UNIVERSITY OF DENVER - COLORADO	CO	1	2005
UNIVERSITY OF IDAHO	ID	1	2005
CENTRALIA COLLEGE	WA	2	2006
BARTON COUNTY COMMUNITY COLLEGE	KS	1	2006
CENTRAL WASHINGTON UNIVERSITY	WA	1	2006
CENTRALIA COLLEGE	WA	10	2007
WASHINGTON STATE UNIVERSITY	WA	2	2007
CENTRAL WASHINGTON UNIVERSITY	WA	1	2007
CLOVER PARK TECHNICAL COLLEGE	WA	1	2007
EASTERN WASHINGTON UNIVERSITY	WA	1	2007
PACIFIC LUTHERAN UNIVERSITY	WA	1	2007
TACOMA COMMUNITY COLLEGE	WA	1	2007
THE EVERGREEN STATE COLLEGE	WA	1	2007
UNIVERSITY OF PHOENIX	AZ	1	2007

WESTERN WASHINGTON UNIVERSITY	WA	1	2007
CENTRALIA COLLEGE	WA	13	2008
CENTRAL WASHINGTON UNIVERSITY	WA	3	2008
WARNER PACIFIC COLLEGE	OR	2	2008
WASHINGTON STATE UNIVERSITY	WA	2	2008
BATES TECHNICAL COLLEGE	WA	1	2008
CLARK COLLEGE	WA	1	2008
EASTERN WASHINGTON UNIVERSITY	WA	1	2008
LOWER COLUMBIA COLLEGE	WA	1	2008
NORTH IDAHO COLLEGE	ID	1	2008
OKLAHOMA CHRISTIAN UNIVERSITY	OK	1	2008
PIERCE COLLEGE	WA	1	2008
SOUTH PUGET SOUND COMMUNITY COLLEG	WA	1	2008
SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2008
TACOMA COMMUNITY COLLEGE	WA	1	2008
UNIVERSITY OF GREAT FALLS	MT	1	2008
UNIVERSITY OF IDAHO	ID	1	2008
UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2008
WALTERS STATE COMMUNITY COLLEGE	TN	1	2008
WESTERN WASHINGTON UNIVERSITY	WA	1	2008
CENTRALIA COLLEGE	WA	7	2009
BATES TECHNICAL COLLEGE	WA	1	2009
ITT TECHNICAL INSTITUTE	WA	1	2009
THE EVERGREEN STATE COLLEGE	WA	1	2009
UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2009

Appendix C

Staff Survey Demographics

Gender	
Male	21% (n=4)
Female	79% (n=15)
Race	
American Indian/Alaska Native	
Asian	
Black/African American	
White	84% (n=16)
Hispanic/Latino/a	
Pacific Islander	
Declined to identify	16% (n=3)
Staff Role	
Certificated Staff	58% (n=11)
Classified Staff	32% (n=6)
Administrator	11% (n=2)
Years Teaching at this School	
1st year	6% (n=1)
2nd or 3rd year	47% (n=2)
4th or 5th year	
6th-9th year	25% (n=4)
10th year or more	25% (n=4)
Total years Teaching	
1st year	6% (n=1)
2nd or 3rd year	13% (n=2)
4th or 5th year	6% (n=1)
6th-9th year	19% (n=3)
10th year or more	56% (n=9)
National Board Certified	
Yes	
No	100% (n=16)

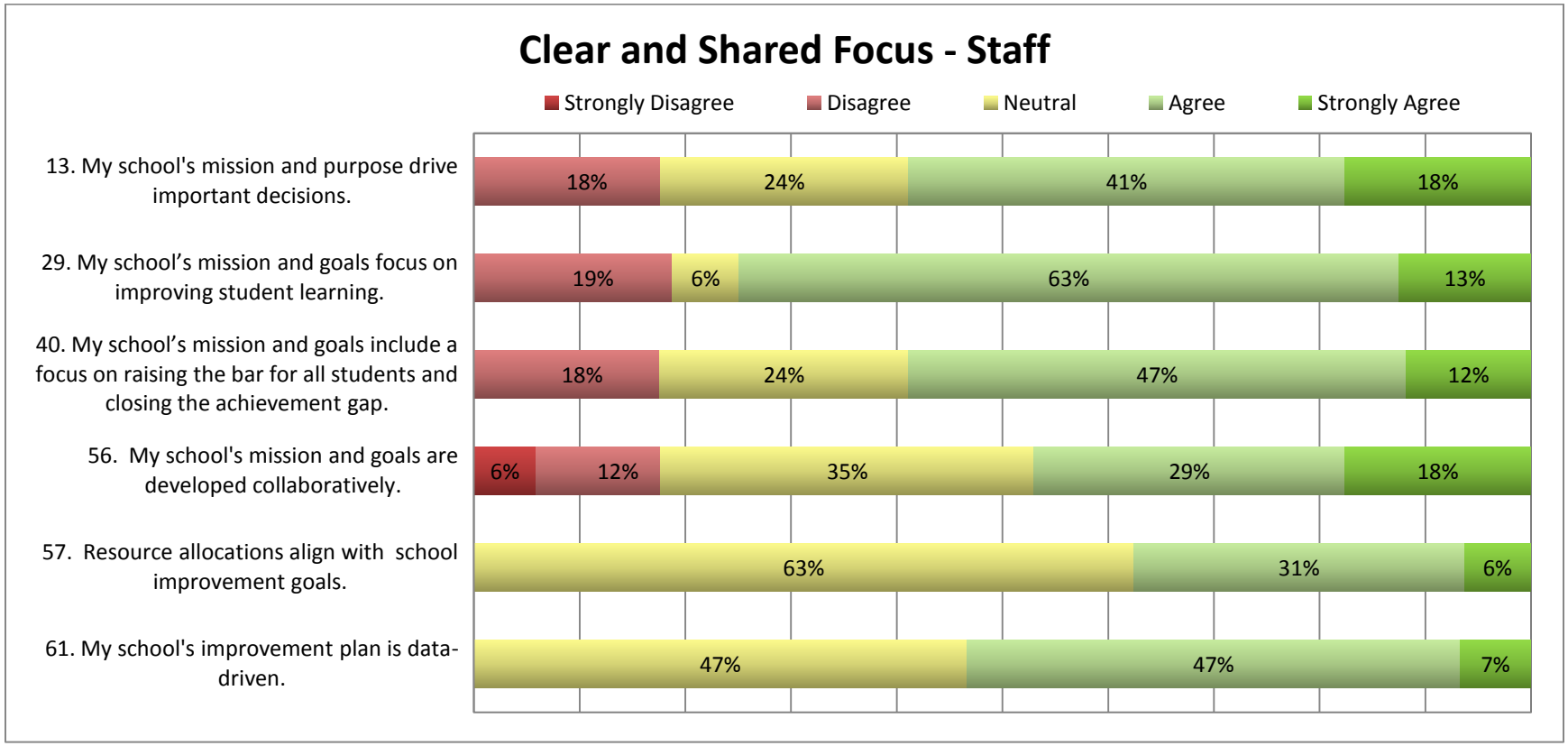
Student Survey Demographics

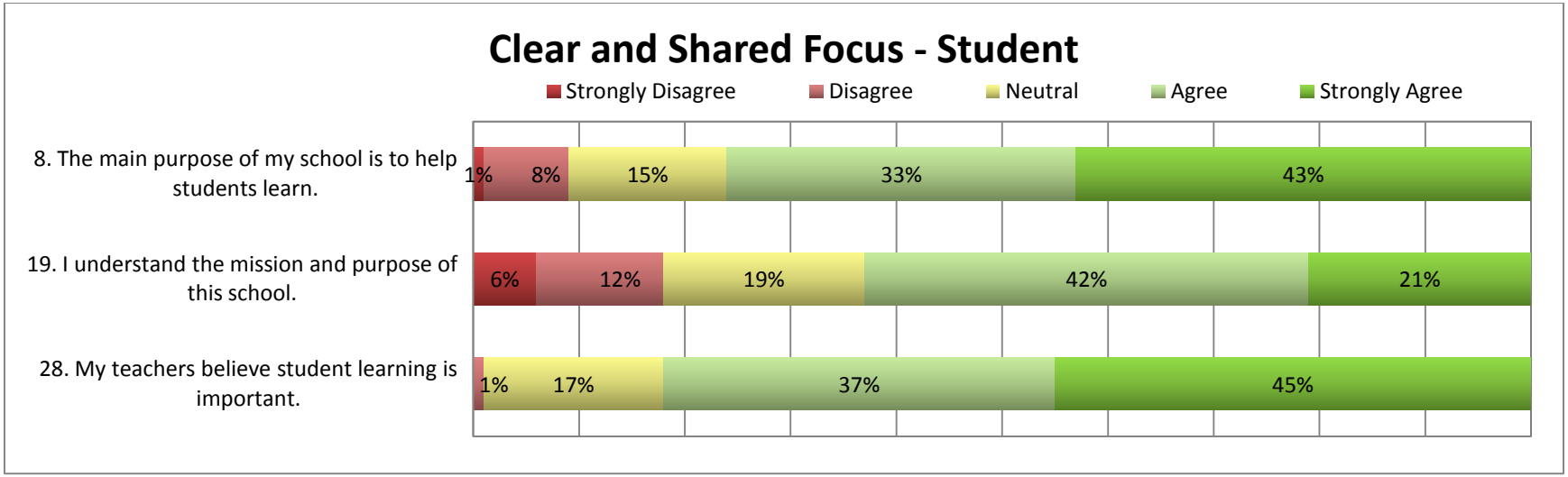
Gender	
Male	58.5 %(n=72)
Female	41.5 % (n=51)
Race	
American Indian/Alaska Native	8.7% (n=11)
Black/African American	3.1% (n=4)
Asian	3.1% (n=4)
White	84.3% (n=107)
Hispanic	4.7% (n=6)
Pacific Islander	.8% (n=1)
Decline to Identify	2.4% (n=3)

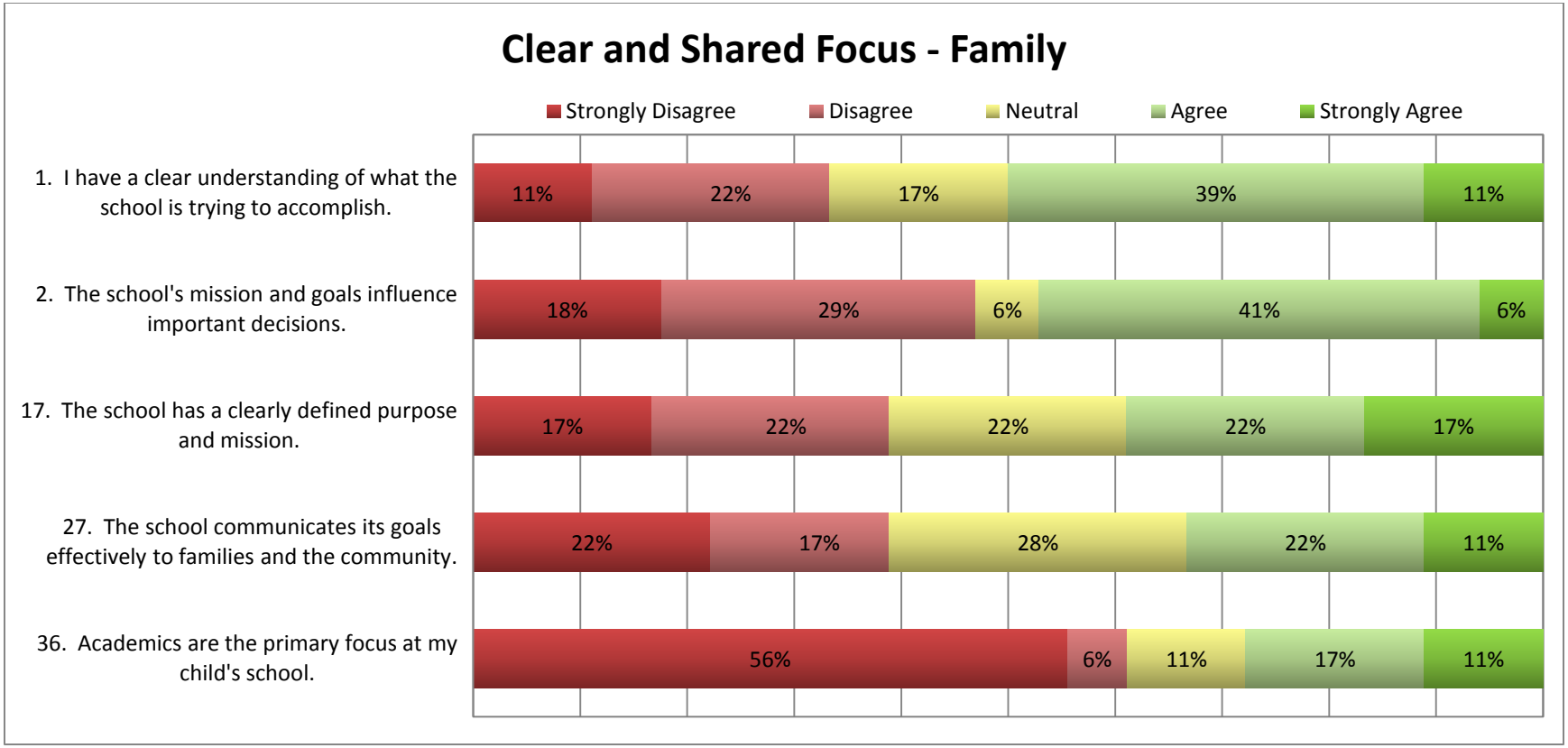
Parent Survey Demographics

Race	
White	94.7% (n=18)
Decline to Identify	5.3% (n=1)
Relationship to Student	
Mother	63.2% (n= 12)
Father	15.8% (n=3)
Mentor	5.3% (n=1)
Legal guardian or Designee	15.8% (n=3)
Free or Reduced Lunch?	
Yes	33.3% (n=6)
No	66.7% (n=26)
English is the Primary Language	
Yes	100% (n=18)
School Provides Interpreter Services when Needed	
Yes	5.3% (n=1)
Not Applicable	94.7% (n=18)

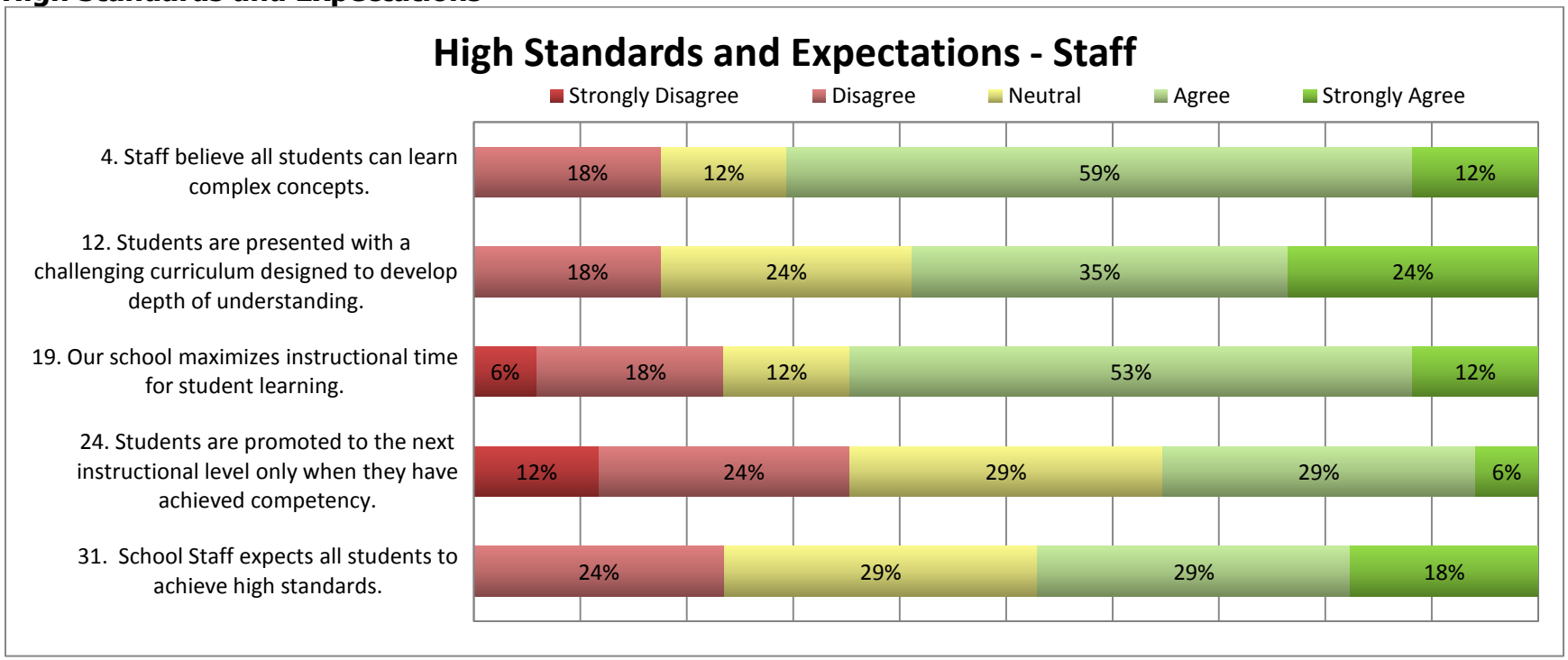
Clear and Shared Focus

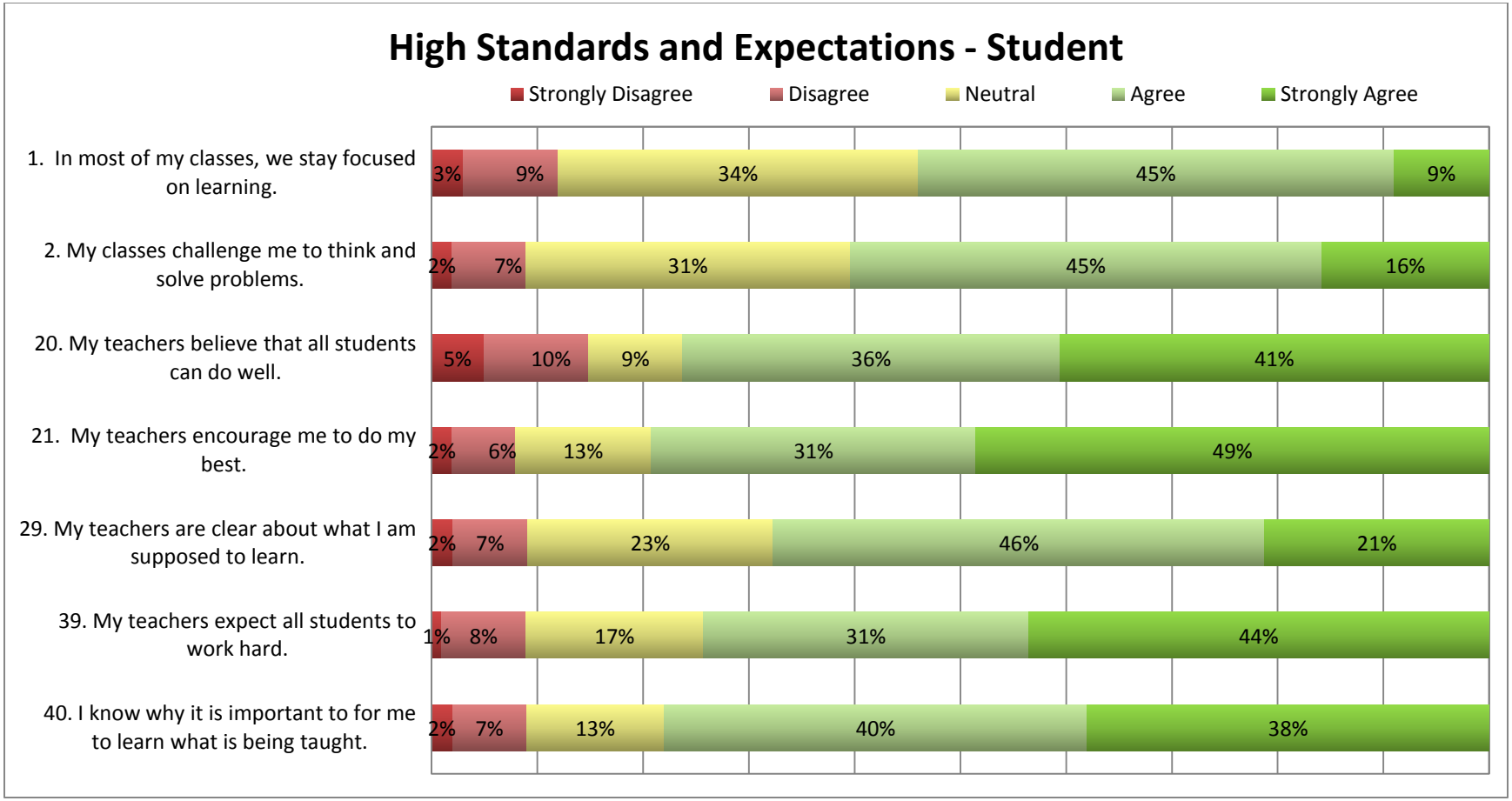


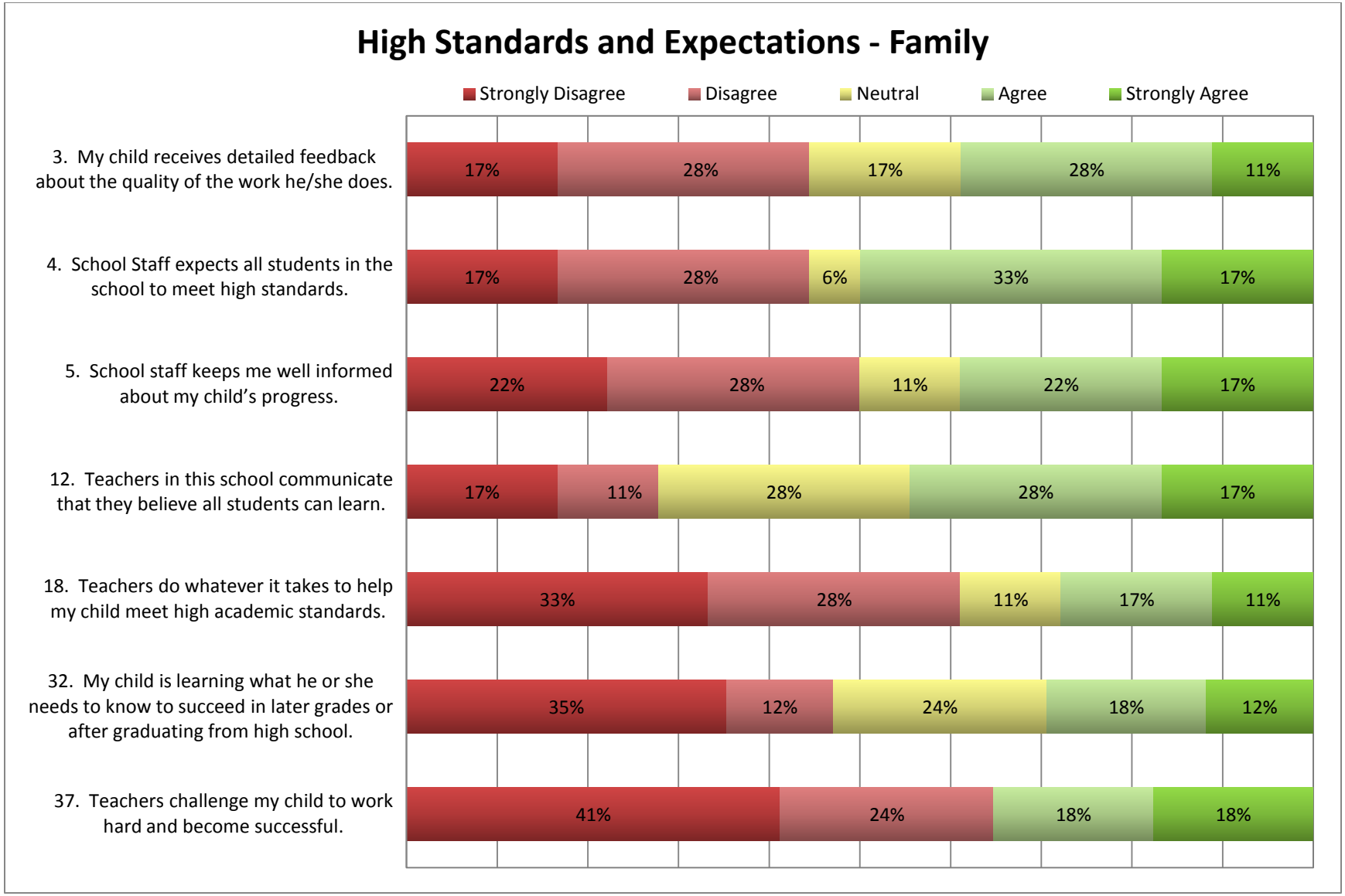

Clear and Shared Focus - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
8. The main purpose of my school is to help students learn.
1%
8%
15%
33%
43%
19. I understand the mission and purpose of this school.
6%
12%
19%
42%
21%
28. My teachers believe student learning is important.
1%
17%
37%
45%


Clear and Shared Focus - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
1. I have a clear understanding of what the school is trying to accomplish.
11%
22%
17%
39%
11%
2. The school's mission and goals influence important decisions.
18%
29%
6%
41%
6%
17. The school has a clearly defined purpose and mission.
17%
22%
22%
22%
17%
27. The school communicates its goals effectively to families and the community.
22%
17%
28%
22%
11%
36. Academics are the primary focus at my child's school.
56%
6%
11%
17%
11%

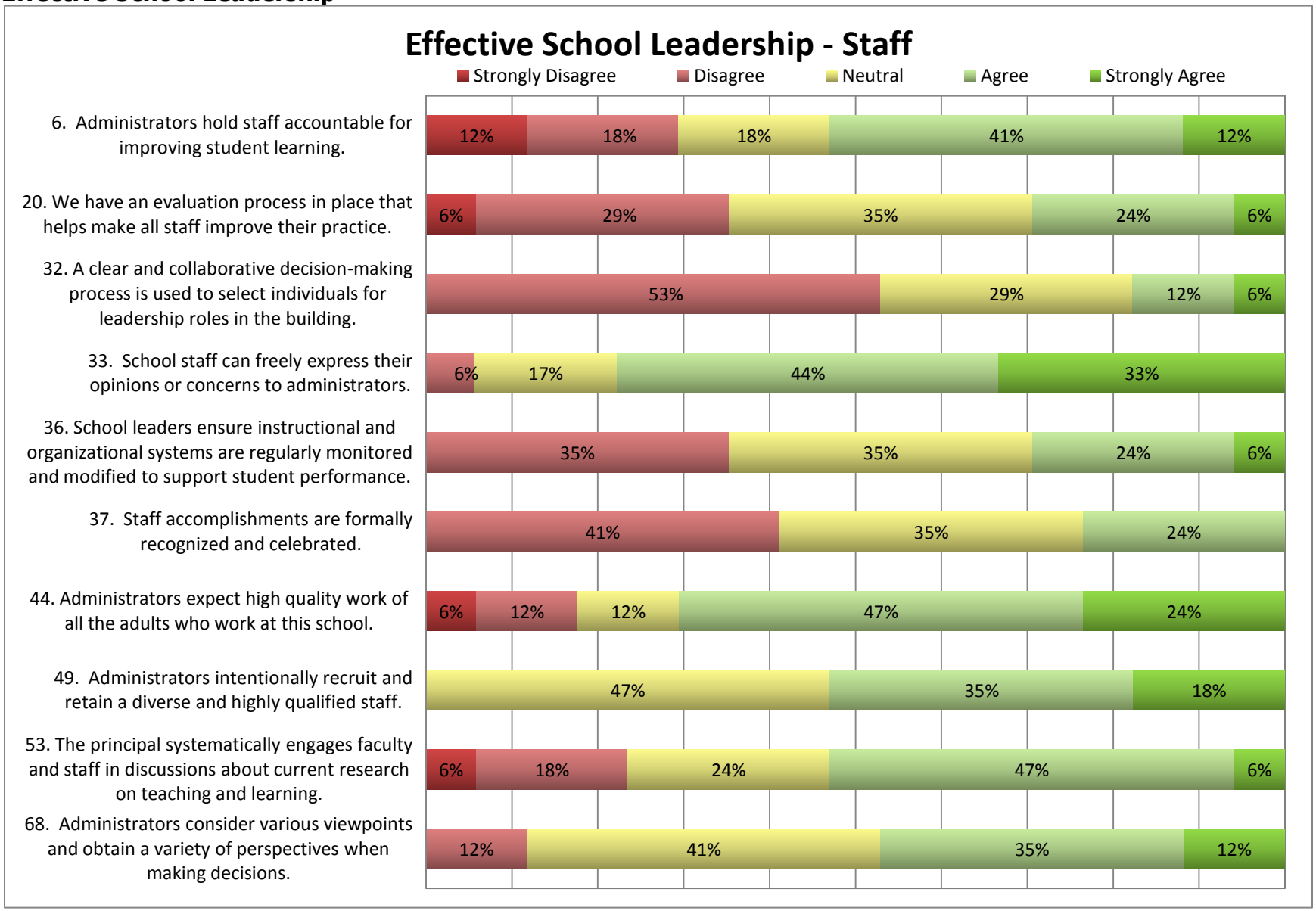
High Standards and Expectations

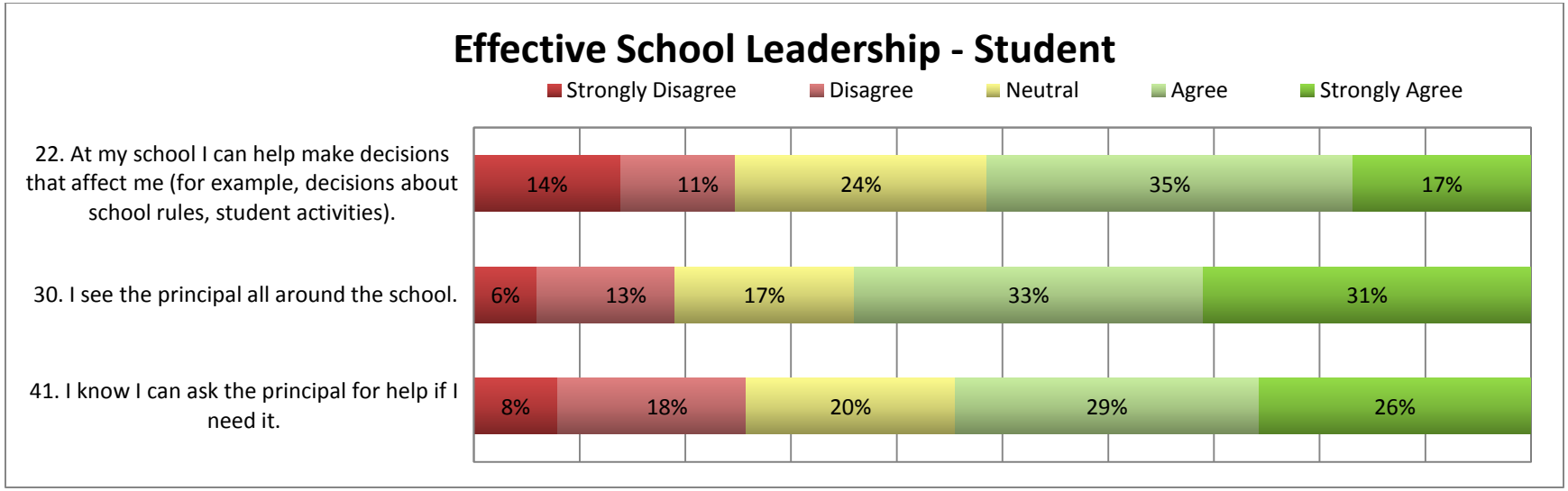


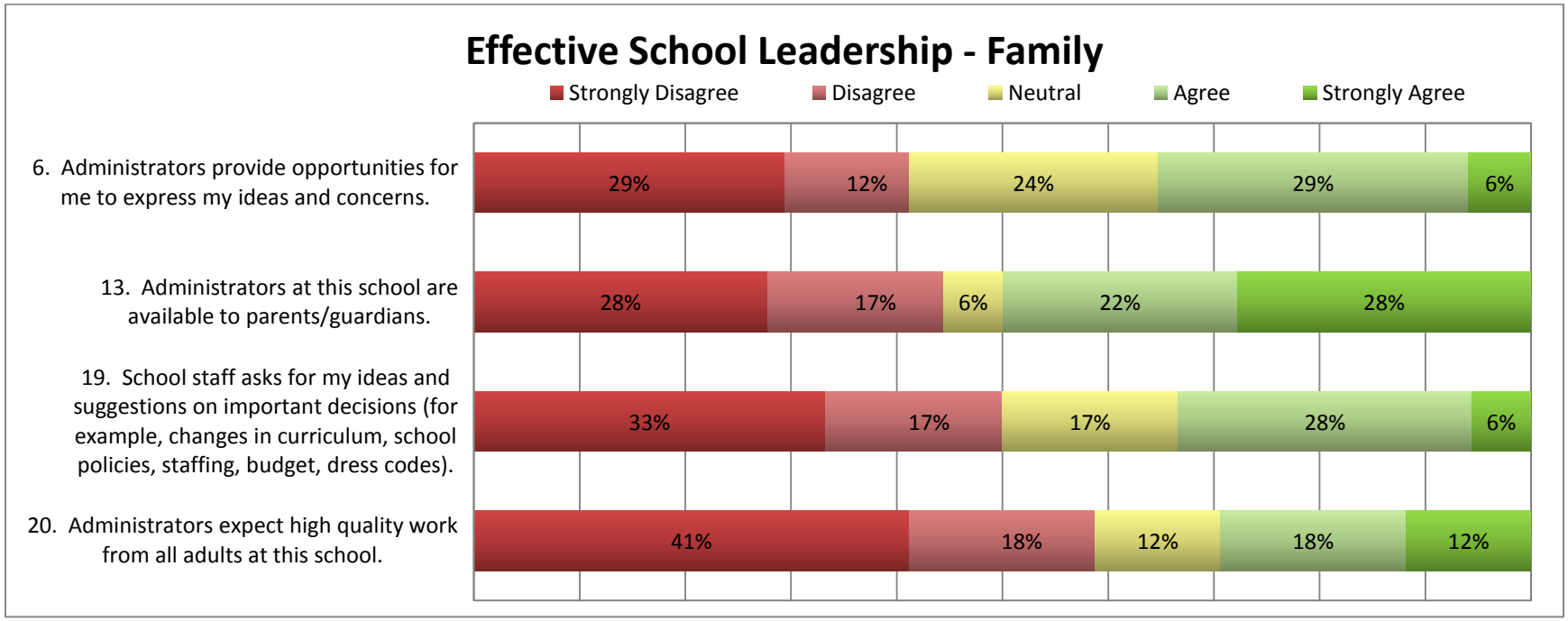

High Standards and Expectations - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
1. In most of my classes, we stay focused on learning.
3%
9%
34%
45%
9%
2. My classes challenge me to think and solve problems.
2%
7%
31%
45%
16%
20. My teachers believe that all students can do well.
5%
10%
9%
36%
41%
21. My teachers encourage me to do my best.
2%
6%
13%
31%
49%
29. My teachers are clear about what I am supposed to learn.
2%
7%
23%
46%
21%
39. My teachers expect all students to work hard.
1%
8%
17%
31%
44%
40. I know why it is important to for me to learn what is being taught.
2%
7%
13%
40%
38%


High Standards and Expectations - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
3. My child receives detailed feedback about the quality of the work he/she does.
17%
28%
17%
28%
11%
4. School Staff expects all students in the school to meet high standards.
17%
28%
6%
33%
17%
5. School staff keeps me well informed about my child's progress.
22%
28%
11%
22%
17%
12. Teachers in this school communicate that they believe all students can learn.
17%
11%
28%
28%
17%
18. Teachers do whatever it takes to help my child meet high academic standards.
33%
28%
11%
17%
11%
32. My child is learning what he or she needs to know to succeed in later grades or after graduating from high school.
35%
12%
24%
18%
12%
37. Teachers challenge my child to work hard and become successful.
41%
24%
18%
18%

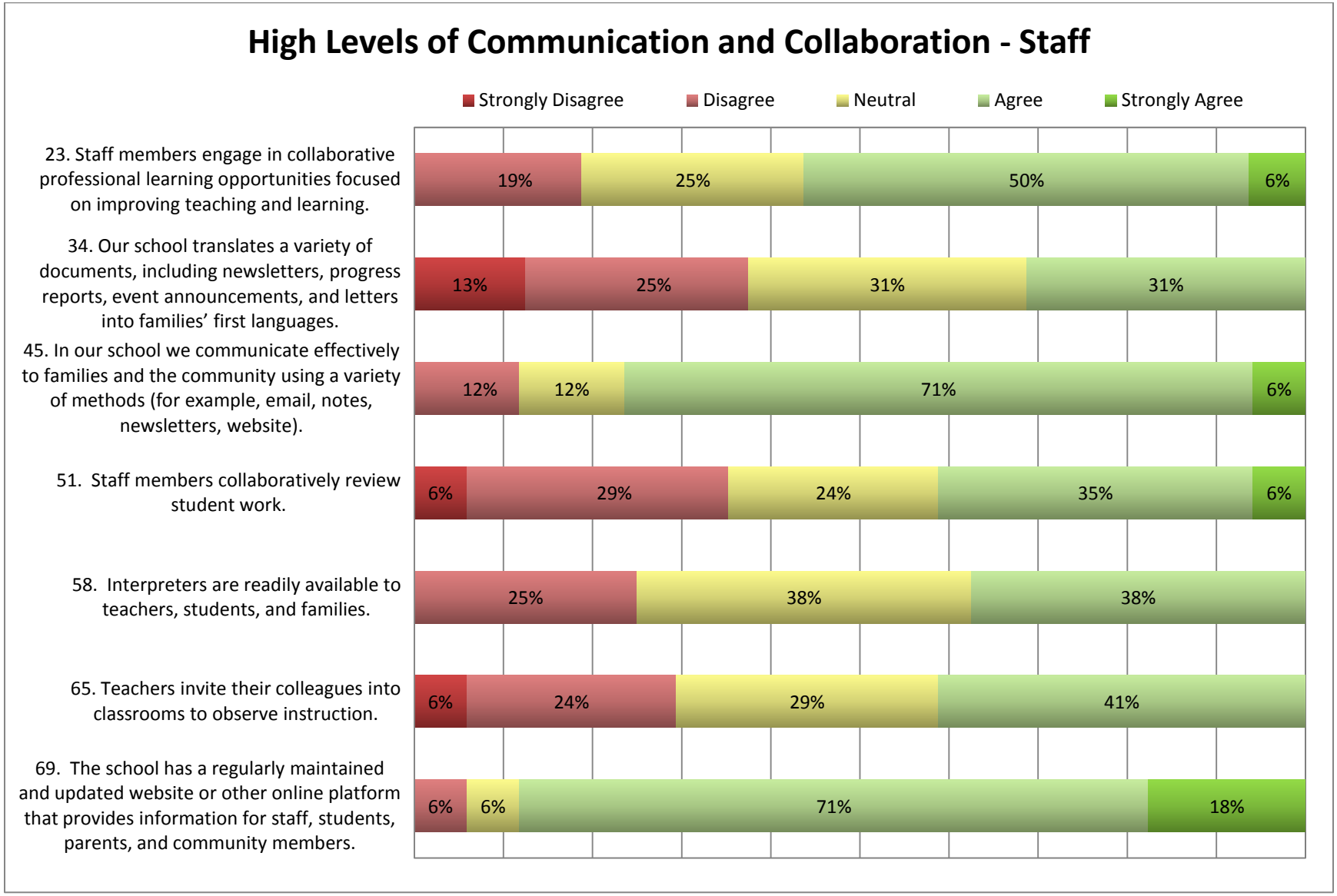
Effective School Leadership

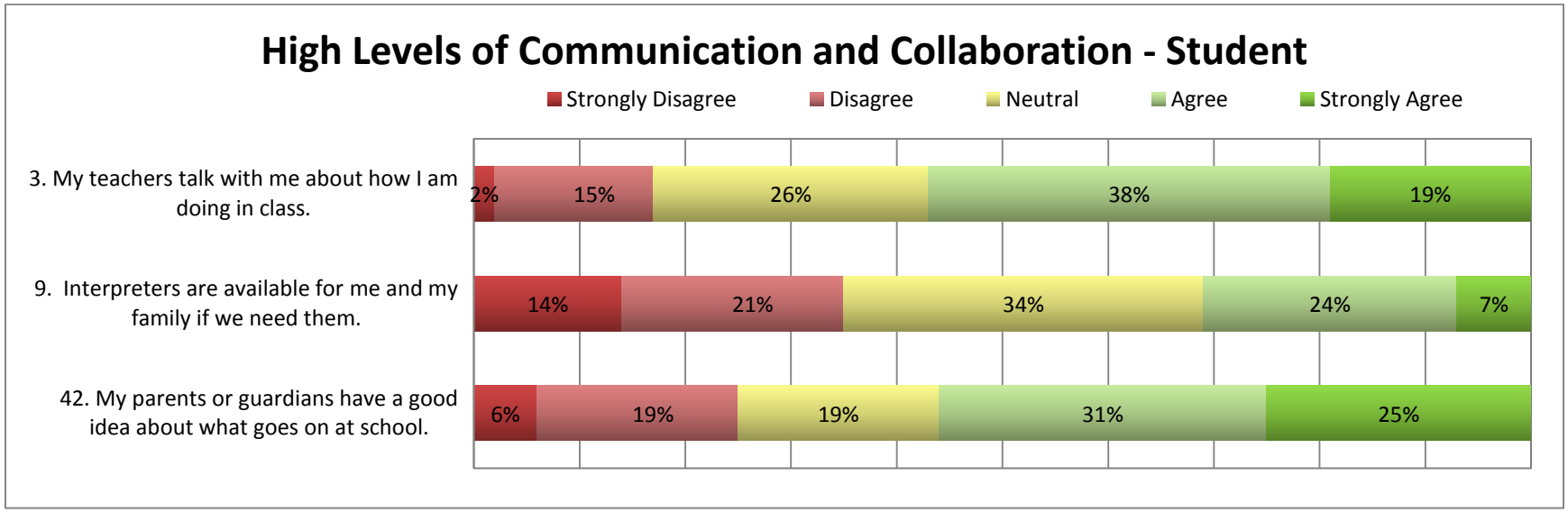



Effective School Leadership - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
22. At my school I can help make decisions that affect me (for example, decisions about school rules, student activities).
14%
11%
24%
35%
17%
30. I see the principal all around the school.
6%
13%
17%
33%
31%
41. I know I can ask the principal for help if I need it.
8%
18%
20%
29%
26%

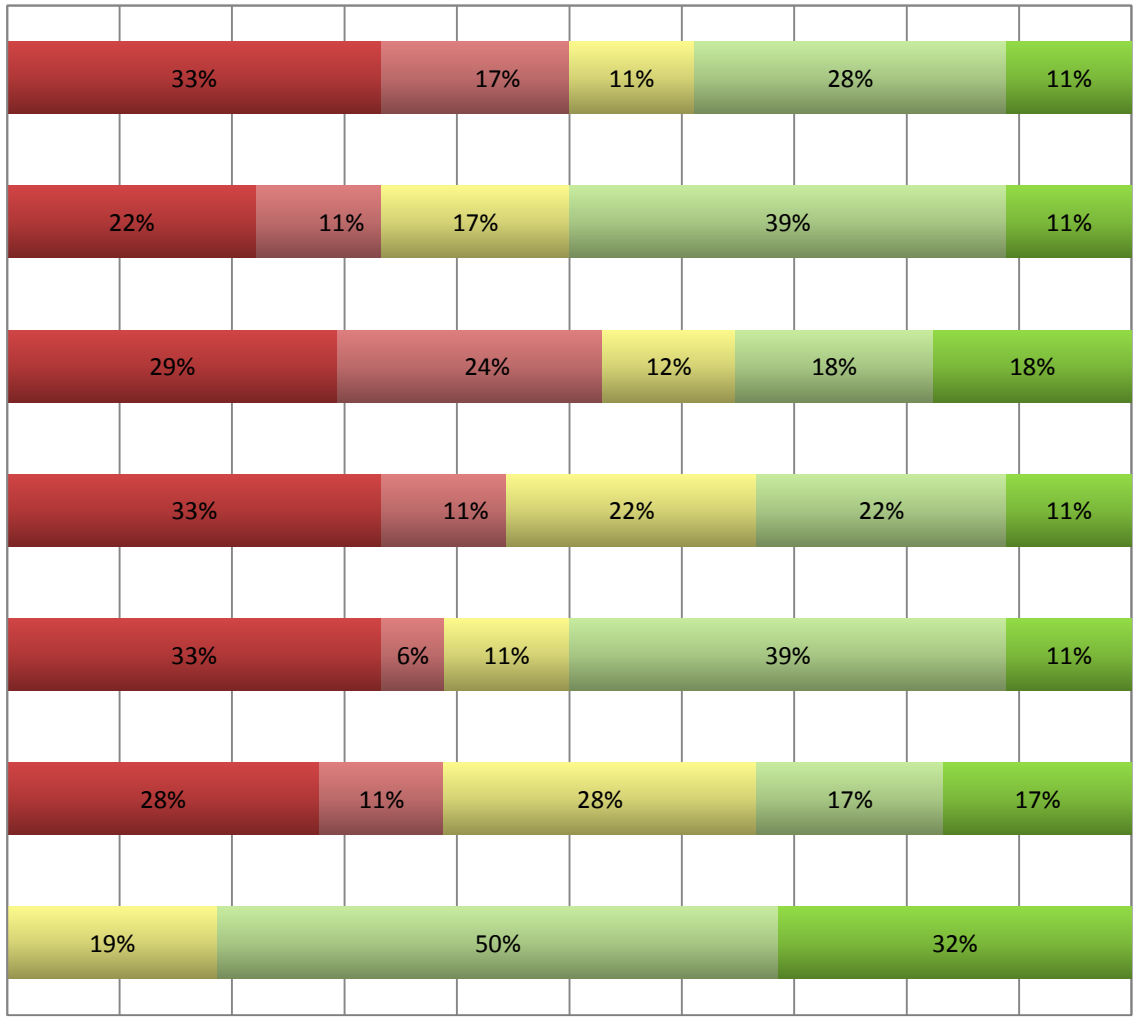

Effective School Leadership - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
6. Administrators provide opportunities for me to express my ideas and concerns.
29%
12%
24%
29%
6%
13. Administrators at this school are available to parents/guardians.
28%
17%
6%
22%
28%
19. School staff asks for my ideas and suggestions on important decisions (for example, changes in curriculum, school policies, staffing, budget, dress codes).
33%
17%
17%
28%
6%
20. Administrators expect high quality work from all adults at this school.
41%
18%
12%
18%
12%

High Levels of Communication and Collaboration

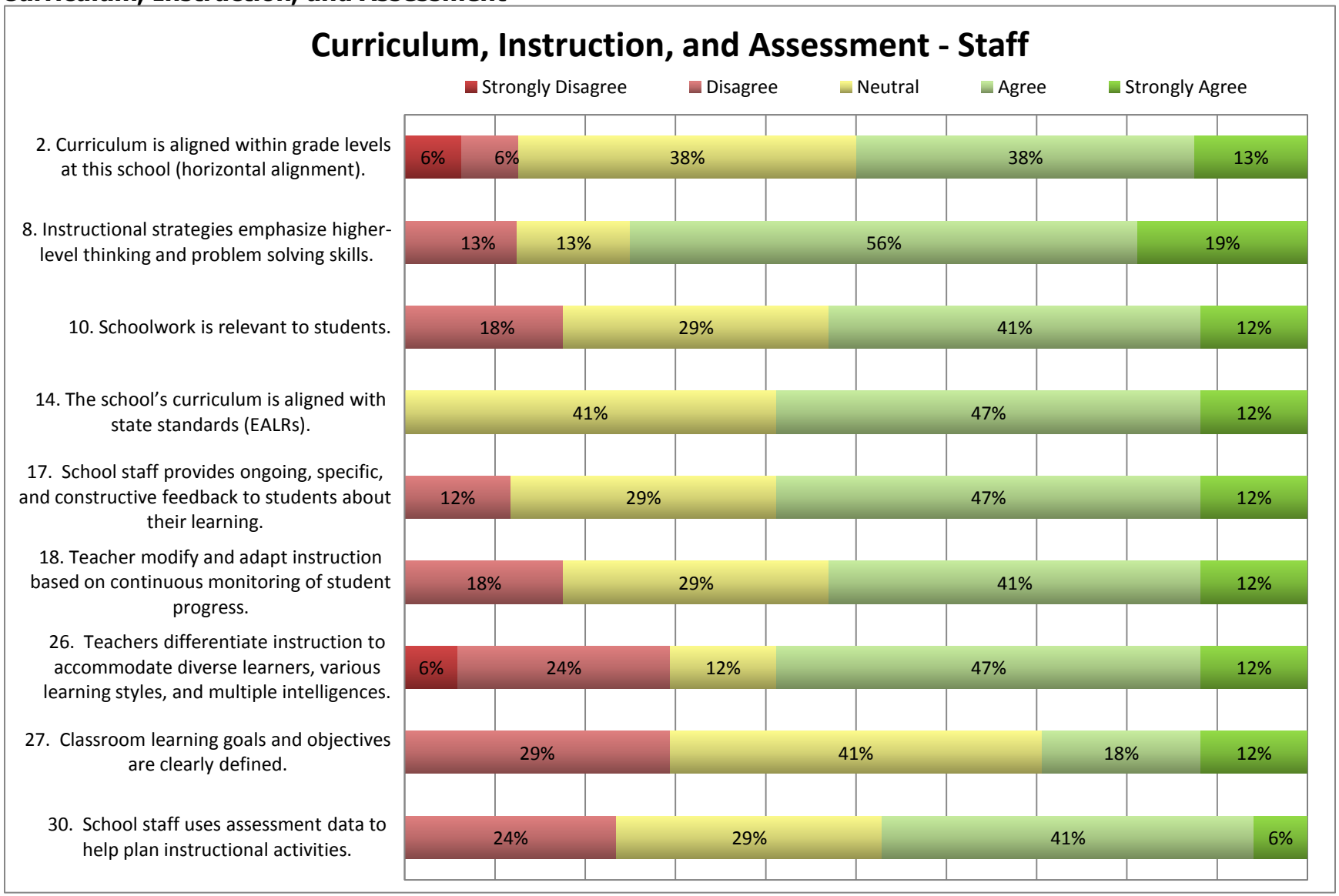


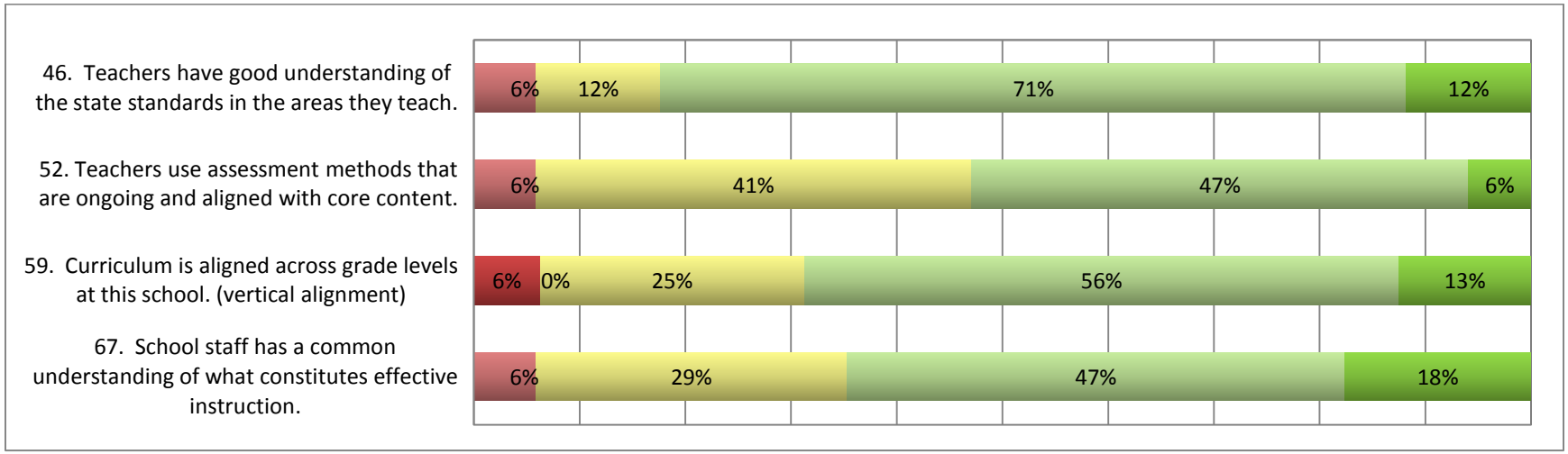

High Levels of Communication and Collaboration - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
3. My teachers talk with me about how I am doing in class.
2%
15%
26%
38%
19%
9. Interpreters are available for me and my family if we need them.
14%
21%
34%
24%
7%
42. My parents or guardians have a good idea about what goes on at school.
6%
19%
19%
31%
25%

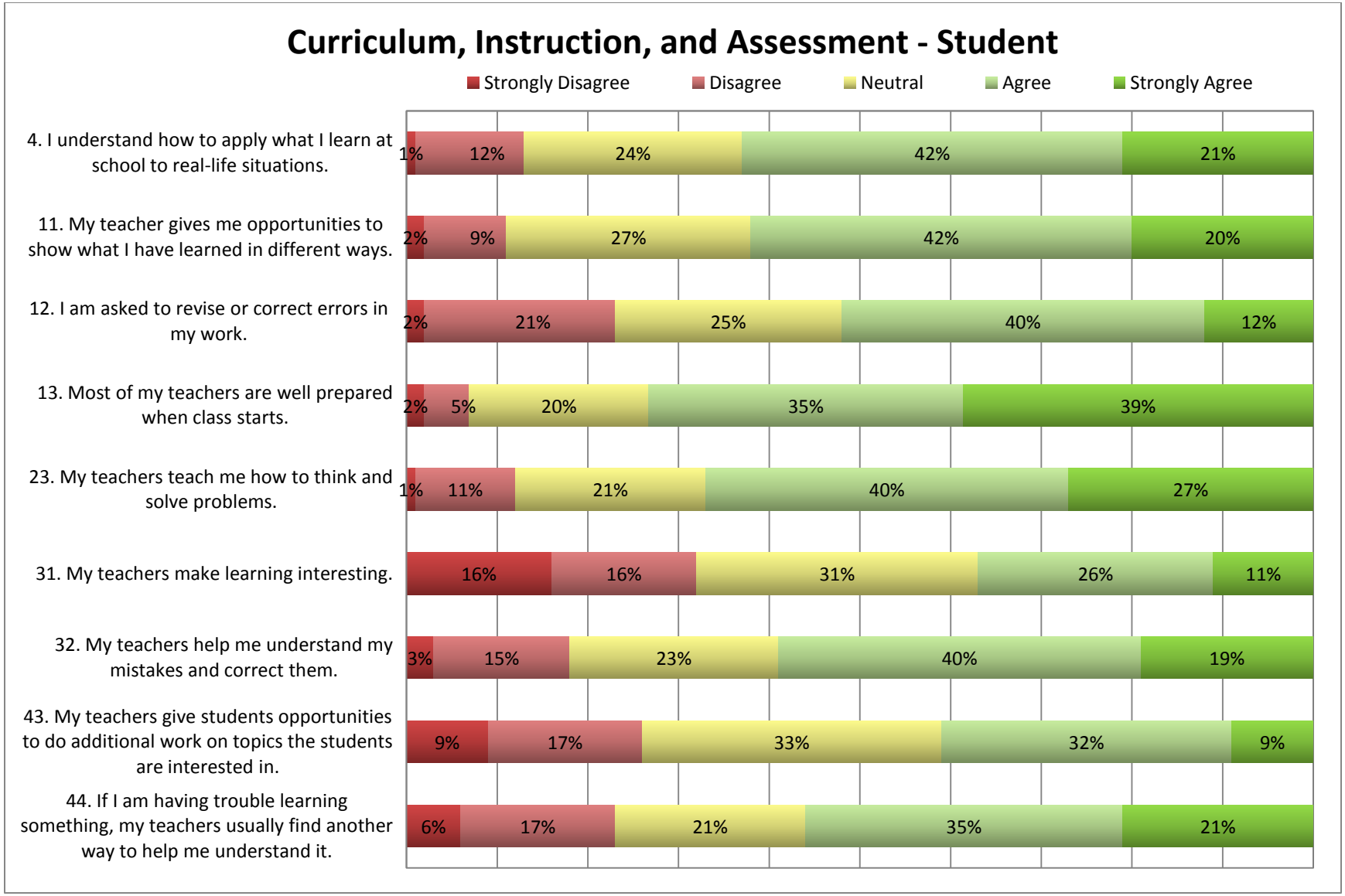
High Levels of Communication and Collaboration - Family

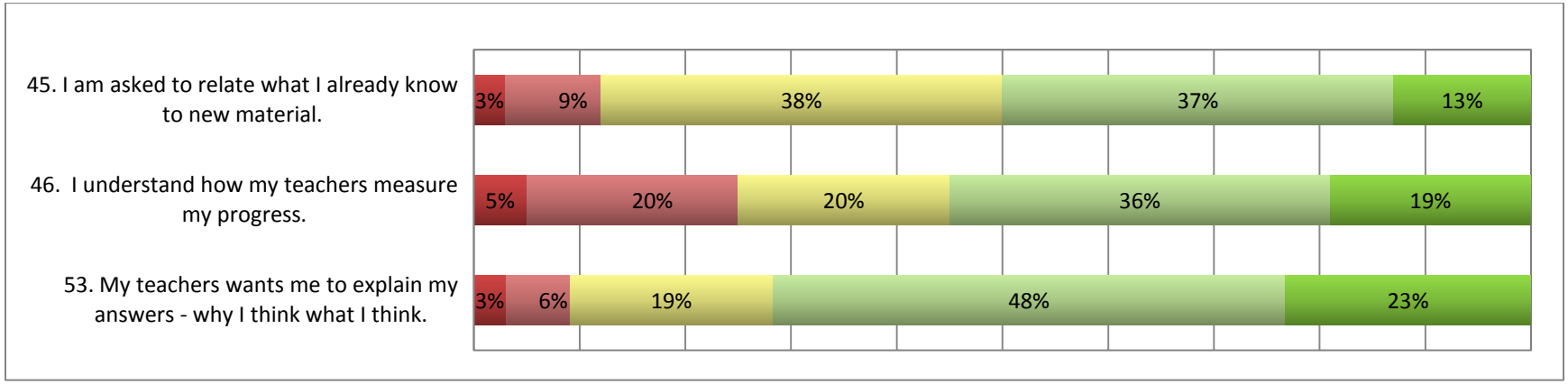


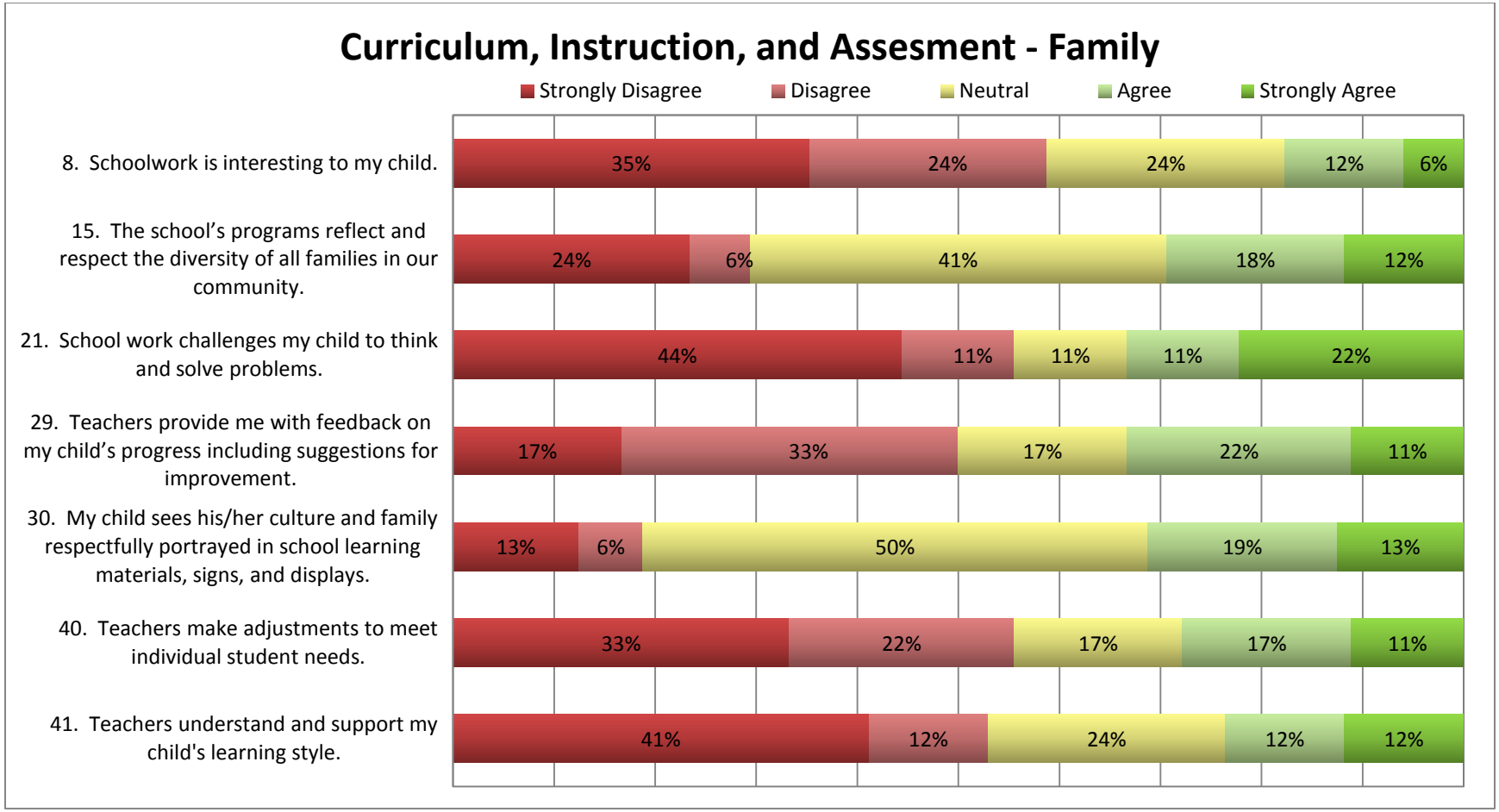
Curriculum, Instruction, and Assessment



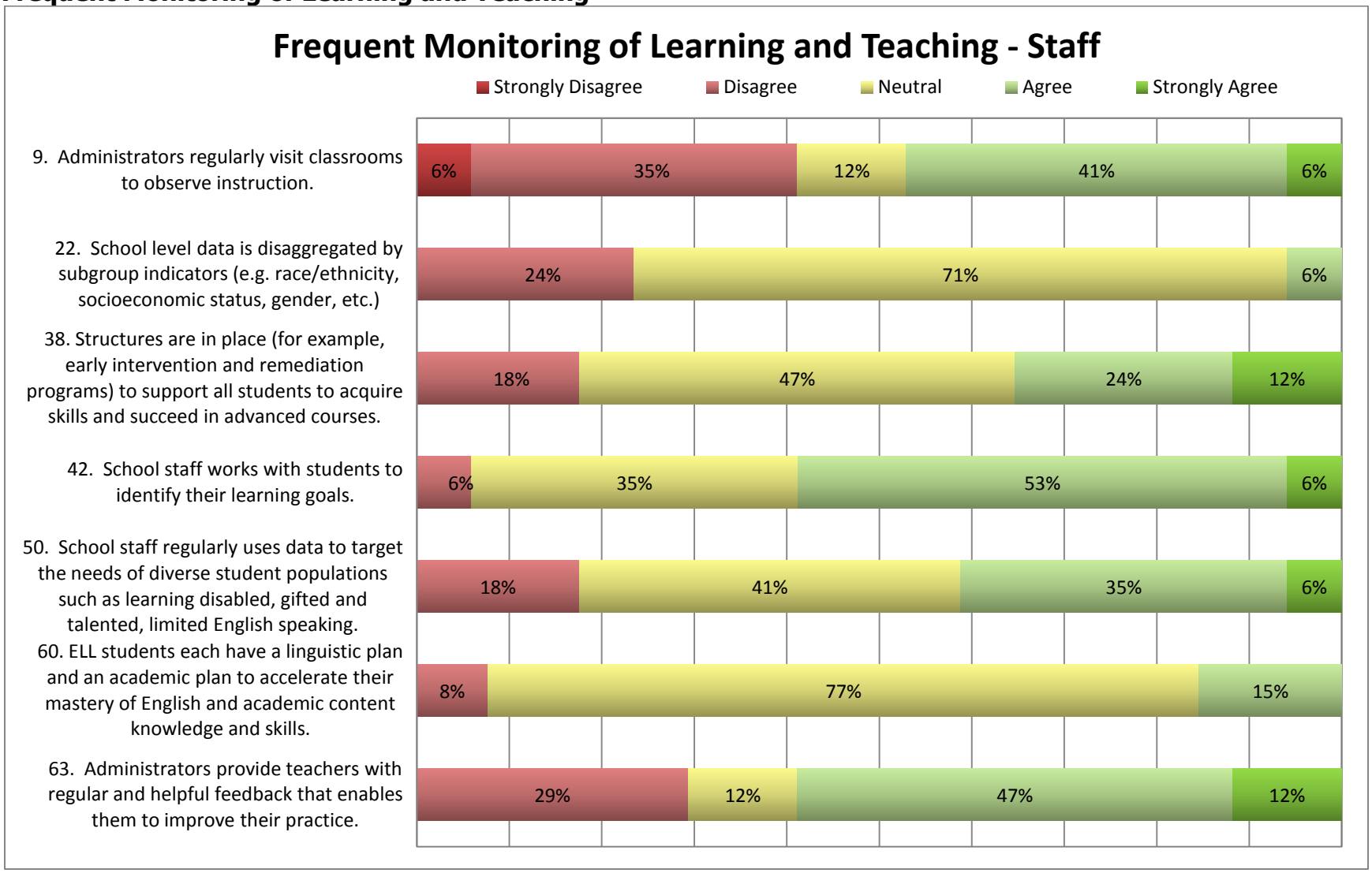

46. Teachers have good understanding of the state standards in the areas they teach.
6%
12%
71%
12%
52. Teachers use assessment methods that are ongoing and aligned with core content.
6%
41%
47%
6%
59. Curriculum is aligned across grade levels at this school. (vertical alignment)
6%
0%
25%
56%
13%
67. School staff has a common understanding of what constitutes effective instruction.
6%
29%
47%
18%

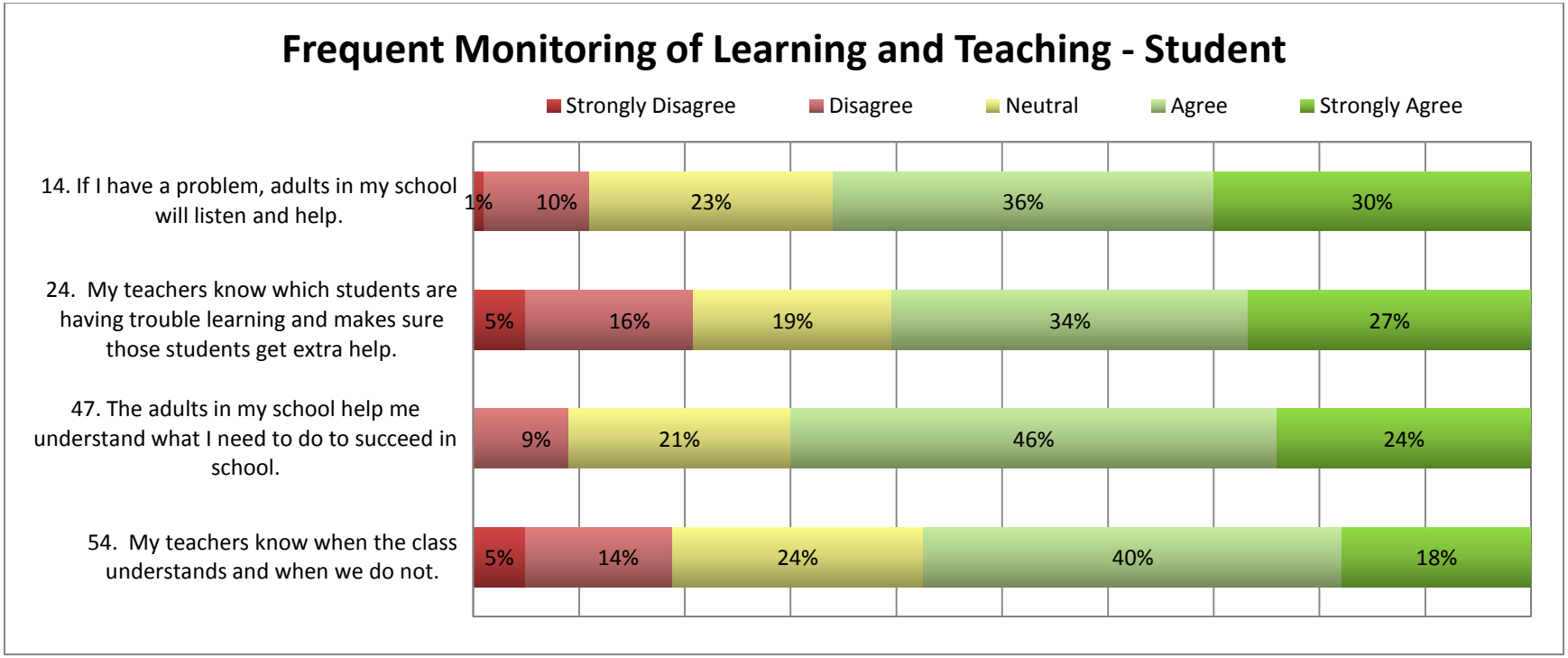

Curriculum, Instruction, and Assessment - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
4. I understand how to apply what I learn at school to real-life situations.
1%
12%
24%
42%
21%
11. My teacher gives me opportunities to show what I have learned in different ways.
2%
9%
27%
42%
20%
12. I am asked to revise or correct errors in my work.
2%
21%
25%
40%
12%
13. Most of my teachers are well prepared when class starts.
2%
5%
20%
35%
39%
23. My teachers teach me how to think and solve problems.
1%
11%
21%
40%
27%
31. My teachers make learning interesting.
16%
16%
31%
26%
11%
32. My teachers help me understand my mistakes and correct them.
3%
15%
23%
40%
19%
43. My teachers give students opportunities to do additional work on topics the students are interested in.
9%
17%
33%
32%
9%
44. If I am having trouble learning something, my teachers usually find another way to help me understand it.
6%
17%
21%
35%
21%

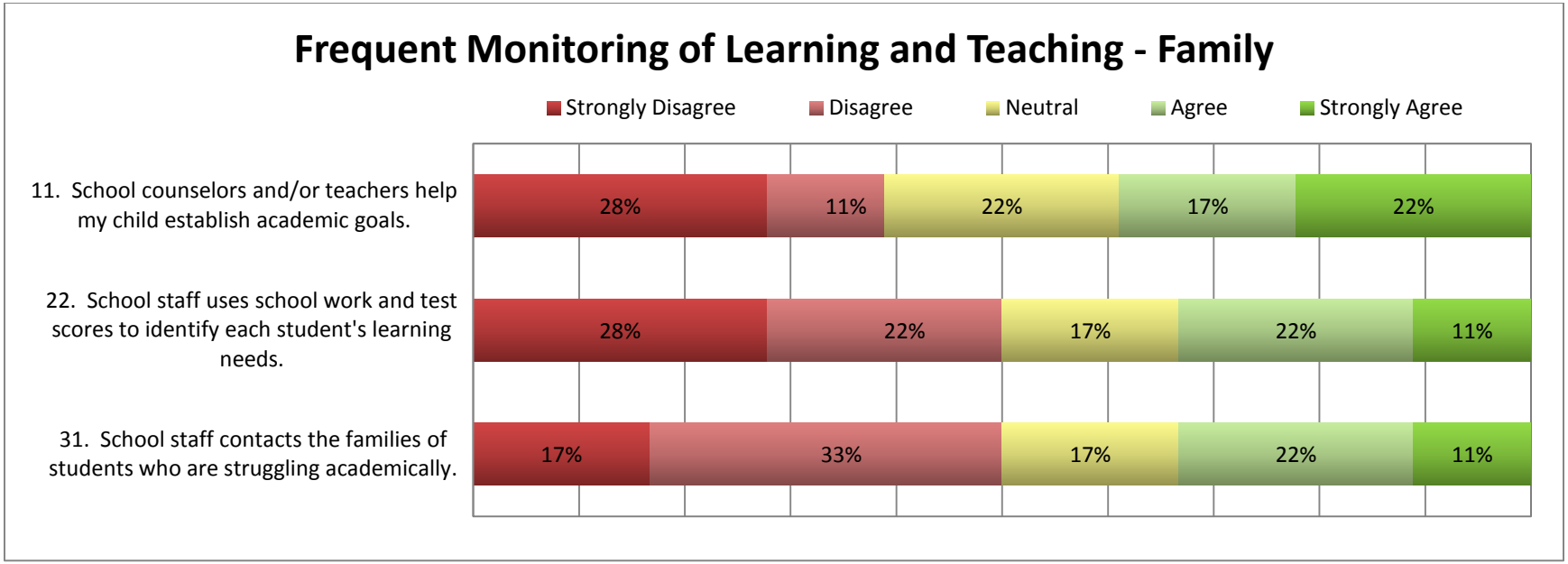

45. I am asked to relate what I already know to new material.
3%
9%
38%
37%
13%
46. I understand how my teachers measure my progress.
5%
20%
20%
36%
19%
53. My teachers wants me to explain my answers - why I think what I think.
3%
6%
19%
48%
23%


Curriculum, Instruction, and Assesment - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
8. Schoolwork is interesting to my child.
35%
24%
24%
12%
6%
15. The school's programs reflect and respect the diversity of all families in our community.
24%
6%
41%
18%
12%
21. School work challenges my child to think and solve problems.
44%
11%
11%
11%
22%
29. Teachers provide me with feedback on my child's progress including suggestions for improvement.
17%
33%
17%
22%
11%
30. My child sees his/her culture and family respectfully portrayed in school learning materials, signs, and displays.
13%
6%
50%
19%
13%
40. Teachers make adjustments to meet individual student needs.
33%
22%
17%
17%
11%
41. Teachers understand and support my child's learning style.
41%
12%
24%
12%
12%

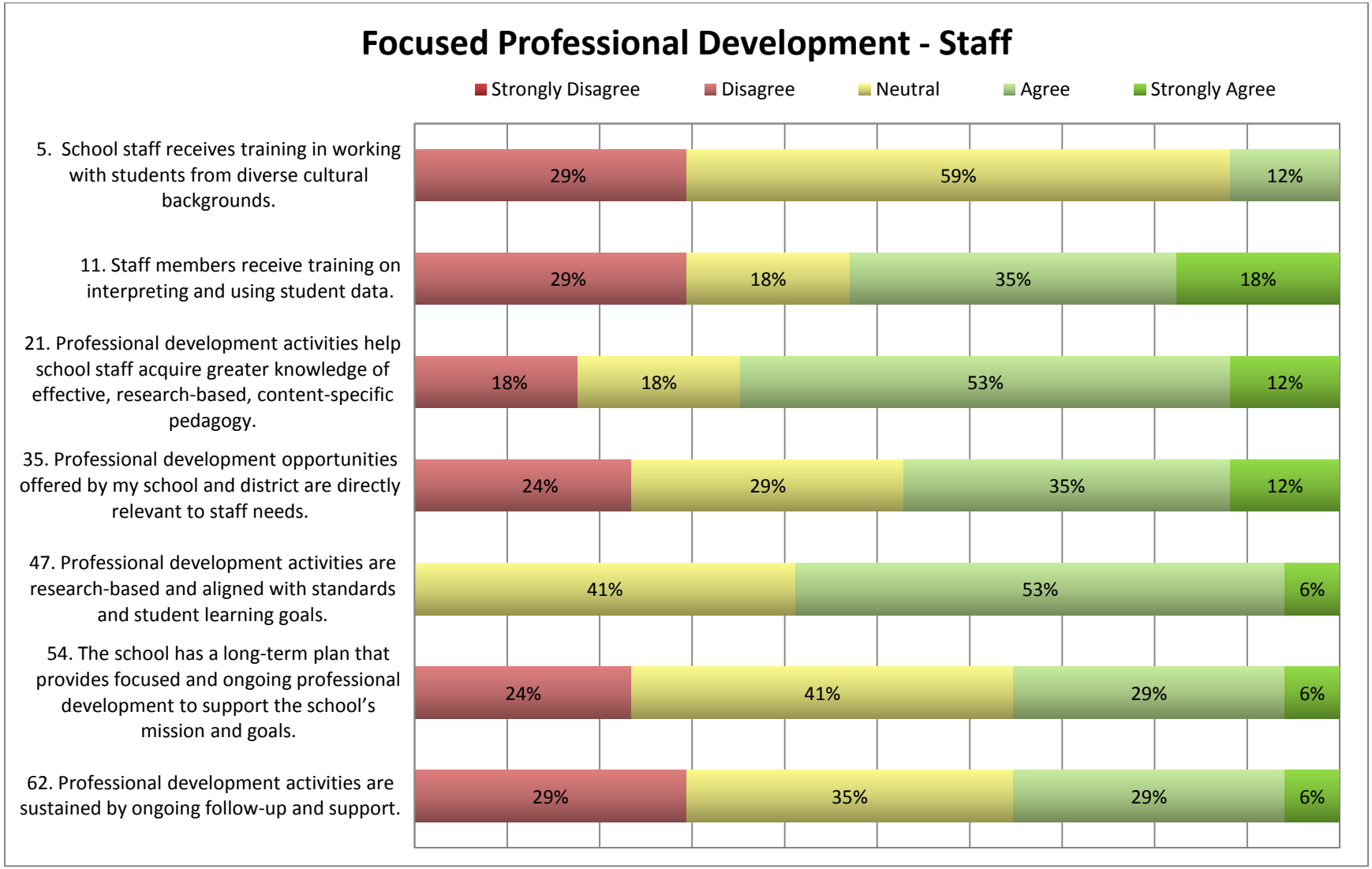
Frequent Monitoring of Learning and Teaching



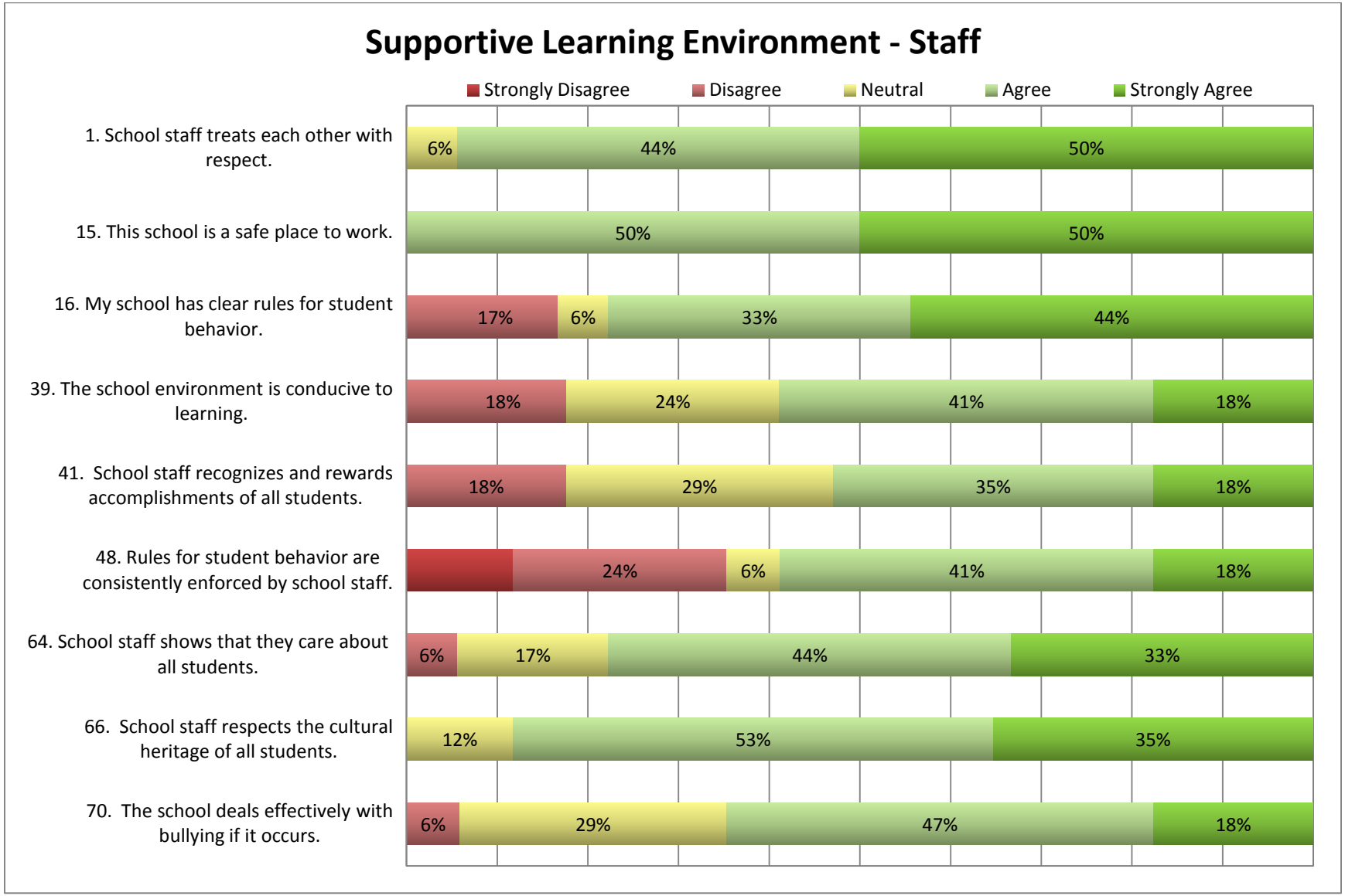

Frequent Monitoring of Learning and Teaching - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
14. If I have a problem, adults in my school will listen and help.
1%
10%
23%
36%
30%
24. My teachers know which students are having trouble learning and makes sure those students get extra help.
5%
16%
19%
34%
27%
47. The adults in my school help me understand what I need to do to succeed in school.
9%
21%
46%
24%
54. My teachers know when the class understands and when we do not.
5%
14%
24%
40%
18%

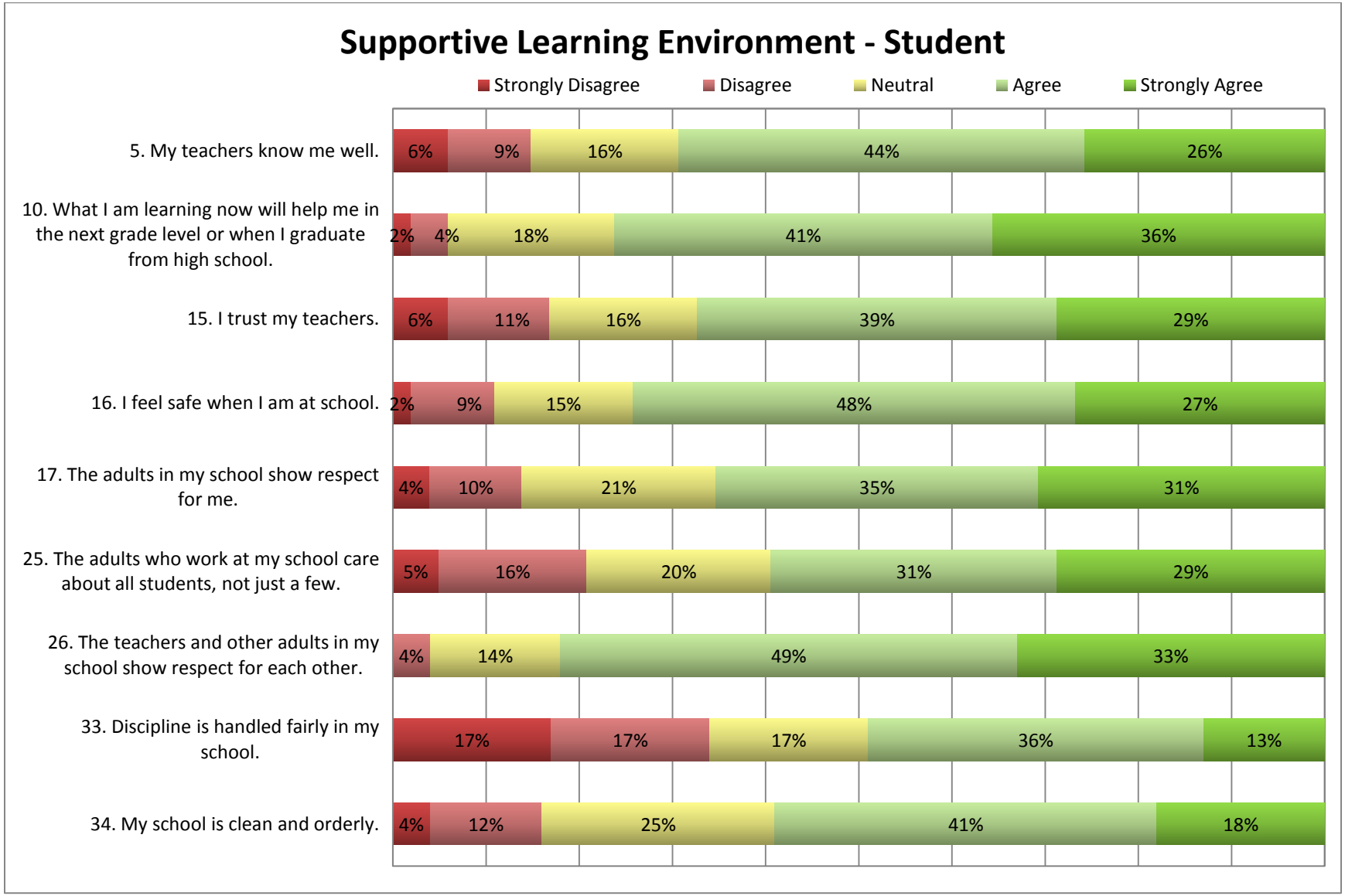

Frequent Monitoring of Learning and Teaching - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
11. School counselors and/or teachers help my child establish academic goals.
28%
11%
22%
17%
22%
22. School staff uses school work and test scores to identify each student's learning needs.
28%
22%
17%
22%
11%
31. School staff contacts the families of students who are struggling academically.
17%
33%
17%
22%
11%

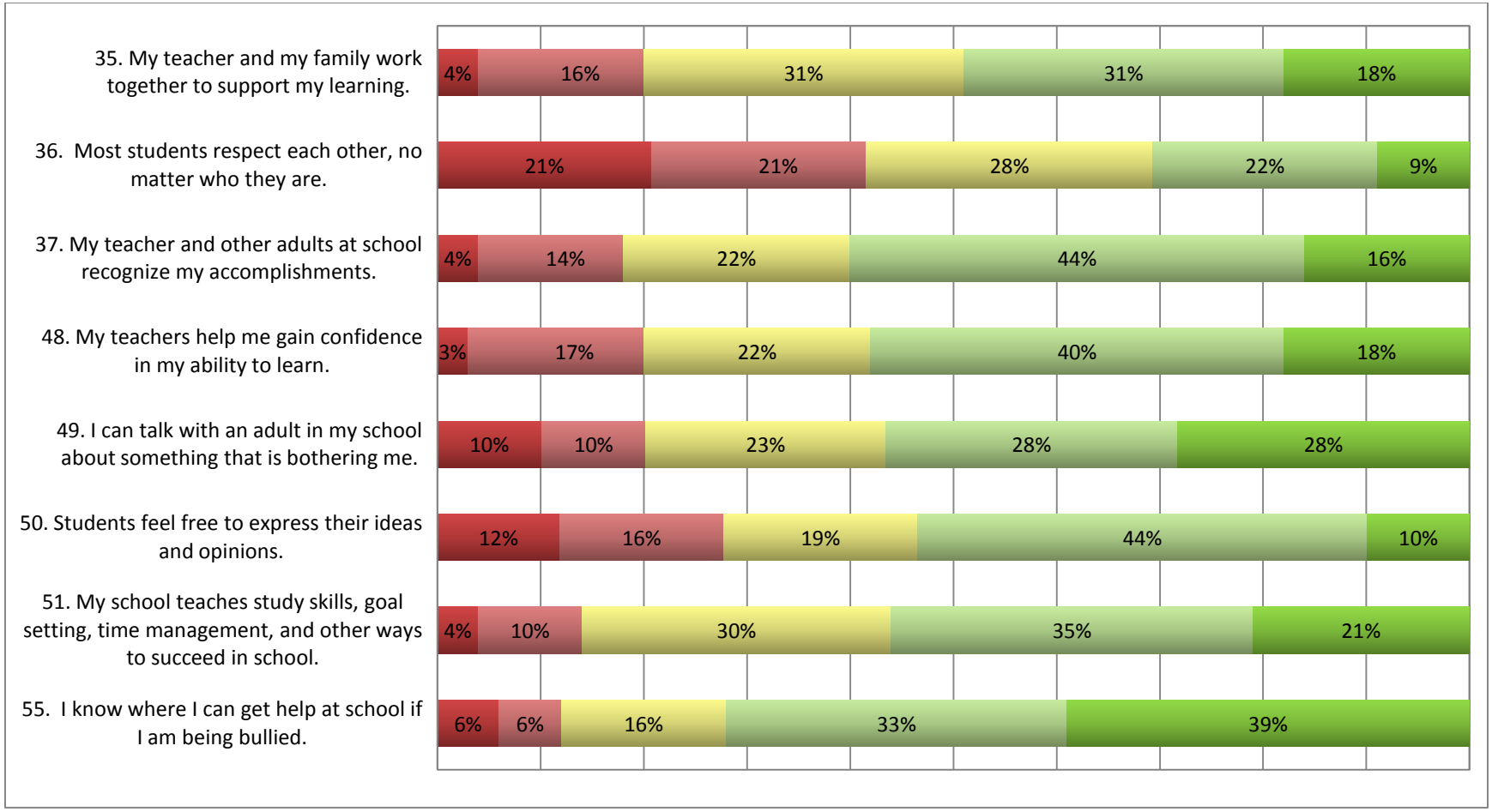
Focused Professional Development

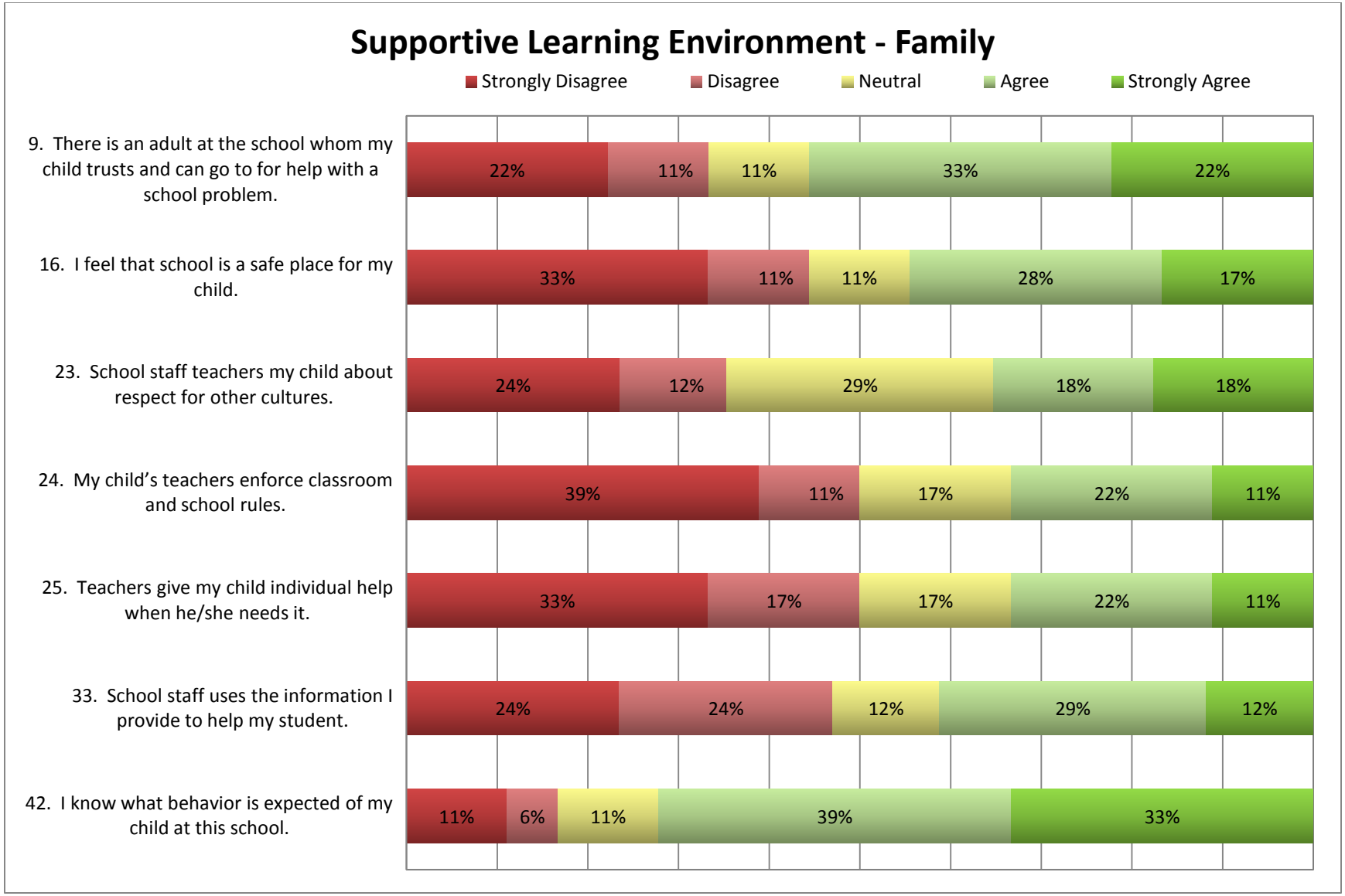


Supportive Learning Environment

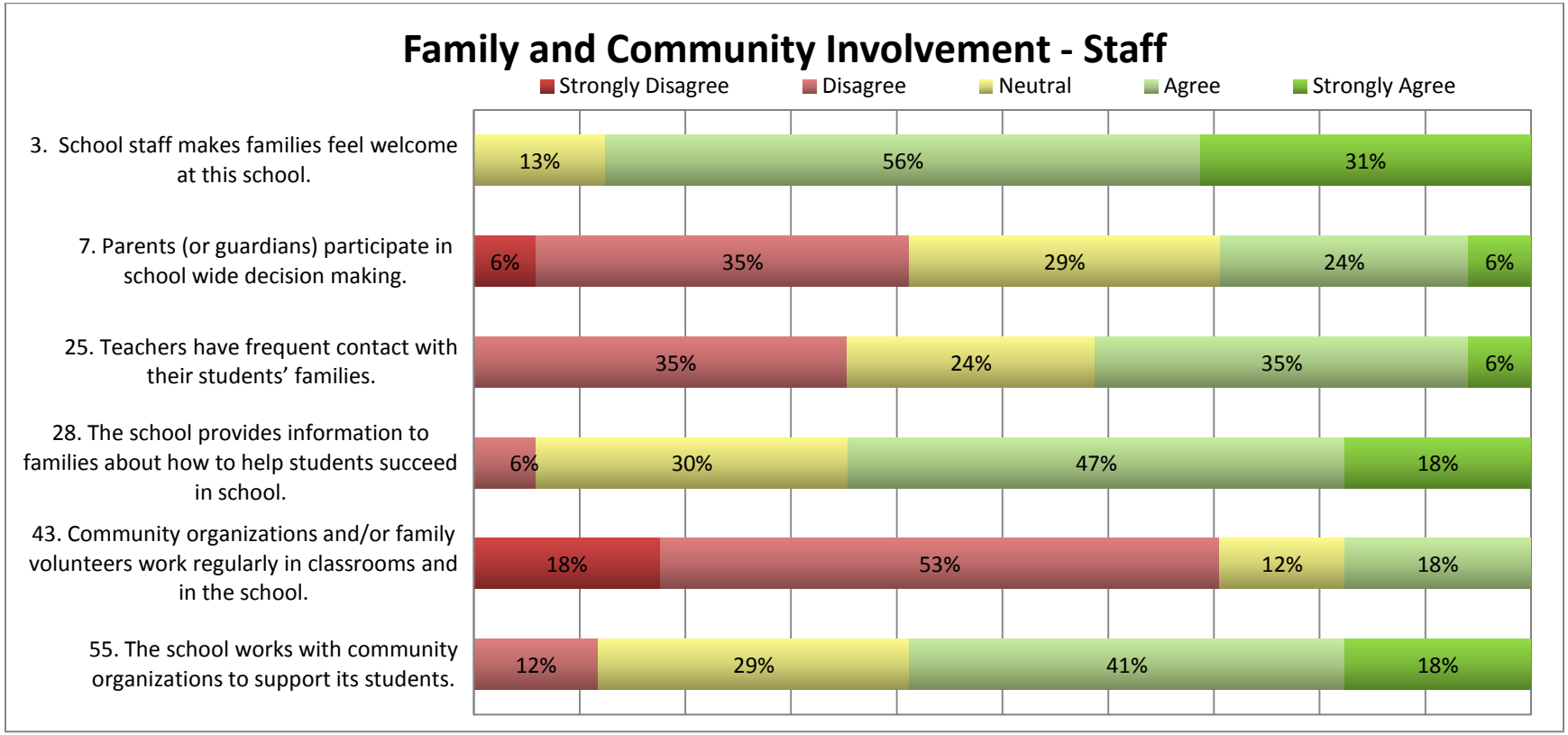


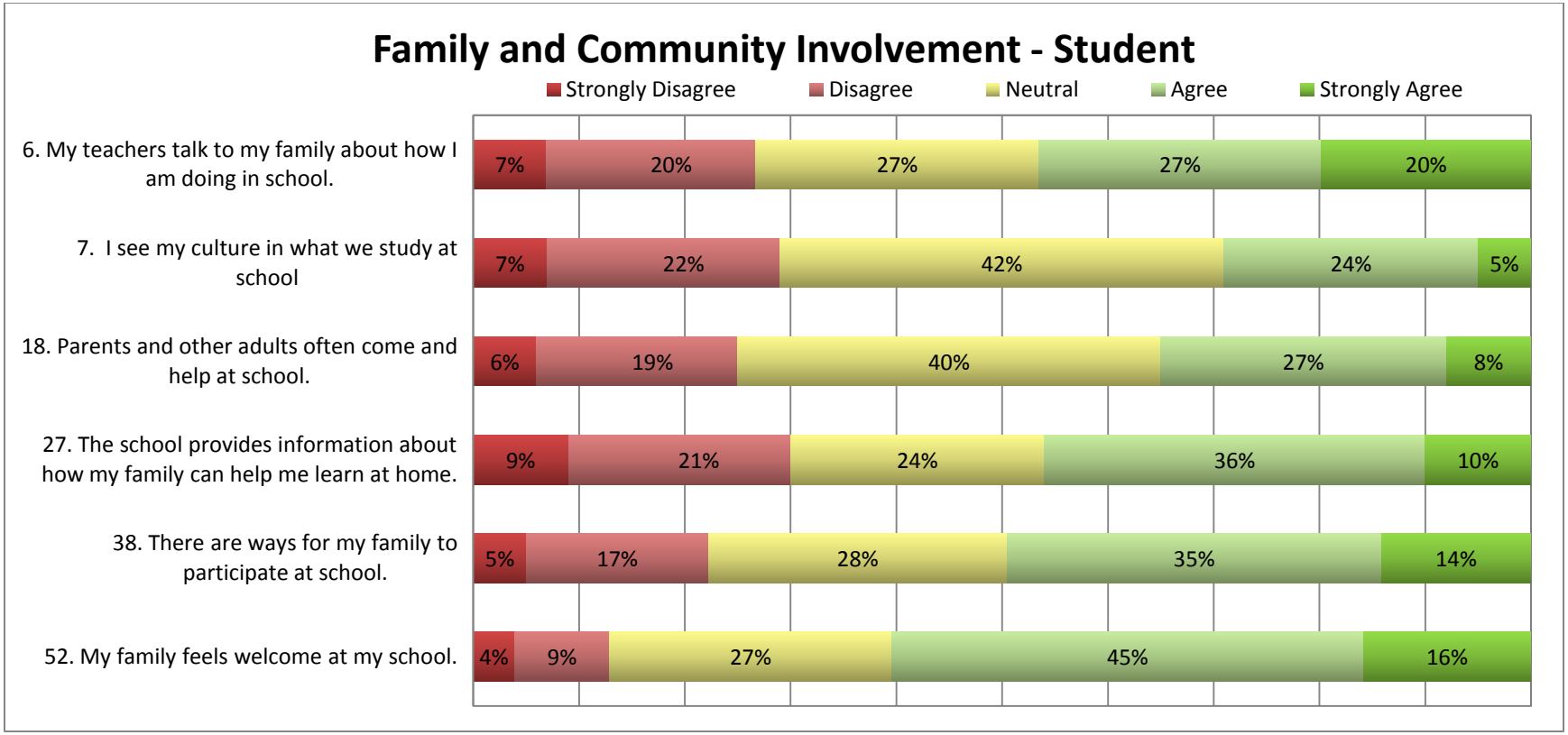

Supportive Learning Environment - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
5. My teachers know me well.
6%
9%
16%
44%
26%
10. What I am learning now will help me in the next grade level or when I graduate from high school.
2%
4%
18%
41%
36%
15. I trust my teachers.
6%
11%
16%
39%
29%
16. I feel safe when I am at school.
2%
9%
15%
48%
27%
17. The adults in my school show respect for me.
4%
10%
21%
35%
31%
25. The adults who work at my school care about all students, not just a few.
5%
16%
20%
31%
29%
26. The teachers and other adults in my school show respect for each other.
4%
14%
49%
33%
33. Discipline is handled fairly in my school.
17%
17%
17%
36%
13%
34. My school is clean and orderly.
4%
12%
25%
41%
18%

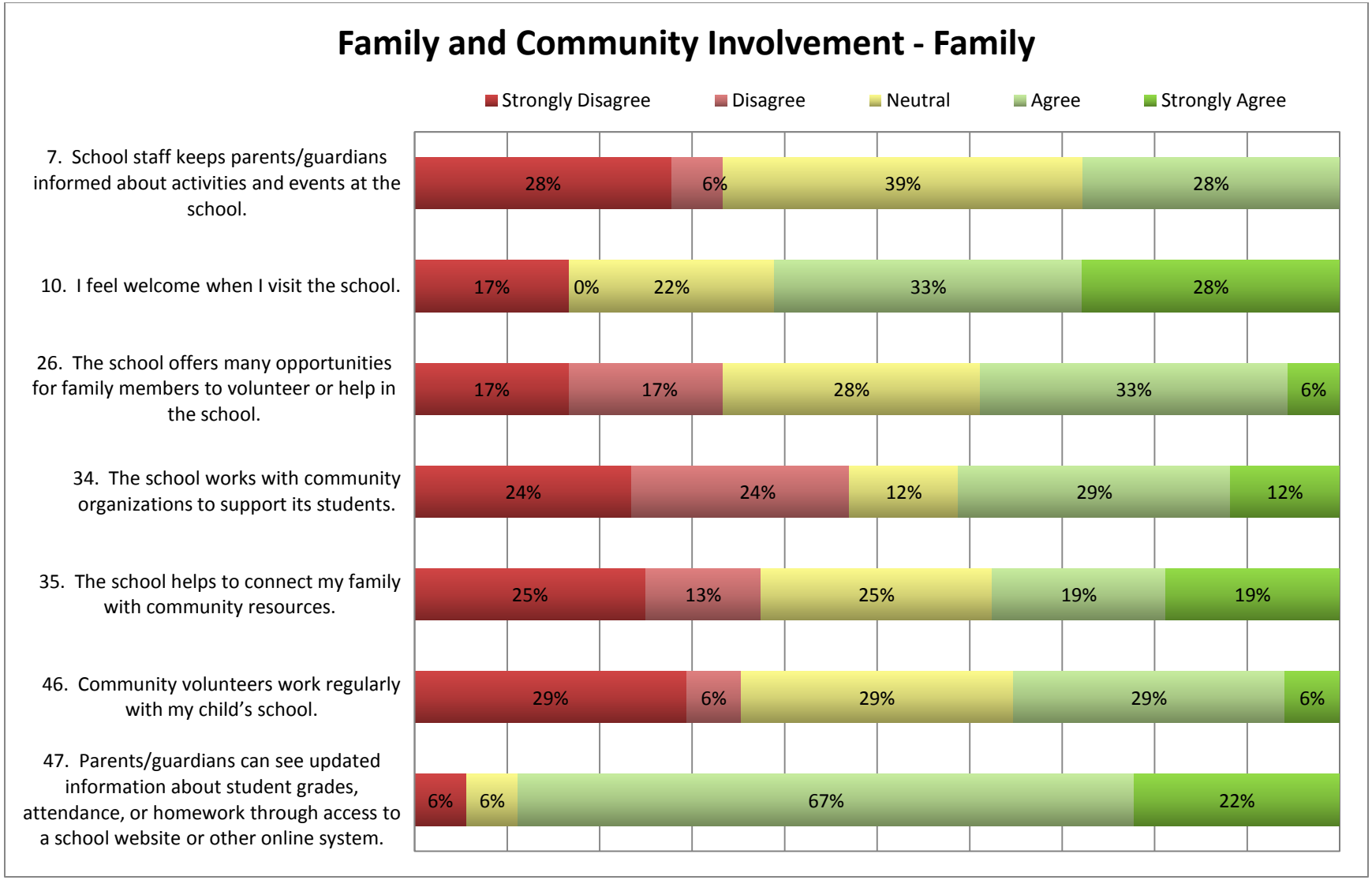

35. My teacher and my family work together to support my learning.
4%
16%
31%
31%
18%
36. Most students respect each other, no matter who they are.
21%
21%
28%
22%
9%
37. My teacher and other adults at school recognize my accomplishments.
4%
14%
22%
44%
16%
48. My teachers help me gain confidence in my ability to learn.
3%
17%
22%
40%
18%
49. I can talk with an adult in my school about something that is bothering me.
10%
10%
23%
28%
28%
50. Students feel free to express their ideas and opinions.
12%
16%
19%
44%
10%
51. My school teaches study skills, goal setting, time management, and other ways to succeed in school.
4%
10%
30%
35%
21%
55. I know where I can get help at school if I am being bullied.
6%
6%
16%
33%
39%


Supportive Learning Environment - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
9. There is an adult at the school whom my child trusts and can go to for help with a school problem.
22%
11%
11%
33%
22%
16. I feel that school is a safe place for my child.
33%
11%
11%
28%
17%
23. School staff teachers my child about respect for other cultures.
24%
12%
29%
18%
18%
24. My child's teachers enforce classroom and school rules.
39%
11%
17%
22%
11%
25. Teachers give my child individual help when he/she needs it.
33%
17%
17%
22%
11%
33. School staff uses the information I provide to help my student.
24%
24%
12%
29%
12%
42. I know what behavior is expected of my child at this school.
11%
6%
11%
39%
33%

Family and Community Involvement




Family and Community Involvement - Student
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
6. My teachers talk to my family about how I am doing in school.
7% 20% 27% 27% 20%
7. I see my culture in what we study at school
7% 22% 42% 24% 5%
18. Parents and other adults often come and help at school.
6% 19% 40% 27% 8%
27. The school provides information about how my family can help me learn at home.
9% 21% 24% 36% 10%
38. There are ways for my family to participate at school.
5% 17% 28% 35% 14%
52. My family feels welcome at my school.
4% 9% 27% 45% 16%


Family and Community Involvement - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
7. School staff keeps parents/guardians informed about activities and events at the school.
28%
6%
39%
28%
10. I feel welcome when I visit the school.
17%
0%
22%
33%
28%
26. The school offers many opportunities for family members to volunteer or help in the school.
17%
17%
28%
33%
6%
34. The school works with community organizations to support its students.
24%
24%
12%
29%
12%
35. The school helps to connect my family with community resources.
25%
13%
25%
19%
19%
46. Community volunteers work regularly with my child's school.
29%
6%
29%
29%
6%
47. Parents/guardians can see updated information about student grades, attendance, or homework through access to a school website or other online system.
6%
6%
67%
22%

STAR Report for Required Action Districts

Morton Junior/Senior High

Morton School District

January 21 and 24, 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

District and School Improvement and Accountability
Washington Improvement and Implementation Network (WIIN) Center
6501 North 23rd Street
Tacoma, WA 98406
(253) 571-3540
wiin@k12.wa.us

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

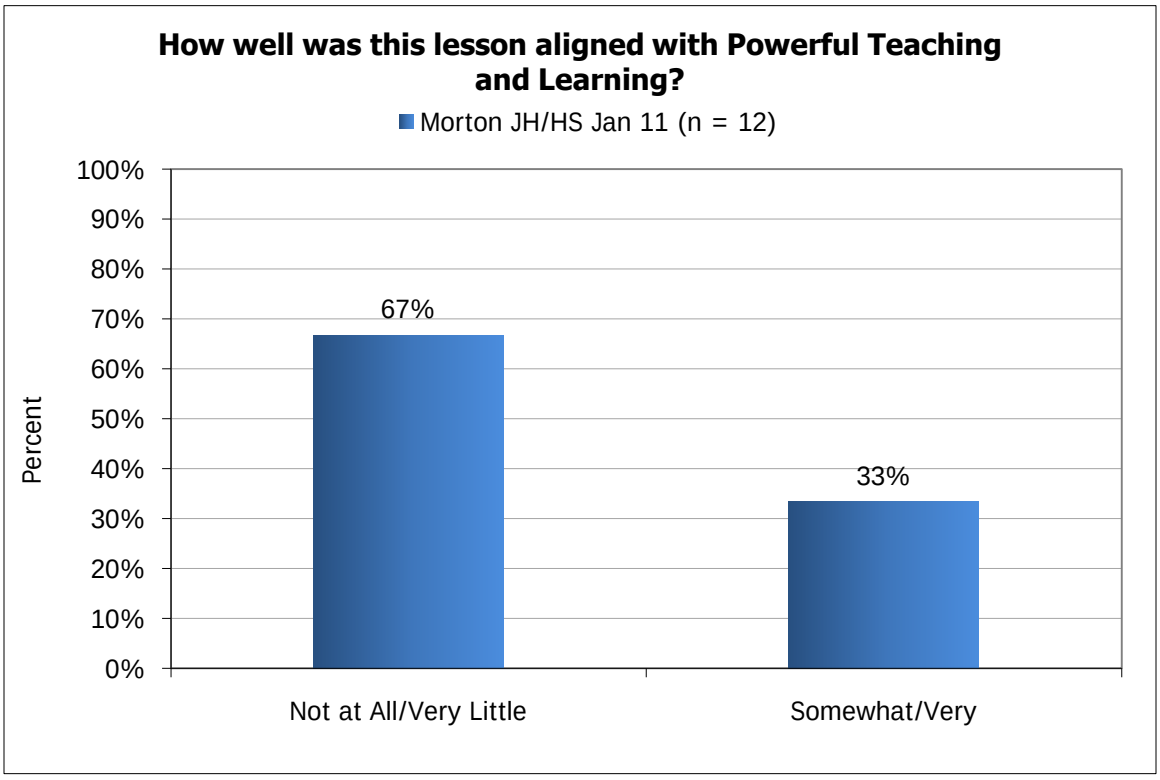
STAR Classroom Observation Study

Introduction

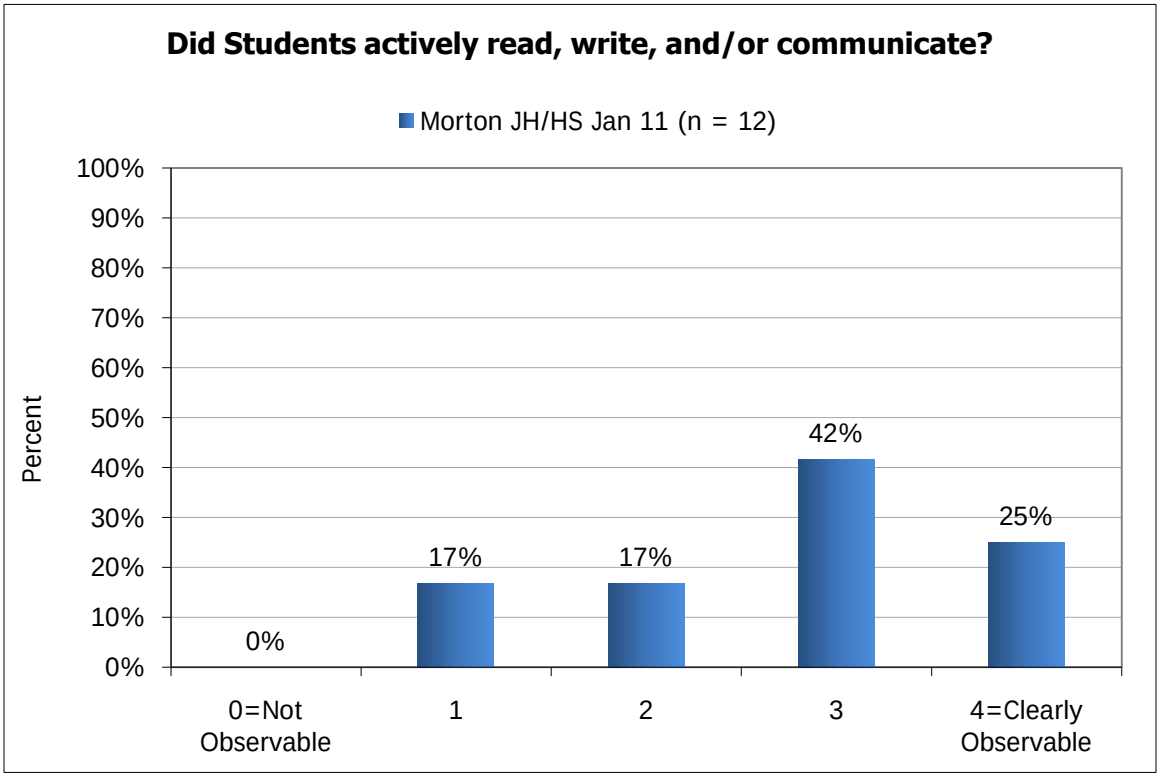
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the 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 Morton Junior/Senior High School's STAR classroom observation. 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.

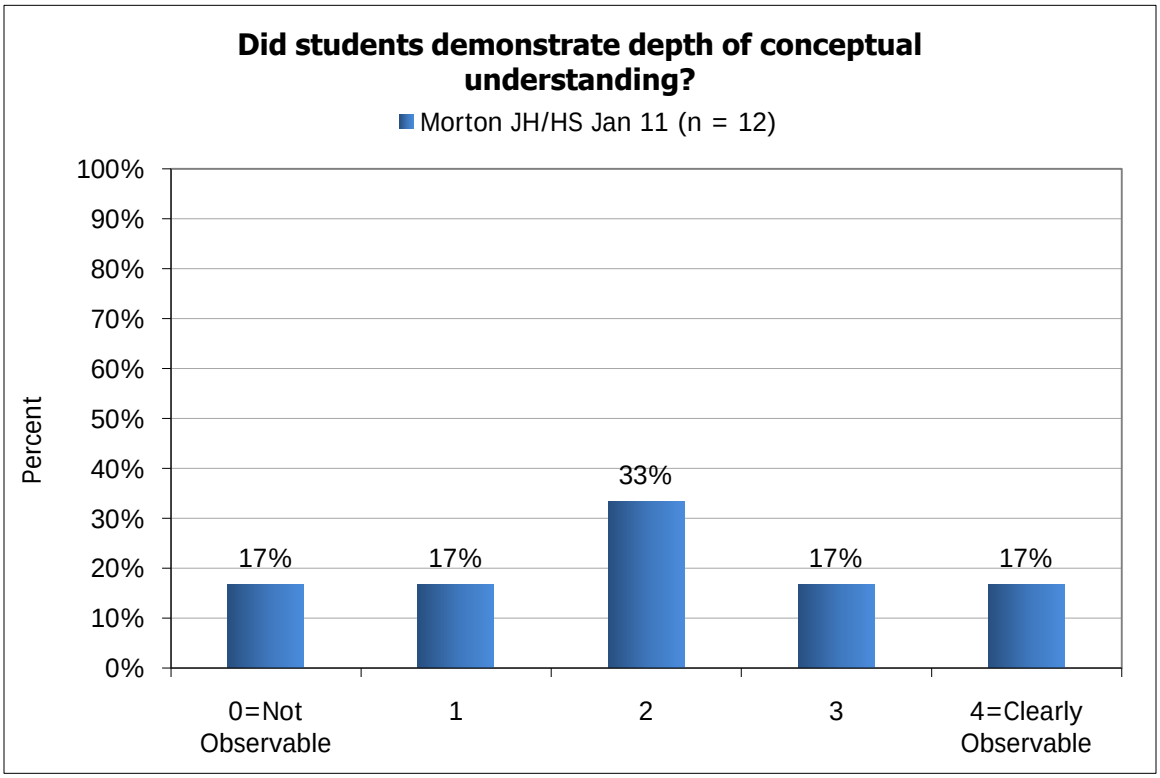
Overall Results



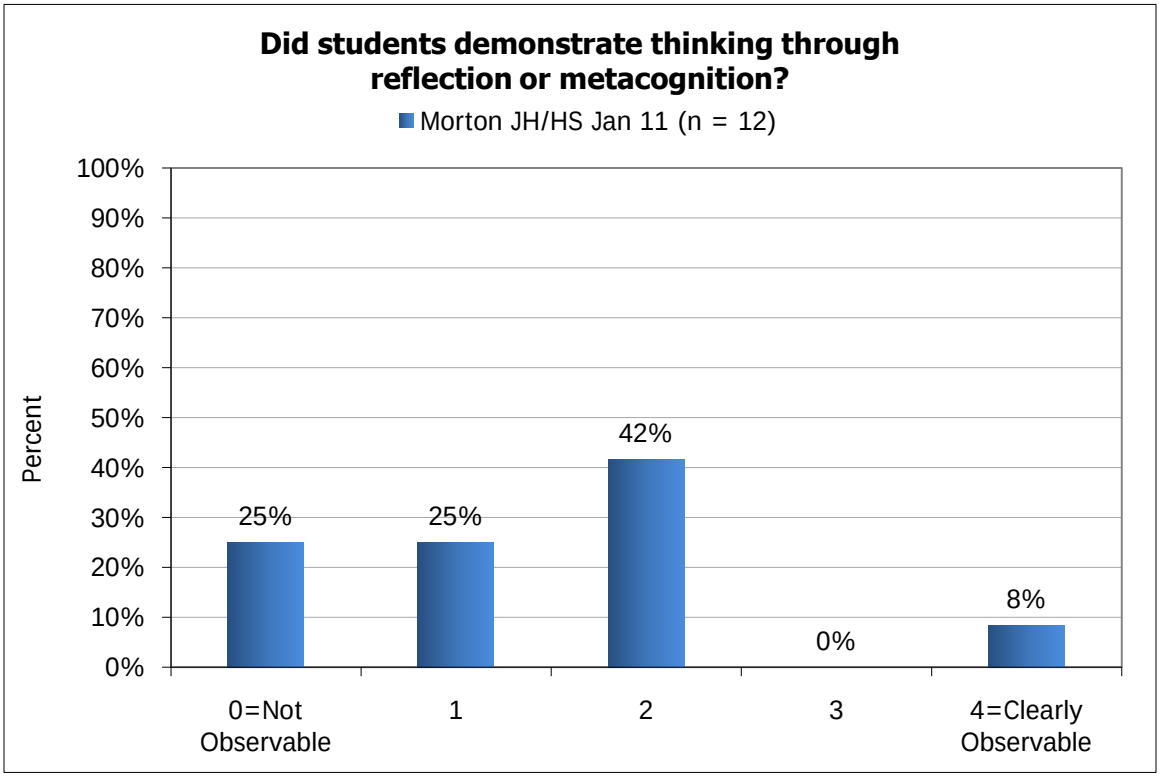
Skills: Essential Component Results



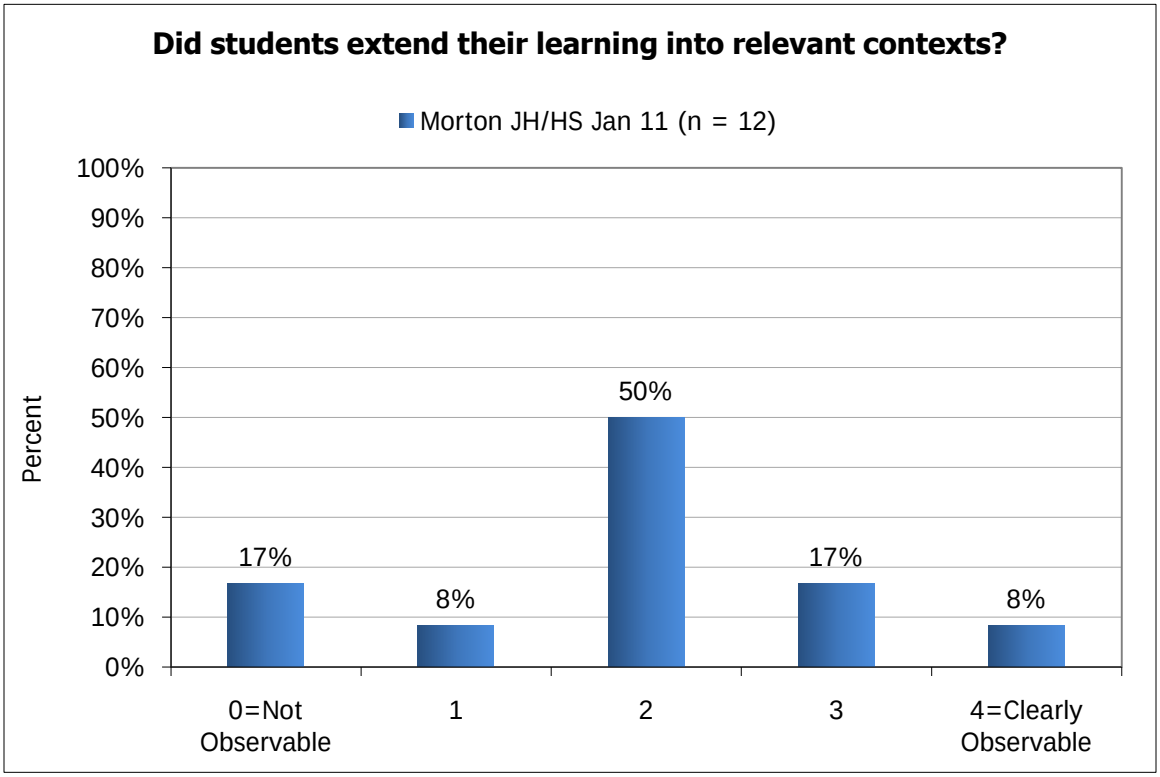
Knowledge: Essential Component Results



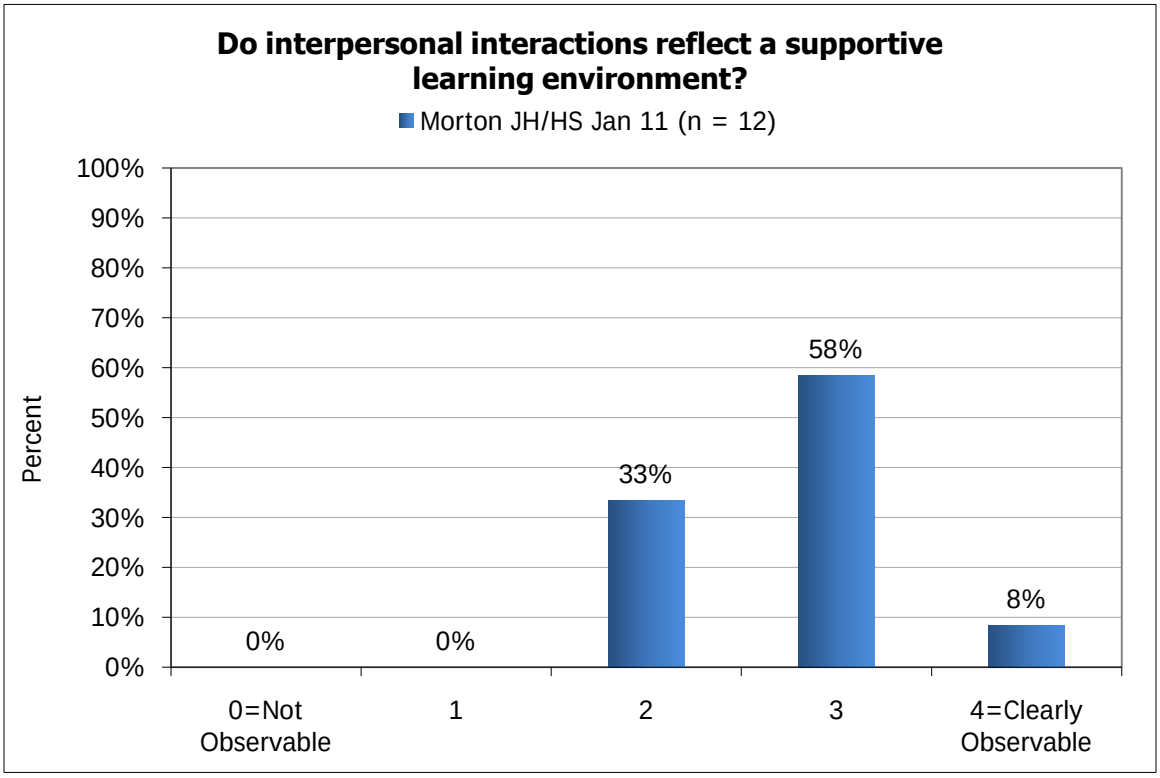
Thinking: Essential Component Results



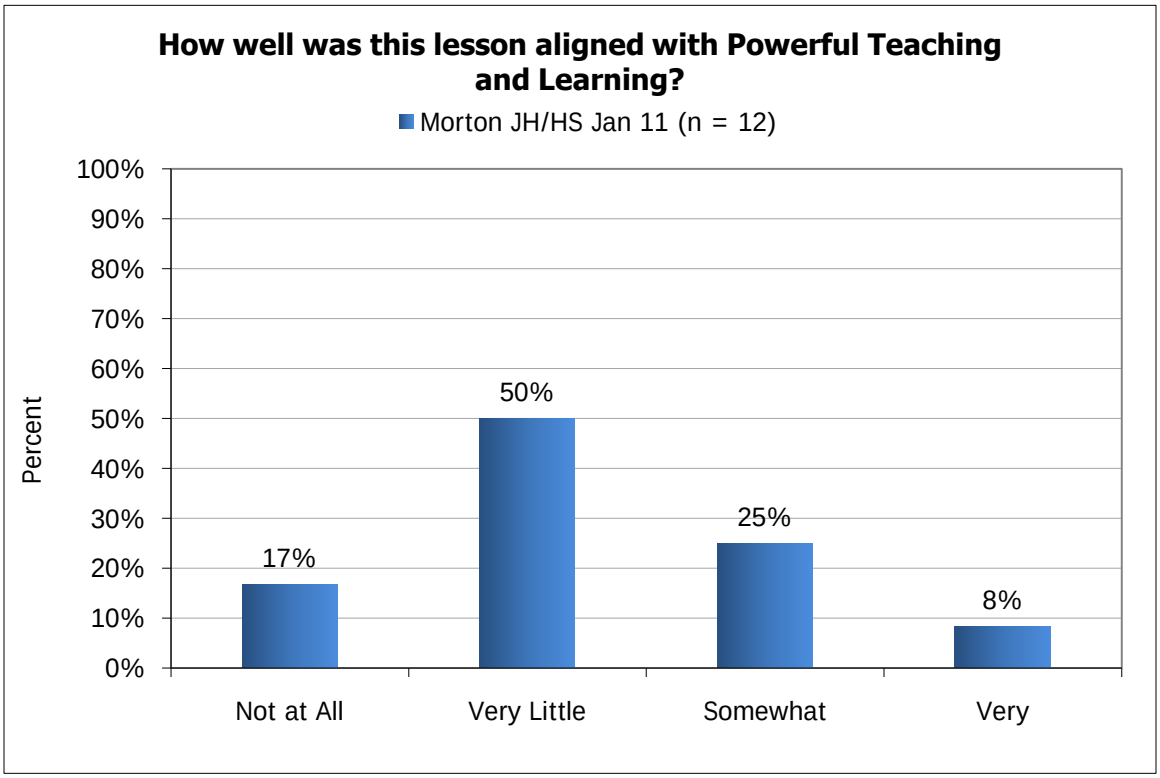
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

Skills Indicators	***0***	***1***	***2***	***3***	***4***
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%	8%	17%	33%	42%
				75%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	17%	25%	33%	8%	17%
				25%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	17%	0%	17%	42%	25%
				67%	
Knowledge Indicators	***0***	***1***	***2***	***3***	***4***
4. Teacher assures the focus of the lesson is clear to all students.	17%	25%	8%	33%	17%
				50%	
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%	17%	17%	25%	17%
				42%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	17%	25%	33%	8%	17%
				25%	
Thinking Indicators	***0***	***1***	***2***	***3***	***4***
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	25%	42%	8%	25%	0%
				25%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	33%	17%	42%	0%	8%
				8%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	42%	25%	25%	0%	8%
				8%	
Application Indicators	***0***	***1***	***2***	***3***	***4***
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	25%	17%	42%	8%	8%
				17%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	33%	8%	33%	17%	8%
				25%	
12. Students produce a product and/or performance for an audience beyond the class.	92%	0%	0%	8%	0%
				8%	
Relationships Indicators	***0***	***1***	***2***	***3***	***4***
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	0%	25%	42%	33%
				75%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	25%	17%	33%	25%	0%
				25%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	33%	33%	0%	25%	8%
				33%	

Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning™ in 33% of the classrooms. Researchers observed students in the majority of classrooms actively working and developing skills, as well as strong relationships between students and teachers. 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 low to moderate on the Protocol, with 34% of classrooms scoring a 3 or 4. Researchers observed objectives, essential questions, or state standards posted in 50% classrooms (Indicator 4), which allow students to measure their success at learning the concept. However, Indicator 6 scored low on the Protocol (25%), indicating that students were not demonstrating their conceptual knowledge on a regular basis. To ensure students are developing conceptual knowledge, it is helpful to have them explain many of their ideas, either in writing or orally. This allows the teacher to determine whether the student understands the underlying concept, and not simply giving the correct answer. We recommend teachers develop activities that require students to demonstrate their *conceptual* knowledge through interpretation, discussions, or with the use of supporting evidence. Increasing opportunities for student collaboration (Indicator 14), where students discuss concepts with each other, will directly impact *Knowledge.*

Thinking: The *Thinking* Component scored low on the Protocol; 8% of classrooms scored a 3 or 4. Analysis of the Indicators shows that teachers were using a variety of questioning strategies to elicit critical thinking in students in 25% of classrooms (Indicator 7). However, there was less evidence of students less evidence of students demonstrating thinking, reflection or metacognition (Indicators 8 and 9). It is essential students understand their thought processes and reflect on their learning in order to develop critical thinking. As often as possible, teachers should encourage students to explain their thinking and should give opportunities for students to revise their work based on feedback. One way to do this is using open-ended questions where the answer is not in the textbook or in lecture notes. This requires students to critically examine what they know and draw their own conclusions about the material. Another effective strategy is to encourage students to connect the lesson material with their own lives or with something in the world. Researchers observed this occasionally, but we recommend all classrooms develop more text connections.

Application: The *Application* Component scored low on the Protocol, with 25% of classrooms scoring a 3 or 4. Researchers observed students discussing social and political issues that affect them, relating lesson content to their own lives, and preparing presentations for the class. These and other activities allow students to develop relevance and provide motivation for learning. These activities should be common in every classroom. Relating lesson content to the real world, making personal connections with material, and sharing personal stories allow students to extend their learning beyond the classroom. In addition, when students design their own lab experiments or carry out independent research, they are developing conceptual understanding and extending their learning. Finally, we recommend teachers make connections between subject areas. It is useful for teachers to discuss ideas and collaborate on lesson plans that incorporate multiple subject areas, such as English and social studies or math and science. In regards to the Indicators in the *Application* Component, it is reasonable to incorporate Indicators 10 and 11 in every lesson and Indicator 12 once a 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:

_____

_____

_____

_____

What is/are the highest scoring Essential Component(s)? _____

_____

What is/are the lowest scoring Essential Component(s)? _____

_____

What is/are the highest scoring Indicator(s)? _____

_____

What is/are the lowest scoring Indicator(s)? _____

_____

What are some areas that we could all focus on? _____

_____

What should we do next? _____

_____

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-terms 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
Morton Jr/Sr High			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
Districts applying for competitive *School Improvement Grants (SIGs)* to serve their Tier I and Tier II school(s)	**#1 through #5 and #8** Applications with incomplete answers will not be considered.
Districts applying for competitive *School Improvement Grants (SIGs)* to serve their Tier III school(s)	**#6 and #7** Applications with incomplete answers will not be considered.
Required Action Districts funded through federal *School Improvement Grants (SIGs)*. Note: This application serves as the proposed action plan required through state legislation.	**#1, #3, #4, #5, and #8** Applicants are required to respond to all questions completely.

The Morton School District is located in Morton, Washington, which sits in the foothills of Mt. Rainier. Morton is a community whose existence in the past relied heavily upon employment opportunities made available through both the logging and timber mill industries. In the past 10 years the logging and timber mill industries have significantly downsized and in some cases have completely ceased to exist. This shift in employment opportunities has had a significant impact on both the community and the school district. In October of 1998 the Morton School District had 518 students enrolled, 43.3 percent qualified for free/reduced lunch, and 15.6 percent received special education services. Currently, there are 300 students enrolled; 60.19 percent qualify for free/reduced lunch, and 19.67 percent receive special education services.

These demographic changes have resulted in significant cutbacks in both staffing and educational programs. The outcome of these reductions has resulted in fewer advanced courses (AP English, PreAP English, Pre-Calculus), career technical offerings (wood shop, metals, family consumer sciences), and other electives (music, art, drama). Because of this, as many as 10 percent of our high school student population attend Running Start at Centralia College East located in the community of Morton, or the New Market Skills Center located in Tumwater.

As the Morton School District is adjacent to another Required Action District, the leadership teams of the two districts, together with ESD 113 staff have remained in continual contact to determine if any potential exists for sharing resources and building cross-district partnerships. Although developed independently, both grant responses include classroom instructional coaching/mentoring by external staff as part of their plans to improve instruction in reading and mathematics. As a result, both district applications will seek to fund shared content specialists/coaches in each district, which will allow for the recruitment and staffing at the full-time level. We believe this sharing of resources may lead to further opportunities for partnership later, and strengthens our ability to build capacity within our schools, where many teachers are the only instructors within their content areas.

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

Morton Jr/Sr High School has been identified as a Required Action District, based upon student achievement at the junior high school. However, the district has collected data and feedback from staff, students, parents, community, and the Baker Educational Research Consultant (BERC) Group that has identified the need to write a comprehensive improvement plan that includes grades PK through 12. Based upon our review of this data, we feel that in order to improve student learning in grades 6-12, we also need to focus improvement efforts in PK through 5.

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.

The required OSPI School-level Needs Assessment/Academic Performance Audit was conducted at Morton Jr/Sr High School on January 21, 2011, and January 24, 2011, by the BERC Group. During the site visit, 49 people (including district and building administrators, board members, union leaders, teachers, staff members, counselors, parents, and students) participated in interviews and focus groups. The evaluators also conducted 12 classroom observations using the STAR Protocol to assess classroom practices.

In addition, evaluators acquired information from the school district office. Examples of materials reviewed include the following: school and district improvement plans, collective bargaining agreements, student/parent handbooks, master schedules, student achievement data, Student Learning Plan, high school graduation requirements, transcripts of graduated students, High School and Beyond Plan, activities schedules, daily announcements, and additional school documents as requested.

The BERC Group reported indicator levels of 1 (minimal, absent, or ineffective), 2 (initial, beginning, or developing), and 3 (in place at an acceptable level) for the Nine Characteristics of High Performing Schools and that "a score of 2 or below warrants attention." Within the performance audit the report also identified nine recommendations which represented "the most critical areas to move forward in with a school improvement grant":

- Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district
- Address leadership structures
- Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff
- Set high academic expectations
- Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards
- Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices
- Provide assistance in developing and implementing formative assessments
- Continue to develop meaningful communication and collaboration
- Fully implement a behavior and reward program

The BERC Group report concluded in recommending the adoption of the Transformation Model at Morton Jr/Sr High School. The report specifically stated that "no legal or collective bargaining agreement basis exist[ed] to support a 'rehiring' model or to force removal of 50 percent or more of the staff." In addition, it indicated that there was "limited opportunity to 'swap' employees with those in other schools" given that only one Jr/Sr High School exists within the Morton School District. This renders the implementation of either the Turnaround or School Closure Models unsuitable for the Morton Jr/Sr High School. One facet of the Transformation Model is the requirement to replace the building principal, if he or she has been in the role for more than two years, which is the case at the secondary level in Morton.

Teachers and Leaders: Replace Principal

In making the decision on the replacement of the principal, the Superintendent reviewed the RAD Application and Transformation Model to outline the responsibilities of the incoming principal at Morton Jr/Sr High School. The

Superintendent consulted with members of the school board to explore the possibilities of filling both the K-5 and 6-12 principal positions from within. The superintendent consulted with ESD 113 personnel, the elementary staff, secondary staff, and district leadership team. From these consultations the Superintendent was able to gather input and garner support which led him to further explore research around the leadership necessary to turnaround a identified low performing school.

The Superintendent reviewed research articles and journals, including the IES Practice Guide: Turning Around Chronically Low-Performing Schools. Each review addressed the needed key components of effective leadership in a "turnaround school". Based on these reviews, we have indentified necessary experience, knowledge, and skills expected of the new 6-12 principal.

The Following are key competencies and expectations used for candidate consideration:

- An ability to signal and communicate change with clear purpose.
- Able to put forth the message that business as usual will not be accepted.
- Demonstrates skills as a dynamic instructional leader who is visible in the classrooms.
- Creates continuous high expectations for staff and students.
- Ability to lead in the use of student data for determining gaps of instruction and in the student learning.
- Willing and able to share leadership and authority for school change.
- Demonstrated knowledge and skills in building consensus among staff for school improvement.
- Builds a school culture for regular focused dialogue around professional development as it relates to effective instruction.
- Skills and desire to address and confront unsuccessful teaching behaviors.

In addition to the above criteria, the District considered other pertinent information. Morton School District is about 60 miles from the closest urban area of Tacoma, where administrative jobs pay approximately 15-20% higher. Candidates who are attracted to small rural districts tend to be new administrators and lack experience and proven skills. The urgency of this RAD does not allow our district to chance selection of a new candidate who may not work well in a remote rural district of high poverty. We cannot afford to lose a year in the leadership realm.

With these concerns in mind, the School Board and District recognized that our Dean of Students/Interventionist came to Morton this past September with extensive background and experience in school improvement, closing the achievement gap, implementation of instructional frameworks, walkthroughs, utilizing data to inform instruction, Professional Learning Communities, and Positive Behavior Intervention and Supports. She has already signaled a need for change in challenging the excuses provided for low performing students and replacing them with high expectation for all.

The current principal has been, and we believe will continue to be, a vital part of the implementation of a Response to Intervention framework within the district. To ensure continuity of program development, and to sustain the energy behind this existing transformation, it is proposed that the current secondary principal be placed at the elementary school. Therefore, district determined that the most effective step to a turnaround school is in moving the current K-12 principal to a K-5 principalship and replacing the K-12 Principal with a 6-12 Principal who will initially team with the Technical Assistance Coordinator, Literacy Specialist, and Math Specialist to take charge of Instructional

Improvement. With full implementation of a successful PBIS program the time required to handle student discipline will diminish and so to will the need for this level of teaming to address the Instructional Improvement.

In order for the Principal to succeed, there will be weekly meetings with the Superintendent, TAC, Math and Literacy Specialist, and Building Leadership Team to organize, review, and evaluate SIG plan implementation with fidelity.

In response to the need to establish broad ownership and formal leadership structures throughout our planning process, Executive and Leadership Teams were established through our partnership with Educational Service District 113. The Executive Leadership Team is comprised of Morton administrators; the Morton Education Association (MEA) President; Educational Service District (ESD)113 Assistant Superintendents of Teaching and Learning, Student Support Services, Center for Research and Data Analysis, Special Education and Early Learning; and both ESD 113 and school-based content specialists in the areas of reading and mathematics. The Leadership Team is comprised of the Executive Leadership Team, K-12 teachers and staff, students, parents, and community members.

To enhance the results of the needs assessment, the Leadership Team has worked to analyze data from the 2008 Healthy Youth Survey in grades six through eight and 10 through 12, Washington Education Decision Support System (WEDSS), D & F grades earned by junior and senior high school students over the past three years, attendance and discipline trends, and state assessment scores. From the analysis, areas of concerns were identified, prioritized, and action plans were developed to address prioritized needs.

In order to gather community input, the Morton School District Superintendent held three forums each with a different focus: 1) Required Action District informational summary, 2) review of the Baker Educational Research Consultants Report (BERC), and 3) review of the School Improvement Grant Plan. Throughout these forums, participants discussed needs at Morton Jr/Sr High School, intervention options available under the School Improvement Grant, need for community input and ongoing support, as well as short and long-term budget planning for current and future sustainability.

The Morton School District Superintendent has met regularly during the development of this proposal with Terry Fagin, President of the Morton Education Association. Both he and Terry Fagin met with Tony Smith (representative with the Washington Education Association). The union leadership has expressed its support for the Transformation Model (confirmed by the BERC Group in its report).

In addition, the Superintendent met twice with all PK-12 certificated and classified staff to discuss the identification of a Required Action District; as well as the results from the BERC Group needs assessment.

The results of the BERC Group needs assessment confirmed the conclusions of the Morton Superintendent that Transformation was the most viable option for Morton Jr/Sr High School. With the recommendation of the BERC Group; the support of the teacher's union, parents, and community; the Superintendent and the Board of Directors ultimately selected the Transformation Model as the basis of this proposal for Morton Jr/Sr High School.

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.

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 District will adopt infrastructures, policies, and practices consistent with the BERC report*; Characteristics of Improved Districts: Themes from Research*; to support and complete effective implementation of the intervention at Morton Jr/Sr High School. Plans will focus on effective leadership, quality teaching and learning, support for system-wide improvement, and clear and collaborative relationships between the school, parents, and community.

The District will adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and employee retention. This new model will promote high expectations for all personnel, and will hold them individually and collectively accountable for improved student learning outcomes.

As stated in the BERC Group report, "The District tends to be limited to the immediate area in most recruiting." This has meant there is often a limited pool of applicants for open positions. As a result, positions have been difficult to fill. Additionally, due to the small number of staff, vacancies often require locating individuals who have endorsements in multiple content areas. For example, the district recently sought to hire a Spanish teacher who was also endorsed in another area such as language arts or history, but was unsuccessful in locating suitable candidates. In fact, there were no Spanish-endorsed applicants; therefore, the district was forced to contract with a virtual Spanish teacher in order to meet student needs.

The District is committed to implementing new approaches to successfully extend its recruitment outside the immediate area. Due to decreasing enrollment and declining budgets, there have been very few job postings over the past seven years. Therefore, we have not maintained our memberships in online posting sites or attended the annual Washington Educator Career Fair. We are currently exploring ways to reestablish career fairs and online postings as well as working with ESD 113, Association of Washington Principals (AWSP), and Washington Association of School Administrators (WASA) to ensure we reach a larger applicant pool.

The District will establish a dynamic and distributed leadership infrastructure that allows a greater emphasis on instruction and a greater interaction between district and school leaders, staff, and students in the classroom. This will be accomplished, in part, by creating a new, grant-funded 6-12 secondary school principal, with an additional district-funded PK-5 elementary school principal. In support of these principals, and in continuation of the structures developed during this response writing process, the District will formally establish ongoing building and district-wide leadership teams, which will be charged with utilizing data to both monitor and adjust school improvement plans. The creation of the new principal position, along with ongoing professional development, such as Charlotte Danielson's Framework for Teaching, will provide strong building-based leadership focused on both the elementary and secondary schools.

After considerable reflection upon the current capacity of the district to fully implement our proposed improvement plans, and both dynamically and systematically address the needs identified through our improvement process, it is clear additional staff and expertise will be needed. As our aim is to rapidly transform student learning, and to fully support staff through ongoing capacity building activities, we propose that the grant fund the following positions, to be filled by June, 2011:

Technical Assistance Coordinator (TAC)
This position will work with the superintendent, principals, and external partners to coordinate the development of the transformation intervention; align the various elements of the action plan; strengthen instructional leadership at the

district and school levels; as well as promote and align various instructional change efforts, with a consistent focus on a common pedagogical framework (Charlotte Danielson's Framework for Teaching) to drive dramatic change in classroom instruction.

Specialists / Coaches in Literacy and Mathematics
These positions will work closely with the principal and TAC to provide ongoing professional development and coaching for aligning PK-12 curriculum with state standards. They will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning.
He or she will also provide instructional coaching in Direct Instruction. In addition, this person will coordinate either reading or math Professional Learning Communities (PLC) meetings, providing advice on student placement, and ordering necessary curriculum.

Morton Jr/Sr High School Principal
This position will work closely with the superintendent, TAC Specialists, Dean of Students, content specialists, RTI Coordinator, and Readiness to Learn (RTL) Coordinator to build the capacity for quality instruction through the collection of data and frequent classroom walk-throughs. In addition, this person will work to establish and/or maintain collaboration and communication with teachers, staff, students, parents, and community members.

Student Assistance Professional
This position will work closely with principal, RTL Coordinator, school nurse, and counselor to provide students with drug and alcohol prevention, intervention, and treatment opportunities. In addition, this position will collaborate and partner with outside agencies to provide drug and alcohol education to teachers, staff, parents, and community.

2 AmeriCorps Members
These positions will work closely with the RTL Coordinator, to provide additional support for our "at-risk" youth who will benefit from mentorship and academic tutoring. In addition, the position will also provide social/emotional support to students and families as part of our RTL and After-School Programs.

2 Para-Professionals
These positions will provide direct instruction, under the supervision of a teacher, in both reading and mathematics. They will also work closely with the RTI Coordinator to manage and analyze RTI data as part of their PLC work.

School /Community Coordinator
This position will work with the superintendent and principal to create and implement a communication plan to ensure clear lines of communication between the school district and surrounding community. This will include creating and/or updating the reader board, newsletter, and website to provide real time information for everyone in the community. This person will also plan and coordinate activities to establish and maintain a collaborative sense of community between the school district and surrounding community.

The District will also strengthen the capacity of administrators and staff to effectively facilitate and participate in collaborative instructional teams. In addition, the district will work to provide expanded opportunities for common teacher planning time around pedagogy and classroom instruction. This will be crucial in continuing to implement the professional learning communities and more collaborative communications.

District and school leadership will be expected to emphasize instructional leadership as a priority. They also will be expected to work closely with external partners to promote vertical alignment of curriculum across all grade levels and subject areas, implement new and more effective job-embedded professional development, adopt systemic methods of evaluating the impact of professional development on classroom instruction, conduct effective classroom

walkthroughs, and employ common assessments of student learning. These efforts will be focused on ensuring a coordinated and aligned curriculum and student assessment system in the school, with a primary emphasis on quality classroom instruction.

The District will continue working with the Center for Research and Data Analysis at ESD 113 to collect additional data on student performance. Training and technical assistance will be provided in order to establish performance expectations for staff around the establishment of daily objectives and the use of formative student assessment strategies. The District will work with ESD 113 to improve the capacity of district and school administrators to use student data in making decisions about resource allocation, school operation, and staffing. ESD 113 will also work with teachers and staff on utilizing data to inform and differentiate instruction in order to meet the academic needs of individual students.

The District will begin working with the Charlotte Danielson's Framework for Teaching Consultant in the spring of 2011 to implement in-depth professional development in Danielson's Framework for Teaching and classroom walkthroughs, with imbedded training and monitoring continuing through the spring of 2014. This professional development will build capacity for quality instruction and increased student learning outcomes. In order to ensure that this improvement effort is consistent and sustained over time, the District will continue the action planning process we've followed throughout our preparation for this grant. Our process has helped determine a clear focus on learning, identify specific goals, strategies, benchmarks, and action steps. The continuous renewal of this plan will be collaboratively created, transparent to all in the school and community, and serve as the basis for assessment of progress in the school. The plan will also be used to guide district and school decision making, particularly the strategic allocation of district and school resources.

This action planning process will explicitly incorporate and build upon past efforts to improve Morton Jr/Sr High School and strengthen student instruction. This will include the following:

- District Leadership Initiative to address:
  - Staff Instruction / Student Engagement
  - Parent and Family Involvement / Parent Partnerships and Trainings
  - Communication and Collaboration P-12 / Vertical and Horizontal Curriculum Alignment / Professional Learning Communities / Team Building
  - Student Achievement in Reading, Writing, Math, and Science / Development of Common Assessments and Classroom Based Assessments
  - Development of a P-12 Strategic School Improvement Plan / Revision of current School Improvement Plan across the district
- Response to Intervention has been fully implemented in reading at Morton Jr/Sr High School and will be implemented at Morton Elementary in the fall of 2011. Math will be implemented at Morton Jr/Sr High School in the fall of 2011, and at Morton Elementary in the fall of 2012.
- Continued training in the Positive Behavior Intervention System (PBIS) throughout the spring of 2011, with implementation planned for fall of 2011

The superintendent has obtained the commitment and support for the full and effective implementation of the Transformation Intervention Model from both the school board and the MEA. The Board of Directors approved the required action plan at the February, 2011, school board meeting. The MEA President also has signed a Memorandum of Agreement (MOA) regarding the commitment of the union toward this initiative.

Question #2a: Is the District applying to serve *each* Tier I school identified by the State? ☐Yes X No
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.

The Morton School District has NO Tier I schools.

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.

The District has selected to implement the Transformation Model within their plan. As stated elsewhere in this response, an extensive planning process involving numerous stakeholders has resulted in the action plans, which do the following:

- Align with the requirements of the Transformation Model
- Respond to the recommendations of the School Educational Audit
- Utilize the major components of the Transformation Template
- Are based on data and community needs
- Are tied to research and best practices
- Are focused at five levels:
    - District and Community
    - School-wide practices
    - Classroom/Instruction
    - Mathematics Program
    - Reading Program

A summary of the major components of these plans follows:

District/Community:
The District plan will provide support to all other plans by supporting improved communication within the district and between the district and community members. Our team believes that most of the other system-wide supports are included in other planning areas, but a support to all plans would be to create clear systems for communication and improved structures for ensuring timely and accurate information is provided to community members, parents, and families. In our plan we will:

- Provide staffing dedicated exclusively to improving communication
- Get expert coaching on school communication
- Develop a comprehensive communication plan
- Identify indicators of effective communication and gather baseline data for each indicator
- Implement, monitor, and evaluate a comprehensive communication plan

School-wide:
The school-wide action plan is focused on increasing student behavior that is supportive of learning. Two strategies are addressed: One is to develop a school-wide behavior system that clearly defines acceptable behavior; teaches positive behavior to students; rewards good behavior; and implements the system consistently across classrooms and staff members. An expert behavior consultant will be contracted to provide on-site training to all staff throughout the year. The consultant and a behavior leadership team will work with students and staff to develop expected behaviors and a reward system. Data on the success of the plan will be reviewed monthly. The second strategy is to expand the student guidance system to provide more proactive student guidance services geared to improve academic and career planning; increase preventive drug and alcohol education services; provide education on healthy choices; and coordinate services between the school, community, and parents. A student assistance coordinator will assist the guidance counselor in delivering and coordinating these activities.

The goal is to improve student behavior that is supportive of learning, as measured by decreasing student behavioral office referrals (baseline data to be taken April-June 2011); increase student perceptions that student behavior is handled fairly from 34 percent to 80 percent; and increase parent perceptions that teachers enforce classroom and school rules from 50 percent to 85 percent, as measured by student and parent surveys.

Increased Student Learning
Morton Jr/Sr High partners with ESD 113 under the 21st Century Grant to offer after-school and summer school programs that serve students in grades six through nine. Current programs are optional and open to any student who wishes to attend. On average, approximately 15 students attend on any given day. Students attend in order to receive help with homework and/or tutoring in a specific content area but current programs offer very little structure.

In order to ensure that identified students have access to both core and intervention in reading and math, the district will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as need support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses. Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year. Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.

Instruction/Classroom:
The classroom instruction action plan is focused on creating common practices among teachers that will support increased levels of student engagement in classroom learning activities. The plan includes contracting with recognized experts in the field to provide training and ongoing support; providing time for teachers to observe each other and talk about what they are learning; and specialized training for a select group of teacher leaders. Our belief is that by focusing on improving teacher instructional practices, we will help reduce student off-task behaviors, increase student engagement in classroom learning, and raise standards for all students in all content areas.

The instructional goal is to increase the percent of classrooms scored as demonstrating "Powerful Teaching and Learning" through use of the STAR Protocol from 33 percent at somewhat/vary in 2011, to 55 percent in 2012, 77 percent in 2013, and 100 percent in 2014."

Reading:
The reading action plan centers around Response to Intervention (RTI). Reading is the key to being successful in all other classes, and we believe increasing student reading skills and student enjoyment of reading will have far-reaching effects on each student's life.

The goal of the reading plan is to improve our junior high students' understanding of reading so that by 2014, 64 percent of our sixth grade, 72 percent of our seventh grade, and 64 percent of our eighth grade students will meet standard on the Washington State Measure of Student Progress (MSP).

The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

RTI is a systematic method ensuring each student is receiving reading instruction at the level he or she needs. The Jr/Sr High School will refine the RTI program started in September, 2010, and the elementary will implement RTI in September, 2011. A new classroom reading program will be adopted at the elementary school utilizing district funds. In addition, other programs will be purchased to help students with specific needs in comprehension, phonics, and reading fluency. Teachers will be trained in the new programs, learn how to analyze student reading data, and use it to change their instruction. A half-time Literacy Specialist will be hired to help teachers teach the programs as they were designed, and facilitate teachers working together to better their teaching practices.

Mathematics:
The mathematics plan is focused on improving our junior high students' understanding of mathematics so that by 2014, 60 percent of our sixth grade, 60 percent of our seventh grade, and 65 percent of our eighth grade students meet standard on the Washington State Measure of Student Progress (MSP).

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly

toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematic deficiency.

In addition, Corrective Mathematics and easyCBM will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction as we implement a Response To Intervention program for mathematics.

To improve our students' understanding of mathematics our plan focuses on building a cohesive system of instruction that will meet the students' needs at any level of mathematics. Part of the cohesive system will be to implement a district wide effort to align the mathematics curriculum with the WA State Standards, so that all students are receiving instruction aligned with the standards by which they are being assessed. Along with the Standards alignment we will examine a standards based grading system using common guidelines (rubrics) for Mathematics assessment developed by the Regional Mathematics coordinators and use on-going (formative) assessments to give effective feedback to students so that they will be more engaged in their own learning.

We believe teachers need to have professional development that will help them change their classroom practice and learn how to differentiate instruction so that students can be challenged at the level of instruction they need. To provide ongoing meaningful professional development, our plan is to hire a Mathematics Specialist/Coach to help identify appropriate professional development, share models of effective practice, provide feedback to classroom teachers on classroom instruction, and guide and direct the K-12 Mathematics team.

Further details regarding these plans can be found in Appendix B, at the end of this document.

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.

In order to ensure that Morton Jr/Sr High School receives ongoing, intensive technical assistance and related support to fully and effectively implement its Transformation Model, the district will expand its own capacity to provide such assistance and support. As a small rural school district, the only staff person currently available to provide educational assistance to the school is the superintendent. Within the constraints of his position, he has and will continue to provide such assistance under this proposed initiative. In addition, the superintendent, along with school administrators (the new Morton Jr/Sr High and Elementary School principals) and identified teacher leaders, will receive external training, on-site technical assistance, and coaching to build their capacity as instructional leaders within the school and district. As noted previously, the grant will fund a full-time Technical Assistance along with half-time specialists in literacy and mathematics to provide assistance and support. The specific roles and responsibilities were described earlier in response to Question 1c.

Both the external and internal needs assessments indicated the need for expertise and assistance from external partners to address several areas. The identification of these specific areas was also guided by assessment data, the Healthy

Youth Survey, attendance and discipline trends, D and F lists, the BERC Group needs assessment (The Nine Characteristics of High Performing Schools), as well as staff, parents, student, and community feedback. Because the District needed a diverse range of expertise, it was decided that multiple external partners would be more appropriate than a single external lead partner. In identifying its external partners, the District will consider the following five criteria with the first three being the most important:

- Use of research in instructional best practices
- History of effective institutional collaborations
- Experience with successful school improvement efforts
- Knowledge of Washington State 22 educational standards
- Previous familiarity with the Morton Schools

Based upon these criteria, the District has identified several external partners that are qualified to provide assistance in the following areas:

ESD 113:

- Advise on creating a new staff competency model and staff evaluation system in the District
- Provide job-embedded professional development to Morton Jr/Sr High School teachers and staff
- Continue to provide school-wide training and technical assistance in the use of RTI program
- Assist in building a functional professional learning community in the school
- Assist in school-wide implementation of the Positive Behavior Intervention Support system
- Assist in identifying and implementing new strategies that allow for effective personnel recruitment for highly qualified applicants in the area of literacy, mathematics, and school improvement
- Assist in designing and effectively conducting the action planning process
- Support staff in development and use of formative student assessments
- Support administrators and staff in making effective use of student assessment data to drive instructional decisions and strengthen instructional leadership at district and school levels.

Charlotte Danielson's Group:

- Assist in improving instructional practices in the classroom by providing planning, training, and facilitation in the use of the Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs to all secondary school administrators and staff.
- Assist in building instructional leadership capacity of district and school administrators, promoting the effective use of classroom walkthroughs, and developing staff capacity of effective peer collaboration.

The services provided by each external partner will be assessed on an ongoing basis throughout the year and will be formally reviewed at the end of each year. Each contract will include specific deliverables and standards for services. Failure to meet standards or provide specified deliverables will result in the selection of a new external partner or the use of Office of Superintendent of Public Instruction (OSPI) and District and School Improvement Accountability (DSIA) to provide those services.

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).

The District will align the work of all existing secondary school personnel (including the new principal, all teachers, and support staff) to ensure their full and direct involvement in the implementation of the Transformation Intervention Model at Morton Jr/Sr High School. This will include the use of existing and future professional development opportunities before, during, and after the school year to implement the comprehensive professional development program developed as part of the initiative's action planning process, and support regular collaborative instructional planning.

This year, the school has implemented RTI in reading using newly adopted SRA Corrective Reading Curriculum in grades six through 12. In addition, the district is in the process of planning and adopting a new standards-based math intervention curriculum for implementation of RTI Math in grades six through 12 and Reading in grades PK through five for the 2011/12 school year.

The SRA Corrective Reading Curriculum utilizes direct instruction and has been implemented and is aligned with common pedagogical framework and incorporated comprehensive professional development program.
Currently, the easyCBM assessment is utilized to identify students at benchmark, strategic, and intensive levels in the area of reading. From the results of the data analysis, SRA Corrective Reading Curriculum Assessments are administered to place students at appropriate levels based on individual needs. Students are progress monitored weekly utilizing curriculum based assessments and quarterly utilizing easyCBM to ensure that students are appropriately placed and progressing at a rate that will exit them from the intervention and place them into core. These results will incorporate into a common data analysis framework carried out collaboratively by school administrators and staff with the assistance and support of ESD 113. The same data collection, analysis, and placement process will occur in the area of mathematics.

The District has adopted RTI in reading, which is now fully implemented in grades six through 12. The District is currently in the process of planning for professional development, curriculum adoption, and implementation of RTI in Math for grades six through 12 and Reading for grades PK through five. Additional professional development will be provided in Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs. Both strategies are designed to target and improve instruction to more effectively meet the learning needs of all students. The model's action planning process will build on the District's efforts with these two programs to move administrators, teachers, and staff from awareness and understanding of the two programs to the use of both programs, as regular and common practices.

In recent years, the District has developed partnerships with several community agencies including the following:
:

- TrueNorth (substance prevention/intervention/treatment)
- White Pass Community Services Coalition (low income assistance and advocacy)
- Centralia College East
- New Market Skills Center
- Cascade Mental Health

These partnerships will be used to ensure that the individual agency resources, policies, practices, and programs are aligned with and support the elements of the Transformation Intervention Model at Morton Jr/Sr High School.

In order to ensure effective collaboration between district and school leadership, the Morton Superintendent, the new Technical Assistance Coordinator; the new Jr/Sr High School Principal; the RTI Coordinator, and new Literacy and Math Specialists, will lead the initial action planning process. The process will identify specific goals, benchmarks, strategies, and action steps for implementing the Transformation Intervention Model. They will meet monthly during the school year to review data on program implementation and to make data-driven decisions regarding future

resource allocations. They will also continue to use the action planning process during the course of this initiative to review and adjust benchmarks, implementation strategies, and action steps to ensure that the action plan continues to drive resource allocation decisions at the school and district levels.

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 developing this application, the Morton Executive and Leadership Teams drew upon results from both external and internal needs assessments described in response to Question 1a. These needs assessments provided opportunities for the involvement of various stakeholder groups in the review process, including school administrators, teachers and staff, students and their parents, community, and school board members.

As noted earlier in response to Question 1b, the District will begin a collaborative action planning process involving internal stakeholders and external partners (particularly ESD 113 and the Charlotte Danielson's Group once the grant is awarded. This process will be used to conduct a more detailed review and revision of specific district and school policies and practices in a variety of areas. It will use information collected during the external and internal needs assessments, and information collected or generated by external partners or internal stakeholders as part of the planning process. Throughout the action planning process, district and school leadership (including the local school board) will review and revise (if necessary) budget and resource allocation decisions to align with other revisions in policies and practices.

Immediate priority in the action planning process will be placed on developing a revised Memorandum of Agreement (MOA) between the Morton School District and the Morton Education Association. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, and participation in student advisories. The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process. The MOA will also include a specific timeline for developing a new staff evaluation system, new personnel recruitment system, a new teacher compensation plan, and modification of the collective bargaining agreement. The timeline will ensure that all new systems and plans will be in place for the 2012-13 school year.

The action planning process will review and revise policies and practices related to:

- School schedule
- Professional development plans including job-embedded professional development strategies
- After-school program design (including student participation requirements)

Revised policies and practices in these areas will be completed by the beginning of the next school year in September, 2011. The action planning process will review and revise policies and practices related to the following:

- Guidelines and tools for data use by administrators, staff, and support staff
- Guidelines and tools for classroom walkthroughs
- Regular communication with parents and the community
- Summer school program design (including student participation requirements)

These revised policies and practices will be completed by January, 2012.

In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.

In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.

Instructional Support Strategies: Job-Embedded Professional Development:

The district leadership team recognizes that a plan of this scope has many activities and touches many aspects of classroom, school and district work. In order to ensure coordination of these activities, and to provided sustained follow-up to staff members, the district will implement these supportive structures:

1. The district will employ a part-time technical assistance coordinator (TAC), who will work with the executive team to plan and implement staff development activities. The TAC will also actively gather formative feedback from staff and students to determine what adjustments need to be made in planned events, and how to best utilize the resources of external professional development providers.
2. The district will work closely with ESD 113 staff to plan, implement and monitor RAD funded supports. The ESD will provide a staff member to be an active member of the executive team, and will serve as a technical consultant, while assisting the TAC in brokering high-quality professional development services.
3. As mentioned elsewhere, the district has implemented, and will sustain a leadership team structure, which will allow for ongoing plan revision and support monitoring. These teams will be responsible for assessing the progress of the district plan, and determining if student growth (or staff capacity building) is resulting through plan activities.

The planned activities are directed at ensuring the 6-12 student learning increases dramatically in the next few years. All grant funded activities will require staff in this building to participate in professional development events. Much of what is planned for shared learning in the 6-12 building will also benefit PK-5 staff, and they will be encouraged to access these opportunities. Should staff from the PK-5 program be required to attend, they will be compensated by district funds.

The district is also planning to move from a model of 5 State Board "Waiver Days" for professional development, to weekly late starts, scheduled each Wednesday throughout the year. This model, along with coaching follow-up to externally provided training, will allow for ongoing professional development, supporting all staff across the district.

Finally, the MOU developed in partnership with MEA will reflect the expectation that 6-12 staff will be active participants in RAD supported training, with compensation provided for extra duties and time.

Instructional Support Strategies: Implementing Research Based Models:

The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student

reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematics deficiency.

Operational Flexibility:
In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.

In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.

Transformation Model: New Evaluation System:
The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process.

As noted earlier, the action planning process will also consider several system-wide programs and practices to ensure that these are aligned with and supportive of the implementation of the Transformation Intervention Model at Morton Jr/Sr High School. These are listed in response to Question 1b. The resulting action plan will include specific benchmarks, strategies, and action steps which expand upon these practices (particularly regarding the Charlotte

Danielson's Framework to Teaching) to move staff to regularly incorporate these principles and programs, thereby improving their instructional practices.

In order to ensure that the policies of the local school board are aligned with and supportive of the implementation of the Transformation Intervention Model at Morton Jr/Sr High School, the Morton Superintendent, Technical Assistance Coordinator, Building Principals, and Literacy and Math Specialists will lead an annual review of those policies with the local school board. The first review will occur in August, 2012, and will reflect results of the initial action planning process. This review will result in recommendations to the board for specific policy revisions. Subsequent annual reviews will be conducted in June of each year. In order to build clarity, commitment, and consistency in district practices, the Morton Superintendent will employ multiple methods of communication with Morton Jr/Sr High School leadership, teachers, and staff. These methods are as follows:

- The school's leadership teams (including the principals; Technical Assistance Coordinator; and Literacy, and Math Specialists) will meet with the MEA leadership (President and other officers) on a monthly basis.
- The superintendent (along with the Morton Jr/Sr High School Principal) will conduct an annual school meeting each August (prior to the beginning of the new school year) to update staff on the project's progress, recommit staff to the project's goals, and to reinforce their enthusiasm for the project's plans in the coming school year.
- Semi-structured interviews will be conducted by an external evaluation team twice each year with secondary school and MEA leadership to monitor progress in achieving the Nine Characteristics of High-Performing Schools, with results reported to the superintendent.
- A written survey will be administered to all Morton Jr/Sr High School teachers and staff twice each year with results reported to the superintendent.
- The Building Leadership Team will hold a quarterly meeting to update stakeholders regarding the implementation of improvement plans and seek feedback regarding necessary modifications of plan elements. The Leadership Team will actively seek opportunities to more deeply engage parents and members of the community in the planning process.
- Focus groups will be conducted annually by the Technical Assistance Coordinator and the Secondary School Principal with students and their parents.

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 first strategy that the District will use to sustain successful reforms at Morton Jr/Sr High School, after the funding period ends, will be to revise the collective bargaining agreement with the MEA surrounding staff recruitment, compensation, and evaluation policies of the District. These revisions will allow the District to maintain higher expectations for all Morton Jr/Sr High School administrators, staff, and support staff, and to more effectively hold them accountable for meeting these standards. These recruitment and compensation revisions will also allow the District to expand its pool of applicants, making it more likely that skilled administrators, teachers, and other staff can be placed in the school.

A second strategy for sustaining successful reforms will focus on changes in the teaching and learning environment. This will include changes in the class schedule to allow greater and more focused instruction in core subjects, including literacy and math. Changes will be made in the annual calendar to promote time for regular peer collaboration by teachers on pedagogy and instruction. In response to student needs, the RTI program will be fully implemented in both reading and mathematics to ensure effective differentiation in instructional resources. It will

also involve design changes in the after-school and summer school programs to ensure a primary focus on instruction. After-school and summer program policies will be changed to ensure that students with high instructional needs are mandated to participate.

A third strategy for sustaining successful reforms will involve targeting resources during the funding period on building the skills of administrators, teachers, and staff. This capacity-building will occur during formal staff training, job-embedded professional development, on-site technical assistance, and collaborative meetings with peers. Ultimately, this will enable staff to do the following:

- Align routine instructional practices around a common pedagogical framework (Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs) and the state standards
- Incorporate proven best practices (Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs) into instruction
- Make regular and effective use of student assessment data for instructional decisions
- Work effectively with their peers in the school to continuously revise instructional practices to address emerging needs of their students

As a fourth strategy for sustaining successful reforms, the District will develop and refine written guidelines, tools, and forms to support various aspects of pedagogy and instructional practice in the school. This will include instruments that can be used to collaboratively analyze curriculum and design lessons, ensure vertical alignment of curriculum across grade levels, critically assess the effectiveness of professional development activities, guide district and school administrators during classroom walkthroughs, and make effective use of student assessment data for instructional decisions. This also will include surveys of secondary students, asking them to assess the quality of teaching in their classes.

The District recognizes that some new costs incurred during the funding period must be sustained after the funding period ends to continue successful reforms at Morton Jr/Sr High School. This includes salaries and benefits for the new Morton Jr/Sr High School Principal, for some continued on-site instructional assistance, and for qualified staff in the After-School and Summer Program. The District will also need to maintain the automated information phone system, school community coordinator, and RTI intervention and vocational course offerings. In order to ensure that needed funds are available at the end of the funding period and avoid a "funding cliff" at the conclusion of the grant, the District will make long-term fund allocation plans as part of the annual budget review process building potential during the first year of the funding period. This will include making decisions about future reallocation's of local funding or formula-funded state or federal funding. This also may involve seeking external funding from other government or private funding sources. Early budgetary planning, updated and sustained throughout the course of the funding period, will minimize the likelihood of funding disruptions when the funding period ends.

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: Morton Jr/Sr High School Intervention: Transformation

- Is the School currently operating as a Title I Schoolwide Program? ☐ Yes X No
- Is the School currently operating a Navigation 101 Program? X Yes ☐ No
- If the School serves elementary students, is it currently operating a full-day Kindergarten program? ☐ Yes ☐ No X Not applicable
- If the School serves elementary students, is it currently operating a Pre-K program? ☐ Yes ☐ No X Not applicable

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.**

Please see the appendices at the end of this document for detailed timelines and action plans.

Q**uestion #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.

ANNUAL GOALS		
Grade Level	Reading in State Assessment	Mathematics in State Assessment
6	Percentage of students meeting standard was 28.1% in 2009-10. That percentage will increase to: 40.1 % in 2011-12 52.1 % in 2012-13 64.1 % in 2013-14	Percentage of students meeting standard was 9.7% in 2009-10. That percentage will increase to: 24.8% in 2011-12 39.9% in 2012-13 55% in 2013-14
7	Percentage of students meeting standard was 44.0% in 2009-10. That percentage will increase to: 53% in 2011-12 62% in 2012-13 71% in 2013-14	Percentage of students meeting standard was 40.0% in 2009-10. That percentage will increase to: 50% in 2011-12 60% in 2012-13 70% in 2013-14
8	Percentage of students meeting standard was 28.6% in 2009-10. That percentage will increase to: 40.6% in 2011-12 52.6% in 2012-13 64.6% in 2013-14	Percentage of students meeting standard was 28.6% in 2009-10. That percentage will increase to: 40.6% in 2011-12 56.6% in 2012-13 64.6% in 2013-14
10	Percentage of students meeting standard was 64.7% in 2009-10. That percentage will increase to: 70.7% in 2011-12 76.7% in 2012-13 84.7% in 2013-14	Percentage of students meeting standard was 12.5% in 2009-10. That percentage will increase to: 27.5% in 2011-12 42.5% in 2012-13 57.5% in 2013-14

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.

The District will use two approaches to determine if students in Morton Jr/Sr High School are on track to reach annual goals. First, the district will use easyCBM as an interim assessment that can also promote student-focused, data-driven decisions. Second, the District will support and mandate the use of staff-generated formative assessments on a regular and ongoing basis. These assessments will allow staff to collaboratively assess the effectiveness of its pedagogical practices, instructional strategies, and curriculum units, and continuously make appropriate adjustments. It will also allow staff to accurately identify and effectively address student strengths, needs, and weaknesses.

Beginning with the 2010-11 school year, the easyCBM was and will continue to be administered in reading three times a year: September, January, and May. In May of 2011, the easyCBM assessment will be administered for the first time in mathematics and will then follow the same schedule. This schedule will be continued during subsequent

school years. Staff will be expected to employ formative assessments in a limited manner beginning in January, 2012, and on a regular basis in September, 2012.

The District will organize and facilitate data meetings in October of each year to analyze easyCBM and state assessment results and their implications on instruction. Similar meetings will be conducted in January and May of each year after easyCBM results are available. Several staff members in both the elementary and secondary schools have received training through ESD 113 and their partnership with Behavior Research and Teaching through the University of Oregon in how to administer the easyCBM and analyze the data. Staff will continue to receive training and support on an "as needed" basis during subsequent school years.

The District will also contract with ESD 113 to provide formal training and ongoing technical support regarding methods for conducting regular formative assessment of students and strategies for using results from formative, interim, and summative assessments to improve instruction practices and better address student instructional needs. In addition, the District will contract with ESD113 to develop online forms, tools, and automated reports that can be used by staff to facilitate the analysis of student assessment results from the state assessment, the easyCBM, and their formative assessments. The ESD will also work directly with administrators and staff to help them use these forms, tools, and reports, and to modify any of these instruments to meet the specific interests or needs of particular staff.

The results of the easyCBM and state assessments will also be reviewed and analyzed by the external evaluation team to identify patterns and trends in student academic achievement in both the elementary and secondary schools. This analysis will be incorporated into the District's ongoing action planning process to allow for changes in the design of the Transformation Intervention Model or in the allocation of additional resources or support if the school is not on target to meet it annual goals.

Question #6a: Is the District applying to serve a Tier III school identified by the State? ☐ Yes 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.

Not Applicable

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.

Not Applicable

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.

In developing this application, the District consulted extensively with ESD 113 staff, school administrators, teachers and staff, parents, students, community, union leadership, and the Morton School Board through both external and internal needs assessments described in response to Question 1b.

Morton (RAD) Planning Calendar

Date	Time	Team/Who	Activity
12/1/10		Superintendent	Received Certified Letter from OSPI, recommends placement as RAD
12/7/10	1:30	Exec Team	First meeting to review letter and draft calendar
12/13/10	1:00	Admin Team	OSPI Webinar: Overview of RAD/SIG Process
12/5/10 - 12/16/10		Admin Team	Brainstorming sessions
1/5/11		Superintendent	Received Certified Letter, Notification of Tier II Status
1/5/11	9:00 - 3:00	Exec Team	Pre-planning session
1/6/11		Superintendent	Submission of SIG, Statement of Interest
1/7/11		MEA/WEA Uniserve	Review of SIG process and MEA roles
1/7/11		Superintendent	Confirmation email, Statement of Interest
1/7/11		Superintendent	Parent Letter Mailed Home (6-12 students)
1/12/11		Superintendent	Letter from OSPI, Confirmation of SBE determination of RAD status
1/13/11	1:00-4:00	Exec Team	Plan for Jan 28th, review status
1/13/11	6:00 PM	Superintendent	Parent/Community Forum
1/19/11 - 1/21/11	All Day	Superintendent	Contact Leadership Team and determine final membership
1/19/11	8:00-3:00	Math Team	RTI Math curriculum review of Essentials for Algebra and Corrective Math
1/19/11	8:00-3:00	Superintendent	Student input and RAD information
1/19/11	3:00-4:00	Exec Team	OSPI Webinar
1/19/11	6:00 PM	Superintendent	Presentation of RAD plan status and activity log to School Board
1/ 21/11 & 1/24/11	8:00-5:00	BERC Group	Site Audit
1/26/11	1:00-4:00	Exec Team	Joint meeting with Onalaska, explore possible collaboration
1/28/11	8:00-12:00	Leadership Team	Presentation by BERC Group, results of site audit
2/3/11	8:00-12:00	Leadership Team	Review data, prioritize needs, initial goals
2/3/11	12:00-4:00	Exec Team	Review results from Leadership Team, craft initial goals, propose initial strategies, plan for community
February (Varies)		Superintendent	Meeting with MEA to review MOA

2/9/11	7:00 PM	Exec Team	Community Forum (BERC Report Review)
2/16/11	8:00-11:00	Leadership Team	Feedback on goals and proposed strategies
2/16/11	11:00-4:00	Exec Team	Clean and prepare, near final copy of RAD plan
2/22/11	1:00-4:00	Exec Team	Prepare final copy of RAD plan for editor to revise
2/22/11	7:00 PM	Leadership Team	Community Forum- feedback on final RAD plan elements
2/23/11	1:00-4:00	Exec Team	Finalization of RAD Plan
2/24/11	All Day	Patti Pattison	Final RAD Plan review and clean-up
2/28/11	6:00PM	Leadership Team	School Board meeting to review and approve RAD plan
3/2/11		Superintendent & Business Manager	Finalize RAD Plan in iGrants

The District will continue to consult with all of these stakeholder groups throughout the implementation of the Transformation Intervention Model at Morton Jr/Sr High School using seven communication methods. These methods are also described in response to Questions 3c & 3d.

- First, monitoring the transformation implementation will rely upon one-on-one discussions with selected stakeholder groups to review implementation of the intervention. The Morton Superintendent will meet with members of the Morton School Board every month. The District's new Technical Assistance Coordinator will meet with school superintendent, building administrators, and MEA leadership on a monthly basis.
- Second, this one-on-one communication will be supplemented by semi-structured interviews conducted twice each year by the external evaluation team with each of these stakeholder groups.
- Third, a survey will be administered to all teachers and staff to assess the implementation of the intervention model. This survey will be administered twice each year.
- Fourth, the Morton Jr/Sr High School Principal and Technical Assistance Coordinator will conduct semi-structured focus group meetings at the end of the year with secondary school students and (separately) with their parents.
- Fifth, the Building Leadership Team will hold bi-annual meetings to update and engage parents and members of the community.
- Sixth, to improve communication between the district and parents and community, the District will purchase an electronic reader board to install outside the high school and implement the school messenger automated phone service to communicate meetings, schedules, and other information to parents and members of the community. With only a small percentage of families having regular access to email or the internet, these additional forms of communication are vital to ensure all parents and community members are well informed.
- Finally, the Morton Superintendent, along with the Jr/Sr High School Principal, will conduct an annual school meeting in August (prior to the start of school). The external evaluation team will work with district and school leaders to develop short, written summaries of the results of the one-on-one meetings, interviews, focus groups, and school meetings. In addition, the team will compile, analyze, and summarize the results of the bi-annual teacher/staff surveys. This information will be incorporated into the ongoing action planning process

and into the interim and annual reports of the evaluation team. This information will identify changes in the implementation process and develop recommendations to ensure full and effective implementation of the Transformation Intervention Model at Morton Jr/Sr High School.

ATTACHED

Appendix A- Planning teams and membership

Appendix B- Team meeting calendar

Appendix C- District/Community Action Plans

Appendix D- School-Wide Action plans

Appendix E- Classroom/Instruction Action Plans

Appendix F- Mathematics Action Plans

Appendix G- Reading Action Plans

Appendix H- Teacher Evaluation

Appendix A- Planning teams and membership

EXECUTIVE TEAM

Tom Manke	Superintendent
Josh Brooks	Current K-12 Principal
Angela Bacon	Current Dean of Students
Terry Fagin	MEA President
Dana Anderson	ESD 113 Assistant Superintendent of Curriculum, Instruction, Assessment, and School District Improvement Planning
Mike Hickman	ESD 113 Assistant Superintendent of Support Services
Todd Johnson	ESD 113 Director of Center for Research and Data Analysis
Erin Riffe	ESD 113 Director and Program Administrator
Kathy Dornhecker	ESD 113 Regional Math Coordinator
Cheryl Vance	ESD 113 Literacy Content Specialist
Carol Boyer	ESD 113 Literacy Content Specialist
Sheila Chaney	ESD 113 Special Programs Content Specialist

DISTRICT LEADERSHIP TEAM

Tom Manke	Superintendent	District / Community Team
Mike Hickman	ESD 113 Assistant Superintendent	District / Community Team
Stacey Loflin	School Board Member	District / Community Team
Bri Ramsey	Parent	District / Community Team
Krishna Eveland	Parent	District / Community Team

Sheila Chaney	ESD 113 Special Programs Content Specialist	School Team
Erin Riffe	ESD 113 Director of Special Programs	School Team
Polly Fuchs	Special Education Teacher	School Team
Bridget Doran	Counselor	School Team
Cheryl Low	Readiness To Learn Coordinator	School Team
Mary Jane Meltz	True North Student Assistance Professional	School Team
Becky Turnbull	ESD 113 Director of Special Education	School Team
Toni Nelson	White Pass Community Coalition	School Team
Angela Bacon	Current Dean of Students	Instruction Team
Terry Fagin	MEA President	Instruction Team
Dana Anderson	ESD 113 Assistant Superintendent of T & L	Instruction Team
Mike Fairhart	Community Member	Instruction Team
Alicia Ettenhofer	Student	Instruction Team
Robin Wright	Science Teacher	Instruction Team
Josh Brooks	Current K-12 Principal	Reading Team
Cheryl Vance	ESD 113 Literacy Content Specialist	Reading Team
Carol Boyer	ESD 113 Literacy Content Specialist	Reading Team
Rhonda Krolczyk	Elementary Teacher	Reading Team
Patti Pattison	Language Arts Teacher	Reading Team
Chris Merriman	PSE President	Reading Team
Matt Wood	Student	Reading Team
Kathy Dornhecker	ESD 113 Regional Math Coordinator	Math Team
Chad Winkler	Math Teacher	Math Team
Mike Cournyer	Community Member	Math Team

April Lundy	Parent	Math Team
Kayla Reynolds	Student	Math Team
Jacob Schmidt	Student	Math Team

Appendix B- Team meeting calendar

Date	Time	Team/Who	Activity
12/1/10		Superintendent	Received Certified Letter from OSPI, recommends placement as RAD
12/7/10	1:30	Exec Team	First meeting to review letter and draft calendar
12/13/10	1:00	Admin Team	OSPI Webinar: Overview of RAD/SIG Process
12/5/10 - 12/16/10		Admin Team	Brainstorming sessions
1/5/11		Superintendent	Received Certified Letter, Notification of Tier II Status
1/5/11	9:00 - 3:00	Exec Team	Pre-planning session
1/6/11		Superintendent	Submission of SIG, Statement of Interest
1/7/11		MEA/WEA Uniserve Meeting	Review of SIG process and MEA roles
1/7/11		Superintendent	Confirmation email, Statement of Interest
1/7/11		Superintendent	Parent Letter Mailed Home (6-12 students)
1/12/11		Superintendent	Letter from OSPI, Confirmation of SBE determination of RAD status
1/13/11	1:00-4:00	Exec Team	Plan for Jan 28th, review status
1/13/11	6:00 PM	Superintendent	Parent/Community Forum
1/19/11 - 1/21/11	All Day	Superintendent	Contact Leadership Team and determine final membership
1/19/11	8:00-3:00	Math Team	RTI Math curriculum review of Essentials for Algebra and Corrective Math
1/19/11	8:00-3:00	Superintendent	Student input and RAD information
1/19/11	3:00-4:00	Exec Team	OSPI Webinar
1/19/11	6:00 PM	Superintendent	Presentation of RAD plan status and activity log to School Board
1/ 21/11 & 1/24/11	8:00-5:00	BERC Group	Site Audit
1/26/11	1:00-4:00	Exec Team	Joint meeting with Onalaska, explore possible collaboration
1/28/11	8:00-12:00	Leadership Team	Presentation by BERC Group, results of site audit
2/3/11	8:00-12:00	Leadership Team	Review data, prioritize needs, initial goals
2/3/11	12:00-4:00	Exec Team	Review results from Leadership Team, craft initial goals, propose initial strategies, plan for community forum

February		Superintendent	Meeting with MEA to review MOA
2/9/11	7:00 PM	Exec Team	Community Forum (BERC Report Review)
2/16/11	8:00-11:00	Leadership Team	Feedback on goals and proposed strategies
2/16/11	11:00-4:00	Exec Team	Clean and prepare, near final RAD copy of plan
2/22/11	1:00-4:00	Exec Team	Prepare final copy of RAD plan for editor to revise
2/22/11	7:00 PM	Leadership Team	Community forum- feedback on final RAD plan elements
2/23/11	1:00-4:00	Exec Team	Finalization of RAD Plan
2/24/11	All Day	Patti Pattison	Final RAD Plan review and RAD clean-up
2/28/11	6:00PM	Leadership Team	School Board meeting to review and approve RAD plan
3/2/11		Superintendent & Business Manager	Finalize RAD Plan in iGrants

Goal area: DISTRICT/COMMUNITY

Goal(s): Provide effective leadership in support of transformation model.

Strategy 1: Replace Building Principal (RAD Requirement/Transformation Model)
Strategy 2: Hire supportive leadership to enact RAD plans and support new building leadership models.

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Determine whether existing principal has been in position for 2 or more years. (C1)	Superintendent	January 2011	Time to meet and review needs	Superintendent determines placement possibility for current principal
Review needs of building leadership (C1, H17)	Superintendent School Board	January 2011	Time to meet and review needs	Superintendent development of district needs and proposed initial plan
Analyze strengths of existing staff and determine if it is necessary to post new position (K2)	Superintendent School Board	January 2011	Time during board meeting (executive session)	Decision regarding possibility of placement of existing staff, or posting new position.

Gather input and feedback from community and staff (D3, I10, I11, J5, J6)	Superintendent PK-12 Staff Parents Community	January - February 2011	Community forums and survey results (BERC Report)	Prioritized needs from community forums
Develop plan for re-assignment of existing staff (H1,	Superintendent School Board	April 2011	Time to develop plan	Plan is developed
Communicate with affected staff (G2, I10, I11,	Superintendent	April 2011	Time during staff meeting (2 hours)	Staff are informed of change
Develop success criteria for new placement and communicate with new building leadership (H17, I8, K2)	Superintendent	April 2011	Time to establish and communicate	New evaluation criteria are not included in this process, but new principals are given focal points for their roles.
Fund new principal position (B4)	Superintendent School Board	2011-2012 academic year (and ongoing through grant). Supported by district funds after conclusion of grant period	$80,000 (ongoing)	Funds are provided through grant
Research, evaluate and determine appropriate configuration of buildings (i.e., K-5 vs K-6) (B3, B4, J1)	School/District Leadership Team	April 2011	Time to research, evaluate, and determine (6 hours) Waiver Day	Recommendations for new building configurations, including plans for aligning staff and students (if changes are recommended)

Develop transition plan (if appropriate) and support students and staff in building realignment (B3, B4,H12, J3, J5)	School/District Leadership Team	May 2011	Time to develop transition plan (6 hours) Waiver Day	Plan is developed and students/staff are prepared to move to new building configuration
Post, screen and select Technical Assistance Coordinator (B4, B5, A1-A4)	Superintendent	May 2011	Time to develop job description, posting and recruitment of staff. Position: $45,000 (ongoing)	Coordinator is placed in role and begins to support RAD Plan implementation efforts
Evaluate and monitor effectiveness of current leadership configuration (H1-H9, J8, I7)	Superintendent School Board	Annually in May of each Year	Principal Evaluation Criteria	Leadership is provided feedback regarding role and support for school-improvement efforts

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Goal area: District/Community

Goal(s): To increase communication between school staff members and all stakeholder groups (students, families, community), as measured by an increase in community-wide perception regarding effective district communication (instrument, baseline and goals to be determined).

Strategy: Develop a comprehensive communications plan, and provide staffing dedicated to improving communications

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Develop posting for communications specialist (D1, D3)	District Leadership Team (Superintendent)	June, 2011	Sample postings and job descriptions	Posting is created

Recruit, screen and select district communications specialist (D1, D3)	District Leadership Team (Superintendent)	August, 2011	Funding for Communications Specialist $15,200 (ongoing)	Specialist is hired
Identify indicators of effective communications and gather baseline data for each indicator.	Communications Specialist Focus Group	October 2011	Website analytics Survey Tools Analysis and presentation of data	Baseline data is collected
Engage stakeholders in feedback and problem solving to determine focus areas for improvement (J3)	Communications Specialist Focus Group	October, 2011	Focus group meeting	Goals and strategies are developed
Identify multiple, targeted communications strategies (i.e., print, web, phone calling system, electronic reader boards, etc.) (J5)	Communications specialist Focus Group	December, 2011	Website - $1000 Phone auto-dialer - $2591 (initial) -$750 (year 2 & 3)	Tools are selected and initial training is provided.
Solicit expert coaching from groups like WA School Public Relations Association (E1-E8)	Communications specialist	December, 2011	WA School Public Relations Association	Strategies for plan are identified
Develop Comprehensive Communications Plan	Communications specialist	January, 2012	2-3 hours of leadership team time	Plan is developed and shared with staff

Provide professional development and staff support to implement communications plan (I11)	Communications specialist	January, 2012-Ongoing	Staff time on professional development calendar	Training is provided and staff begin to use new tools
Gather feedback and monitor plan elements	Communications Specialist	Annually (April-May)	Survey instrument Other data sources Leadership Team Meeting (2-3 hours)	Community input demonstrates improved communication
Revise and adjust plan as needed.	Communications specialist	Annually (June)	Leadership team meeting	Plan is revised and included in following year activities

TOTAL GRANT BUDGET $143,791.00

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix D- School-Wide Action Plans

Goal area: Increase supportive learning environment for students

Goal(s): : Improve student behaviors that are supportive of learning as measured by decreasing student behavioral incidents requiring office discipline referrals (baseline office discipline referrals data to be taken Apr-June); increasing student perceptions that student behavior is handled fairly from 34% to 80%; and increasing parent perceptions that teachers enforce classroom and school rules from 50% to 85%, as measured by student and parent surveys.

Strategy: Continue to develop Positive Behavior Support System (PBIS)

- Staff training and development of school and classroom behavior system for all students, staff, and settings.
- Develop a secondary prevention system for students with at-risk behavior and students with high-risk behavior.
- Develop a system to collect data on the success of the PBS system.

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Four staff members attend the remaining 4 of 6 days of training in PBS at the ESD. Complete assignments between training. Consider whether or not Behavior Leadership Team (BLT) needs expansion . (G1-6; I1, I3, I6, I10)	BLT ESD Behavior Consultant Dr. Flint Simonsen	March 2011 to August 2011	Planning	Staff sign-in Team-developed plan for implementation
Calendar meetings (30 min.) two/month for the remainder of this school year and next school year. (E6-7; G3; K1)	BLT Principal	March 2011-June 2011		Schedule of meetings

Establish the use of Schoolwide Information Service (SWIS) to record and analyze office discipline referrals (ODRs). • Modify ODR form • Train all staff to establish consistent definition of behaviors • Identify 3 people to have access to SWIS and engage in orientation training • Enter all ODRs into SWIS for baseline, weekly Apr-June (G3)	3 persons selected to have access to SWIS S. Chaney (ESD) Principal	March-June 2011 2 hours for training on SWIS Staff meeting	Contact SWIS for access (db is free after March) S. Chaney, ESD facilitator for SWIS	ODRs SWIS reports on ODRs
Contract with Behavior Consultant for 3 days - see activities below. (E1, E5, E6, E7, E8)	Morton SD Dr. Flint Simonsen	3 days April-June	3 days x 1500 = $4500	Contract
Evaluate current PBIS implementation using School-wide Evaluation Tool (SET). (G3, A3)	Behavior Consultant ESD staff members Chaney & Perkins, ESD	April or May 2011 - 1 day		SET evaluation report
Provide training for all staff in PBS. Engage staff and some students in determining positive behaviors for all classrooms and school settings/events. (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	Behavior Consultant All MMS/MHS teachers and paraprofessionals	May or June 2011 - 1 day		Behavior expectations for classroom, areas, events
Report to BLT on results of SET evaluation. Plan with BLT for implementation activities, training, and consulting for the following year. (G3, A3)	Behavior Consultant BLT	May or June 2011 - 1 day		Implementation plan and schedule
Contract with Behavior Consultant for 14 days - see activities below (E1, E5, E6, E7, E8)	Morton SD Dr. Flint Simonsen	14 days Aug. 2011-June 2012	14 x 1500 = $21,000	Contract

Contract with U. of Oregon for year-long license to use SWIS db. Submit License Agreement and School Information Form. (E5, G3)	Morton SD S. Chaney, ESD	August 2012	$250 (year 2 & 3)	License agreement
Engage a group of staff and students in determining a reward system for student positive behavior. Solicit rewards from community groups. (K11, I11, D3)	BLT Students	August 2012		
Enter office discipline referrals weekly. (G3)	Designated person	Sept. 2011 - June 2012		SWIS student data
Review with MMS/MHS teachers and paraprofessionals the expectations of PBS and behavior definitions, model how to teach positive behavior to students, and plan for implementation by staff. (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	Behavior Consultant MMS/MHS staff	August 2011 1 day		Sign-in sheets Plan for implementation
BLT meets 2x/month to review SWIS data and problem-solve. (G3)	BLT	30 min. meeting twice a month during late start		Meeting agendas and minutes
Behavior consultant visits 3 times a year for 3 days each to engage in the following activities: • Facilitate, observe, and give feedback to BLT on data/problem solving meetings • Provide part or whole staff training (2 hrs each visit) on strategies for at-risk (yellow zone) and high risk (red zone) students • Observe in classrooms and consult with teachers who have challenging students • Conduct a meeting with parents and students to explain the behavior system • Conduct SET Nov. and May and give feedback (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	Behavior Consultant BLT All staff Selected teachers	3 days November, 2011 3 days February, 2012 3 days May, 2012		Sign-in sheets SET evaluation reports

Selected staff will contact behavior consultant as planned by consultant and BLT. (A3; E7)	BLT Behavior Consultant	equivalent of 3 days as planned throughout year	Included above	Minutes from contacts
Conduct student and parent survey of perceptions about school discipline procedures and staff consistency (as stated in goal). (D3; K10; I7-9)	Administration BLT	Spring 2012		Report from survey
Year 2 Continue focusing on fine-tuning school-wide behavior and building capacity to serve students in yellow zone (at-risk) and red zone (high risk). (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	MMS staff BLT Behavior Consultant	2012-2013	7 x 1500 = $10,500 (Year 2)	
Year 3 Focus on fine-tuning school-wide behavior and building capacity to serve students in yellow zone (at-risk) and red zone (high risk), and on building capacity for school staff to take over responsibilities for maintaining the system. (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	MMS staff BLT Behavior Consultant	2013-2014	4 x 1500 = $6,000 (Year 3)	

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Goal(s): Increase student graduation rate from 53% in 2009 to 80% in 2013.

Strategy: Provide more support for career and academic planning, and personal/social behavior.

- Improve effectiveness of student career and college planning through Navigation 101 classes in MS/HS and awareness activities..
- Increase services from True North drug and alcohol counselors to include more preventive services to MS/HS.
- Coordinate services between the school and community agencies.

Strategy: 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.

Activities	Who is responsible?	Timeline	Resources Needed	Monitoring Effectiveness
Review Readiness to Learn funding and, if necessary, replace funding to maintain Readiness to Learn Coordinator. (K10, D3, J3, J5, J6)	Morton SD	May 2011		
Create a 0.5 FTE Student Assistance Specialist position for MMS to counsel students on graduation requirements and career/college paths; monitor and track credit planning; assist with student transitions from elementary to MS and MS to HS; coordinate college-bound scholarships for MS students; assist with assessment coordination and implementation; and coordinate services between agencies, communities, and parents. (K10, D3, J3, J5, J6) Increase hours of True North drug and alcohol counselor to include one intervention period and one period for proactive student interventions. (E1-E8)	Morton SD	August 2011-June 2012	$35,000 (ongoing) 2 days training with guidance counselor	Evaluation
Two Americorps workers will mentor and tutor at-risk students at throughout the school day, at lunch, and after school. (J8, J6)	Morton SD	August 2011-June 2012 9 hrs/day, 4 school days/wk	$9,000 (ongoing)	Evaluations Schedule Student records
Add 5 days of planning to guidance counselor to plan additional counseling activities. (K10, D3, J3, J5, J6)	Morton SD Guidance Counselor	August 2011-June 2012		Observation, plans produced
Provide services of school nurse to address sexual health, self respect, boundaries and healthy choices. (E1-E8)	Morton SD Community agency staff	August 2011-June 2012		Evaluation

Improve the effectiveness of the Navigation 101 program • Provide professional development for guidance counselor and teachers • Make a site visit to a school implementing Nav 101 effectively • Coach teachers in delivery of curriculum • Provide followup services with students on plans (I1, I3, I6, I8, I9)	Guidance Counselor Teachers	August 2011-June 2012	Late Start Time	Evaluate student plans Observations
Coordinate a college and career fair for students and parents on a Saturday, with a meal. Seek community involvement. (D3, J3, J5)	Guidance Counselor Student assistance specialist	November 2011	$1500	Observation Evaluation by participants
Obtain materials and supplies for at-risk students. (K6)	Guidance counselor	August 2011-June 2012	$1000	Purchase orders, receipts
Research and acquire research-based curricula to provide social skills groups for at-risk students. (K9, K6)	Guidance counselor	August 2011-June 2012		Purchase orders
Create a team to research the effectiveness of different extended learning time models. The team will recommend extended learning opportunities to be implemented during the 2011-2012 school year and in the summer of 2012. (J1-J8)	Team designated by Principal and Superintendent, Erin Riffe, ESD	May-June 2011 August 2011-June 2012		Extended Learning Plan
Implement Recommended After School/Summer School Programs After School Programming to increase student learning by 300 hours & Summer School Programming to increase student	Superintendent, Erin Riffe, ESD 113	September 2011-Ongoing	SUMMER SCHOOL 2 Teachers x 10 Days x 6 hours x 35 = $4,200 2 Paras x 10 Days x 6 hours x 16.00 = $1,920	Progress toward goal (see above), measured annually, and support model adjusted as needed.

learning by 65 hours (J4-J8)			2 School Buses = $3,030 AFTER SCHOOL 1 Teacher x 149 x 2.25 x $40 = $13,410 2 Paras x 149 x 2.25 x 16 = $10,728 2 School Buses = $22,570	

TOTAL GRANT BUDGET $102,358

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix E- Classroom/Instruction Action Plans

Goal area: Instruction

Goal(s): To ensure quality instruction in every classroom, increase student engagement, and increase student learning outcomes each day, in every class, as measured by the Star Observation Protocol. Our goal is to increase the percent of classrooms scored as demonstrating "Powerful Teaching and Learning" from 33% at somewhat/vary in 2011, to 55% in 2012, 77% in 2013, and 100% in 2014. (K3-K9; K11)

Strategy: Adopt and Implement a Research-Based Instructional Framework PK-12

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Select contractor and develop implementation plan (E1-E8)	Morton Executive Team	April 2011	Contract- $23,000	Contractor is selected and a plan is developed
Provide initial facilitator training (I1, I3, I8)	BERC Group	May 2011 (ongoing)		Facilitators are trained and are prepared to assist with institute
Summer Institute (4 days) (I1)	All Staff BERC Group	August 2011 (and following Augusts)		Staff evaluation surveys report satisfaction with results
Site/Peer Visits (3 per year) (I6;I9-I11)	Cohorts of teachers, BERC Group	October 2011- June 2014		Cohort meeting minutes, reflections from site visitation teams

PLC Activities (I1, I3; I4-6; I10, I11)	Coaches and Facilitators	October 2012 - June 2014	Late Start	PLC Readiness survey Feedback from facilitators and BERC Support Team
Mentorship/coaching (Years 2 and3) (I3)	Morton Team	October 2012-June 2014	Release time and Stipend	Feedback from coaches

TOTAL GRANT BUDGET: $23,000.00

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix F- Mathematics Action Plans

Goal area: Mathematics

Goal(s): The Mathematics plan is focused on improving our Middle School Students' understanding of Mathematics so that by 2014, 60% of our sixth grade, 60% of our seventh grade, and 65% of our eighth grade students meet standard on the WA State Measure of Student Progress.(MSP)

Strategy: Align current K-12 mathematics materials to the state standards to ensure a seamless curriculum for mathematics and develop a cohesive assessment system to include standards based report cards and assessment tools that will determine students' level of understanding, drive instruction and differentiation, and incorporate interventions.

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Hire Mathematics Specialist/ RTI Coach (.5 FTE) (I1, I2, I3, I4, I5, I6, I7, I9, I10, I11, J1, J3, J6, J7, J8, K1, K4, K5, K7, K9, K10, K11)	Involved: District Administration, ESD Math coach	April 2011-- Post May 2011--Hire	$45,000 (ongoing)	Based on results of student MSP data, Easy CBM data, observation changes, teacher survey, student survey

On going PD that raises the level of understanding and level of application of sound instructional strategies and best practices in Mathematics. (K4, K6, K8, K9, K10, K11, I1, I3, I4, I5, I6, I7, I9, I10, I11)	Admin All K-12 Mathematics staff Math Coach	Begins now and is ongoing	Late Start	Classroom observations, teacher survey, student survey
Professional development to use the Easy CBM data collected and to drive differentiated instruction w/n the reg. classroom. Prepare standards based lessons that include differentiation. (K4, K6, K8, K9, I1, I3, J1)	All staff Admin Math Coach	Beginning of 2011-2012 school year Ongoing throughout the school year	Late Start	Evidence of Differentiated Instruction based upon assessment data will be evident during classroom observations, easy CBM data
Work with other committees To determine which assessment tools to adopt and review research based intervention programs and successful implementation of such programs (K1, K5, K7, J1, J2, J4, J7, J8 I5, I10, I11)	Chad Winkler and other sub-committee leaders District team: admin, teachers, sped ed (Polly). Janet (ESD) School Board	Feb. 11, 2011 and end by 6/2011. By end of May ’11—adopt program June 2011	Intervention Curriculum $35,000	Consensus on a chosen assessment tool and a recommendation of an intervention program to adopt.

Provide PD for intervention programs all teachers for beginning implementation. (K6, K8, K9, I1, I3, I6)	District Contractor Administration all staff Math Coach Instructional Aide	June to August 2011 By Aug15, 2011		All teachers will be trained and ready to use the product by first day of the 2011 school year.
Monitor for consistent school wide implementation and application of the assessment and intervention tools. Analyze collected data. Refine the program as needed (K5, K7, I7)	District Admin, ESD partners Math Coach	2011-2012 and continuing	Late Start	Evaluate assessment data Refine the program
Research moving towards Standards Based Grading Report Card for K-12. (K5, K7, I1, I3)	Admin, Math (MS, HS, and ES) Math Specialist / Coach	Dec. 2010-2011	District wide team formed to develop SBRC for each school for the district with reps from all schools. Late Start	Decision about the change in reporting system, plan for implementation
Implementation of Standards Based Grading, create rubrics and report card, communicate with the community	Admin, Math (MS, HS, and ES) Math Specialist / Coach	2012-2014	District wide SBRC team	Evaluation of assessment data and student course attainment

TOTAL GRANT BUDGET $80,000

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix G- Reading Action Plans

Goal area: READING

Goal(s): To improve student reading scores on MSP and HSPE

	FROM	TO:
Graduation Year	**2010 Reading Score**	**2014 Reading Score**
Class of 2012	**64.7**	**82**
Class of 2014	**28.6**	**65**
Class of 2016	**28.1**	**64**
Class of 2017	**37.0**	**68.5**
Class of 2018	**59.1**	**79.5**

Strategy: Continue the implementation of Reading RTI model

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?

Publicize, screen and select additional para-professionals to support RTI Reading Plan (2.0 FTE) K9, K6	Involved: District Administration	April 2011-- Post Position May 2011--Hire	2 x 6.5 x 11.30 x 180 = $26,736	Each instructor's mastery scores will be at 80% for all students in group
Hire Literacy Specialist/Coach (.5 FTE) (I1, I2, I3, I4, I5, I6, I9, I10, I11, J1, J3, J6, J7, J8, K1, K4, K5, K7, K9, K10, K11)	Involved: District Administration, current coach, Literacy Specialist / Coach	April 2011-- Post Position May 2011--Hire	$45,000 (ongoing)	Based on results of student reading data
PLC/Collaboration time via 2 hour late start weekly (I10, Ill)	Involved: All RTI instructors Leadership: Literacy Specialist . Coach Work: All RTI instructors	April 2011--30 minute collaboration time twice a month August 2011--45 minutes per week	Establishment of late start	Each instructor's mastery scores will be at 80% for all students in group
Coordinate Literacy RTI program, General education English content area literacy programs (I1)	Involved: All literacy instructors and content area teachers Leadership: ESD Literacy Content Specialist Work: All literacy instructors and content area teachers	June 2011 -- plan and schedule all trainings, create monitoring and walk-through systems.. August 2011 -- assist coaches in establishing and facilitating PLCs. Monthly April 2011-June 2014		All components of literacy improvement will be coordinated ensuring adherence to this plan.
Continue use of RTI decoding and comprehension materials currently in use. Purchase a fluency program and consumables for existing programs (K6, K9, K5)	Involved: Literacy Specialist / Coach Leadership and Work: Literacy Specialist / Coach	June 2011--choose and purchase fluency intervention materials, purchase consumables	RTI Intervention $5000 Fluency Intervention $10,000	All instructional staff and students have their own materials for all classes
Direct Instruction training (I1-4, I6, I7, I10)	Involved: Teachers, Paraprofessionals, Substitute	August 2011--1 day training	Late Start	RTI Coach in reading will conduct walkthroughs using SRA forms to ensure

	teachers and para-professionals Leadership: Literacy Specialist / Coach Work: SRA trainer	December --1 day follow-up		fidelity to program. Each intervention group's mastery test scores will be analyzed at PLCs to determine if each instructor is teaching to mastery in each unit for all students.
Purchase General Education curriculum for grades 6-8 incorporating non-fiction strategies (K4, K8, K9, K6, K7)	Involved: Literacy Specialist / Coach, English teachers, reading coach Leadership: Literacy Specialist / Coach Work: All involved above	April 2011--Begin review of curricula June 2011--Purchase non-fiction curriculum		Non-fiction reading strategies are used in all content classes school-wide as measured by walkthroughs by administration and Literacy Specialist.
Train English teachers and all other content area teachers in non-fiction strategies (K4, K8, K9, K6, K7)	Involved: Literacy Specialist / Coach, English teachers, reading coach Leadership: Literacy Specialist / Coach Work: Curriculum company trainer	June 2011--Arrange training date August 2011--Training September 2011 -- implement curriculum	Late Start	Principal walk-through data on use of strategies in content area classes will be analyzed monthly in building-wide PLC
Refine data collection system (E1-E8)	Involved/Leadership/Work: Literacy Specialist / Coach, ESD Data Specialist, ESD data entry	April 2011--Purchase SRA data system Initiate use of system -- November 2011	SRA Database $700 ESD support--$9,000	All reading data are consolidated into one program
Train instructors on data analysis (I3, I5, I6, I10)	Involved: All instructors, ESD data person Leadership: ESD Work: ESD, All reading, English instructors	September 2011--ESD set up data program November 2011--training for instructors November 2011 -- implement entire system	Included in above ESD support fee	All literacy instructors participate in PLC/Collaboration data analysis as measured by sign-in sheets at each PLC
Training on Differentiating Instruction in General Education	Involved: All instructional staff	September 2011--search for	Late Start	All teachers participate in training measured by sign-in sheets. Administrators/coach/ RTI

English classes (K6, K9)	Leadership: Literacy Specialist/Coach Work: Literacy Specialist / Coach	trainings/trainer January 2012 -- all staff trained		coordinator collect data during General Education Classroom walkthroughs. Walkthrough data will be analyzed monthly in building-wide PLCs.
Continue vertical alignment of David Matteson's writing benchmarks by extending to middle school (K4, K8, K9, K6, K7)	Involved: Middle school English teacher(s) Leadership: Literacy Specialist/Coach, ESD Literacy Content Specialists,	January 2013 -- Training February 2013 -- Implementation with students January 2014 -- Development of Anchor Papers	Late Start	Middle school English teacher(s) will participate in writing collaboration with elementary teachers and will establish anchor papers for grades 6-8.

TOTAL GRANT BUDGET $96,436

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix H- Teacher / Principal Evaluation

Goal area: Staff Evaluation

Goal(s): Establish and adopt a system of evaluation for Principals and Teachers that aligns with the new state guidelines and the district adopted instructional framework.

Strategy: Complete an evaluation system that includes all of the components of the new state guidelines with rubrics understood
(A1-A4; C1, C2, H1-H22)

Activities: Steps to be taken What will occur?	**Who is Responsible?** Who is involved? Who will provide leadership? Who will provide work?	**Timeline:** When will this strategy or action begin and end?	**Resources Needed** What existing and new resources will be used to accomplish the strategy? (Include $$$)	**Monitoring Effectiveness** How will we know if this is working?
Identify the Union Negotiators, other stakeholders, and Administrators to be involved, and set calendar of dialogues for planning (A1-A4)	Superintendent Union President WEA	April-May 2011	Time to gather team members	Teams are set and calendar is agreed upon.
Training for Team in process (H5)	Superintendent, Principal, WEA	May-June, 2011		All understand the needed components of the evaluations
Develop the Evaluation Template and rubrics. (H1-H8)	Superintendent, Association Leaders, Principal, WEA	Sept-January 2011-12		Template completed
Training for principal and leadership team on classroom observation rubrics (H5, I4, I6, I9)	Superintendent, Association Leaders, Principal, WEA	December 2011-February 2012	Rubrics, External trainer Full day of initial training (ongoing for principal and staff)	Members report they are prepared to observe classrooms and document instruction aligned with new tools.

Pilot Observation protocol with 3 volunteer Teachers (H5; H2-H7; H11)	Principal, Union, 3 teachers	February-May 2012		Team is prepared for pilot
Review Evaluation Tool with Jr/Sr High teachers (H4, H5, H8, H11)	Principal, Superintendent	May In-service day 2012	Introductory presentation, materials for all staff	Staff are aware of new process and concerns are addressed
Develop plan for those not meeting Performance Standards (H16-22)	Superintendent, Association Leadership, Principal, WEA	February-June 2012	Documentation and protocols	Plans templates are created
Formal adoption of MOU (H1, H11; H17-H19)	Superintendent, Association Leaders, WEA	February 2012	MOU	MOU is adopted
Implement New Evaluation Tool with all Teachers (H1-H22)	Superintendent, Principal	Sept-May 2012-13	Orientation in Summer Institute	Process is implemented
Monitor and Evaluate new performance based system (H9)	Superintendent, Association Leaders, WEA	May 2012, 2013, 2014	Data from teacher evaluations, time for leadership team to analyze results	Evaluation system is refined as needed

TOTAL $0

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

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.
   a. **Identify each Tier I, Tier II, and Tier III school the District commits to serve.**
   b. **Identify the model that the District will use in each Tier I and Tier II school.**
   c. **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.**
   d. **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.**
   e. **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).**
   f. **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 - Amounts

Building	Tier	Model	Year 1	Year 2	Year 3	Total
District	N/A	N/A	$0	$0	$0	$0
School #1	II	Transformation	$644,812	$644,812	$644,812	$1,934,436
School #2			$0	$0	$0	$0
School #3			$0	$0	$0	$0
School #4			$0	$0	$0	$0
School #5			$0	$0	$0	$0
School #6			$0	$0	$0	$0
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.

BUDGET NARRATIVE

Budgetary Process Updates:
The Morton School district has addressed the RAD designation of the Morton Jr/Sr High as a district-wide issue, rather than one limited to that building alone. The district plans to utilize district funds to cover all preK-5 expenditures around professional development, sub coverage, extended contract days, stipends, supplies, and curriculum. Those items were initially included in the budget spreadsheet and grant narrative to show the districts commitment to addressing the systematic issues needed to turnaround low performing students. To minimize the confusion, these items have been removed from both the budget spreadsheet and grant narrative.

We participated in an interview with OSPI School Improvement Team on March 15th with a proposed budget of $1,144,481 ($6502.73 per student). During this interview we were instructed to sharpen our pencils and reduce the proposed budget yet also being instructed to include three mandatory budget items totaling $9,900. The very next day we reduced our initial proposed budget by $423,203 to $721,278. On March 17th we participated in a two hour conference call with members of the OSPI School Improvement Team to further negotiate budget justifications and reductions. Following this conference call we continued to review our priorities and reduce the budget to $714,070 to close the gap between what we had proposed per student to what OSPI informed us would be more acceptable. This proposed budget revision was emailed to the OSPI School Improvement Team on March 17th. On March 18th we received an email asking us to again review our priorities and look for ways to further reduce our proposed budget by $50,000 to $100,000. We have analyzed our priorities once again and have reduced the budget by an additional $644.812. Our current proposed budget is $644,812 ($3663.70 per student) which is an overall reduction of $499,669.

The District has selected to implement the Transformation Model within their RAD plan. An extensive planning process involving numerous stakeholders has resulted in the action plans, which do the following:

- Align with the requirements of the Transformation Model
- Respond to the recommendations of the School Educational Audit
- Utilize the major components of the Transformation Template
- Are based on data and community needs
- Are tied to research and best practices
- Are focused at five levels:
    - District and Community
    - School-wide practices
    - Classroom/Instruction
    - Mathematics Program
    - Reading Program

A summary of the major components of these plans follows:

District/Community:
The District plan will provide support to all other plans by supporting improved communication within the district and between the district and community members. Our team believes that most of the other system-wide supports are included in other planning areas, but a support to all plans would be to create clear systems for communication and improved structures for ensuring timely and accurate information is provided to community members, parents, and

families. In our plan we will:

- Provide staffing dedicated exclusively to improving communication
- Get expert coaching on school communication
- Develop a comprehensive communication plan
- Identify indicators of effective communication and gather baseline data for each indicator
- Implement, monitor, and evaluate a comprehensive communication plan

TOTAL: $143,791.00

School-wide:
The school-wide action plan is focused on increasing student behavior that is supportive of learning. Two strategies are addressed: One is to develop a school-wide behavior system that clearly defines acceptable behavior; teaches positive behavior to students; rewards good behavior; and implements the system consistently across classrooms and staff members. An expert behavior consultant will be contracted to provide on-site training to all staff throughout the year. The consultant and a behavior leadership team will work with students and staff to develop expected behaviors and a reward system. Data on the success of the plan will be reviewed monthly. The second strategy is to expand the student guidance system to provide more proactive student guidance services geared to improve academic and career planning; increase preventive drug and alcohol education services; provide education on healthy choices; and coordinate services between the school, community, and parents. A student assistance coordinator will assist the guidance counselor in delivering and coordinating these activities.

The goal is to improve student behavior that is supportive of learning, as measured by decreasing student behavioral office referrals (baseline data to be taken April-June 2011); increase student perceptions that student behavior is handled fairly from 34 percent to 80 percent; and increase parent perceptions that teachers enforce classroom and school rules from 50 percent to 85 percent, as measured by student and parent surveys.

Morton Jr/Sr High partners with ESD 113 under the 21st Century Grant to offer after-school and summer school programs that serve students in grades six through nine. Current programs are optional and open to any student who wishes to attend. On average, approximately 15 students attend on any given day. Students attend in order to receive help with homework and/or tutoring in a specific content area but current programs offer very little structure.

In order to ensure that identified students have access to both core and intervention in reading and math, the district will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as need support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses. Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year. Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.

TOTAL: $102,358.00

Instruction/Classroom:
The classroom instruction action plan is focused on creating common practices among teachers that will support

increased levels of student engagement in classroom learning activities. The plan includes contracting with recognized experts in the field to provide training and ongoing support; providing time for teachers to observe each other and talk about what they are learning; and specialized training for a select group of teacher leaders. Our belief is that by focusing on improving teacher instructional practices, we will help reduce student off-task behaviors, increase student engagement in classroom learning, and raise standards for all students in all content areas.

The instructional goal is to increase the percent of classrooms scored as demonstrating "Powerful Teaching and Learning" through use of the STAR Protocol from 33 percent at somewhat/vary in 2011, to 55 percent in 2012, 77 percent in 2013, and 100 percent in 2014."

TOTAL: $23,000.00

Reading:
The reading action plan centers around Response to Intervention (RTI). Reading is the key to being successful in all other classes, and we believe increasing student reading skills and student enjoyment of reading will have far-reaching effects on each student's life.

The goal of the reading plan is to improve our junior high students' understanding of reading so that by 2014, 64 percent of our sixth grade, 72 percent of our seventh grade, and 64 percent of our eighth grade students will meet standard on the Washington State Measure of Student Progress (MSP).

The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

RTI is a systematic method ensuring each student is receiving reading instruction at the level he or she needs. The Jr/Sr High School will refine the RTI program started in September, 2010, and the elementary will implement RTI in September, 2011. A new classroom reading program will be adopted at the elementary school utilizing district funds. In addition, other programs will be purchased to help students with specific needs in comprehension, phonics, and

reading fluency. Teachers will be trained in the new programs, learn how to analyze student reading data, and use it to change their instruction. A half-time Literacy Specialist will be hired to help teachers teach the programs as they were designed, and facilitate teachers working together to better their teaching practices.

TOTAL: $96,436.00

Mathematics:
The mathematics plan is focused on improving our junior high students' understanding of mathematics so that by 2014, 60 percent of our sixth grade, 60 percent of our seventh grade, and 65 percent of our eighth grade students meet standard on the Washington State Measure of Student Progress (MSP).

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematic deficiency.

In addition, Corrective Mathematics and easyCBM will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction as we implement a Response To Intervention program for mathematics.

To improve our students' understanding of mathematics our plan focuses on building a cohesive system of instruction that will meet the students' needs at any level of mathematics. Part of the cohesive system will be to implement a district wide effort to align the mathematics curriculum with the WA State Standards, so that all students are receiving instruction aligned with the standards by which they are being assessed. Along with the Standards alignment we will examine a standards based grading system using common guidelines (rubrics) for Mathematics assessment developed by the Regional Mathematics coordinators and use on-going (formative) assessments to give effective feedback to students so that they will be more engaged in their own learning.

We believe teachers need to have professional development that will help them change their classroom practice and learn how to differentiate instruction so that students can be challenged at the level of instruction they need. To provide ongoing meaningful professional development, our plan is to hire a Mathematics Specialist/Coach to help identify appropriate professional development, share models of effective practice, provide feedback to classroom teachers on classroom instruction, and guide and direct the K-12 Mathematics team.

TOTAL: $80,000

TOTAL BUDGET: $445,585 + $206,827 (Sub Days, Ext Contract, Stipends, Benefits, Indirects) = $652,412

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.

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

District: MORTON

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total for Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total for Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total for Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0
Grand Total									$0

Building Name: MORTON JR/SR HIGH SCHOOL (Complete Separate Proposed Budget for Each Building)

Intervention Model (if Tier I or Tier II): TRANSFORMATION

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	$0	$160,300	$45,721	$61,806	$55,000	$263,513	$0	$0	$619,376
Indirects - $58,806	$0	$0	$0	$0	$0	$0	$0	$0	$33,036
Total for Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total for Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0

Grand Total	$652,412

Building Name: _____ (Complete Separate Proposed Budget for Each Building)

Intervention Model (if Tier I or Tier II):_____

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total for Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total for Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total for Activity	$0	$0	$0	$0	$0	$0	$0	$0	$0
Grand Total									$0

PERSONNEL / MATERIALS / SUPPLIES	ROLE / RESPONSIBILITY / STRATEGY	ORIGINAL	NEW PROPOSED	DIFFERENCE	YEAR 2	YEAR 3
6-12 Principal	Continue to develop meaningful communication and collaboration	$80,000	$80,000	$0	83,000	86,000
Dean of Students		$60,000	$0	-$60,000	0	$0
Woodshop Teacher						
Spanish Teacher						
Art Teacher						
Student Assistance Professional / Student Guidance Counselor	Prevention, Intervention, and Treatment Collaboration/Partnership with Outside Agencies Community/Parent Education Staff Development for Teachers Student Guidance Counselor PBIS / Counseling Supplies	$35,000 $7,500	$35,000 $2,500	$0 -$5,000	35000 2500	$35,000 $2,500
RTI Para-Educators (Reading & Math)		$26,736	$26,736	$0	27,238	28,314
Substitute Teachers		$25,000	$14,040	-$10,960	14040	14040
Additional Supplemental Contract Days for Teachers		$30,000	$0	-$30,000	0	$0
4 Days - 12 Teachers - Summer Institute 2 Days - 5 Teachers - Math RTI Training		$0	$16,260	$16,260	16260	$16,260
Teacher Stipends for optional professional development outside of contract days ***Must be pre-approved by building principal		$30,000	$15,000	-$15,000	15000	$15,000
Substitute Para-Educators		$3,673	$6,610	$2,937	6610	6610
Additional Supplemental Contract Days for Para-Educator		$3,200	$0	-$3,200	0	$0
4 Days - 9 Para-Educators - Summer Institute 2 Days - 9 Para-Educators - Math RTI Training		$0	$6,750	$6,750	6750	6750

Para-Educator Stipends for optional professional development outside of contract days ***Must be pre-approved by building principal		$4,400	$5,625	$1,225	5625	5625
After-School Teacher Stipends		$10,058	$0	-$10,058	0	$0
After-School Para-Educator Stipends		$9,387	$0	-$9,387	0	$0
After-School Program Activities Transportation		$22,570	$22,570	$0	22570	$22,570
Summer School Teacher		$3,600	$0	-$3,600	0	$0
Summer School Para-Educator		$1,680	$0	-$1,680	0	$0
Summer School Program Activities Transportation		$3,030	$3,030	$0	3030	$3,030
CERTIFICATED FRINGE BENEFITS		$82,097	$48,090	-$34,007	$48,990	$49,890
CLASSIFIED FRINGE BENEFITS		$14,723	$13,716	-$1,007	$13,867	$14,190
ESD Contracted After-School Program		$0	$24,138	$24,138	24138	24138
ESD Contracted Summer School Program		$0	$6,120	$6,120	6120	6120
Contracted TAC (Technical Assistance Coordinator)	Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district Work with staff to Integrate the principle and strategies of the school's common pedagogical instructional framework Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices Coordination of assessment and data analysis Address leadership structures Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff	$90,000	$45,000	-$45,000	45000	$45,000

	Set high academic expectations					
Contracted RTI Coordinator (.5 Reading / .5 Math)		$78,000	$0	-$78,000	0	$0
Contracted Literacy Specialist / Coach	Provide ongoing professional development and coaching for aligning 6-12 curriculum with state standards Provide assistance in developing and implementing formative assessments	$45,000	$45,000	$0	45,000	$45,000
Contracted Mathematics Specialist / Coach	Provide ongoing professional development and coaching for aligning 6-12 curriculum with state standards Provide assistance in developing and implementing formative assessments	$45,000	$45,000	$0	45,000	$45,000
Ameri-Corp Workers		$9,000	$9,000	$0	9000	9000
PROFESSIONAL DEVELOPMENT **CHARLOTTE DANIELSON** Framework for Teaching Professional Learning Communities Walkthrough Observation Coaching Evaluation **RTI** RTI Math - Curriculum & Direct Instruction Formative Assessment Data Collection and Analysis **PBIS** Positive Behavior Intervention System		$80,000	$50,000	-$30,000	40000	30000
*** Readiness To Learn Coordinator**	Liaison between Student and Families and Outside Support Agencies Identify "At-Risk" Youth who will benefit from mentorship and academic tutoring and support Provide social/emotional support to students in need Parent education and support	$26,600	$0	-$26,600	0	0
	RTL Supplies	$3,000	$0	-$3,000	0	0

Data Management System w/ ESD System		$20,500	$0	-$20,500	0	$0
School/Community Coordinator:	Reports to Superintendent	$19,000	$15,200	-$3,800	15,200	15,200
	Reader Board, Newsletter, Web-Site, Activity Planner and Coordinator Communication Supplies	$7,500	$2,500	-$5,000	2500	$2,500
ESD 113	Provide training and support in formative assessment, data collection, data analysis, PBIS Training and Support, and RTI Training and Support	$50,000	$18,000	-$32,000	18000	$18,000
INSTRUCTIONAL MATERIALS	RTI Reading Intervention Consumables	$5,000	$5,000	$0	5000	$5,000
	Non-Fiction Curriculum Core Library 6-8	$0	$0	$0	0	$0
	RTI Fluency Intervention	$0	$10,000	$10,000	2500	$2,500
	RTI Mathematics Intervention Curriculum	$30,000	$35,000	$5,000	5000	$5,000
TECHNOLOGY	Automated Information Phone System	$2,591	$2,591	$0	885	$885
	Outside LED Reader Board	$50,000	$0	-$50,000	0	$0
	Smart Boards	$25,000	$0	-$25,000	0	$0
	Classroom Responders	$37,000	$0	-$37,000	0	$0
	Website	$10,000	$1,000	-$9,000	0	$0
STUDY / EVALUATION	Annual School Classroom Practices Study and the Annual Classroom Observation Study	$0	$8,000	$8,000	8000	$8,000
	Advanced Achievement Gap Analysis	$0	$1,300	$1,300	1300	$1,300
	CEE Data Package	$0	$600	$600	600	600
INDIRECTS		$58,636	$33,446	-$25,189	$30,571	$30,317
TOTALS		$1,144,481	$652,822	-$491,659	$604,294	$599,338

Head Count 176 **6502.73205** **3709.21772** **-$2,794**

OSPI School Improvement Grants
LEA Application Feedback/Response

DISTRICT: Morton SD **DATE:** 3/10/11

Notes: Morton 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.
Three superintendents within past 7 years- a part-time position; one employee shares HR and Business functions; 177 students and 14 classroom teachers; 20% of students took the requisite course of study to be eligible for admission to a Washington 4 year college; 28% of parents believe academics are the primary focus of the school; staff perception in student ability is generally low; text books tend to drive scope, sequence and pace rather than standards. Capacity to meet all federal and state requirements will be a challenge for this district. See Academic Performance Audit Appendix A for an external assessment of the district's ability to implement the Transformation model.

ACADEMIC PERFORMANCE AUDIT

Audit Findings are addressed in the Required Action Plan/Application

Required Element	Completion Status/Reviewer Comments	District Response
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)	☒ 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

There were nine explicit recommendations made in the Audit that represent critical areas to move forward in the Transformation Model. The district's plan addresses all 9 recommendations in the Required Action Plan/Application. The Federal application is organized around required elements of the models thus additional comments, clarifications or questions are noted below in the required elements sections of the Transformation Model.

Collaboration with Key Stakeholder Groups

The Required Action Plan was developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, 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	

and other representatives of the local community. The school board conducted a public meeting to allow for comment on the proposed required action plan. (RCW 28A.657.050)	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 Morton School District Board reviewed and approved the RAD plan on February 28, 2011. Three forums were held to address 1) RAD informational summary; 2) BERC results; and 3) Review of the SIG proposed plan for community input and ongoing support.

OSPI School Improvement Grants
LEA Application Feedback/Response

TEACHERS AND LEADERS		
Replace Principal		
Required Element	Completion Status/Reviewer Comments	District Response
Replace Principal	☒ 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. ○ The district needs to address in the application the questions regarding selection of the principal as clarified below under Evidence from Application, in G1b Met and approved on 3/23/11 ☐ Absent/does not address requirements	**In making the decision on the replacement of the principal, the District has reviewed research articles and journals, including the IES Practice Guide: Turning Around Chronically Low-Performing Schools. Each review addressed the needed key components of effective leadership in a "turnaround school". Based on these reviews, we have indentified necessary experience, knowledge, and skills expected of the new 6-12 principal.** ***The Following are key competencies and expectations used for candidate consideration:*** • **An ability to signal and communicate change with clear purpose.** • **Able to put forth the message that business as usual will not be accepted.** • **Demonstrates skills as a dynamic instructional leader who is visible in the classrooms.** • **Creates continuous high expectations for staff and students.** • **Ability to lead in the use of student data for determining gaps of instruction and in the student learning.** • **Willing and able to share leadership and authority for school change.**

		• **Demonstrated knowledge and skills in building consensus among staff for school improvement.** • **Builds a school culture for regular focused dialogue around professional development as it relates to effective instruction.** • **Skills and desire to address and confront unsuccessful teaching behaviors.** **In addition to the above criteria, the District considered other pertinent information. Morton School District is about 60 miles from the closest urban area of Tacoma, where administrative jobs pay approximately 15-20% higher. Candidates who are attracted to small rural districts tend to be new administrators and lack experience and proven skills. The urgency of this RAD does not allow our district to chance selection of a new candidate who may not work well in a remote rural district of high poverty. We cannot afford to lose a year in the leadership realm.** **With these concerns in mind, the School Board and District recognized that our Dean of Students/Interventionist came to Morton this past September with extensive background and experience in school improvement, closing the achievement gap,**

		implementation of instructional frameworks, walkthroughs, utilizing data to inform instruction, Professional Learning Communities, and Positive Behavior Intervention and Supports. She has already signaled a need for change in challenging the excuses provided for low performing students and replacing them with high expectation for all. **The district has determined that the most effective step to a turnaround school is in moving the current K-12 principal to a K-5 principalship and replacing the K-12 Principal with a 6-12 Principal who will initially team with the Technical Assistance Coordinator, Literacy Specialist, and Math Specialist to take charge of Instructional Improvement. With full implementation of a successful PBIS program the time required to handle student discipline will diminish and so to will the need for this level of teaming to address the Instructional Improvement.** **In order for the Principal to succeed, there will be weekly meetings with the Superintendent, TAC, Math and Literacy Specialist, and Building Leadership Team to organize, review, and evaluate SIG plan implementation with fidelity.** **See page 4 of the amended application**

Evidence from Application
The Morton application indicates that the Superintendent will fill the principalship of the Morton Junior/Senior High School with existing district personnel. On page 4, response to Question 1c, the district indicates it will create a new grant funded 6-12 principal. Provide an explanation to the following question in your application under question 1c, Teachers and Leaders. How will the Superintendent and district determine that the principal candidate has the competencies necessary to serve as a turnaround leader? How will the district ensure that the principal has adequate support and autonomy to make needed changes quickly? It is essential to recognize that most strong principals do not have experience and history of success in this specialty. The process used to select a new principal is critically important and should include specifics on how a district will recruit a new 6-12 principal that specifically has the experience, expertise, knowledge and skill to lead a turnaround school. The competencies and/or job description used for recruitment and selection should be included in the application.

Incentives to Recruit, Place & Retain Effective Teachers		
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	☒ Meets Requirements *(To be completed by SE & SI staff)* ○ The district application addresses the district's plan and intention to recruit effective teachers and the district will need to negotiate this in Year 2 implementation. ☐ 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
Refer to Morton Guidance Attachment 1 for further information regarding the requirements for teacher incentives and recruitment strategies. Design of the evaluation system is required in Year 1 of the grant; agreement between the District and Association should have been completed by March 4 and included in the application; this requirement dealing with incentives may be negotiated and implemented later in the grant. Question 1c, Page 4: The district indicated, and the BERC Group concurred, filling positions is difficult due to the remote location of the district and the need to hire individuals with endorsements in multiple areas to teach multiple content areas. The district will reestablish and explore new ways to attract teachers to the District to increase the applicant pool in order to meet the needs of the JH/HS.

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TRANSFORMATION MODEL—New Evaluation System with Student Growth Significant Factor		
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)	☐ 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. ○ The district needs to address the understanding and commitment to negotiate agreement that ALL required elements in the Transformation Model will be fully and effectively implemented as described in Evidence from Application below. ☐ Absent/does not address requirements	**The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process.**
Evidence from Application		
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. At a minimum, the evaluation system must be developed even though implementation may be delayed until the 2012-13 school year. The district intends to work with ESD 113 to develop a competency-based principal and teacher evaluation system that uses student growth as a significant factor. This specific element is not required in the MOU due on March 4, 2011, though agreement to design "a system that is rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor" does need to be agreed upon in the current MOU. The MOU signed February 3, 2011 is not sufficient to meet the requirements set out in Morton Guidance-Attachment 1. The district indicated it would begin these negotiations 3 days after the receipt of the Academic Performance Audit (BERC School and Classroom Practices Study). If the district has negotiated the MOU to address the Transformation Model components, the district should immediately resubmit the MOU to date. Otherwise, the district needs to address the understanding and commitment to negotiate agreement that ALL required elements in the Transformation Model will be fully and effectively implemented by March 30, 2011. Sample MOU documents are available upon request.		
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)* ○ The district will need to negotiate this required activity of identifying, rewarding or removing staff by the end of Year 2for implementation in Year 3. ☐ 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	
Evidence from Application		
MOU needs to address the understanding and commitment to negotiate agreement that ALL required elements will be fully and effectively implemented.		

INSTRUCTIONAL SUPPORT STRATEGIES		
Select and Implement Research-Based, Standards-Aligned Instructional Program		
Required Element	Completion Status/Review Comments	District Response
Use data to select and implement research-based instructional program, vertically-aligned to each grade and state standards.	☒ 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. ○ Provide additional information on how core instruction for literacy and mathematics is delivered to all students. Met 3/23/11 ☐ Absent/does not address requirements	**The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions.** **All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they**

		have demonstrated mastery in their RTI Intervention courses. **The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.** **The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core**

		curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematics deficiency. **See pages 11-12 on amended application**

Evidence from Application
The district will research standards based grading in Year 1 of the grant and move to implementation in 2012-14. The application indicates full implementation of RTI reading grades 6-12 with the intent to scale-up RTI in the area of mathematics. The district is requesting $190,000 to align math curriculum K-12 to state standards; to examine a standards-based grading system using rubrics developed by ESD regional math coordinators; and use of formative assessments. The district also intends to purchase Corrective Math and EasyCBM to differentiate learning as the district implements a RTI framework in mathematics. The district wants to hire a math, reading , and RTI coach. There is a lack of evidence that students have or will have access to grade level instruction based on an apparent lack of core curricular programming and based on the 2010 teacher schedule and proposed plan of action. This raises questions about the availability of standards -level rigorous instruction for students. Please provide additional information on how core instruction for reading and writing is delivered to all students.

Provide Job-Embedded Professional Development		
Provide ongoing, job-embedded professional development aligned with school's comprehensive instructional program and designed with school staff.	☒ 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. ○ The MOU needs to address expectations for ALL staff participation in the development and receipt of job-embedded professional development. ○ Clarify in the district application a streamlined proposal limiting the number of PD experts to ensure consistency and coherency to the overall plan. Met 3/23/11 ☐ Absent/does not address requirements	**The district leadership team recognizes that a plan of this scope has many activities and touches many aspects of classroom, school and district work. In order to ensure coordination of these activities, and to provided sustained follow-up to staff members, the district will implement these supportive structures:** **1. The district will employ a part-time technical assistance coordinator (TAC), who will work with the executive team to plan and implement staff development activities. The TAC will also actively gather formative feedback from staff and students to determine what adjustments need to be made in planned events, and how to**

		best utilize the resources of external professional development providers. **2. The district will work closely with ESD 113 staff to plan, implement and monitor RAD funded supports. The ESD will provide a staff member to be an active member of the executive team, and will serve as a technical consultant, while assisting the TAC in brokering high-quality professional development services.** **3. As mentioned elsewhere, the district has implemented, and will sustain a leadership team structure, which will allow for ongoing plan revision and support monitoring. These teams will be responsible for assessing the progress of the district plan, and determining if student growth (or staff capacity building) is resulting through plan activities.** **The planned activities are directed at ensuring the 6-12 student learning increases dramatically in the next few years. All grant funded activities will require staff in this building to participate in professional development events. Much of what is planned for shared learning in the 6-12 building will also benefit PK-5 staff, and they will be encouraged to access these opportunities. Should staff from the PK-5 program be**

		required to attend, they will be compensated by district funds. **The district is also planning to move from a model of 5 State Board "Waiver Days" for professional development, to weekly late starts, scheduled each Wednesday throughout the year. This model, along with coaching follow-up to externally provided training, will allow for ongoing professional development, supporting all staff across the district.** **Finally, the MOU developed in partnership with MEA will reflect the expectation that 6-12 staff will be active participants in RAD supported training, with compensation provided for extra duties and time.**

Evidence from Application

Plans provided for professional development are sufficient but may not align with budget approval. The focus of this grant is for the 6-12 Junior/Senior High School. External readers of the application found elements of the plan to be confusing where it references grant funds and support at the PK- level. The district may focus on a PK-12 system but funds cannot be used to support beyond the eligible school (Section B: Question 1a; Appendix C, Research K-5, P. 28) It appears the district has identified district based funds for purchasing PK-5 reading and math materials and interventions. Ensure it is clear throughout.

Consideration of the number of experts that teaching staff will be able to work with on a daily basis is important. Recruiting and hiring or contracting with consultants that integrate RTI/formative assessment and intervention concepts with effective planning and instructional practice is important as these are all components of effective instruction impacting student learning. It is better to have a few specialists with a clear understanding of each of the diverse components of effective teaching than multiple personnel with focused expertise. Note: the district proposed the hiring or continued funding of 13 additional staff positions.

MOU needs to address professional development. It is an expectation that the professional development is not voluntary or optional but that all staff participates fully.

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)* ○ Describe the tools to be utilized and streamline the access to professional development and technical assistance supports. Met 3/23/11 see	

	below ☐ 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 is proposing to contract with The Center for Research and Data Analysis at ESD 113 to provide staff development on collecting and utilizing student data to inform instruction, resource allocation, school operation and staffing as well as to develop tools and online reports for data analysis. EasyCBM data collected will drive the development of differentiated standards-based lesson planning and instruction. It is unclear the relationship between training offered via the ESD and through contracted individuals.

LEARNING TIME AND SUPPORT		
Increased Learning Time		
Required Element	Completion Status/Review Comments	District Response
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.	☐ 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. ○ The MOU must address how it will pay staff for increased instructional and collaboration time, including whether this is required for all staff. ○ Amend the application to address the questions below Met and approved: 3/23/11 ☐ Absent/does not address requirements	**Morton Jr/Sr High partners with ESD 113 under the 21st Century Grant to offer after-school and summer school programs that serve students in grades six through nine. Current programs are optional and open to any student who wishes to attend. On average, approximately 15 students attend on any given day. Students attend in order to receive help with homework and/or tutoring in a specific content area but current programs offer very little structure.** **In order to ensure that identified students have access to both core and intervention in**

		reading and math, the district will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as need support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses. **Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year.** **Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.** **See page 56 of the amended application**

Evidence from Application
It is unclear whether Morton School District is requesting an additional waiver for 175 day school calendar. The SIG grant requires extended learning for all students. How will the district ensure all students have a full 180 days of instruction as well as enough extended learning time to catch up to grade level standards? While the Action Plan (p.36-38) indicates after school programming will increase student learning by 300 hours, it is unclear where the total of hours are placed, who is teaching

the students, and whether all students and classroom teachers are engaged in the extended learning.
The needed extended learning is for "all students" as it is the "all students" category that determined the PLA and RAD designations.

Social-Emotional Supports for Students		
Provide appropriate social-emotional and community-oriented services and support for 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. 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	

Evidence from Application

Focused efforts to provide access to a school nurse, student assistance personnel, and AmeriCorp members to provide mentoring and academic tutoring demonstrates appropriate social-emotional and community-oriented services and support for students. The district proposes continued implementation of PBIS, training staff , developing a secondary prevention system for students with high-risk behavior and development of a system for collection of data on the success of PBIS. See Appendix D, P.32)

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. 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
Collaborative processes that engaged Morton administrators, the MEA President, ESD 113 personnel, K-12 teachers, staff, parents, and community members demonstrates strong commitment to parent and community engagement. The three forums held to publicly review the Academic Audit, Required Action designation and the School Improvement Grant plan insured interested patrons had the opportunity to learn and to provide input at various stages of plan development. Tasking specific personnel with community engagement and communication demonstrates a renewed commitment to this requirement. (See Appendix D, P.32-35)

GOVERNANCE		
Operational Flexibility		
Required Element	Completion Status/Review Comments	District Response
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.	☒ 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. ○ Clarify the operational flexibility the school and principal will have to implement the model- Met 3/23/11 ☐ Absent/does not address requirements	**In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.** **In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.**

OSPI School Improvement Grants
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		See page 16 of amended application
Evidence from Application		
The Morton application is based primarily upon providing support to ensure staff has the knowledge, skill and capacity to teach to grade level standards, utilize research-based practices that includes a repetitive cycle of planning, teaching, assessing, and differentiating to ensure all student receive the instruction, intervention or acceleration they need to maximize their learning. What operating flexibility will the district allow the principal and staff?		

OSPI School Improvement Grants
LEA Application Feedback/Response

BUDGET		
Sufficient in Scope		
Required Element	Completion Status/Review Comments	District Response
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)	☒ 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. ○ The district needs to address and justify the budget requests and question provided below and based on OSPI/District negotiation of the budget request. Met: 3/23/11 ☐ Absent/does not address requirements	The Morton School district has addressed the RAD designation of the Morton Jr/Sr High as a district-wide issue, rather than one limited to that building alone. The district plans to utilize district funds to cover all preK-5 expenditures around professional development, sub coverage, extended contract days, stipends, supplies, and curriculum. Those items were initially included in the budget spreadsheet and grant narrative to show the districts commitment to addressing the systematic issues needed to turnaround low performing students. To minimize the confusion, these items have been removed from both the budget spreadsheet and grant narrative. We participated in an interview with OSPI School Improvement Team on March 15th with a proposed budget of $1,144,481 ($6502.73 per student). During this interview we were instructed to sharpen our pencils and reduce the proposed budget yet also being instructed to include three mandatory budget items totaling $9,900. The very next day we reduced our initial proposed budget by $423,203 to $721,278. On March 17th we participated in a two hour conference call with members of the OSPI School Improvement Team to further negotiate budget justifications and reductions. Following this conference call we continued to review our priorities and reduce the budget to $714,070 to close the gap between what we had proposed

		per student to what OSPI informed us would be more acceptable. This proposed budget revision was emailed to the OSPI School Improvement Team on March 17th. On March 18th we received an email asking us to again review our priorities and look for ways to further reduce our proposed budget by $50,000 to $100,000. Our current proposed budget is $652,822 ($3709.22 per student) which is an overall reduction of $491,659.

Evidence from Application

Page 4 of iGrant form package

Budget notes: throughout application reference is made to what services or purchase for K-5. SIG funds may not be used to support K-5 activities with the exception of staff attendance at professional development for which there is no cost for attendance, substitute or staff salary.

Add to budget: 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).

Year 1: $1,152,805 ($6513/student)*
Year 2: $879,388 ($4968/student)
Year 3: $876,557 ($4952/student)
Total: $2,908,750

*per student amounts based on 177 total students

Budget Narrative:
The district's budget is divided into 5 sections **(Refer to Section C RAD Budget):**

1. **District and Community:** The district is requesting $319,000 to support staffing and expert coaching dedicated explicitly to improving communication across the district. While the BERC report points out in Recommendation #8, the need to continue to develop meaningful communication and collaboration, the district plan appears targeted towards the community, parents and family members only. Support of an external DIF or a TAC/Transformation Specialist may provide assistance to implement a district wide communication plan and structures without the need for additional staffing.
2. **School-wide Practices:** The district is requesting $238,305 to support a:
   a) School wide behavior system. This includes hiring an expert behavior consultant to provide on-site training and to review data monthly with the building behavior leadership team.
   b) Student guidance system. A student assistance coordinator will assist the guidance counselor in delivering and coordinating activities to proactively address improvements in academic and career planning; increase preventative drug/alcohol education services, etc.
3. **Classroom/Instruction:** The district is requesting $178,900 to support an expert to train teacher leaders on student engagement strategies and to provide time for teachers to conduct peer observations and collaborate using the STAR protocol. CWT/RBIS training may be an appropriate and more cost effective substitute aligned to the

school's goals.

4. **Mathematics Program**: The district is requesting $190,000 to align math curriculum K-12 to state standards; to examine a standards-based grading system using rubrics developed by ESD regional math coordinators; and use of formative assessments. The district also intends to purchase Corrective Math and easy CBM to differentiate learning as the district implements a RTI framework in mathematics. The district wants to hire a math coach and a RTI coach. Hiring of two coaches to support this effort seems duplicative. Math TACSE and support from ESD math coordinators could assist and make this a more cost effective request.
5. **Reading Program**: The district is requesting $225,000 to purchase a new reading program at the elementary and middle school levels. SIG funds may not be used for the elementary purchase of materials. The district also intends to purchase skill based reading interventions. It is not clear whether these will be for the elementary or middle school level. The district wants to hire a .5 reading coach to support teacher PD, and data analysis. The district also wants to purchase books for the library (elem or middle school?) Reading TACSEs and support from ESD literacy coordinators could assist and make this a more cost effective request.

Budget negotiations will be discussed during the week of March 14, 2011 during and after the face to face meeting. A conference call will be set up accordingly.

OSPI School Improvement Grants
LEA Application Feedback/Response

OTHER		
Required Element	Completion Status/Review Comments	District Response
Application Alignment	☒ 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	
Evidence from Application		
Combine areas in the application to reduce duplication regarding the hiring of positions, roles/responsibilities and budget requests. Appears in 4 different areas which makes it difficult to track and align and some discrepancies are evident throughout. (ie, funding for TAC, reader board)		

Morton

Plan Feedback Response
State Board

How was the External Audit (BERC Report) used in your planning process?

1. The BERC Report was used as an overarching framework for our data collection, goal setting, research and action planning process. The BERC report consisted of school-wide data organized around the Nine Characteristics of High Performing Schools, and Classroom Instructional data, framed by the STAR/PTL Protocol. Our process expanded upon these two levels of data collection and analysis, as they did not provided a comprehensive picture of the district or school. The data collected to support our planning process, and the subsequent planning activities were sorted into the following levels:
    a. District/Community
    b. School-wide
    c. Classroom/Instruction
    d. Mathematics
    e. Reading
2. The BERC Report was used as a primary source of data. Our teams sorted and analyzed the findings of the BERC Report as appropriate to determine areas of focus and as a springboard for the research and planning process. For example, the District/Community and School-wide teams selected portions of the Nine Characteristics report to analyze, and the Classroom/Instruction team focused primarily on the STAR/PTL report as primary data. Within these reports, there were both rubric scores, which helped focus the groups further, and narrative, which helped to expand the groups' field of research.
3. The BERC Report was used as a secondary source of data. Parents, community members, staff, and students were invited to comment on the findings of the BERC Report during the planning process. Their input was used to help focus the planning process on areas of greatest concern within the Morton community. A jigsaw process was used during the planning process to engage participants in analysis of the BERC Report, and to solicit their recommendations for targeted improvement strategies.
4. The BERC Report will be used as a means of measuring the influence and success (or need for improvement) of plan components. As base-line data, the BERC Report reflects the status of the district and school at the start of this process. These data will be used to measure progress annually, and to evaluate growth at these milestones throughout the plan implementation process.
5. The BERC Report was used as a resource for plan implementation strategies. The final report contains nine recommendations, and implied a tenth recommendation. The team was primarily focused upon the

recommendation for Federal reform model that was recommended by the BERC Group. In informal conversations the leadership team learned that the recommended model was Transformation, as Turn Around seemed overly disruptive and difficult to implement in a small, rural community. The nine recommendations are included in the district improvement plan as follows:

a. **Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district**: The Morton leadership developed an inclusive and comprehensive planning process beginning with initial notification of RAD status and continuing through the presentation of the final plan to the State Board of Education. The process involved district, school, and ESD leadership at the executive/management level, and community, parents, students and staff at the data analysis, goal setting, research and planning levels. It is clear that broad ownership of the plan was created through the engagement and communication strategies employed by the executive leadership team. The result is a comprehensive plan, with goals, strategies, activities and initial evaluation criteria. Included in the plan are strategies for creating increased alignment between the two schools in Morton. The plan includes a request to fund a part-time position of Technical Assistance Contractor (TAC), who would be primarily charged with oversight of plan implementation and evaluation, and coordination between the various parties involved in implementing the RAD plan. (*See Response to Question 1b; Planning teams and Membership Appendix A; and Team Meeting Calendar, Appendix B for evidence of this process.*)
b. **Address leadership structures**: As mentioned elsewhere, Morton leaders have taken dramatic and immediate steps to formally adopt a more broad and inclusive leadership structure. The model employed in plan development will be continued into regular operations, with a formal executive/management team and a more involved and representative leadership team. As the process continues, formal team roles and responsibilities will be developed, along with a protocol for selection and duration of team membership. (*See Response to Question 1b; Planning Teams and Membership in Appendix A for evidence of these structures*)
c. **Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff**: The plan and revised MOU resulted in a commitment to implement this strategy. The goal is to have a formal process, which is tied to the new state evaluation criteria, reflects student learning measures and has clearly defined rubrics (scales) for performance in place by the second year of the grant. (*See MOU and Appendix E- Classroom/Instruction Action Plans, for evidence*.)
d. **Set high academic standards**: Morton staff will respond to this recommendation by implementing a standards-based model for providing students with academic feedback, implementing an

instructional framework across the system, and accelerating closure of student learning gaps through a comprehensive Response to Intervention (RTI) model. Additionally, as part of the plan evaluation process, the leadership team will review academic outcomes to ensure that more students are on grade-level and leaving Morton schools career/college ready. (See

e. **Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards**: One of the primary tasks of the TAC and the two part-time instructional coaches will be to facilitate the ongoing review of curriculum (both planned and taught). Additionally, the expectation of the leadership team is that instructional framework alignment, core academic content alignment and assessment alignment practices will permeate all areas of the school system, not just staff tasked with reading and mathematics instruction. (*See Appendix E; Appendix F; and Appendix G for roles of coaches and curriculum alignment activities.)*

f. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices**: A hallmark of the Morton plan is the model of professional development and ongoing instructional support. The plan includes introductory, informational training for individuals and teams by external experts, ongoing coaching and instructional support, and development of formal learning community teams. The plan invests heavily in professional capacity building at the classroom and school leadership levels. To differentiate between the unique learning needs of various audiences, school leaders will be supported by the TAC, and peers and the instructional coaches will support teachers. (*See Appendix E; Appendix F; and Appendix G for roles of coaches.)*

g. **Provide assistance in developing and implementing formative assessments:** The plan provides for support in the development of formative and progress monitoring assessments in literacy and mathematics. The continued expansion of the RTI model is the foundation of this work, but the instructional coaches will also be asked to assist teachers in expanding their repertoire of assessment strategies. (*See response to Question 3c, 3d, 3e, 5d; Appendix F and Appendix G for evidence.)*

h. **Continue to develop meaningful communication and collaboration:** As mentioned earlier, the district has developed a model for increased communication and collaboration within the plan development process. This model will be continued as a vehicle for improved communication and gathering broad input regarding the plan process, progress and needs for adjustment. Formal meeting schedules as well as informal conversations will be a vital part of the planning process. Teachers will also be asked to be more formally engaged with peers as members of learning teams in the areas of RTI,

instructional framework development and reading/mathematics improvement. Finally, the district will expand their strategies for ongoing communication with parents and community members. Currently the plan includes a request for a part-time communication coordinator who will help coordinate and disseminate district information to a variety of audiences within the Morton community. (*See response to Question 3a, Appendix C- Strategy 2 for evidence*.)

i. **Fully implement a behavior and reward program:** The Morton RAD Plan include a focus on implementing Positive Behavior Interventions and Supports (PBIS), a well researched and well supported model for clarifying and rewarding student behaviors. The PBIS model will include ongoing training for the school team, and will result in a comprehensive PBIS model's implementation at Morton. The district is contracting with an external expert for training of PBIS leaders and to conduct ongoing training and to provide feedback regarding PBIS in Morton. (*See Appendix D for evidence*.)

6. Final comments: The district leadership team feels the BERC Report was an accurate snapshot of the school and classroom practices. However, as a snapshot, it does not give the full picture of a school, its history, or the needs of the whole system. The leadership team feels our plan is a fair representation of both the recommendations contained within the BERC Report, and our shared understanding of the needs of our school system.

Morton School District #214
District Application

Competitive Improvement Grants & Required Action Districts

CONTRACT	FTE	PERSONNEL / MATERIALS / SUPPLIES	ROLE / RESPONSIBILITY / STRATEGY	ORIGINAL	NEW PROPOSED	DIFFERENCE
210 Days	1.00	**6-12 Principal**	Continue to develop meaningful communication and collaboration	$80,000	$80,000	$0
184 Days	1.00	**Dean of Students**		$60,000	$0	-$60,000
180 Days	0.40	**Woodshop Teacher**				
180 Days	0.40	**Spanish Teacher**				
180 Days	0.40	**Art Teacher**				
190 Days	0.50	**Student Assistance Professional / Student Guidance Counselor**	Prevention, Intervention, and Treatment Collaboration/Partnership with Outside Agencies Community/Parent Education Staff Development for Teachers Student Guidance Counselor PBIS / Counseling Supplies	$35,000 $7,500	$35,000 $2,500	$0 -$5,000
180 Days	2.00 6.5 Hrs/Day $11.30/Hr $11.64/Hr $12.10/Hr	**RTI Para-Educators (Reading & Math)**		$26,736	$26,736	$0
120 Days	$117/Day	**Substitute Teachers**		$25,000	$14,040	-$10,960
120 Days	$250 / Day	**Additional Supplemental Contract Days for Teachers**		$30,000	$0	-$30,000
	Per Diem	**4 Days - 12 Teachers - Summer Institute** **2 Days - 5 Teachers - Math RTI Training**		$0	$16,260	$16,260

60 Days	$250/Day	**Teacher Stipends for optional professional development outside of contract days ***Must be pre-approved by building principal**		$30,000	$15,000	-$15,000
90 Days	$73.45/Day	**Substitute Para-Educators**		$3,673	$6,610	$2,937
45 Days	$150/Day	**Additional Supplemental Contract Days for Para-Educator**		$3,200	$0	-$3,200
	$125/Day	**4 Days - 9 Para-Educators - Summer Institute** **2 Days - 9 Para-Educators - Math RTI Training**		$0	$6,750	$6,750
45 Days	$125/Day	**Para-Educator Stipends for optional professional development outside of contract days ***Must be pre-approved by building principal**		$4,400	$5,625	$1,225
1.00 149 Days	2.25 Hrs/Day $33.33/Hr	**After-School Teacher Stipends**		$10,058	$0	-$10,058
2.00 149 Days	2.25 Hrs/Day $12.80/Hr	**After-School Para-Educator Stipends**		$9,387	$0	-$9,387
149 Days	2 Buses	**After-School Program Activities Transportation**		$22,570	$22,570	$0
2.00 10 Days	6 Hrs/Day $33.33/Hr	**Summer School Teacher**		$3,600	$0	-$3,600
2.00 10 Days	6 Hrs/Day $12.80/Hr	**Summer School Para-Educator**		$1,680	$0	-$1,680
10 Days	2 Buses	**Summer School Program Activities Transportation**		$3,030	$3,030	$0
		CERTIFICATED FRINGE BENEFITS		$82,097	$48,090	-$34,007
		CLASSIFIED FRINGE BENEFITS		$14,723	$13,716	-$1,007
		ESD Contracted After-School Program		$0	$24,138	$24,138
		ESD Contracted Summer School Program		$0	$6,120	$6,120
	0.50	**Contracted TAC (Technical Assistance Coordinator)**	Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district Work with staff to Integrate the principle and strategies of the school's common pedagogical instructional framework	$90,000	$45,000	-$45,000

			Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices Coordination of assessment and data analysis Address leadership structures Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff Set high academic expectations			
	1.00	**Contracted RTI Coordinator (.5 Reading / .5 Math)**		$78,000	$0	-$78,000
	0.5	**Contracted Literacy Specialist / Coach**	Provide ongoing professional development and coaching for aligning 6-12 curriculum with state standards Provide assistance in developing and implementing formative assessments	$45,000	$45,000	$0
	0.5	**Contracted Mathematics Specialist / Coach**	Provide ongoing professional development and coaching for aligning 6-12 curriculum with state standards Provide assistance in developing and implementing formative assessments	$45,000	$45,000	$0
	2.00	**Ameri-Corp Workers**		$9,000	$9,000	$0
		PROFESSIONAL DEVELOPMENT **CHARLOTTE DANIELSON** Framework for Teaching Professional Learning Communities Walkthrough Observation Coaching Evaluation **RTI** RTI Math - Curriculum & Direct Instruction Formative Assessment Data Collection and Analysis		$80,000	$50,000	-$30,000

		PBIS Positive Behavior Intervention System				
Contracted 190 Days	7 Hrs/Day $20/Hr	*** Readiness To Learn Coordinator**	Liaison between Student and Families and Outside Support Agencies	$26,600	$0	-$26,600
			Identify "At-Risk" Youth who will benefit from mentorship and academic tutoring and support			
			Provide social/emotional support to students in need			
			Parent education and support			
			RTL Supplies	$3,000	$0	-$3,000
		Data Management System w/ ESD System		$20,500	$0	-$20,500
Contracted 190 Days	4 Hrs/Day $20/Hr	**School/Community Coordinator:**	Reports to Superintendent	$19,000	$15,200	-$3,800
			Reader Board, Newsletter, Web-Site, Activity Planner and Coordinator			
			Communication Supplies	$7,500	$2,500	-$5,000
Contracted 30 Days		**ESD 113**	Provide training and support in formative assessment, data collection, data analysis, PBIS Training and Support, and RTI Training and Support	$50,000	$18,000	-$32,000
		INSTRUCTIONAL MATERIALS	RTI Reading Intervention Consumables	$5,000	$5,000	$0
			Non-Fiction Curriculum Core Library 6-8	$0	$0	$0
			RTI Fluency Intervention	$0	$10,000	$10,000
			RTI Mathematics Intervention Curriculum	$30,000	$35,000	$5,000
		TECHNOLOGY	Automated Information Phone System	$2,591	$2,591	$0
			Outside LED Reader Board	$50,000	$0	-$50,000
			Smart Boards	$25,000	$0	-$25,000
			Classroom Responders	$37,000	$0	-$37,000
			Website	$10,000	$1,000	-$9,000
		STUDY / EVALUATION	Annual School Classroom Practices Study and the Annual Classroom Observation Study	$0	$8,000	$8,000
			Advanced Achievement Gap Analysis	$0	$1,300	$1,300
			CEE Data Package	$0	$600	$600
		INDIRECTS		$58,636	$33,446	-$25,189

		TOTALS		$1,144,481	$652,822	-$491,659
			Head Count 176	**$6,503**	**$3,709**	**-$2,794**

YEAR 2	YEAR 3
$83,000	$86,000
$0	$0
$35,000	$35,000
$2,500	$2,500
$27,238	$28,314
$14,040	$14,040
$0	$0
$16,260	$16,260

$15,000	$15,000
$6,610	$6,610
$0	$0
$6,750	$6,750
$5,625	$5,625
$0	$0
$0	$0
$22,570	$22,570
$0	$0
$0	$0
$3,030	$3,030
$48,990	$49,890
$13,867	$14,190
$24,138	$24,138
$6,120	$6,120
$45,000	$45,000

$0	$0
$45,000	$45,000
$45,000	$45,000
$9,000	$9,000
$40,000	$30,000

$0	$0
$0	$0
$0	$0
$15,200	$15,200
$2,500	$2,500
$18,000	$18,000
$5,000	$5,000
$0	$0
$2,500	$2,500
$5,000	$5,000
$885	$885
$0	$0
$0	$0
$0	$0
$0	$0
$8,000	$8,000
$1,300	$1,300
$600	$600
$30,981	$30,727

$604,704	$599,749

SBE Review Notes 3/28/11 Morton Junior Senior High ESD 113

Summary of Review

Required Elements	**Adequately addressed in the RAD plan? Y/N**
1. Implementation of one of the four federal intervention models.	Yes
2. A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.	Yes
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.** **b. How the district intends to address the findings of the academic performance audit.**	No (see pages 8-19 and RAD memo for more details)
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.	Yes
5. A public hearing conducted by the school board on the proposed plan.	Yes
6. Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.	Yes

Audit Overview

- 14 teachers
- 160 students
- 3 superintendents in 7 years

Models Reviewed

Transformation – most likely option per audit

Date of last Collective Bargaining Agreement: August 31, 2010-August 31, 2013

Performance and Demographics

Reading and Math Three Year Proficiency and Improvement Rate

Morton Junior and Senior High School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
49.5%	-5.55%	29.1%	-5.71%

Student Demographics		
Enrollment		
October 2009 Student Count		177
May 2010 Student Count		161
Gender (October 2009)		
Male	88	49.7%
Female	89	50.3%
Race/Ethnicity (October 2009)		
American Indian/Alaskan Native	9	5.1%
Asian	5	2.8%
Pacific Islander	1	0.6%
Asian/Pacific Islander	6	3.4%
Black	5	2.8%
Hispanic	6	3.4%
White	149	84.2%
Special Programs		
Free or Reduced-Price Meals (May 2010)	86	53.4%
Special Education (May 2010)	28	17.4%
Transitional Bilingual (May 2010)	0	0.0%
Migrant (May 2010)	0	0.0%
Section 504 (May 2010)	2	1.2%
Foster Care (May 2010)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2009-10)	79	0.6%
Annual Dropout Rate (2008-09)	11	10.9%
On-Time Graduation Rate (2008-09)	15	54.3%
Extended Graduation Rate (2008-09)	15	54.3%

Strengths:

- RtI in reading, beginning PBIS.
- Staff commitment.

Issues:

- Poverty and drug abuse in community.
- Little interaction or collaboration between elementary and middle/high; lack of vertical curriculum alignment.
- Transition to middle school very difficult for students.
- Lack of within-school collaboration (do use four waivers days, but outside of those not much); only one staff meeting all year so far.
- Only 20 percent seniors take requisite HECB minimums for four-year public college courses; mostly lacking math and world language.
- 55 percent graduation rate (approx.).
- No school leadership team.
- Lack of rigor, low teacher expectations.
- No advanced level classes offered.
- Implementation of projects often incomplete.
- Lack of clear expectations for staff; infrequent evaluations and conversations about teaching and learning.

- Poor communication, both within school and with community.
- Materials are out of date or lacking.
- No school-wide instructional framework
- Inconsistent assessment system.
- Interventions exist, but are not evaluated and adjusted.
- Discipline is inconsistent and students interact negatively.
- Community involvement is weak.
- Very few parents agree or strongly agree that academics are the primary focus of the school.

Technical Assistance
ESD 113 assisted Onalaska with preparation of plan

Brief Summary of Plan/Strategies:

- Hiring additional staff: technical assistance coordinator, instructional coaches, school/community coordinator, student assistance professional, Para educators.
- Charlotte Danielson's Framework for Teaching
- Extended learning day for students for targeted students to provide intervention in reading and math.
- Response to Intervention in reading and math.
- School-wide behavior improvement plan.

Budget:	**Year 1**	**Year 2**	**Year 3**	**Total**
Morton Total	**$652,822**	**$571,219**	**$408,014**	**$1,632,055**

Goals as stated in the plan:

Grade level		Mathematics	Reading
6	2009-10 (baseline)	9.7%	28.1%
	2011-12	24.8%	40.1%
	2012-13	39.9%	52.1%
	2013-14	55%	64.1%
7	2009-10 (baseline)	40%	44%
	2011-12	50%	53%
	2012-13	60%	62%
	2013-14	70%	71%
8	2009-10 (baseline)	28.6%	28.6%
	2011-12	40.6%	40.6%
	2012-13	56.6%	52.6%
	2013-14	64.6%	64.6%
10	2009-10 (baseline)	12.5%	64.7%
	2011-12	27.5%	70.7%
	2012-13	42.5%	76.7%
	2013-14	57.5%	84.7%

State Board of Education Assessment:

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

SBE Comments
District selected transformation model.

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 Enrollment	PPE Yr 1
Onalaska SD (10%)	$71,513	$62,574	$44,695	$178,782	**198**	**$3,612**
Onalaske MS	$643,621	$563,168	$402,264	$1,609,053		
Onalaska Total	**$715,134**	**$625,742**	**$446,959**	**$1,787,835**		
Onalaska Request Pre-Negotiation	**Yr 1 Request**	**Yr 2 Request**	**Yr 3 Request**	**3 Year Total Request**		$4,720
	$934,580	**$934,580**	**$934,580**	**$2,803,740**		

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

Concerns about the way the budget is being spent.
Sustainability of new staff is important but what will happen when all the new experts leave? How will they improve capacity of new staff?
Taking too long to select curriculum; lack of alignment; Instruction plan is weak.

From Morton Plan
(italics indicates the text is directly quoted from the plan)
Page 7
After considerable reflection upon the current capacity of the district to fully implement our proposed improvement plans, and both dynamically and systematically address the needs identified through our improvement process, it is clear additional staff and expertise will be needed. As our aim is to rapidly transform student learning, and to fully support staff through ongoing capacity building activities, we propose that the grant fund the following positions, to be filled by June, 2011:
Technical Assistance Coordinator (TAC)
This position will work with the superintendent, principals, and external partners to coordinate the development of the transformation intervention; align the various elements of the action plan; strengthen instructional leadership at the district and school levels; as well as promote and align various instructional change efforts, with a consistent focus on a common pedagogical framework (Charlotte Danielson's Framework for Teaching) to drive dramatic change in classroom instruction.
Specialists / Coaches in Literacy and Mathematics
These positions will work closely with the principal and TAC to provide ongoing professional development and coaching for aligning PK-12 curriculum with state standards. They will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. He or she will also provide instructional coaching in Direct Instruction. In addition, this person will coordinate either reading or math Professional Learning Communities (PLC) meetings, providing advice on student placement, and ordering necessary curriculum.
Morton Jr/Sr High School Principal
This position will work closely with the superintendent, TAC Specialists, Dean of Students, content specialists, RTI Coordinator, and Readiness to Learn (RTL) Coordinator to build the capacity for quality instruction through the collection of data and frequent classroom walk-throughs. In addition, this person will work to establish and/or maintain collaboration and communication with teachers, staff, students,

parents, and community members.

Student Assistance Professional

This position will work closely with principal, RTL Coordinator, school nurse, and counselor to provide students with drug and alcohol prevention, intervention, and treatment opportunities. In addition, this position will collaborate and partner with outside agencies to provide drug and alcohol education to teachers, staff, parents, and community.

Two AmeriCorps Members

These positions will work closely with the RTL Coordinator, to provide additional support for our "at-risk" youth who will benefit from mentorship and academic tutoring. In addition, the position will also provide social/emotional support to students and families as part of our RTL and After-School Programs.

Two Para-Professionals

These positions will provide direct instruction, under the supervision of a teacher, in both reading and mathematics. They will also work closely with the RTI Coordinator to manage and analyze RTI data as part of their PLC work.

School /Community Coordinator

This position will work with the superintendent and principal to create and implement a communication plan to ensure clear lines of communication between the school district and surrounding community. This will include creating and/or updating the reader board, newsletter, and website to provide real time information for everyone in the community. This person will also plan and coordinate activities to establish and maintain a collaborative sense of community between the school district and surrounding community.

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In order to ensure that identified students have access to both core and intervention in reading and math, the District will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as need support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses. Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year. Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.

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Reading:

The reading action plan centers around Response to Intervention (RTI). Reading is the key to being successful in all other classes, and we believe increasing student reading skills and student enjoyment of reading will have far-reaching effects on each student's life.

The goal of the reading plan is to improve our junior high students' understanding of reading so that by 2014, 64 percent of our sixth grade, 72 percent of our seventh grade, and 64 percent of our eighth grade students will meet standard on the Washington State Measure of Student Progress (MSP).

The District has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68 percent of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately

placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

RTI is a systematic method ensuring each student is receiving reading instruction at the level he or she needs. The Jr/Sr High School will refine the RTI program started in September, 2010, and the elementary will implement RTI in September, 2011. A new classroom reading program will be adopted at the elementary school utilizing district funds. In addition, other programs will be purchased to help students with specific needs in comprehension, phonics, and reading fluency. Teachers will be trained in the new programs, learn how to analyze student reading data, and use it to change their instruction. A half-time Literacy Specialist will be hired to help teachers teach the programs as they were designed, and facilitate teachers working together to better their teaching practices.

Mathematics:
The mathematics plan is focused on improving our junior high students' understanding of mathematics so that by 2014, 60 percent of our sixth grade, 60 percent of our seventh grade, and 65 percent of our eighth grade students meet standard on the Washington State Measure of Student Progress (MSP).

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs
grade level standard instruction, but will receive RTI intervention to address their mathematic deficiency.

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Based upon these criteria, the District has identified several external partners that are qualified to provide assistance in the following areas:

ESD 113:

- *Advise on creating a new staff competency model and staff evaluation system in the District:*
    - *Provide job-embedded professional development to Morton Jr/Sr High School teachers and staff.*
    - *Continue to provide school-wide training and technical assistance in the use of RTI program.*
    - *Assist in building a functional professional learning community in the school.*
    - *Assist in school-wide implementation of the Positive Behavior Intervention Support system.*
    - *Assist in identifying and implementing new strategies that allow for effective personnel. recruitment for highly qualified applicants in the area of literacy, mathematics, and school improvement.*
    - *Assist in designing and effectively conducting the action planning process.*
    - *Support staff in development and use of formative student assessments.*

- *Support administrators and staff in making effective use of student assessment data to drive instructional decisions and strengthen instructional leadership at district and school levels.*

Charlotte Danielson's Group:

- *Assist in improving instructional practices in the classroom by providing planning, training, and facilitation in the use of the Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs to all secondary school administrators and staff.*
- *Assist in building instructional leadership capacity of district and school administrators, promoting the effective use of classroom walkthroughs, and developing staff capacity of effective peer collaboration.*

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In developing this application, the Morton Executive and Leadership Teams drew upon results from both external and internal needs assessments described in response to Question 1a. These needs assessments provided opportunities for the involvement of various stakeholder groups in the review process, including school administrators, teachers and staff, students and their parents, community, and school board members.

As noted earlier in response to Question 1b, the District will begin a collaborative action planning process involving internal stakeholders and external partners (particularly ESD 113 and the Charlotte Danielson's Group once the grant is awarded. This process will be used to conduct a more detailed review and revision of specific district and school policies and practices in a variety of areas. It will use information collected during the external and internal needs assessments, and information collected or generated by external partners or internal stakeholders as part of the planning process. Throughout the action planning process, district and school leadership (including the local school board) will review and revise (if necessary) budget and resource allocation decisions to align with other revisions in policies and practices.

Immediate priority in the action planning process will be placed on developing a revised Memorandum of Agreement (MOA) between the Morton School District and the Morton Education Association. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, and participation in student advisories. The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process. The MOA will also include a specific timeline for developing a new staff evaluation system, new personnel recruitment system, a new teacher compensation plan, and modification of the collective bargaining agreement. The timeline will ensure that all new systems and plans will be in place for the 2012-13 school year.

The action planning process will review and revise policies and practices related to:

- *School schedule*
- *Professional development plans including job embedded professional development strategies*
- *After school program design (including student participation requirements)*

Revised policies and practices in these areas will be completed by the beginning of the next school year in September, 2011. The action planning process will review and revise policies and practices related to the following:

Guidelines and tools for data use by administrators, staff, and support staff

- *Guidelines and tools for classroom walkthroughs*
- *Regular communication with parents and the community*
- *Summer school program design (including student participation requirements)*

These revised policies and practices will be completed by January, 2012.

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

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N** **SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
1. **Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district.** Morton School District personnel are emphatic that the challenges faced by the district in improving student learning and achievement reside not only at the junior and senior high school, but also at the elementary school. They believe that reform efforts and changes need to be made system-wide for lasting changes to occur. Therefore, the district must develop a plan for how they will use a combination of grant and district resources to support both schools. This plan may include how the schools will work together to become more aligned programmatically and with curriculum, instruction, and assessment. Leaders at each of the schools will need to work together on common goals for the schools and will need to provide opportunities for the two staffs to work and learn together. This action planning process would likely be assisted by the presence of a Technical Assistance Contractor (TAC) with district experience who is experienced at leading schools through this	Yes. It is not clear that the plan as outlined is for a distributed leadership model sufficiently involving current staff. It relies on hired outside experts. It did not seem that this plan would provide sufficient capacity building with current staff to ensure sustainability of improvements. The academic achievement audit placed a very strong emphasis on developing the mission and goals, but there is not a clear plan to work with the Board, staff, parents and community to develop a mission, define clear goals, and develop benchmarks for performance. The link from the mission and goals to student learning should be explicit.	*Page 8* *The District will begin working with the Charlotte Danielson's Framework for Teaching Consultant in the spring of 2011 to implement in-depth professional development in Danielson's Framework for Teaching and classroom walkthroughs, with imbedded training and monitoring continuing through the spring of 2014. This professional development will build capacity for quality instruction and increased student learning outcomes. In order to ensure that this improvement effort is consistent and sustained over time, the District will continue the action planning process we've followed throughout our preparation for this grant. Our process has helped determine a clear focus on learning, identify specific goals, strategies, benchmarks, and action steps. The continuous renewal of this plan will be collaboratively created, transparent to all in the school and community, and serve as the basis for assessment of progress in the school. The plan will also be used to guide district and school decision making, particularly the strategic allocation of district and school resources.* *This action planning process will explicitly incorporate and build upon past efforts to improve Morton Jr/Sr High School and strengthen student instruction. This will include the following:* • *District Leadership Initiative to address:* ➢ *Staff Instruction / Student Engagement* ➢ *Parent and Family Involvement / Parent Partnerships and Trainings* ➢ *Communication and Collaboration P-12 / Vertical and Horizontal Curriculum Alignment / Professional Learning Communities / Team Building* ➢ *Student Achievement in Reading, Writing, Math, and Science / Development of Common Assessments and Classroom Based Assessments* ➢ *Development of a P-12 Strategic School Improvement Plan / Revision of current School Improvement Plan across the district* • *Response to Intervention has been fully implemented in reading at Morton Jr/Sr High School and will be implemented at Morton Elementary in the fall of 2011. Math will be implemented at Morton Jr/Sr High School in the fall of 2011, and at Morton Elementary in the fall of 2012.* • *Continued training in the Positive Behavior Intervention System (PBIS) throughout the spring*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
planning process. It may also be appropriate to secure an on-going relationship with a TAC who can provide continuous support to district and school leaders.		*of 2011, with implementation planned for fall of 2011* *Page 14-15* *In order to ensure effective collaboration between district and school leadership, the Morton Superintendent, the new Technical Assistance Coordinator; the new Jr/Sr High School Principal; the RTI Coordinator, and new Literacy and Math Specialists, will lead the initial action planning process. The process will identify specific goals, benchmarks, strategies, and action steps for implementing the Transformation Intervention Model. They will meet monthly during the school year to review data on program implementation and to make data-driven decisions regarding future resource allocations. They will also continue to use the action planning process during the course of this initiative to review and adjust benchmarks, implementation strategies, and action steps to ensure that the action plan continues to drive resource allocation decisions at the school and district levels.*
2. **Address leadership structures.** Currently, no leadership team exists at the junior and senior high school. The process of decision-making appears to happen largely on an informal basis and teacher leaders appear to be selected in an informal process, which leads some to be unclear about how to be involved in the process if they are not selected. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and strategies up to the building principal rather than to a larger group of people. Many staff members expressed a desire to be more involved with the decision-making	No. The issue of setting high academic expectations was not clearly addressed in the plan. There was no discussion of developing common language among staff, no plan to identify other districts to investigate how high expectations are supported, and no plan to use data from high school outcomes to make decisions about course offerings for ALL students. The plan should address the need to change the culture and perception of the school to one that is rigorous and challenging. How does this leadership structure involve current staff? No evidence of	*Page 5* *In response to the need to establish broad ownership and formal leadership structures throughout our planning process, Executive and Leadership Teams were established through our partnership with Educational Service District 113. The Executive Leadership Team is comprised of Morton administrators; the Morton Education Association (MEA) President; Educational Service District (ESD)113 Assistant Superintendents of Teaching and Learning, Student Support Services, Center for Research and Data Analysis, Special Education and Early Learning; and both ESD 113 and school-based content specialists in the areas of reading and mathematics. The Leadership Team is comprised of the Executive Leadership Team, K-12 teachers and staff, students, parents, and community members.* *Page 6* *The District will establish a dynamic and distributed leadership infrastructure that allows a greater emphasis on instruction and a greater interaction between district and school leaders, staff, and students in the classroom. This will be accomplished, in part, by creating a new, grant-funded 6-12 secondary school principal, with an additional district-funded PK-5 elementary school principal. In support of these principals, and in continuation of the structures developed during this response writing process, the District will formally establish ongoing building and district-wide leadership teams, which will be charged with utilizing data to both monitor and adjust school*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will entail determining what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team.	distributed leadership model, deciding what forms of leadership are needed, delineation of responsibilities? What is the role of the superintendent in the leadership structure? Where is the capacity building or sustainability plan?	*improvement plans. The creation of the new principal position, along with ongoing professional development, such as Charlotte Danielson's Framework for Teaching, will provide strong building-based leadership focused on both the elementary and secondary schools.* *Page 12* *In order to ensure that Morton Jr/Sr High School receives ongoing, intensive technical assistance and related support to fully and effectively implement its Transformation Model, the district will expand its own capacity to provide such assistance and support. As a small rural school district, the only staff person currently available to provide educational assistance to the school is the superintendent. Within the constraints of his position, he has and will continue to provide such assistance under this proposed initiative. In addition, the superintendent, along with school administrators (the new Morton Jr/Sr High and Elementary School principals) and identified teacher leaders, will receive external training, on-site technical assistance, and coaching to build their capacity as instructional leaders within the school and district. As noted previously, the grant will fund a full-time Technical Assistance along with half-time specialists in literacy and mathematics to provide assistance and support. The specific roles and responsibilities were described earlier in response to Question 1c.* *Page 17* ***Operational Flexibility:*** *In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.* *In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N** **SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
		the life of the RAD process.
3. **Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff.** District and school personnel will need to work closely to develop clear expectations and standards for assessing the performance of school leaders and teaching staff. Under the current system, all teaching staff are rated as satisfactory or unsatisfactory. A more comprehensive model is needed to assess performance. District and school representatives will need support in developing such a model and may benefit from investigating how other schools and districts are doing this.	Yes, although vague responses.	*Page 6* *The District will adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and employee retention. This new model will promote high expectations for all personnel, and will hold them individually and collectively accountable for improved student learning outcomes.* *As stated in the BERC Group report, "The District tends to be limited to the immediate area in most recruiting." This has meant there is often a limited pool of applicants for open positions. As a result, positions have been difficult to fill. Additionally, due to the small number of staff, vacancies often require locating individuals who have endorsements in multiple content areas. For example, the district recently sought to hire a Spanish teacher who was also endorsed in another area such as language arts or history, but was unsuccessful in locating suitable candidates. In fact, there were no Spanish-endorsed applicants; therefore, the district was forced to contract with a virtual Spanish teacher in order to meet student needs.* *The District is committed to implementing new approaches to successfully extend its recruitment outside the immediate area. Due to decreasing enrollment and declining budgets, there have been very few job postings over the past seven years. Therefore, we have not maintained our memberships in online posting sites or attended the annual Washington Educator Career Fair. We are currently exploring ways to reestablish career fairs and online postings as well as working with ESD 113, Association of Washington Principals (AWSP), and Washington Association of School Administrators (WASA) to ensure we reach a larger applicant pool.*
4. **Set high academic expectations.** Morton Junior and Senior High School students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. If Morton is to be successful in	No. The issue of setting high academic expectations was not clearly addressed in the plan. There was no discussion of developing common language among staff, no plan to identify other districts to investigate how high expectations are supported, and no plan to use data from	*Page 4: New principal competency:* *creates continuous high expectations for staff and students.* *Page 62: Contracted TAC will:* *Set high academic expectations*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N** **SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
transformation, they will need to put plans in place for how to change the culture and perception of the school from a place where there are low academic expectations to one where the school is seen as rigorous and challenging. We recommend staff members work together to identify the highest level of expectations possible for Morton students and develop common language around those expectations. We also recommend staff members identify high-achieving districts with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported. In addition, Morton personnel should use data from the high school outcomes (course offering and transcripts) section of this report in making decisions about course offerings and determining policies related to course taking.	high school outcomes to make decisions about course offerings for ALL students. The plan should address the need to change the culture and perception of the school to one that is rigorous and challenging. What is the plan to change the culture of the school to ensure all adults have high expectations? There is no clear plan for staff to work together to identify high expectations for ALL students and develop common language around those expectations. There was no mention of opportunities for students to take advanced classes. The responsibility for setting high expectations for students seems to lie exclusively with the K-8 principal. Specifically how will this individual build high expectations with staff, especially considering the expanded role to serving as principal of both the elementary and middle schools?	
5. **Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards.** Many interview and focus group participants maintained that math	Yes.	*Page 7-8* *District and school leadership will be expected to emphasize instructional leadership as a priority. They also will be expected to work closely with external partners to promote vertical alignment of curriculum across all grade levels and subject areas, implement new and more effective job-embedded professional development, adopt systemic methods of evaluating the impact of professional development on classroom instruction, conduct effective*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
and reading curriculum are aligned with state standards, but fewer were confident that other content areas were aligned. Much of the alignment in some subject matters appears to rely on textbooks. Curriculum must also be investigated to ensure continuity and vertical alignment from the elementary school to the junior and senior high school.		*classroom walkthroughs, and employ common assessments of student learning. These efforts will be focused on ensuring a coordinated and aligned curriculum and student assessment system in the school, with a primary emphasis on quality classroom instruction.* *Page 12* *To improve our students' understanding of mathematics our plan focuses on building a cohesive system of instruction that will meet the students' needs at any level of mathematics. Part of the cohesive system will be to implement a district wide effort to align the mathematics curriculum with the WA State Standards, so that all students are receiving instruction aligned with the standards by which they are being assessed. Along with the Standards alignment we will examine a standards based grading system using common guidelines (rubrics) for Mathematics assessment developed by the Regional Mathematics coordinators and use on-going (formative) assessments to give effective feedback to students so that they will be more engaged in their own learning.* *Page 14* *This year, the school has implemented RTI in reading using newly adopted SRA Corrective Reading Curriculum in grades six through 12. In addition, the district is in the process of planning and adopting a new standards-based math intervention curriculum for implementation of RTI Math in grades six through 12 and Reading in grades PK through five for the 2011/12 school year.* *The SRA Corrective Reading Curriculum utilizes direct instruction and has been implemented and is aligned with common pedagogical framework and incorporated comprehensive professional development program. Currently, the easyCBM assessment is utilized to identify students at benchmark, strategic, and intensive levels in the area of reading. From the results of the data analysis, SRA Corrective Reading Curriculum Assessments are administered to place students at appropriate levels based on individual needs. Students are progress monitored weekly utilizing curriculum based assessments and quarterly utilizing easyCBM to ensure that students are appropriately placed and progressing at a rate that will exit them from the intervention and place them into core. These results will incorporate into a common data analysis framework carried out collaboratively by school administrators and staff with the assistance and support of ESD 113. The same data collection, analysis, and placement process will occur in the area of mathematics.*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N** **SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
6. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** The frequency of instructional practices aligned with research-based principles of learning are fairly low according to classroom observation results, and some teachers acknowledged a need for and interest in training focused on instruction. We recommend that staff members continue to focus on instruction in a manner that draws from research-based approaches and strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them after implementation. School administrators will also need to be supported in their roles as instructional leaders at their buildings. An instructional coach may need to be employed for working with staff on a more consistent basis around instructional goals.	Yes	*Page 7* *The District will also strengthen the capacity of administrators and staff to effectively facilitate and participate in collaborative instructional teams. In addition, the district will work to provide expanded opportunities for common teacher planning time around pedagogy and classroom instruction. This will be crucial in continuing to implement the professional learning communities and more collaborative communications.* *Page 16* ***Instructional Support Strategies: Job-Embedded Professional Development:*** *The district leadership team recognizes that a plan of this scope has many activities and touches many aspects of classroom, school and district work. In order to ensure coordination of these activities, and to provided sustained follow-up to staff members, the district will implement these supportive structures:* 1. *The district will employ a part-time technical assistance coordinator (TAC), who will work with the executive team to plan and implement staff development activities. The TAC will also actively gather formative feedback from staff and students to determine what adjustments need to be made in planned events, and how to best utilize the resources of external professional development providers.* 2. *The district will work closely with ESD 113 staff to plan, implement and monitor RAD funded supports. The ESD will provide a staff member to be an active member of the executive team, and will serve as a technical consultant, while assisting the TAC in brokering high-quality professional development services.* 3. *As mentioned elsewhere, the district has implemented, and will sustain a leadership team structure, which will allow for ongoing plan revision and support monitoring. These teams will be responsible for assessing the progress of the district plan, and determining if student growth (or staff capacity building) is resulting through plan activities.* *The planned activities are directed at ensuring the 6-12 student learning increases dramatically in the next few years. All grant funded activities will require staff in this building to participate in professional development events. Much of what is planned for shared learning in the*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
		6-12 building will also benefit PK-5 staff, and they will be encouraged to access these opportunities. Should staff from the PK-5 program be required to attend, they will be compensated by district funds. *The district is also planning to move from a model of 5 State Board "Waiver Days" for professional development, to weekly late starts, scheduled each Wednesday throughout the year. This model, along with coaching follow-up to externally provided training, will allow for ongoing professional development, supporting all staff across the district.* *Finally, the MOU developed in partnership with MEA will reflect the expectation that 6-12 staff will be active participants in RAD supported training, with compensation provided for extra duties and time.*
7. **Provide assistant in developing and implementing formative assessments.** Morton will also need assistance in the development and implementation of more formative assessments. Currently, the RTI model ensures continued assessment and feedback to teachers regarding reading, and plans are in place for a similar model for math, which has a planned implementation for next school year. While the English department collaborates to use state test questions as prompts for periodic formative assessments, other subject areas also need to implement formative assessments. Staff members will likely need assistance in developing these and in how to then use this data to inform and differentiate instruction to meet the academic	Yes… what is the plan for ensuring use of formative assessments to inform instruction?	*Page 22* *Beginning with the 2010-11 school year, the easyCBM was and will continue to be administered in reading three times a year: September, January, and May. In May of 2011, the easyCBM assessment will be administered for the first time in mathematics and will then follow the same schedule. This schedule will be continued during subsequent school years. Staff will be expected to employ formative assessments in a limited manner beginning in January, 2012, and on a regular basis in September, 2012.* *The District will organize and facilitate data meetings in October of each year to analyze easyCBM and state assessment results and their implications on instruction. Similar meetings will be conducted in January and May of each year after easyCBM results are available. Several staff members in both the elementary and secondary schools have received training through ESD 113 and their partnership with Behavior Research and Teaching through the University of Oregon in how to administer the easyCBM and analyze the data. Staff will continue to receive training and support on an "as needed" basis during subsequent school years.* *The District will also contract with ESD 113 to provide formal training and ongoing technical support regarding methods for conducting regular formative assessment of students and strategies for using results from formative, interim, and summative assessments to improve instruction practices and better address student instructional needs. In addition, the District will contract with ESD113 to develop online forms, tools, and automated reports that can be used by staff to facilitate the analysis of student assessment results from the state assessment, the*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
needs of individual students.		*easyCBM, and their formative assessments. The ESD will also work directly with administrators and staff to help them use these forms, tools, and reports, and to modify any of these instruments to meet the specific interests or needs of particular staff.* *The results of the easyCBM and state assessments will also be reviewed and analyzed by the external evaluation team to identify patterns and trends in student academic achievement in both the elementary and secondary schools. This analysis will be incorporated into the District's ongoing action planning process to allow for changes in the design of the Transformation Intervention Model or in the allocation of additional resources or support if the school is not on target to meet it annual goals.*
8. **Continue to develop meaningful communication and collaboration.** Many staff members at Morton discussed the need for more communication and collaboration throughout the school. In the current structure, there are few opportunities for staff to talk with one another, to plan, and to make adjustments to programs. District and school personnel should develop a plan for how more regular communication and collaboration can take place in the school. In developing such a plan it will be important to ensure that all staff members are able to participate, including certified and classified staff. One model currently in place for doing this is the reading RTI model where staff members are meeting every other week to talk	Yes	*Page 9* ***District/Community:*** *The District plan will provide support to all other plans by supporting improved communication within the district and between the district and community members. Our team believes that most of the other system-wide supports are included in other planning areas, but a support to all plans would be to create clear systems for communication and improved structures for ensuring timely and accurate information is provided to community members, parents, and families. In our plan we will:* • *Provide staffing dedicated exclusively to improving communication* • *Get expert coaching on school communication* • *Develop a comprehensive communication plan* • *Identify indicators of effective communication and gather baseline data for each indicator* • *Implement, monitor, and evaluate a comprehensive communication plan* *Page 16* *In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.* *In addition to the current, informal practice of leadership*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
about student data, placement, and instructional strategies.		*meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.* *Page 18* *In order to ensure that the policies of the local school board are aligned with and supportive of the implementation of the Transformation Intervention Model at Morton Jr/Sr High School, the Morton Superintendent, Technical Assistance Coordinator, Building Principals, and Literacy and Math Specialists will lead an annual review of those policies with the local school board. The first review will occur in August, 2012, and will reflect results of the initial action planning process. This review will result in recommendations to the board for specific policy revisions. Subsequent annual reviews will be conducted in June of each year. In order to build clarity, commitment, and consistency in district practices, the Morton Superintendent will employ multiple methods of communication with Morton Jr/Sr High School leadership, teachers, and staff. These methods are as follows:* • *The school's leadership teams (including the principals; Technical Assistance Coordinator; and Literacy, and Math Specialists) will meet with the MEA leadership (President and other officers) on a monthly basis.* • *The superintendent (along with the Morton Jr/Sr High School Principal) will conduct an annual school meeting each August (prior to the beginning of the new school year) to update staff on the project's progress, recommit staff to the project's goals, and to reinforce their enthusiasm for the project's plans in the coming school year.* • *Semi-structured interviews will be conducted by an external evaluation team twice each year with secondary school and MEA leadership to monitor progress in achieving the Nine Characteristics of High-Performing Schools, with results reported to the superintendent.* • *A written survey will be administered to all Morton Jr/Sr High School teachers and staff twice each year with results reported to the superintendent.* • *The Building Leadership Team will hold a quarterly*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N** **SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
		meeting to update stakeholders regarding the implementation of improvement plans and seek feedback regarding necessary modifications of plan elements. The Leadership Team will actively seek opportunities to more deeply engage parents and members of the community in the planning process. • *Focus groups will be conducted annually by the Technical Assistance Coordinator and the Secondary School Principal with students and their parents.*
9. **Fully implement a behavior and reward program.** Over the last year, Morton staff spent time and resources to consider, adopt, and be trained in the PBIS program. Plans are in place to implement the program more fully for the next school year. Without full commitment to the teacher, administrator, and parent actions required by the program, its power is diluted and the program becomes ineffective. We recommend that all staff members become trained to use 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. Additionally, a more consistent, fair, and open reward system should be implemented	Yes, however, the academic audit spoke of bullying of students by teachers, not just student to student, and a pattern of inappropriate use of behavior rewards. The plan should address not just the attitudes and behavior of students, but the entire school community in the building as well. There did not appear to be a clear plan for holding teachers accountable for their actions or consistent implementation of the PBIS. Monitoring the implementation of the PBIS plan should be a priority.	*Page 10* ***School-wide:*** *The school-wide action plan is focused on increasing student behavior that is supportive of learning. Two strategies are addressed: One is to develop a school-wide behavior system that clearly defines acceptable behavior; teaches positive behavior to students; rewards good behavior; and implements the system consistently across classrooms and staff members. An expert behavior consultant will be contracted to provide on-site training to all staff throughout the year. The consultant and a behavior leadership team will work with students and staff to develop expected behaviors and a reward system. Data on the success of the plan will be reviewed monthly. The second strategy is to expand the student guidance system to provide more proactive student guidance services geared to improve academic and career planning; increase preventive drug and alcohol education services; provide education on healthy choices; and coordinate services between the school, community, and parents. A student assistance coordinator will assist the guidance counselor in delivering and coordinating these activities.* *The goal is to improve student behavior that is supportive of learning, as measured by decreasing student behavioral office referrals (baseline data to be taken April-June 2011); increase student perceptions that student behavior is handled fairly from 34 percent to 80 percent; and increase parent perceptions that teachers enforce classroom and school rules from 50 percent to 85 percent, as measured by student and parent surveys.*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Morton Plan** (italics indicates the text is directly quoted from the plan)
at the school so that students and staff are regularly recognized for their successes. Currently, the school rewards students of the month, but rarely do students or staff know why particular students are selected.		

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

EasyCBM, David Matteson's writing benchmarks.

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

Do not approve without addressing concerns. See RAD memo for summary.

Academic Performance Audit for Required Action Districts

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

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

District and School Improvement and Accountability
Washington Improvement and Implementation Network (WIIN) Center
6501 North 23rd Street
Tacoma, WA 98406
(253) 571-3540
wiin@k12.wa.us

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

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.[1]

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

[1] 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.[2] 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

[2] 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 in2010) and district-wide.

Table 1. *School and District Demographics*[3]

Lakeridge	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.

[3] This data was supplied by the Center for Educational Effectiveness, Inc.

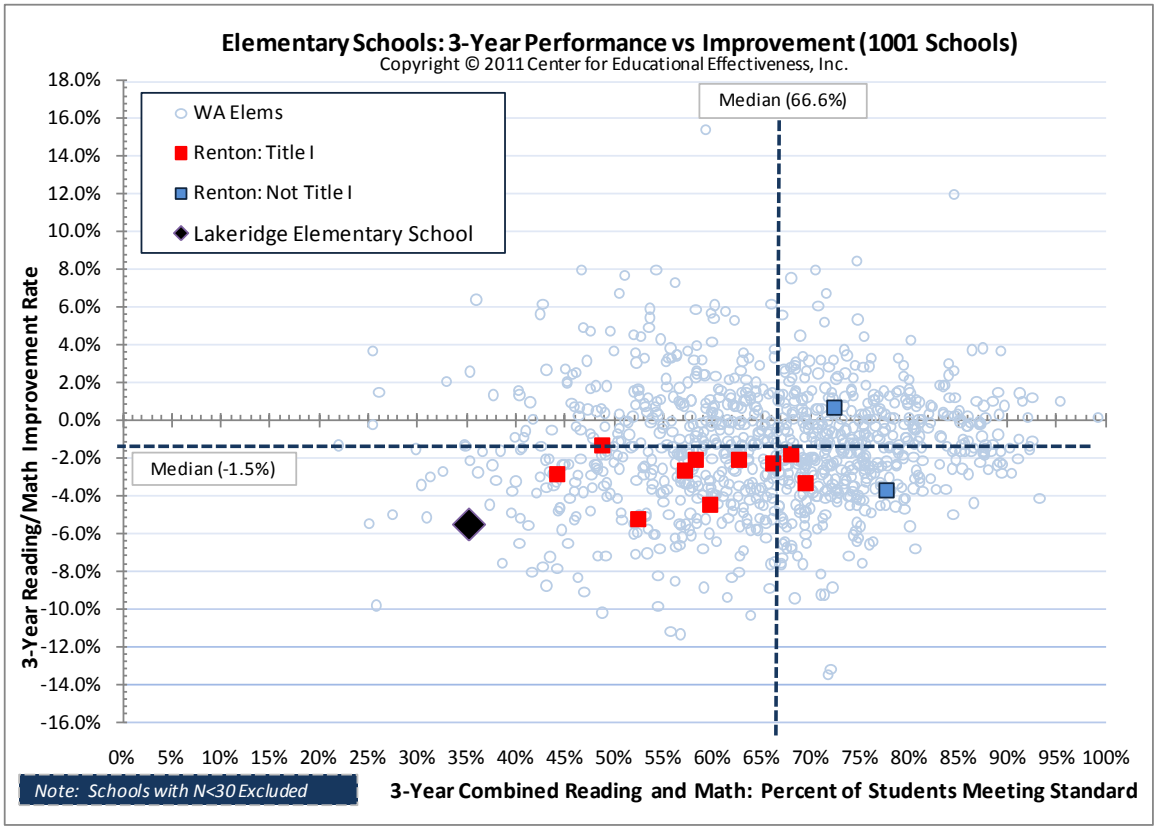


Figure 1. Reading and Math Three Year Performance versus Improvement

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.*

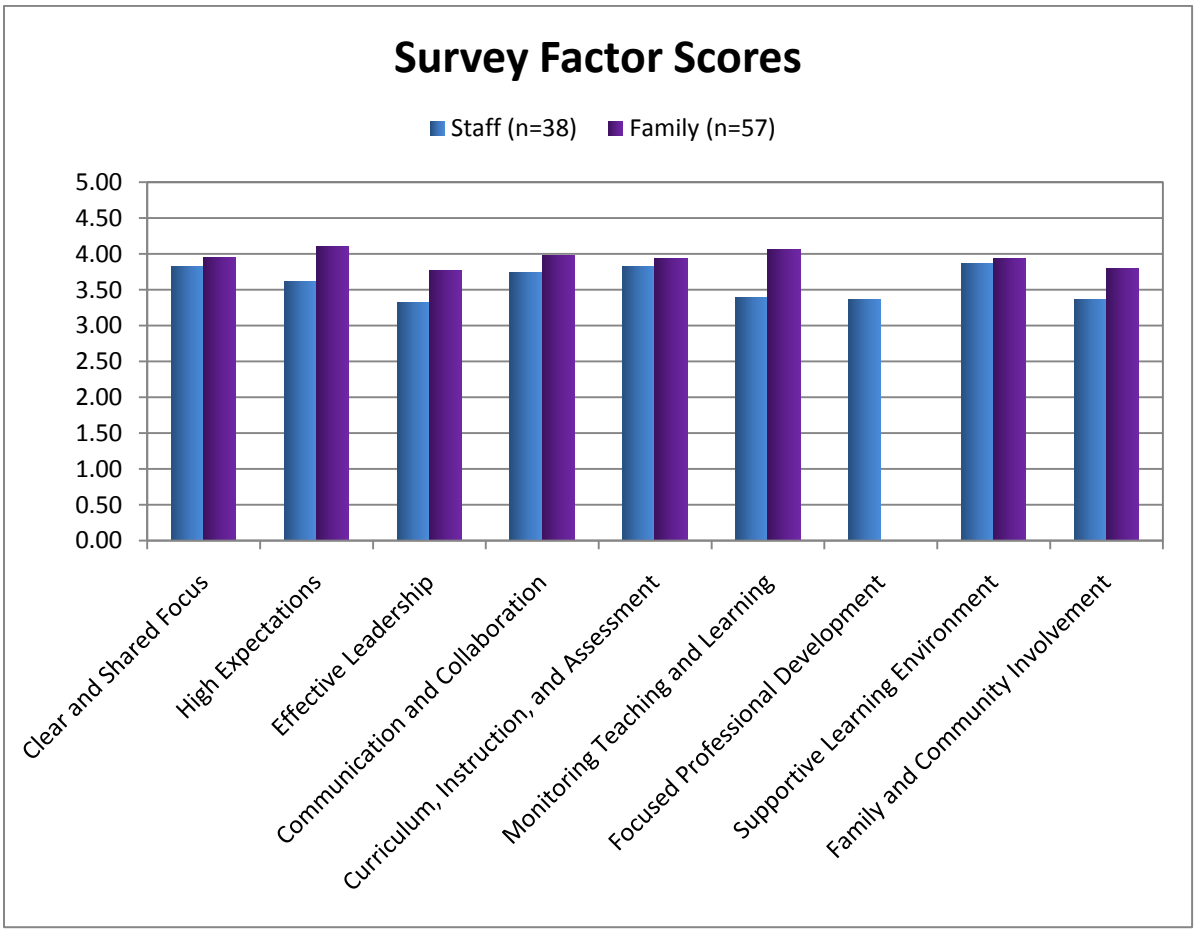


Figure 2. Survey Factor Scores

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 5th 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 5th grade math standard before they get to 5th grade. And now it's like a game. They think it's not good enough to just make the 4th 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 3rd grader who has been here since 1st 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 6th 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 5th 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 5th 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 1st 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 adaption). 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

Actions	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Teachers and Leaders				
Replace the principal.	**X**	**X(O)**	**2**	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.	**X**		**2**	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.	**X**	**O**	**2**	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.	**X**	**X**	**2**	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.	**X**	**X**	**2**	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).

Teachers and Leaders (Cont.)	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
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.	**O**	**X**	**1**	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.	**O**	**O**	**2**	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.	**O**	**O**	**4**	Currently in place.

Instructional and Support Strategies	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	X	X	4	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.	X	X	3	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.	X	X	2	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.	O	O	2	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.	O	O	2	
Implement a school-wide response to intervention model.	O	O	2	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.	O	O	2	The district is prepared to do this, but will need support.

Instructional and Support Strategies (cont.)	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Use and integrate technology-based supports and interventions as part of the instructional program.	**O**	**O**	**2**	Basic elements in place.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	**O**	**O**	**N/A**	
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.	**O**	**O**	**N/A**	
Secondary Schools: Improve student transition from middle to high school.	**O**	**O**	**N/A**	
Secondary Schools: Establish early warning systems.	**O**	**O**	**N/A**	

Learning Time and Support				
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.	**X**	**X**	**2**	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.	**X**	**O**	**2**	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.	**O**	**X**	**2**	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.	**O**	**O**	**1**	Condition does not currently exist.
Implement approaches to improve school climate and discipline.	**O**	**O**	**2**	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.	**O**	**O**	**2**	

Governance				
Adopt a new governance structure to address turnaround schools; district may hire a chief turnaround officer to report directly to the superintendent.	**X**	**O**	**1**	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.	**X Principal**	**X School**	**N/A**	
Ensure school receives intensive ongoing support from district, state, or external partners.	**O**	**X**	**2**	
Allow the school to be run under a new governance agreement, such as a turnaround division within the district or state.	**O**	**O**	**1**	This is not in place.
Implement a per-pupil school based budget formula that is weighted based on student needs.	**O**	**O**	**1**	This is not in place.

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

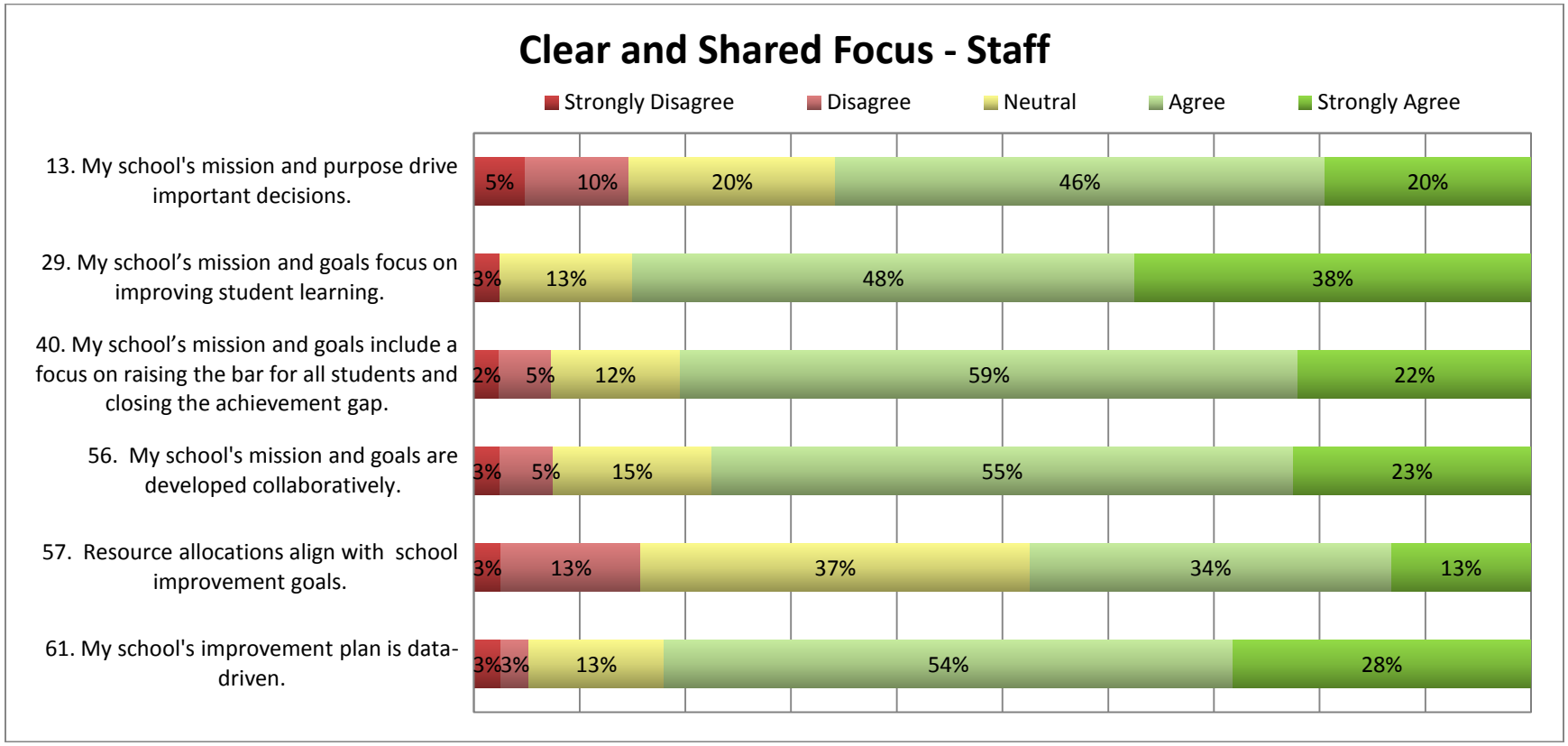
Appendix B
Staff Survey Demographics

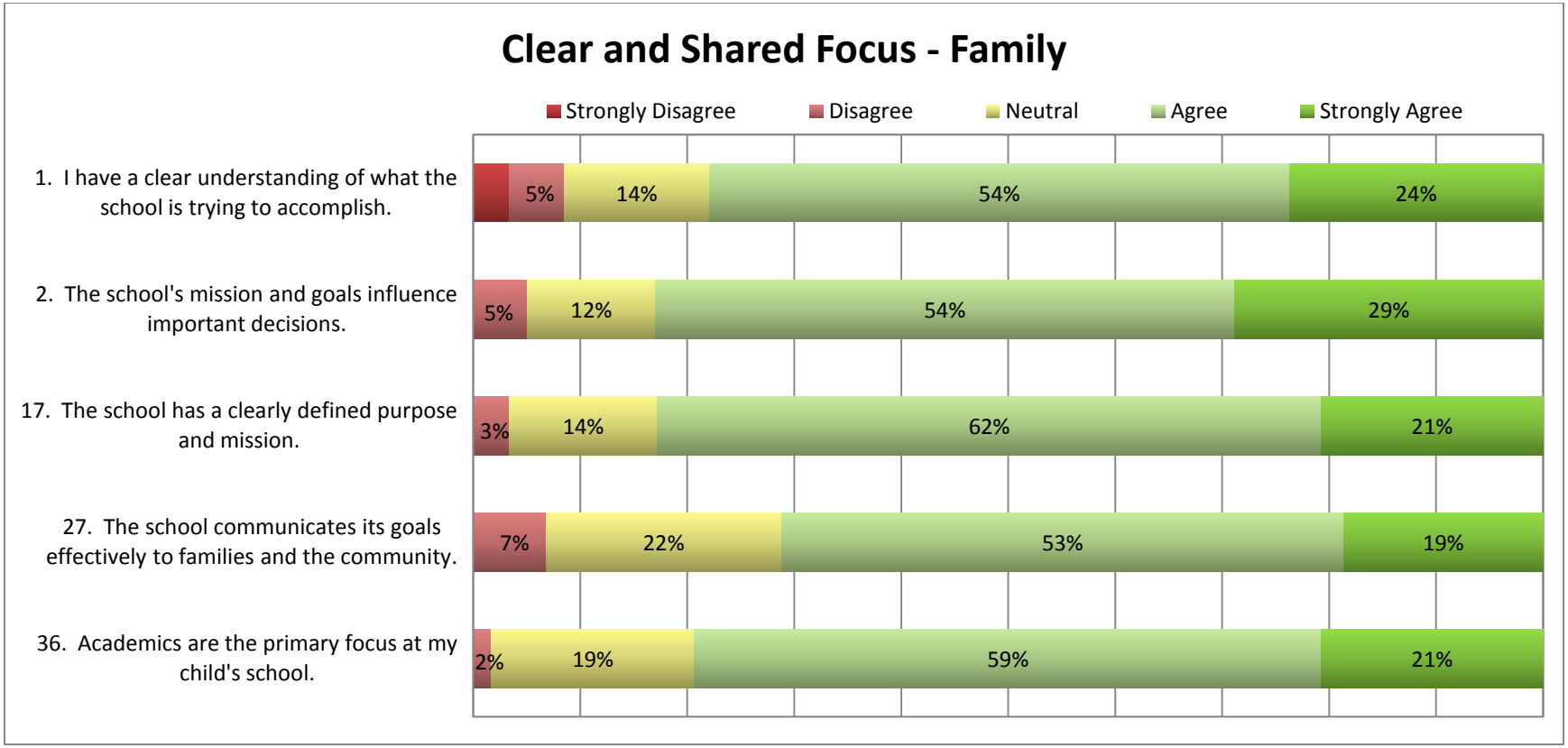
Gender	
Male	9.8% (n=4)
Female	90.2% (n=37)
Race	
Asian	4.5% (n=2)
Black/African American	9.1% (n= 4)
White	75.0% (n=33)
Hispanic/Latino/a	2.3% (n=1)
Declined to identify	11.4% (n=5)
Staff Role	
Certificated Staff	70.5% (n=31)
Classified Staff	25.0% (n=11)
Administrator	4.5% (n=2)
Years Teaching at this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

Family Survey Demographics

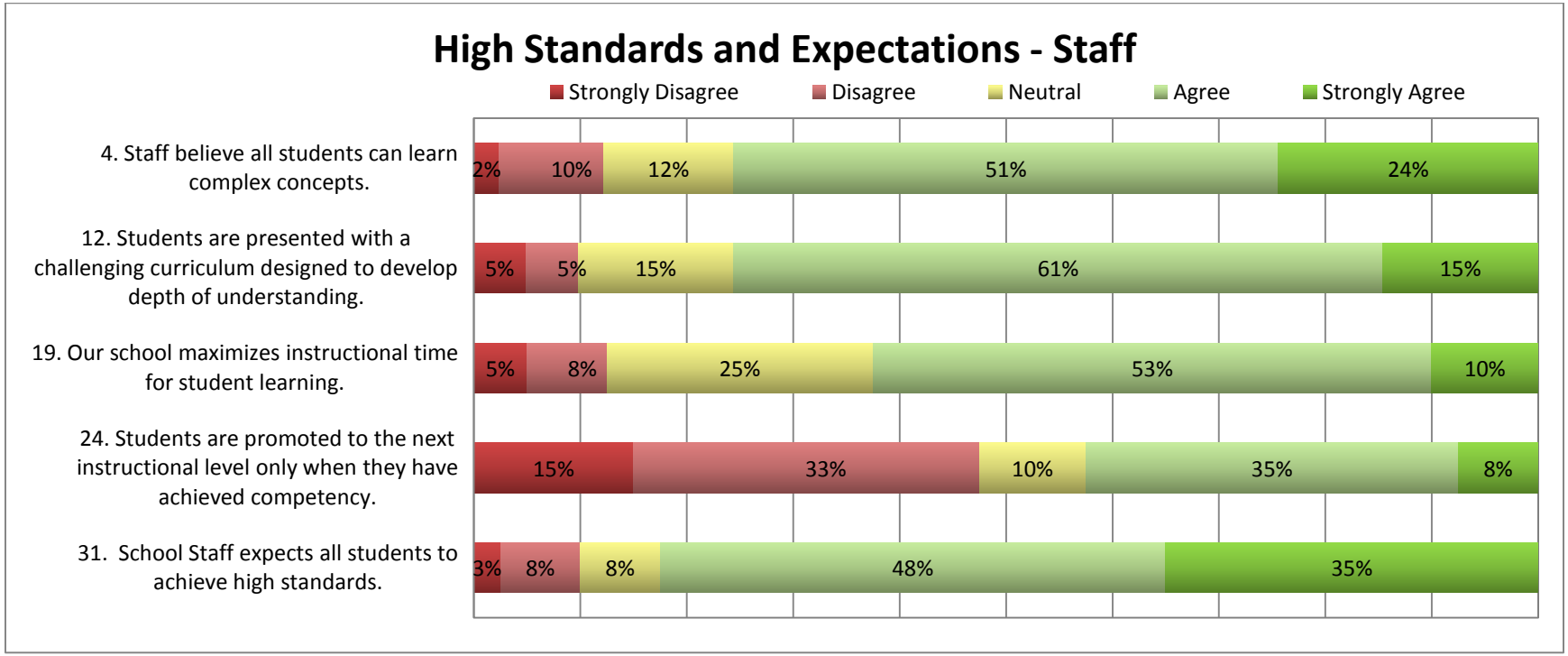
Race	
Asian	14.3% (n= 8)
Black/African American	55.4% (n= 31)
White	7.1% (n= 4)
Hispanic/Latino/a	12.5% (n= 7)
Decline to Identify	10.7% (n= 6)
Relationship to Student	
Mother	75.4% (n= 43)
Father	17.5% (n= 10)
Grandparent	3.5% (n= 2)
Foster/adoptive parent or Guardian	1.8% (n= 1)
Extended Family Member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

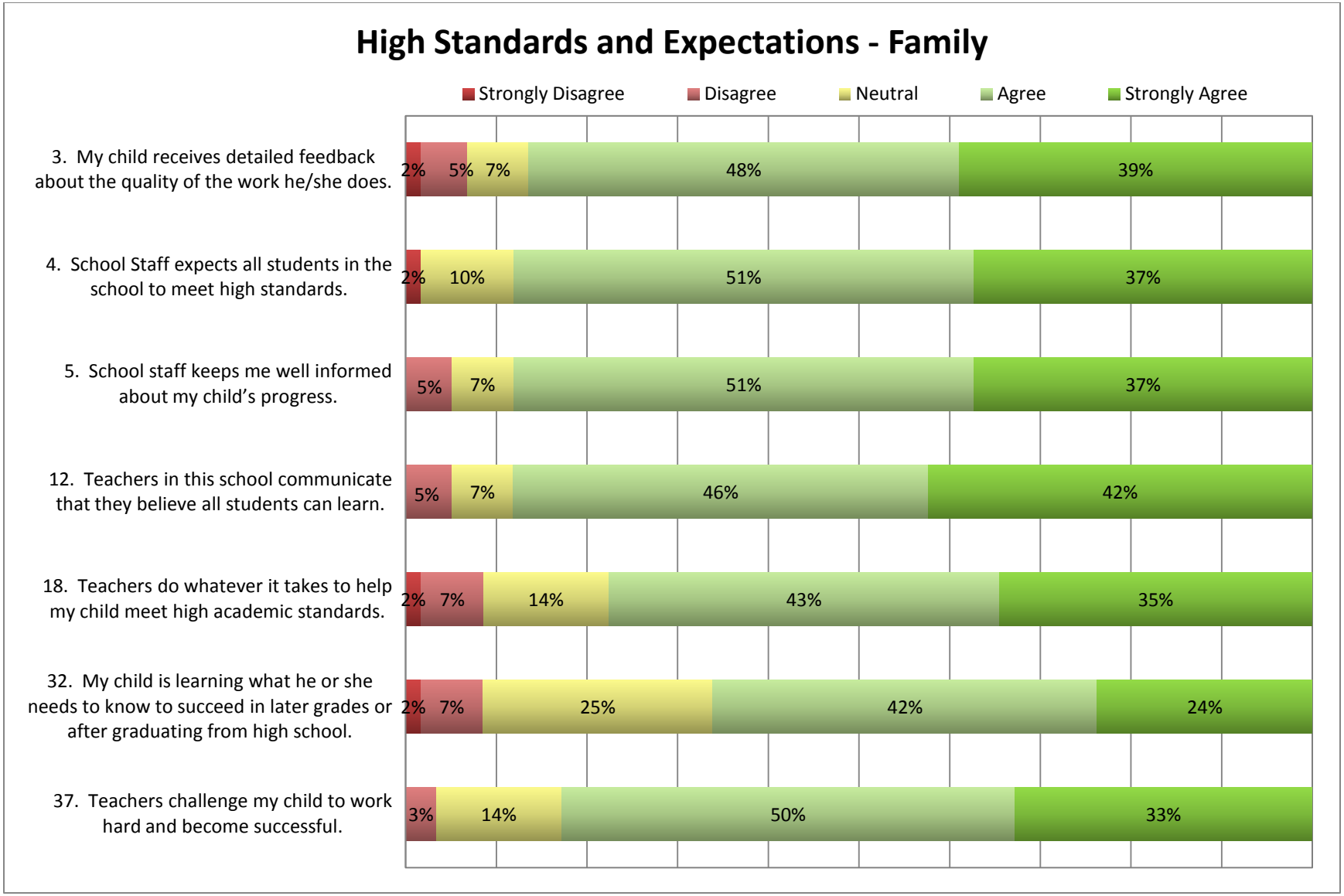
Clear and Shared Focus



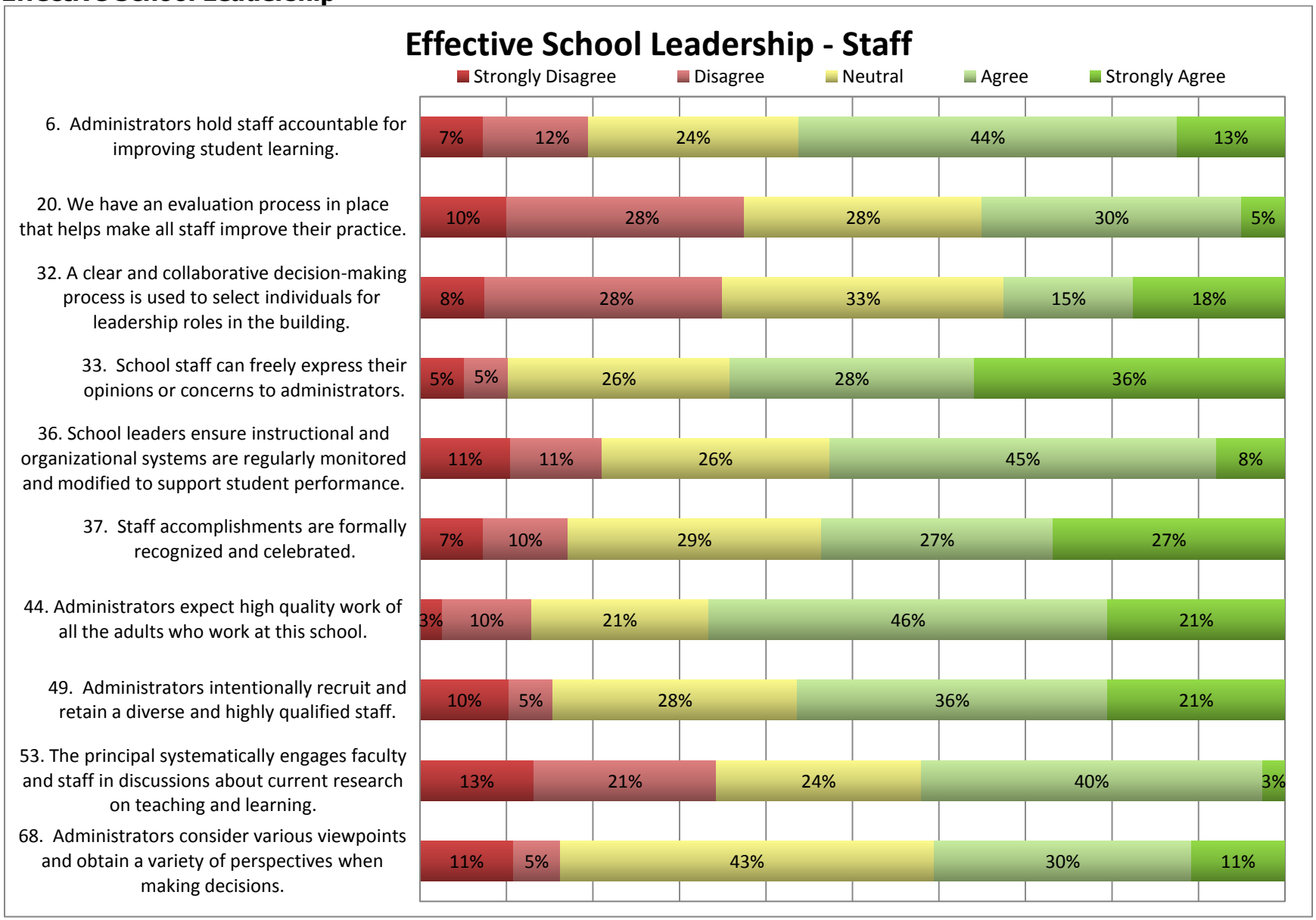

Clear and Shared Focus - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
1. I have a clear understanding of what the school is trying to accomplish.
5%
14%
54%
24%
2. The school's mission and goals influence important decisions.
5%
12%
54%
29%
17. The school has a clearly defined purpose and mission.
3%
14%
62%
21%
27. The school communicates its goals effectively to families and the community.
7%
22%
53%
19%
36. Academics are the primary focus at my child's school.
2%
19%
59%
21%

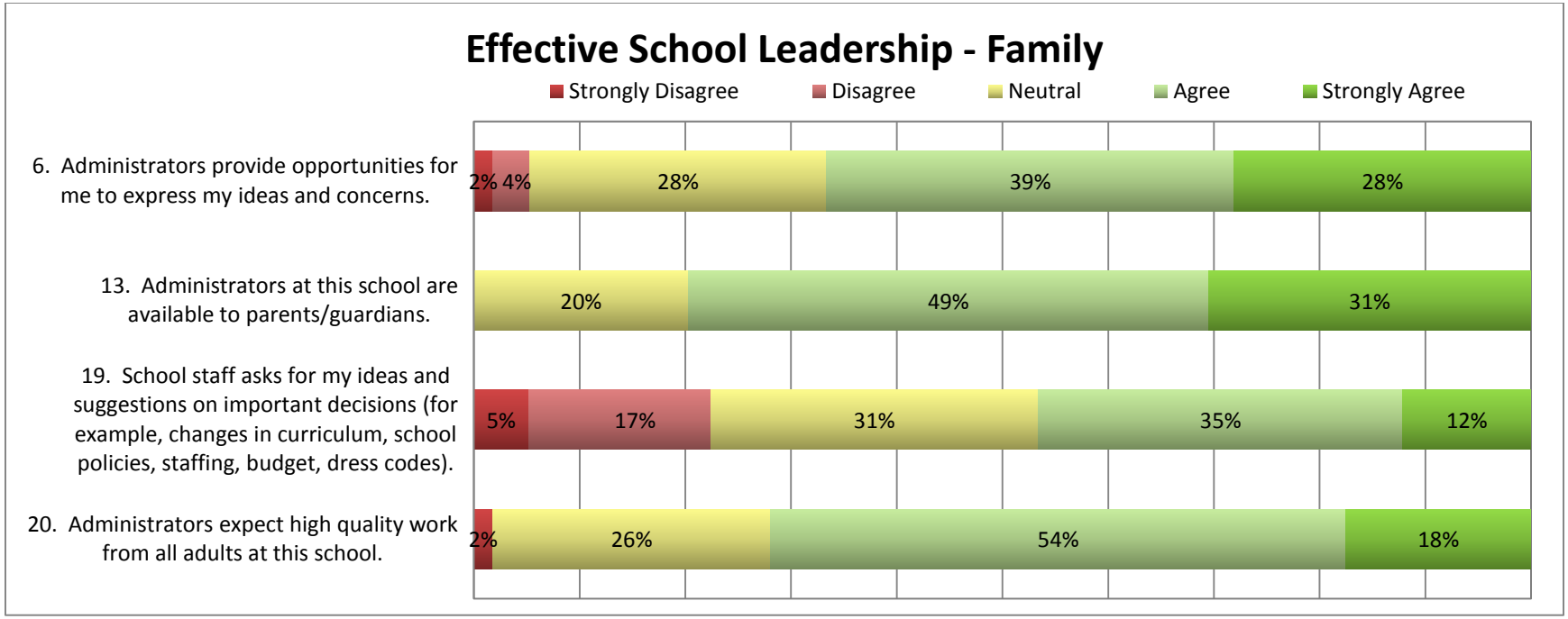
High Standards and Expectations



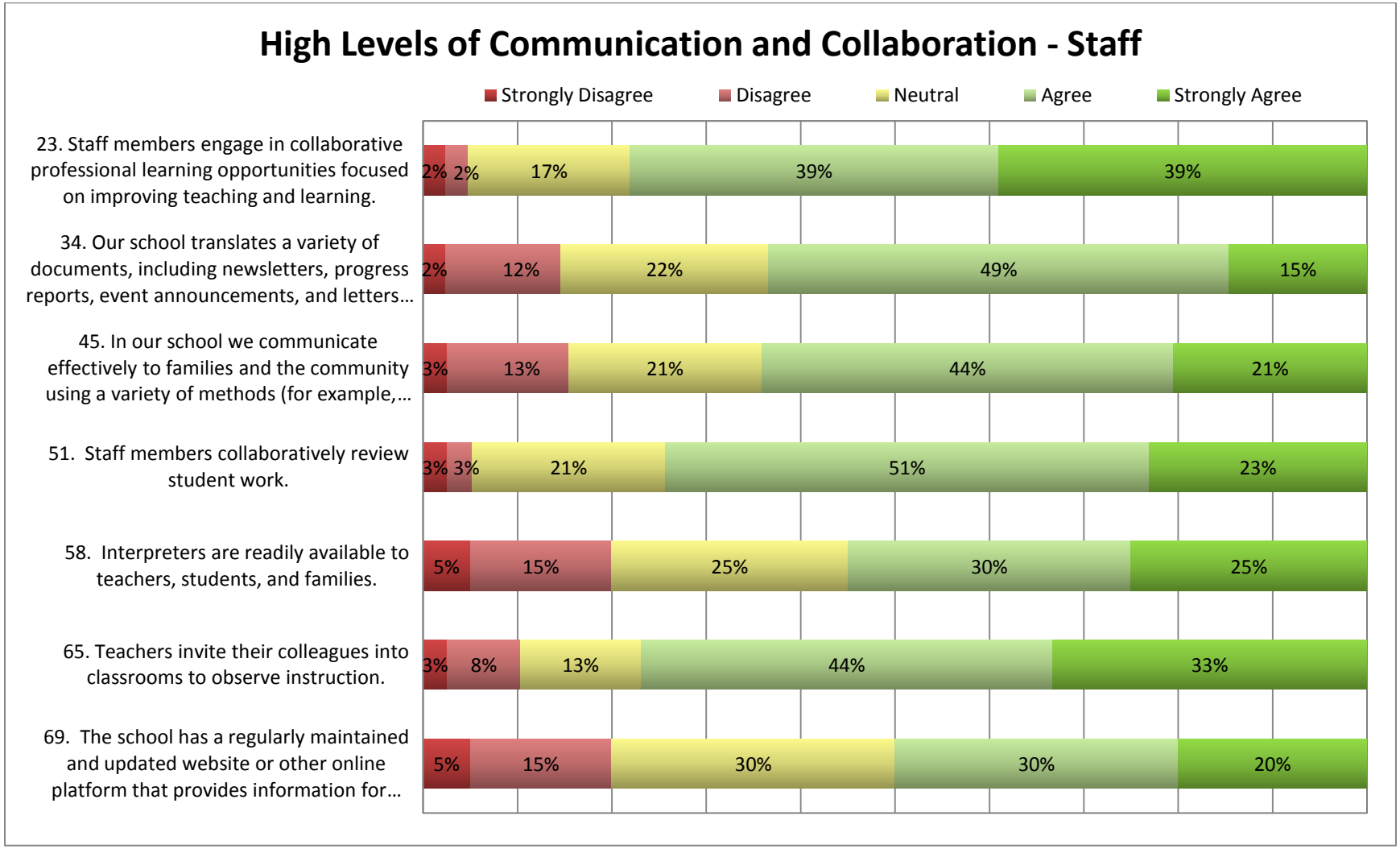

High Standards and Expectations - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
3. My child receives detailed feedback about the quality of the work he/she does.
2%
5%
7%
48%
39%
4. School Staff expects all students in the school to meet high standards.
2%
10%
51%
37%
5. School staff keeps me well informed about my child's progress.
5%
7%
51%
37%
12. Teachers in this school communicate that they believe all students can learn.
5%
7%
46%
42%
18. Teachers do whatever it takes to help my child meet high academic standards.
2%
7%
14%
43%
35%
32. My child is learning what he or she needs to know to succeed in later grades or after graduating from high school.
2%
7%
25%
42%
24%
37. Teachers challenge my child to work hard and become successful.
3%
14%
50%
33%

Effective School Leadership

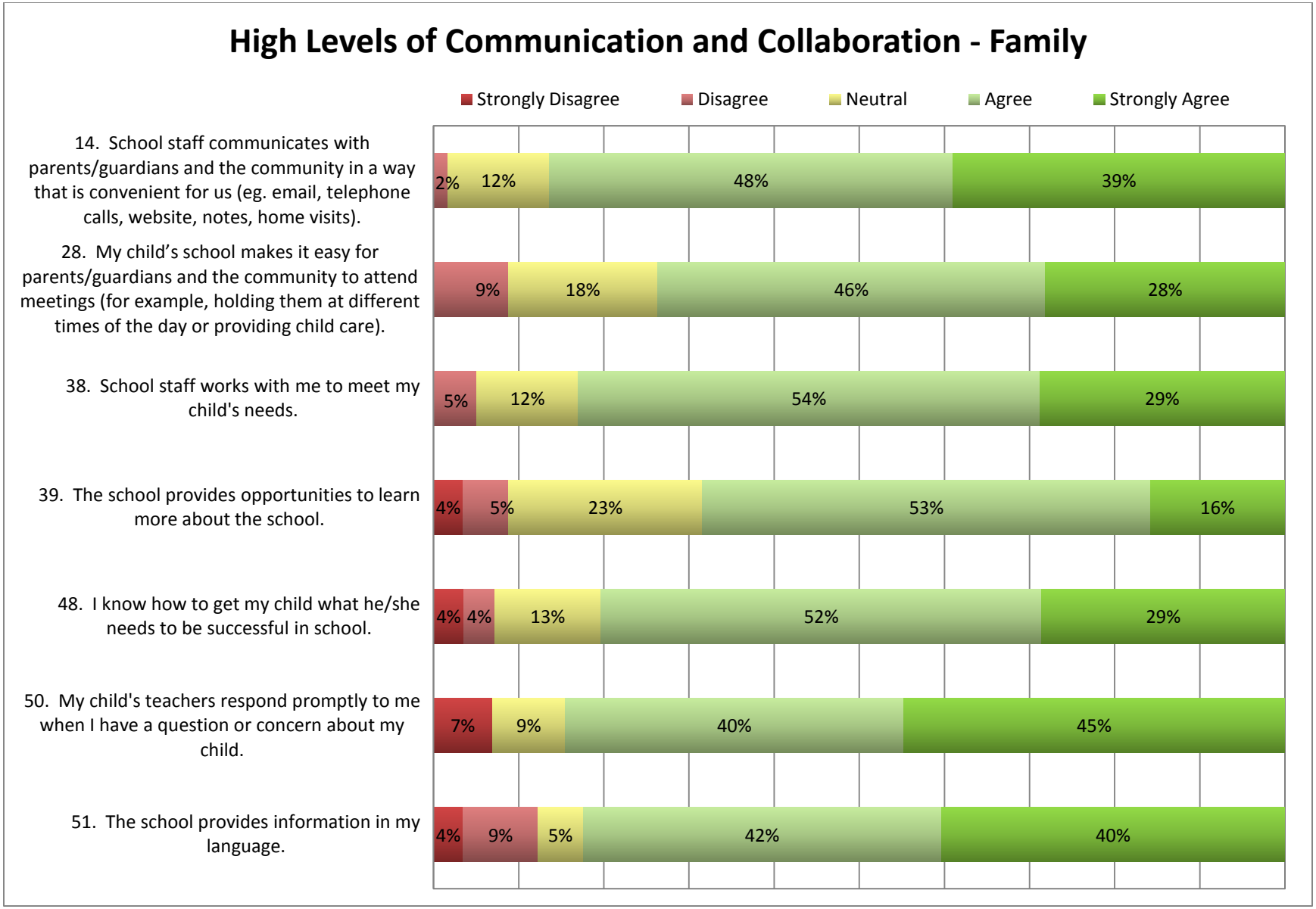



Effective School Leadership - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
6. Administrators provide opportunities for me to express my ideas and concerns.
2%
4%
28%
39%
28%
13. Administrators at this school are available to parents/guardians.
20%
49%
31%
19. School staff asks for my ideas and suggestions on important decisions (for example, changes in curriculum, school policies, staffing, budget, dress codes).
5%
17%
31%
35%
12%
20. Administrators expect high quality work from all adults at this school.
2%
26%
54%
18%

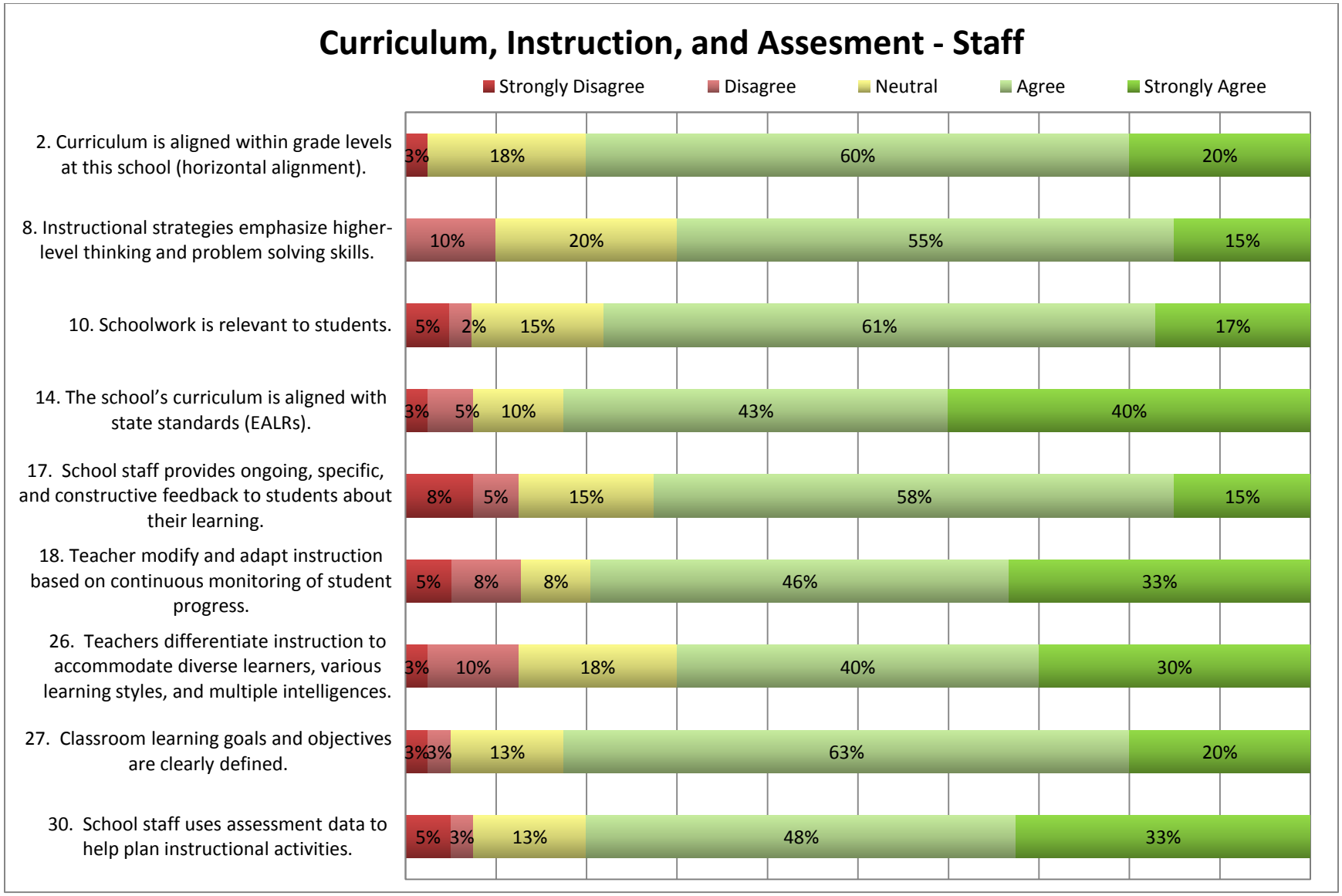
High Levels of Communication and Collaboration

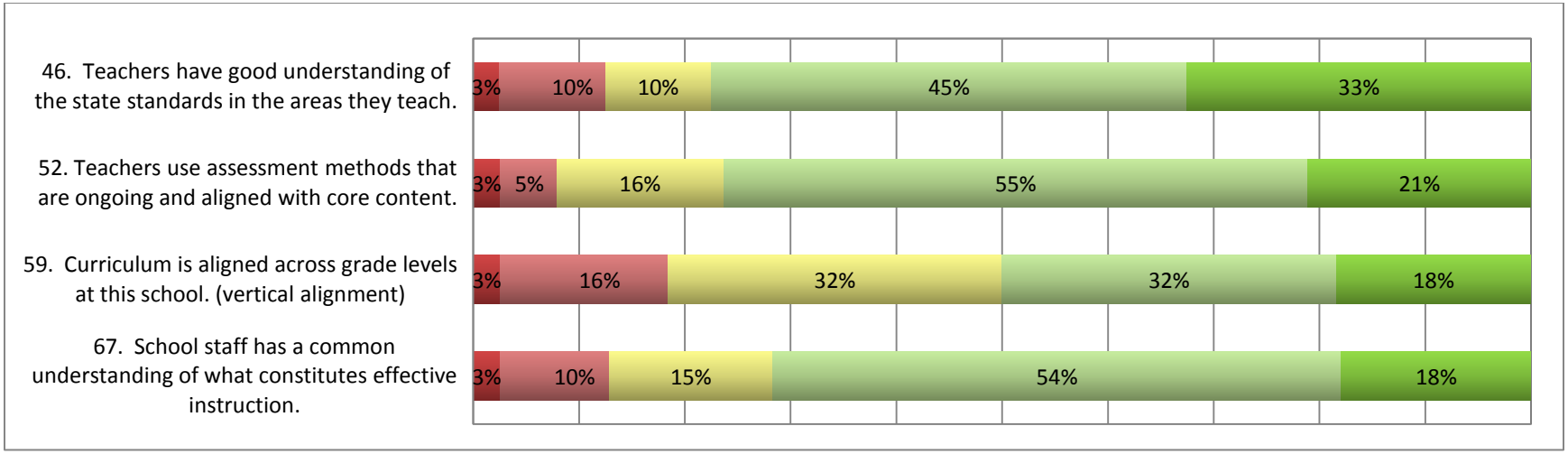


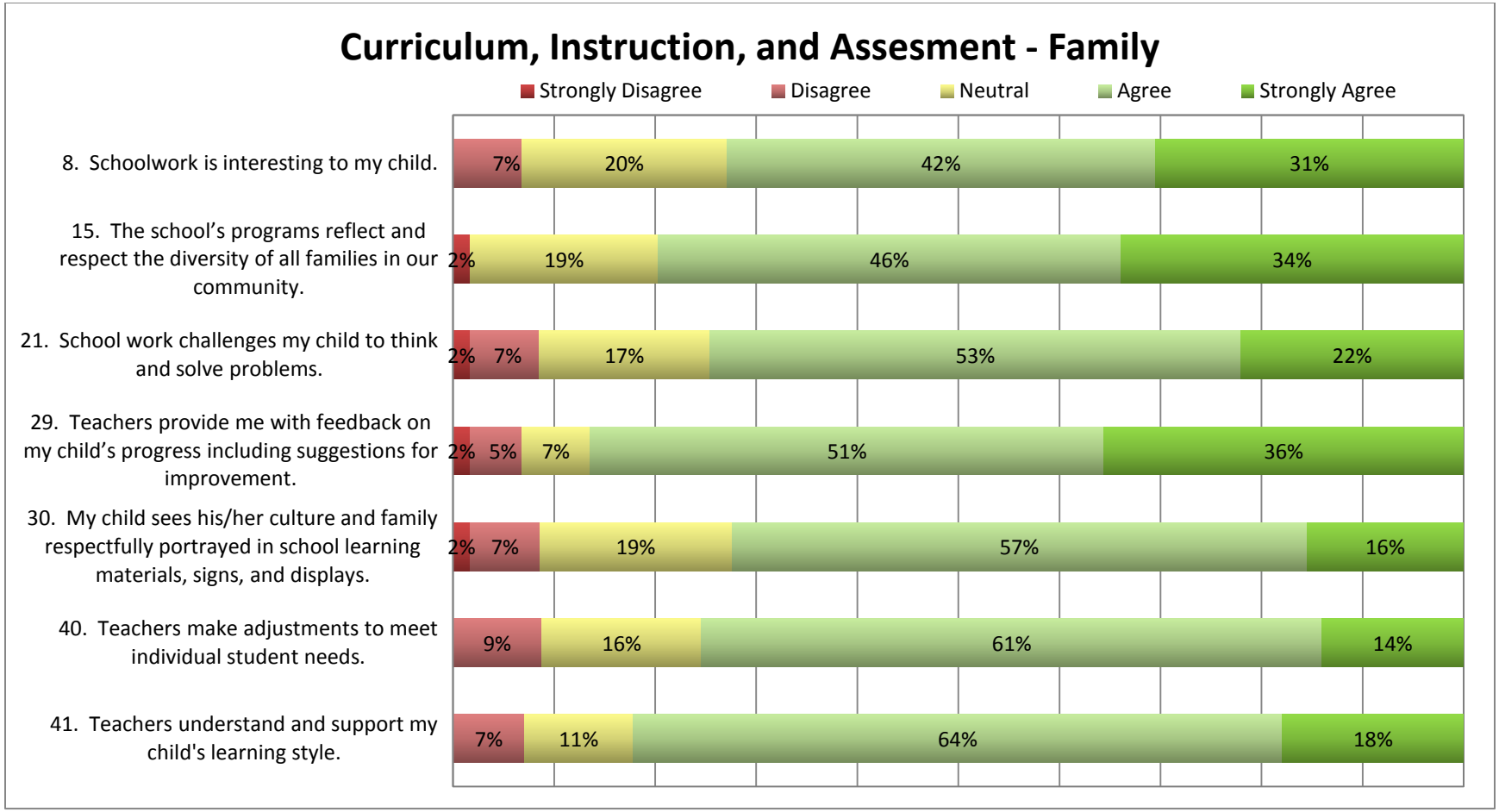
High Levels of Communication and Collaboration - Family



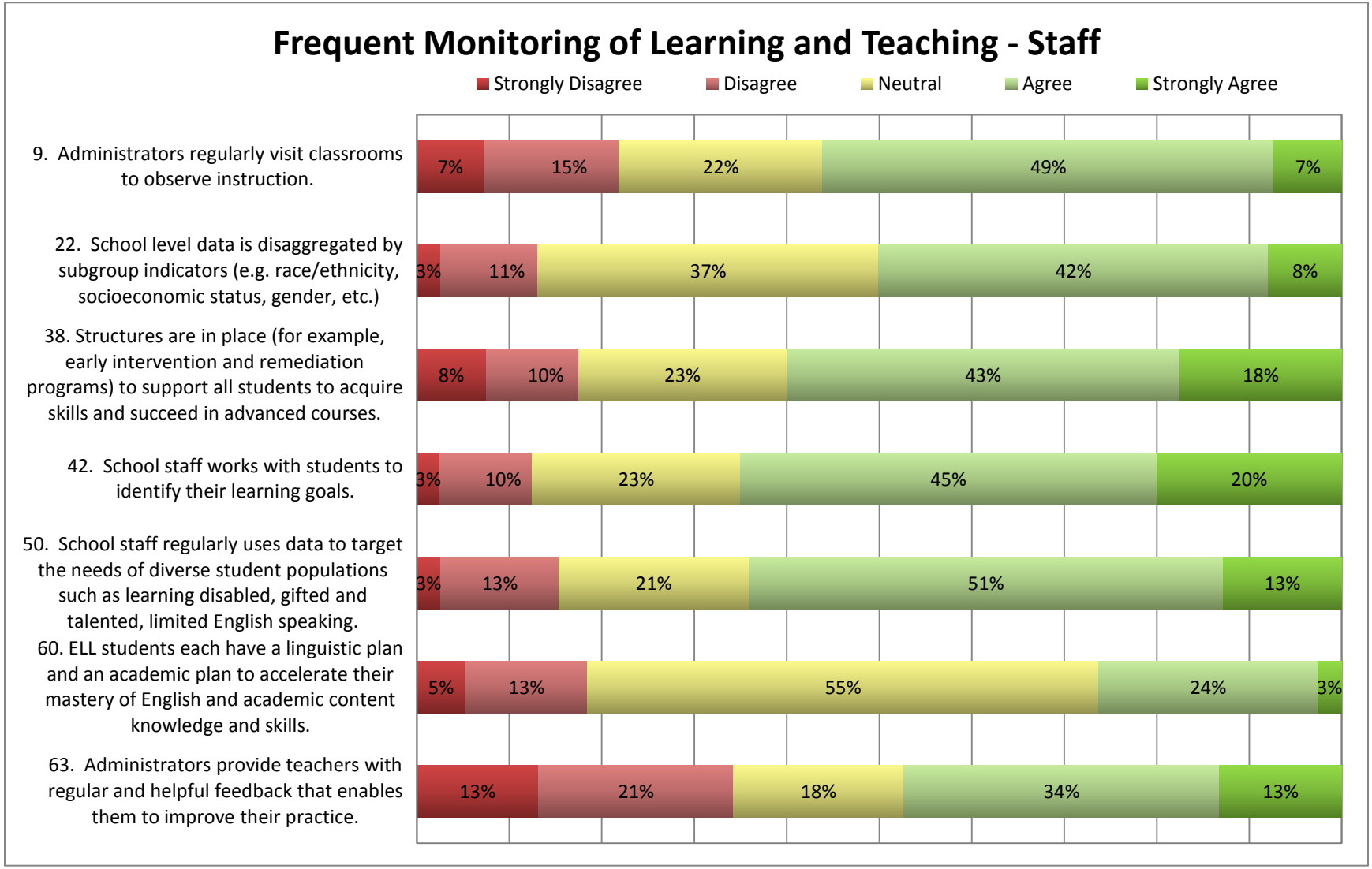
Curriculum, Instruction, and Assessment

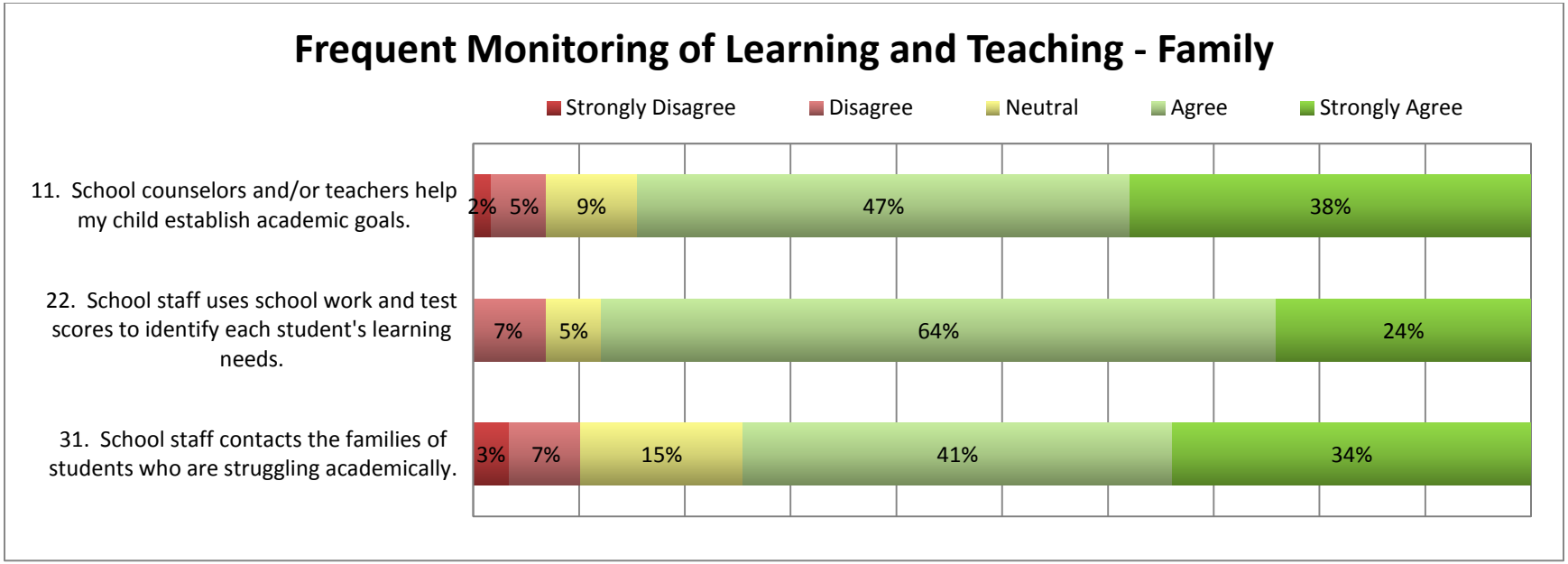



46. Teachers have good understanding of the state standards in the areas they teach.
3%
10%
10%
45%
33%
52. Teachers use assessment methods that are ongoing and aligned with core content.
3%
5%
16%
55%
21%
59. Curriculum is aligned across grade levels at this school. (vertical alignment)
3%
16%
32%
32%
18%
67. School staff has a common understanding of what constitutes effective instruction.
3%
10%
15%
54%
18%

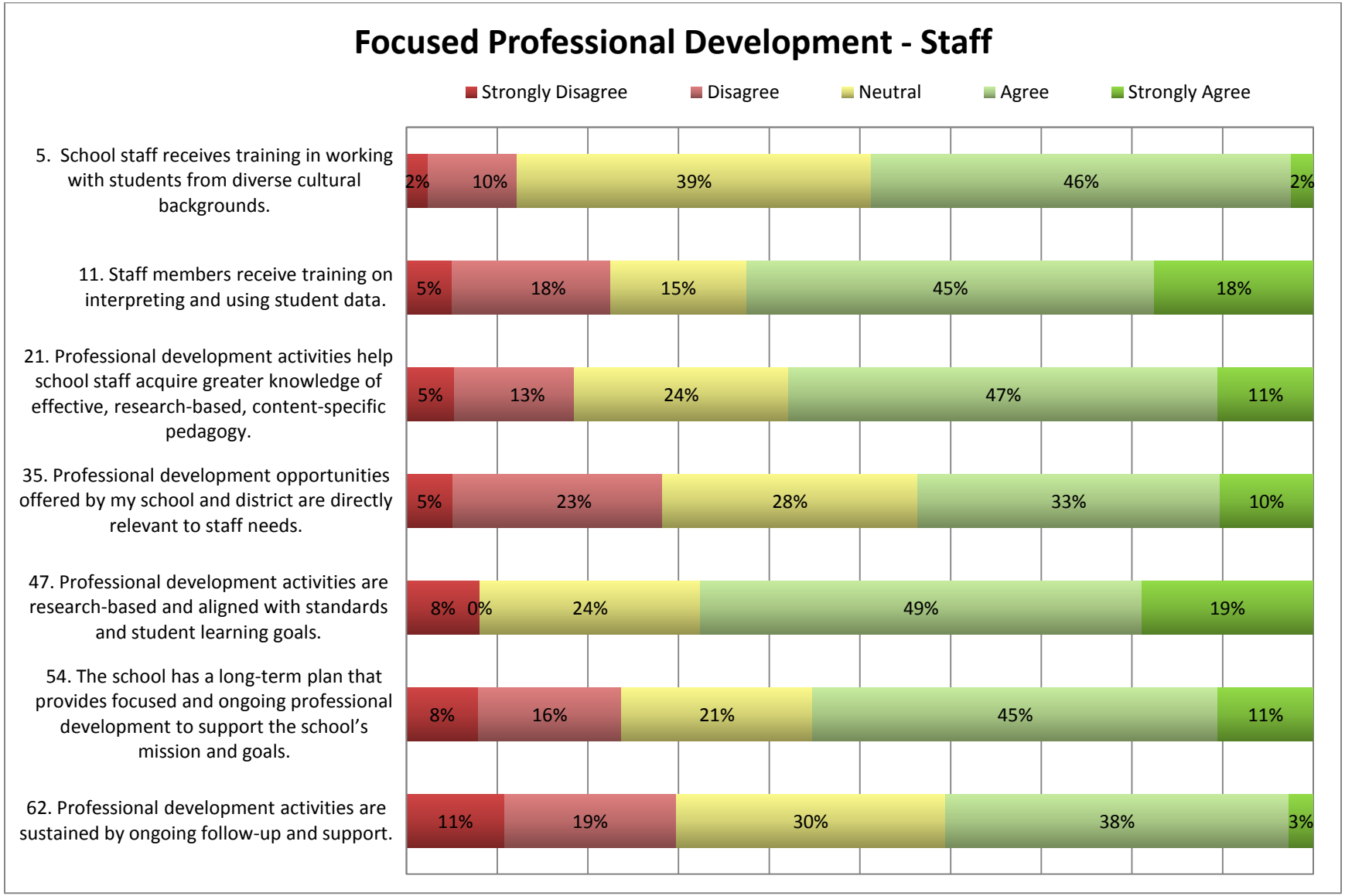

Curriculum, Instruction, and Assesment - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
8. Schoolwork is interesting to my child.
7%
20%
42%
31%
15. The school's programs reflect and respect the diversity of all families in our community.
2%
19%
46%
34%
21. School work challenges my child to think and solve problems.
2%
7%
17%
53%
22%
29. Teachers provide me with feedback on my child's progress including suggestions for improvement.
2%
5%
7%
51%
36%
30. My child sees his/her culture and family respectfully portrayed in school learning materials, signs, and displays.
2%
7%
19%
57%
16%
40. Teachers make adjustments to meet individual student needs.
9%
16%
61%
14%
41. Teachers understand and support my child's learning style.
7%
11%
64%
18%

Frequent Monitoring of Learning and Teaching

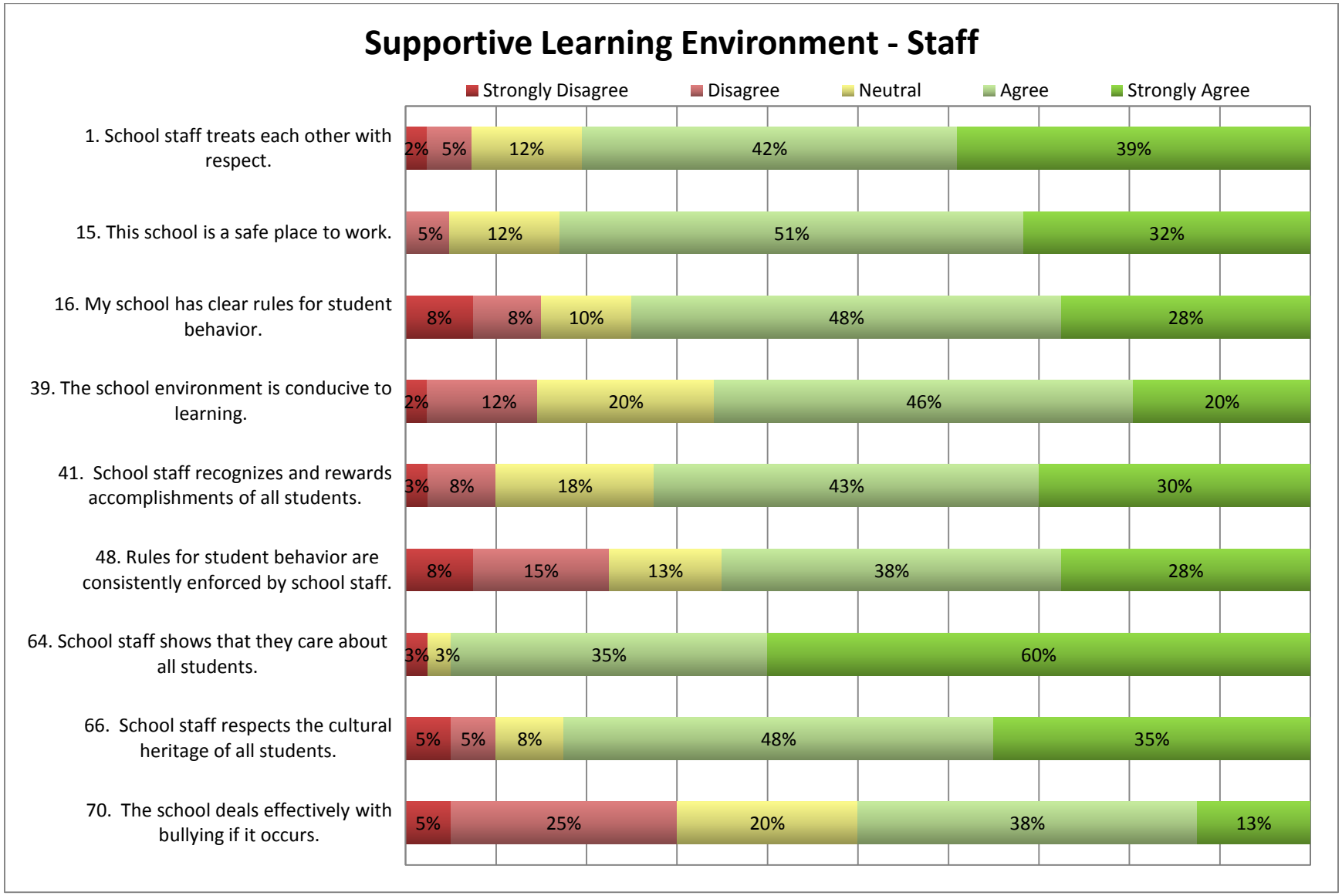


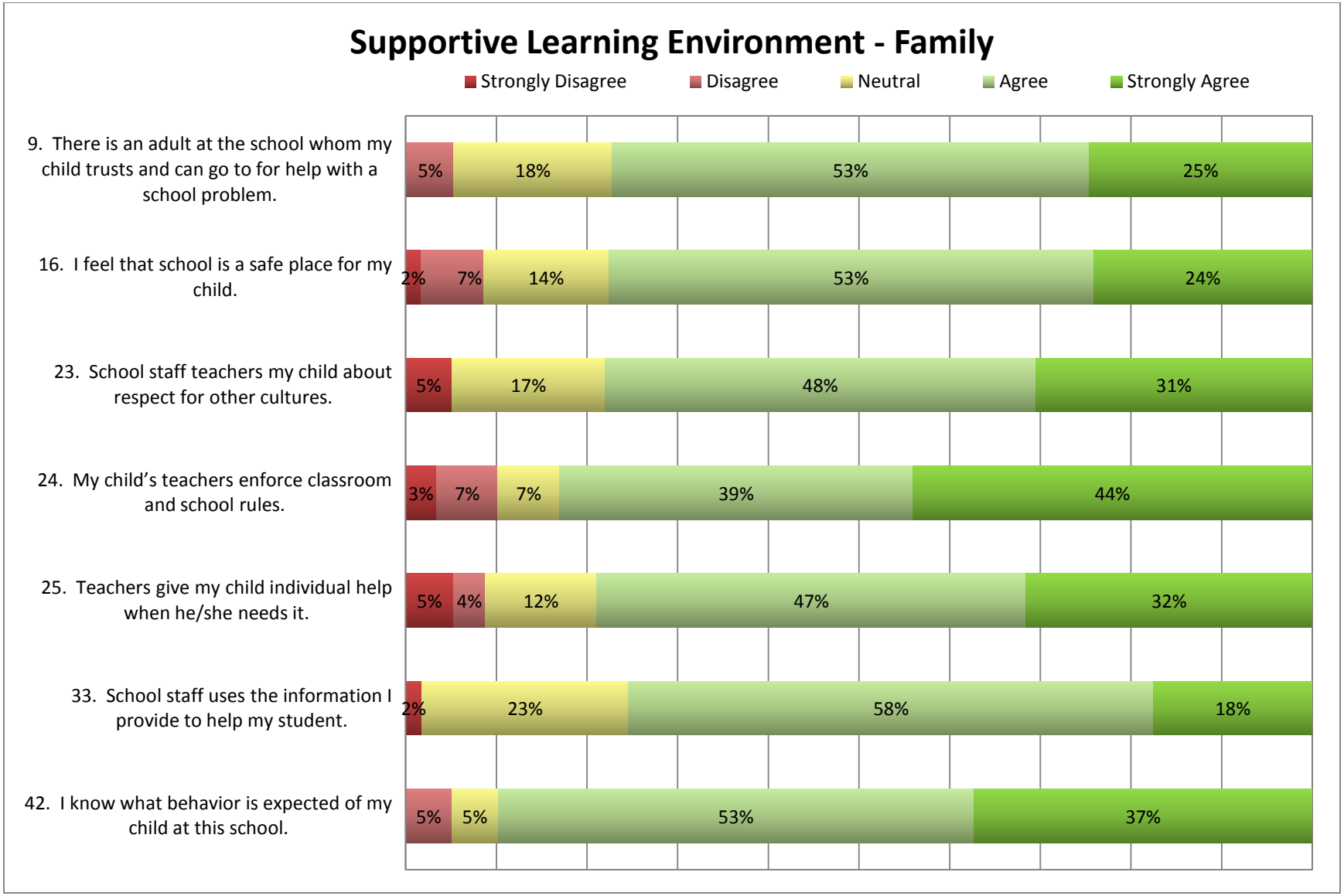

Frequent Monitoring of Learning and Teaching - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
11. School counselors and/or teachers help my child establish academic goals.
2%
5%
9%
47%
38%
22. School staff uses school work and test scores to identify each student's learning needs.
7%
5%
64%
24%
31. School staff contacts the families of students who are struggling academically.
3%
7%
15%
41%
34%

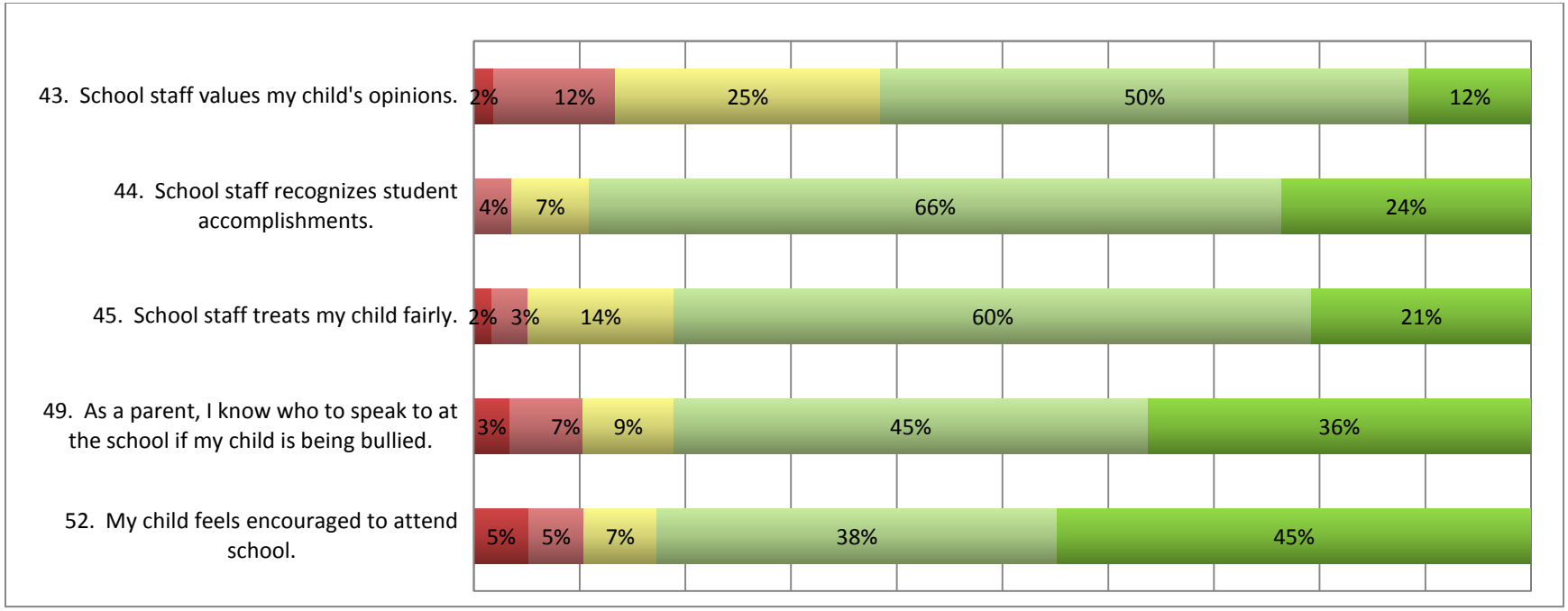
Focused Professional Development



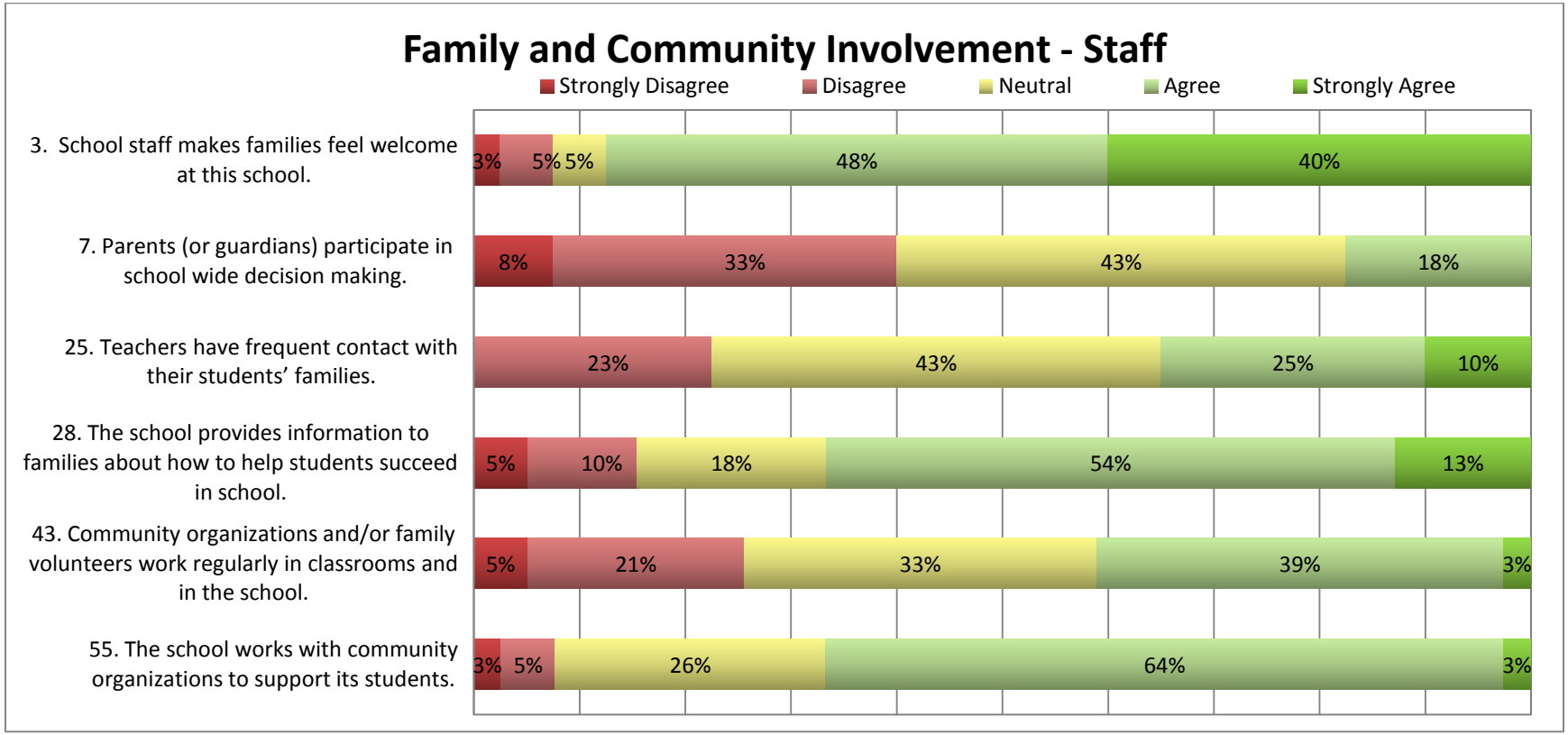
Supportive Learning Environment

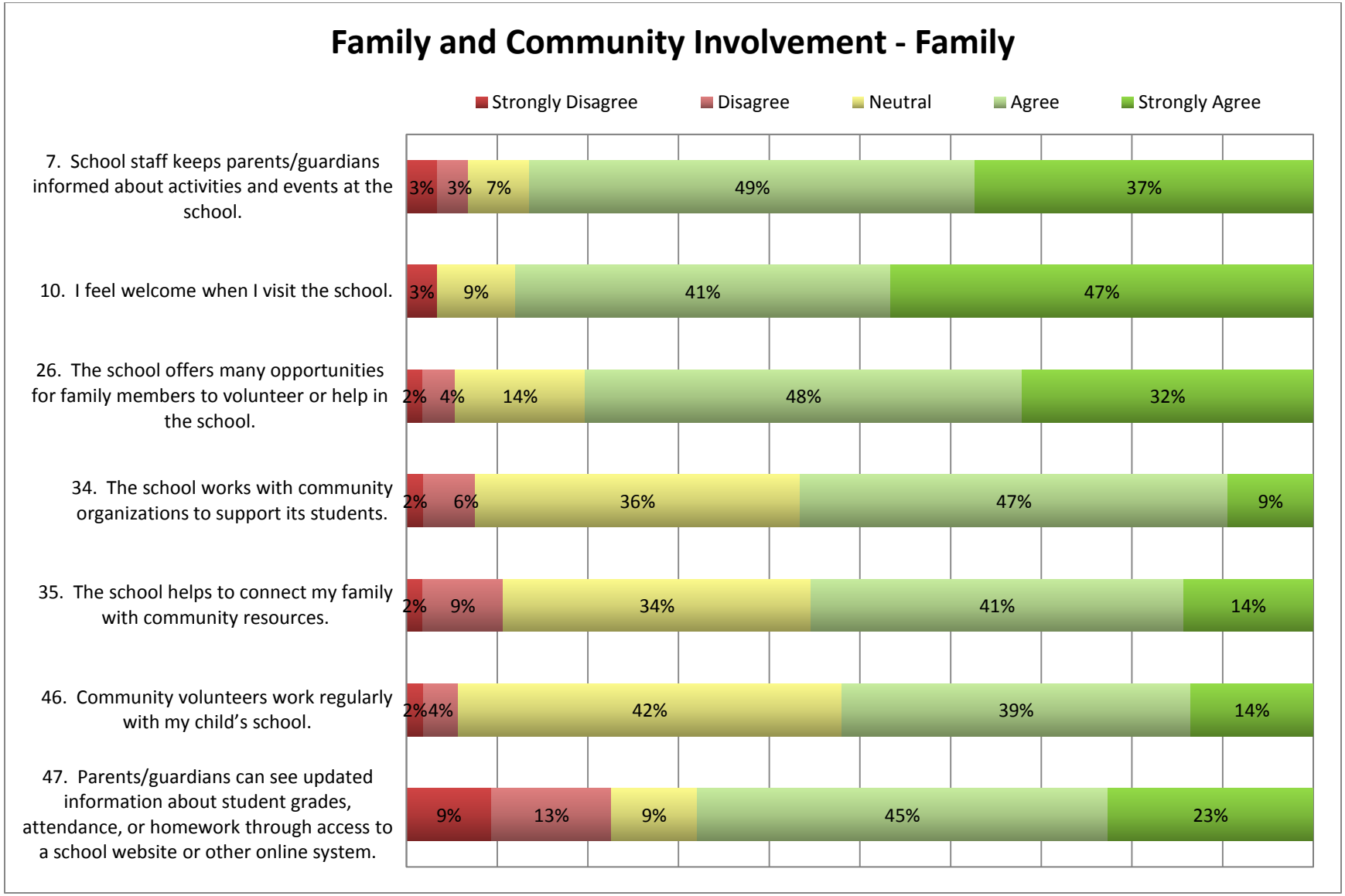



Supportive Learning Environment - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
9. There is an adult at the school whom my child trusts and can go to for help with a school problem.
5%
18%
53%
25%
16. I feel that school is a safe place for my child.
2%
7%
14%
53%
24%
23. School staff teachers my child about respect for other cultures.
5%
17%
48%
31%
24. My child's teachers enforce classroom and school rules.
3%
7%
7%
39%
44%
25. Teachers give my child individual help when he/she needs it.
5%
4%
12%
47%
32%
33. School staff uses the information I provide to help my student.
2%
23%
58%
18%
42. I know what behavior is expected of my child at this school.
5%
5%
53%
37%


43. School staff values my child's opinions.
2%
12%
25%
50%
12%
44. School staff recognizes student accomplishments.
4%
7%
66%
24%
45. School staff treats my child fairly.
2%
3%
14%
60%
21%
49. As a parent, I know who to speak to at the school if my child is being bullied.
3%
7%
9%
45%
36%
52. My child feels encouraged to attend school.
5%
5%
7%
38%
45%

Family and Community Involvement




Family and Community Involvement - Family
Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree
7. School staff keeps parents/guardians informed about activities and events at the school.
3%
3%
7%
49%
37%
10. I feel welcome when I visit the school.
3%
9%
41%
47%
26. The school offers many opportunities for family members to volunteer or help in the school.
2%
4%
14%
48%
32%
34. The school works with community organizations to support its students.
2%
6%
36%
47%
9%
35. The school helps to connect my family with community resources.
2%
9%
34%
41%
14%
46. Community volunteers work regularly with my child's school.
2%
4%
42%
39%
14%
47. Parents/guardians can see updated information about student grades, attendance, or homework through access to a school website or other online system.
9%
13%
9%
45%
23%

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

District and School Improvement and Accountability
Washington Improvement and Implementation Network (WIIN) Center
6501 North 23rd Street
Tacoma, WA 98406
(253) 571-3540
wiin@k12.wa.us

Office of Superintendent of Public Instruction
Old Capitol Building
PO Box 47200
Olympia, WA 98504-7200

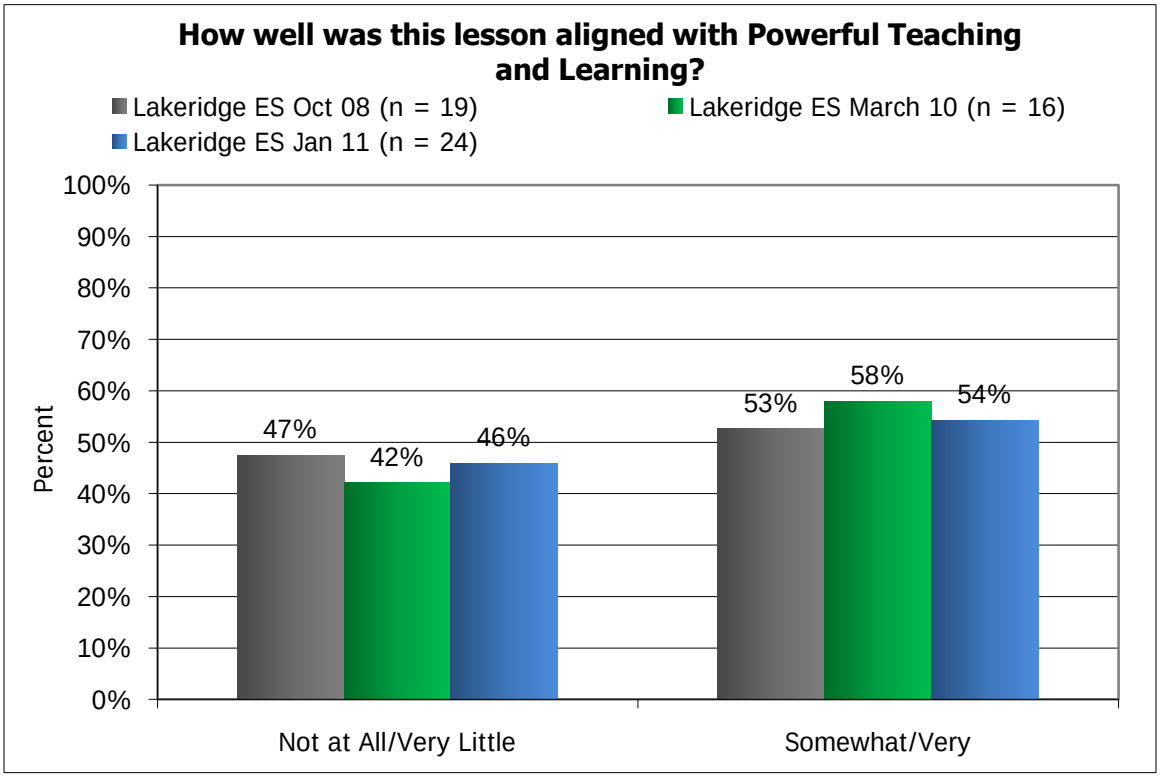
STAR Classroom Observation Study

Introduction

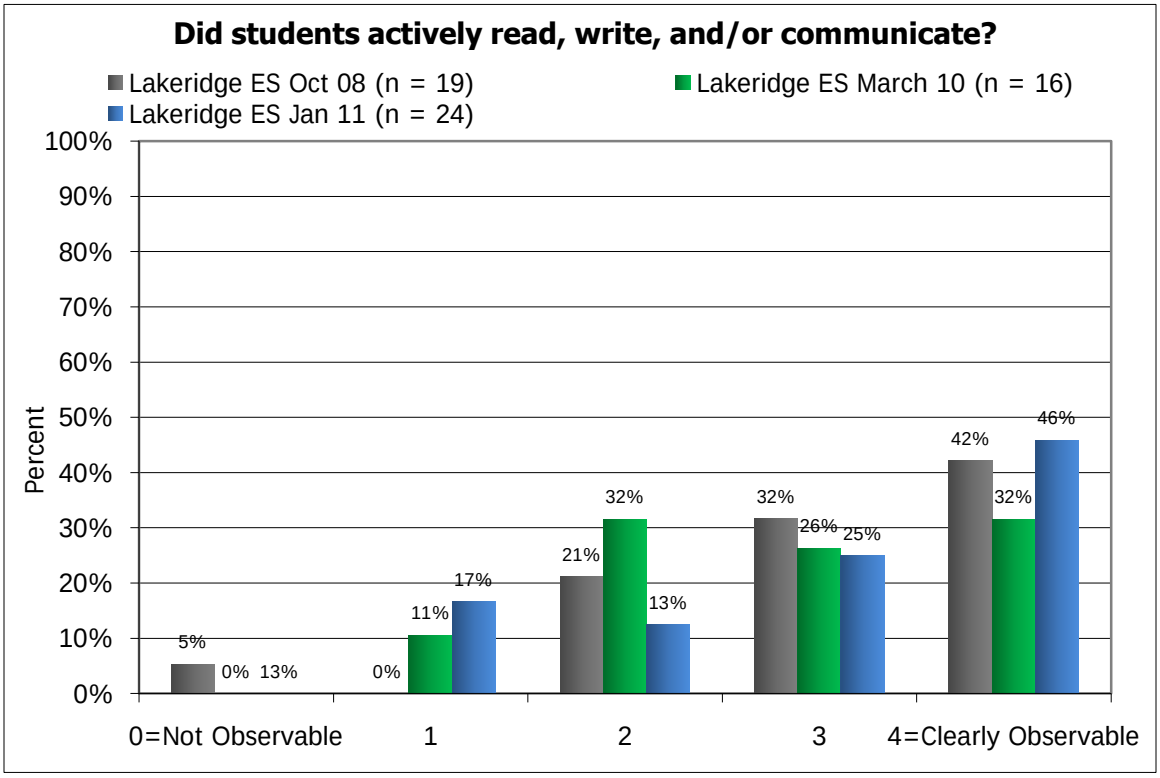
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the 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.

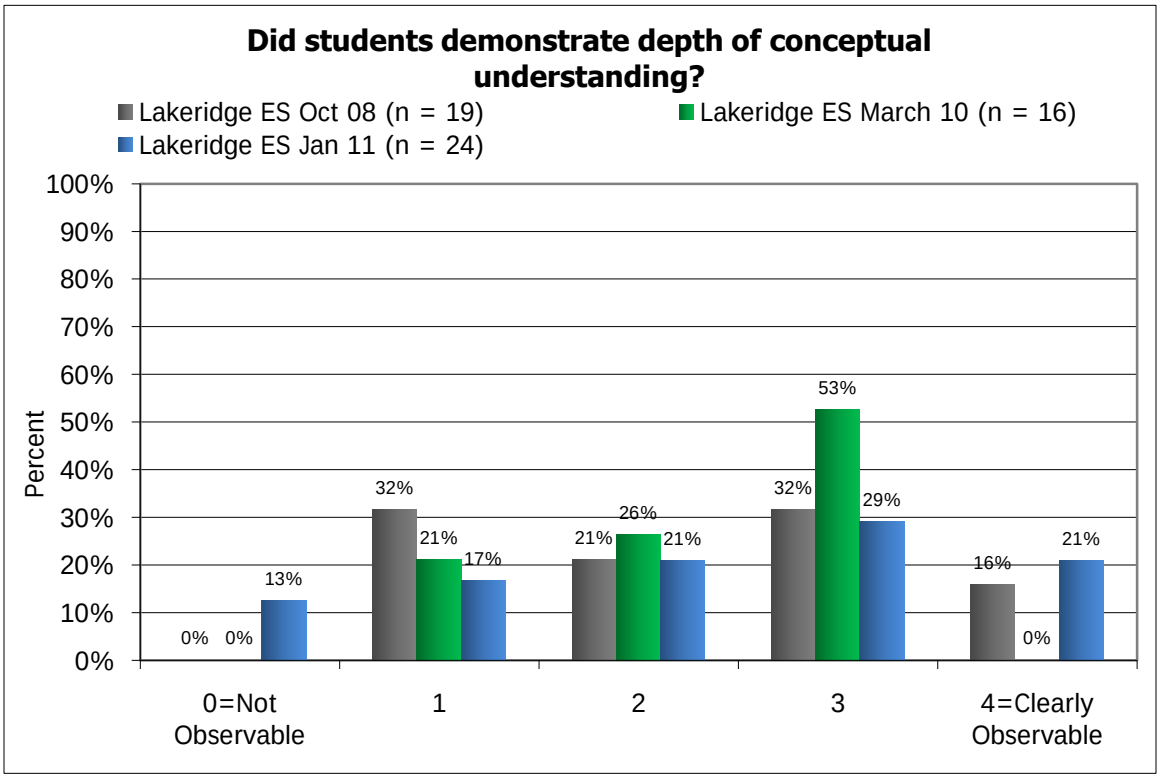
Overall Results



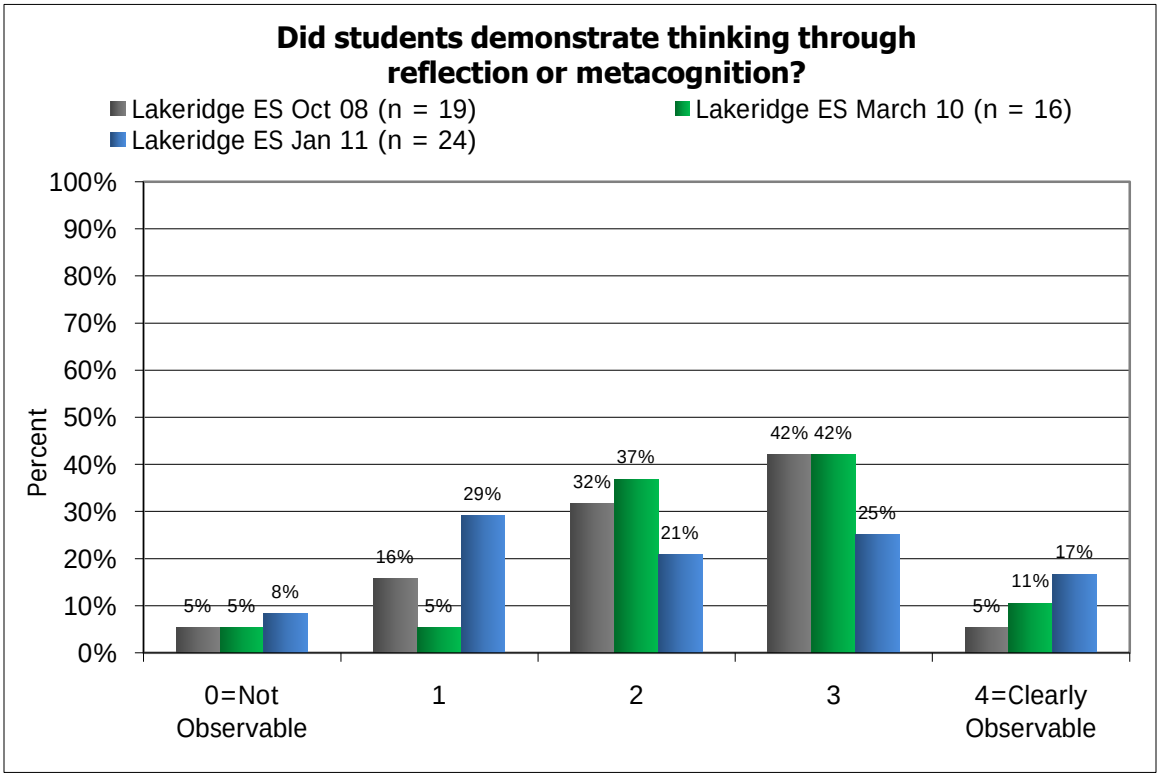
Skills: Essential Component Results



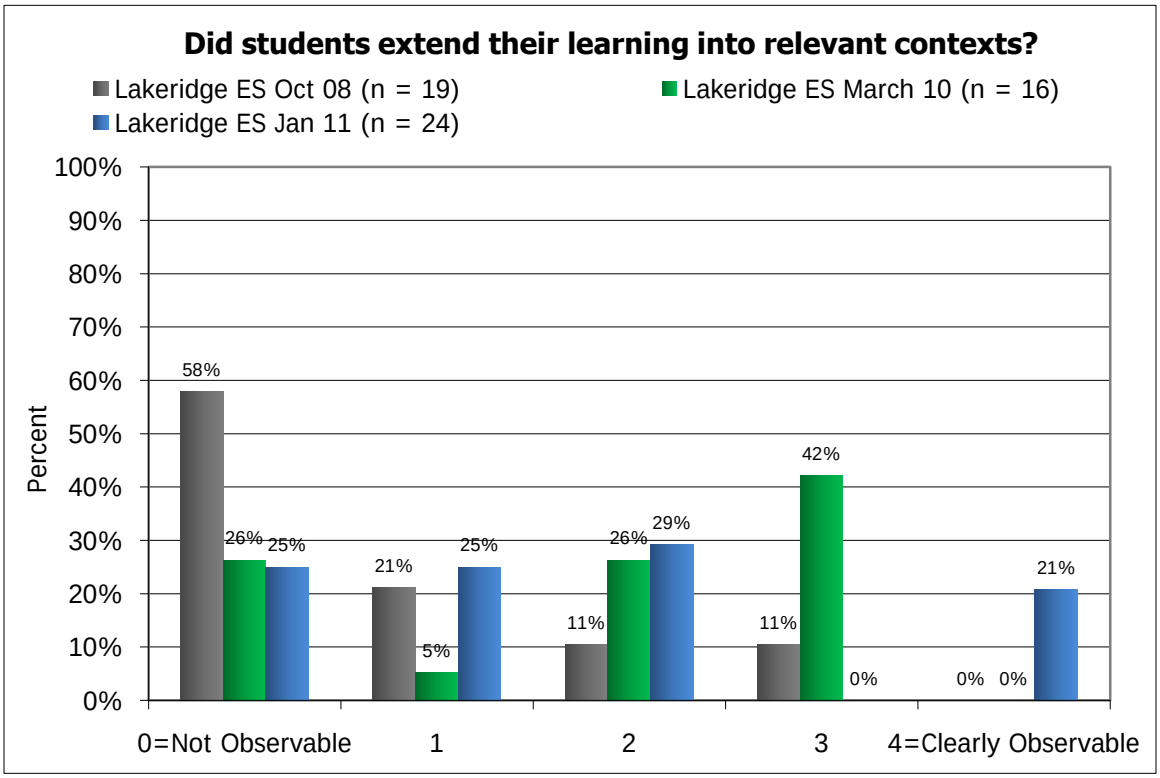
Knowledge: Essential Component Results



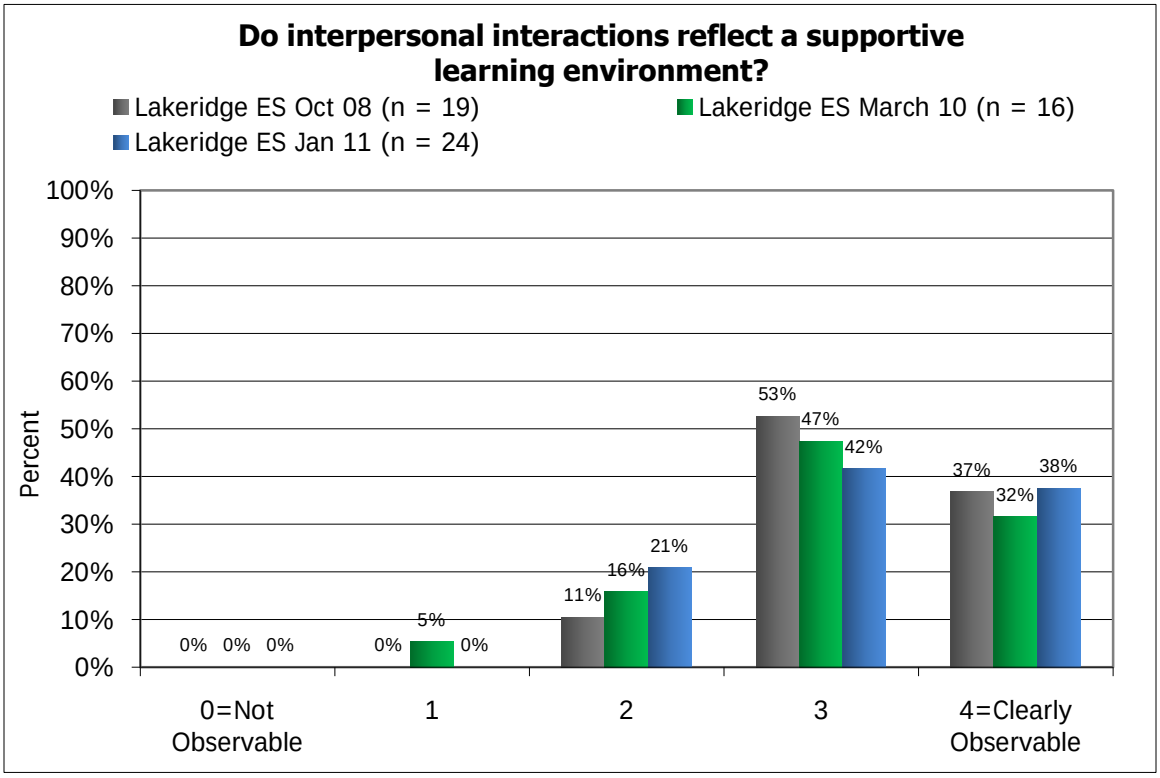
Thinking: Essential Component Results



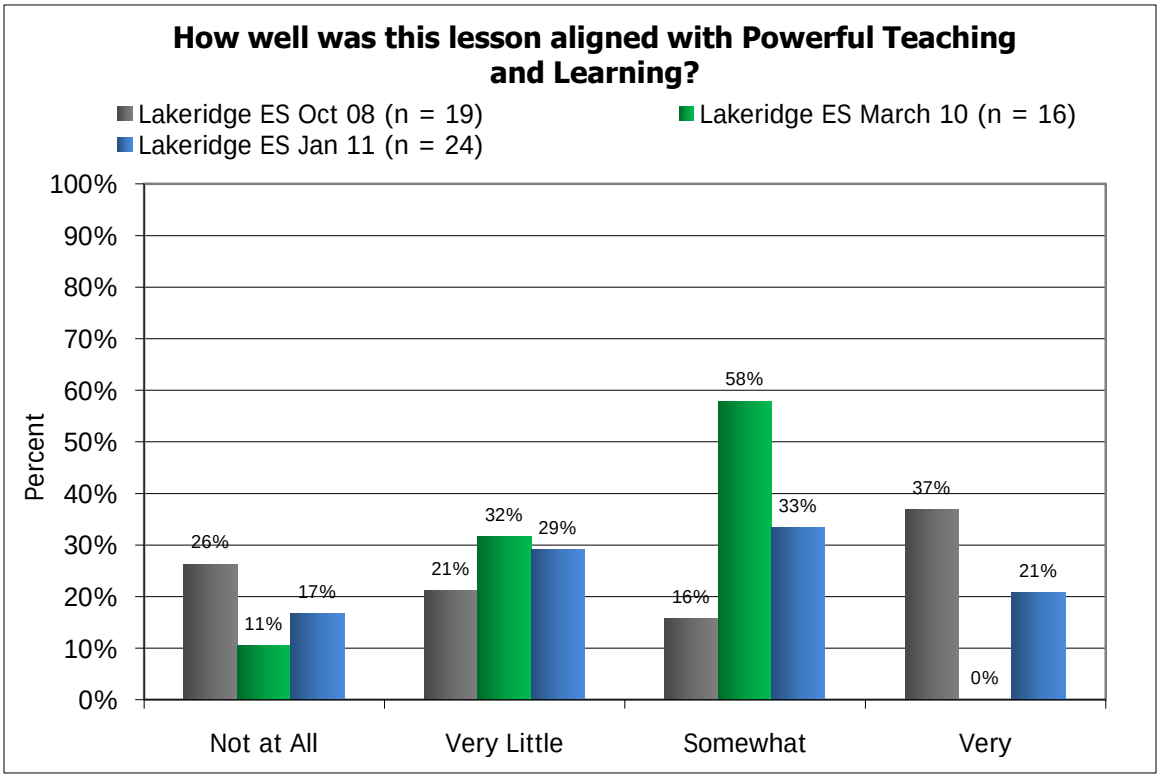
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

Skills Indicators	***0***	***1***	***2***	***3***	***4***
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%	
Knowledge Indicators	***0***	***1***	***2***	***3***	***4***
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%	
Thinking Indicators	***0***	***1***	***2***	***3***	***4***
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%	
Application Indicators	***0***	***1***	***2***	***3***	***4***
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%	
Relationships Indicators	***0***	***1***	***2***	***3***	***4***
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 thingking, 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:

_____

_____

_____

_____

What is/are the highest scoring Essential Component(s)? _____

_____

What is/are the lowest scoring Essential Component(s)? _____

_____

What is/are the highest scoring Indicator(s)? _____

_____

What is/are the lowest scoring Indicator(s)? _____

_____

What are some areas that we could all focus on? _____

_____

What should we do next? _____

_____

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-terms 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
Districts applying for competitive *School Improvement Grants (SIGs)* to serve their Tier I and Tier II school(s)	**#1 through #5 and #8** Applications with incomplete answers will not be considered.
Districts applying for competitive *School Improvement Grants (SIGs)* to serve their Tier III school(s)	**#6 and #7** Applications with incomplete answers will not be considered.
Required Action Districts funded through federal *School Improvement Grants (SIGs)*. Note: This application serves as the proposed action plan required through state legislation.	**#1, #3, #4, #5, and #8** 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? **X** 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 BERC 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 t 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. <u>Work Day/Year</u>

   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:	For the Association:
_____	_____
_____	_____
Date	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.
   a. Identify **each Tier I, Tier II, and Tier III school** the District commits to serve.
   b. Identify the **model** that the District will use in each Tier I and Tier II school.
   c. 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.
   d. 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.
   e. 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).
   f. 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 1st – 3rd grade and 4th – 5th 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
Extended Day/Extended Year - Option 2	$246,585.00	$246,585.00	$246,585.00
Ext. Day Transportation	$33,768.00	$33,768.00	$33,768.00
Job Embedded Professional Development			
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
Reforming Instruction			
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
Family/Community Engagement			
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
Outside Partners/Contractors			
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
Other Instructional costs			
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
Indirects .0324	$34,081.00	$29,157.00	$24,891.00
Total Cost of Expenditures	$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

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity 21	$92,849	$522,572.76	$93,330	$169,366.24	$0	110,500	$0	$0	988,618
Total for Activity 23	$0	$15,960		$3,040	$0	$0	$0	$0	$19,000
Total for Activity 24	$0	$37,800	$0	$7,200	$0	$0	$0	$0	$45,000
Total for Activity 21	$0	$0	$0	$0	$0	$33,360	$0		$33,360
Grand Total									$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
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)	☒ 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		
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.		
Collaboration with Key Stakeholder Groups		
The Required Action Plan was developed in collaboration with administrators, teachers, and other staff, parents, unions representing	☒ Meets Requirements *(To be completed by SE & SI staff)*	

any employees within the district, students, and other representatives of the local community. The school board conducted a public meeting to allow for comment on the proposed required action plan. (RCW 28A.657.050)	○ 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 ➢ ☐ 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 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.

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TEACHERS AND LEADERS		
Replace Principal		
Required Element	Completion Status/Reviewer Comments	District Response
Replace Principal	☒ 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. ○ Identify any language that is unclear or needs to be discussed. ☐ Absent/does not address requirements	
Evidence from Application		
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.		
Incentives to Recruit, Place & Retain Effective Teachers		
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	☒ Meets Requirements *(To be completed by SE & SI staff)* ○ During our face to face meeting on March 16th, the district team indicated they would reconvene the District and Association team to revisit the MOU language by March 23rd 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 24th even though they have until March 30th.	

	☐ 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	

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

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)	☒ 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 Identify any language that is unclear or needs to be discussed. ☐ Absent/does not address requirements	

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

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

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INSTRUCTIONAL SUPPORT STRATEGIES		
Select and Implement Research-Based, Standards-Aligned Instructional Program		
Required Element	Completion Status/Review Comments	District Response
Use data to select and implement research-based instructional program, vertically-aligned to each grade and state standards.	☒ 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 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. 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. The school will continue to seek out more creative approaches to provide interventions and enrichment for students' reaching and exceeding state standards.		
Provide Job-Embedded Professional Development		
Provide ongoing, job-embedded professional development aligned with school's comprehensive instructional program and designed with school staff.	☒ 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. ☐ Absent/does not address requirements	

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. 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	
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.		

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LEARNING TIME AND SUPPORT		
Increased Learning Time		
Required Element	Completion Status/Review Comments	District Response
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.	☒ 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. ☐ Absent/does not address requirements	
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		
Provide appropriate social-emotional and community-oriented services and support for 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. 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		
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. 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	
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.		

GOVERNANCE

Operational Flexibility

Required Element	Completion Status/Review Comments	District Response
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.	☒ 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. ○ Clarify the operational flexibility the school and principal will have to implement the model: Met: 3/18/11 ☐ Absent/does not address requirements	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. **Amendments to the application are due no later than March 18th, 2011**

Evidence from Application

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?

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.

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BUDGET		
Sufficient in Scope		
Required Element	Completion Status/Review Comments	District Response
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)	☒ 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. ○ The district needs to address and justify the budget requests and question provided below. Met: 3/18/11 ☐ Absent/does not address requirements	
Evidence from Application		
Page 4 of iGrant form package Add to budget: 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).		

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OTHER		
Required Element	Completion Status/Review Comments	District Response
None	☐ 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	
Evidence from Application		

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					
If replacing principal then:		**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						

Details:	**Timeline Details**	**Who is Responsible?**
CI: The current principal was notified that, under the requirement for the Transformation Model, she will be replaced as part of the process.	January, 2011	**Elementary Chief Academic Officer (CAO)** 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	**Asst Supt for Human Resources** Elementary Chief Academic Officer (CAO) Asst Supt for Learning and Teaching

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: • Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff; • demonstrating commitment to closing the achievement gap; • providing for school safety; • leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements; • assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals; • monitoring, assisting, and evaluating effective instruction and assessment practices; • managing both staff and fiscal resources to support student achievement and legal responsibilities; • partnering with the school community to promote student learning. 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. The Superintendent will present a finalist to the Board of Directors for selection and approval.	March 28-April 13, 2011	**Asst Supt for Human Resources** **Elementary CAO** Lakeridge staff committee Parent representative Asst Supt for Learning and Teaching Superintendent Board of Directors

~~Turnaround~~/Transformation Leadership and Competencies							
Strand G:	***Leading Change (Especially for Principals)***	**Pre-implementation**	**1st 90-Day Plan**	**2nd 90-Day Plan**	**3rd 90-Day Plan**	**4th 90-Day Plan**	**Year 2 & 3**
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
Details:				**Timeline Details**		**Who is Responsible?**	
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.				March, 2011-April, 2011 April, 2011-June, 2012		**Elementary CAO** Superintendent Asst Supt HR Asst Supt Learning/Teaching Renton Principal Association OSPI	
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)							
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**
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
Details:				**Timeline Details**		**Who is Responsible?**	
C1-7: As a result of the staff requirements in the transformation plan and because several				April, 2011-June, 2011		**Principal**	

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. 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.	(immediate openings) June, 2011-on going (long range)	**Elementary CAO** **Asst Supt Human Resources**

Screen all existing staff, rehiring no more than 50%

Details: **N/A: Lakeridge will use the transformation model.**	**Timeline Details**	**Who is Responsible?**

Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.

Strand:	***Evaluating, Rewarding, and Removing Staff***	**Pre-implementation**	**1st 90-Day Plan**	**2nd 90-Day Plan**	**3rd 90-Day Plan**	**4th 90-Day Plan**	**Year 2 & 3**
C8	Recruit teachers to support the transformation	X				X	X

Details:	**Timeline Details**	**Who is Responsible?**
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.	April, 2011-June, 2011 (immediate recruitment of teachers to fill openings)	**Principal** **Elementary CAO** **Asst Supt Human Resources**

Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.							
Strand H:	***Evaluating, Rewarding, and Removing Staff***	**Pre-implementation**	**1st 90-Day Plan**	**2nd 90-Day Plan**	**3rd 90-Day Plan**	**4th 90-Day Plan**	**Year 2 & 3**
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 **(Including student growth in teacher evaluation is a required element in the Transformation Model.)**						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

Details:	**Timeline Details**	**Who is Responsible?**
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

Strand H:	*Evaluating, Rewarding, and Removing Staff*	Pre-implementation	1st 90-Day Plan	2nd 90-Day Plan	3rd 90-Day Plan	4th 90-Day Plan	Year 2 & 3
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

Details:	**Timeline Details**	**Who is Responsible?**
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.	March, 2012-on going	**Asst Supt Human Resources** **Renton Education Association** **Elementary CAO** **Asst Supt Learning and Teaching**
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).	January, 2011-on going	**Principal** Staff
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.	April, 2011-on going	**Principal** **School Leadership Team** Elementary CAO Director Assessment School staff Lakeridge Families

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

Details:	**Timeline Details**	**Who is Responsible?**
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. 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 *(such as the changes in program at Lakeridge)*, District initiated transfers and changes in assignment will be made..." 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	Current—June, 2012	**Asst Supt Human Resources** **Renton Education Association** Superintendent Board of Directors

noted in H16-H22. Attached to question #8 is Memorandum of Agreement #2 wherein interim practices are established (especially clauses 6-8) that address H16-H22.		

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

Details:	**Timeline Details**	**Who is Responsible?**
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.	April, 2011-December, 2011 (and continuing beyond)	**Principal** Elementary CAO School Leadership Team Staff
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. 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. While this will continue through the next three years (and beyond!), the pre-implementation period and first 60 days of year one will establish a clear direction for further action.	May, 2011-December, 2011 (and beyond)	**Elementary CAO** **Principal** Staff
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. 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. 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. 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. 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. 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.	April, 2011-June, 2011 (planning) September, 2011- on going (implementation, monitoring, and adjustment of assessments)	

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**
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

Details:	**Timeline Details**	**Who is Responsible?**
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. 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. 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.	Current-June, 2011 (planning, selection of additional interim assessments)	**Principal** **Elementary CAO** **Director: Professional Development and Curriculum** Staff

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**
K3	Align professional development with classroom observations and teacher evaluation criteria		X	X	X	X	X

Details:	**Timeline Details**	**Who is Responsible?**
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	**Asst Supt for HR** **Principal** **Director: Professional Development and Curriculum** Asst Supt for Learning and Teaching Elementary CAO Renton Education Association & District bargaining team OSPI

Strand I:	***Providing Rigorous Staff Development***	**Pre-implementation**	**1st 90-Day Plan**	**2nd 90-Day Plan**	**3rd 90-Day Plan**	**4th 90-Day Plan**	**Year 2 & 3**
I1	Provide professional development that is appropriate for individual teachers with different experience and expertise		X	X	X	X	X
I2	Offer an induction program to support new teachers in their first years of teaching	X	X	X	X	X	X
I3	Align professional development with identified needs based on staff evaluation and student performance		X	X	X	X	X
I4	Provide all staff high quality, ongoing, job-embedded, and differentiated professional development	X	X	X	X	X	X
I5	Structure professional development to provide adequate time for collaboration and active learning	X					X
I6	Provide sustained and embedded professional development related to implementation of new programs and strategies	X	X	X	X	X	X
I7	Set goals for professional development and monitor the extent to which it has changed practice	X					X
I8	Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice		X	X	X	X	X
I9	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	X	X	X	X	X	X

	collaboration is valued and emphasized						

Details:	**Timeline Details**	**Who is Responsible?**
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. I1: The processes described below, taken as a whole, will provide for appropriate, individualized professional development. 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.	Current-June, 2014	**Elementary CAO** **Principal** **Director Curriculum and PD** **External Partners** **Staff**
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.	March, 2011-June, 2012	**Asst Supt HR** **Renton Education Association** Superintendent Board of Directors

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. 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.	April, 2011-June, 2011 (planning) August, 2011-June, 2014 (implementation)	**Elementary CAO** **Principal** **Director Curriculum and PD** **External Partners** **Staff**
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: • *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*	Ongoing: starting with the hiring of new staff, implementing PD. The foundations for cultural shift are present.	**Elementary CAO** **Principal** **Director Curriculum and PD** **External Partners** **Staff**

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) Staff know they need a deeper understanding of curriculum and instruction, again noted in the BERC report: • *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) Staff hold these beliefs: The culture of continuous learning and collaboration is what we do at Lakeridge. W know why we do it. And here are the results. This is the culture we want. This is the culture we are committed to creating at Lakeridge.		

LEARNING TIME AND SUPPORT							
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.							
Strand J:	***Increasing Learning Time***	**Pre-implementation**	**1st 90-Day Plan**	**2nd 90-Day Plan**	**3rd 90-Day Plan**	**4th 90-Day Plan**	**Year 2 & 3**
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

Details:	**Timeline Details**	**Who is Responsible?**
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. 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 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)	April, 2011-June, 2011	**Asst Supt HR** **Renton Education Association** **Elementary CAO** **Principal** **Planning Team** **Staff** **Community Partner**
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	April, 2011-June, 2011	**Elementary CAO** **Principal** **Planning Team** **Staff** **Consulting Agency**

implement lessons with support and guidance from UW math educators. Final selection will occur during pre-implementation.

Strand:	***Working with Stakeholders for Transformation/Turnaround Model***	**Pre-implementation**	**1st 90-Day Plan**	**2nd 90-Day Plan**	**3rd 90-Day Plan**	**4th 90-Day Plan**	**Year 2 & 3**
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

Details:	**Timeline Details**	**Who is Responsible?**
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 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: • 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." • "I like to have better communication with the school and homework for my kids." • " I think that Lakeridge is doing all very well only we need to increase parents' help you together (sic)."	On going-June, 2011 (planning) August, 2011-on going (implementation)	**Elementary CAO** **Principal** **Planning Team** Family Liaison Asst Principal

And these positive comments, indicating that Lakeridge already has programs that are effectively reaching students and families:

- "I like that the teacher is interested in my daughter's improvement."
- "For me what you are doing is good and I see in my daughter how she progress every day."
- "Positive programs for kids – Kelso Cadets, Science Club, Recycle Team."

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!"

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.

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)

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!

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. 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.		

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.

Strand B:	***Moving Toward School Autonomy***	**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

Details:	**Timeline Details**	**Who is Responsible?**
B1: The Supt's Cabinet regularly reviews policies and procedures related to central control, the instructional program, curriculum, and district and school structures.	On going	**Supt's Cabinet**: Superintendent Asst Supt Business/Ops Asst Supt Human Resources Asst Supt Learning/Teaching Elementary CAO Secondary CAO Executive Director, HR Executive Director, Facilities
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.	August, 2010-June, 2011	
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. Pre-implementation planning includes creating a school-wide professional development calendar and daily schedule that creates opportunities for staff to collaborate.	April, 2011-on going	**Supt's Cabinet** **Renton Education Association** Principal School Leadership Team Teacher teams

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.	February, 2011-on going	**Elementary CAO** **Assessment Director** **Principal** Staff
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.	April, 2011-on going	**Supt's Cabinet** School staff Principal
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.	February, 2011-May, 2011	**Supt's Cabinet** Principals
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.	**March, 2011-ongoing**	**Supt's Cabinet**
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.	Initial MOU's: March, 2011 Evaluation: March, 2011-June 2012	**Asst Supt HR** **District/Association bargaining team**

Ensure school receives intensive ongoing technical support from district, state, or external partners.

Strand A:	***Establishing and Orienting District Team***	**Pre-implementation**	**1st 90-Day Plan**	**2nd 90-Day Plan**	**3rd 90-Day Plan**	**4th 90-Day Plan**	**Year 2 & 3**
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

Details:	**Timeline Details**	**Who is Responsible?**
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)	December, 2010 January-June, 2011	**Asst Supt Learning and Teaching** **Elementary CAO** **Renton Education Association** Asst Supt Human Resources Superintendent DIF
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)	January, 2010-June 2014 Weekly DILT meetings Quarterly implementation and data-review sessions	Directors: • Assessment • Prof. Development • Categorical Programs • Instructional Technology • Special Education
District school staff, including Lakeridge, have been engaged in learning research-based instructional strategies through a three-year Summit District Improvement grant. Through grant 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)	September, 2008-June, 2011	
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)		

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)	September, 2010-on going	
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)	September, 2007-on going	
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)	April, 2010-on going	
These practices in place throughout Renton schools, build capacity for Lakeridge staff to successfully address requirements established through the RAD/SIG process.		

Strand F:	***Establishing and Orienting School Team***	**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					

Details:	**Timeline Details**	**Who is Responsible?**
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.	January 31, 2011: Planning team selected.	**Elementary C AO** **Technical Assistance Contractor** **School staff** Renton Education Association Asst Supt Human Resources
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	**Planning meetings**: 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)	**Elementary CAO** **TAC** School staff Planning team Renton Education Association

the initial plan. 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. 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.	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) **Family/Stakeholder**: 2/10: 6:30-7:30 3/1: 6:30-7:30 **REA/Renton SD Bargaining Team:** 2/3: 1st MOU 3/3: 2nd MOU **Board of Directors**: 1/26: Initial presentation of RAD/ SIG requirements and Lakeridge Elementary 3/9: 2nd presentation: planning process to date 3/23: Public Hearing; Adoption by Board of Directors	Asst Supt HR Asst Supt Learning and Teaching **Asst Supt Human Resources** **REA Leadership** **REA Bargaining Team** **Elementary CAO** **Superintendent** **Board of Directors**

Strand E:	***Contracting with External Partners (EMOs)***	**Pre-implementation**	**1st 90-Day Plan**	**2nd 90-Day Plan**	**3rd 90-Day Plan**	**4th 90-Day Plan**	**Year 2 & 3**
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					
Details:				**Timeline Details**		**Who is Responsible?**	
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.

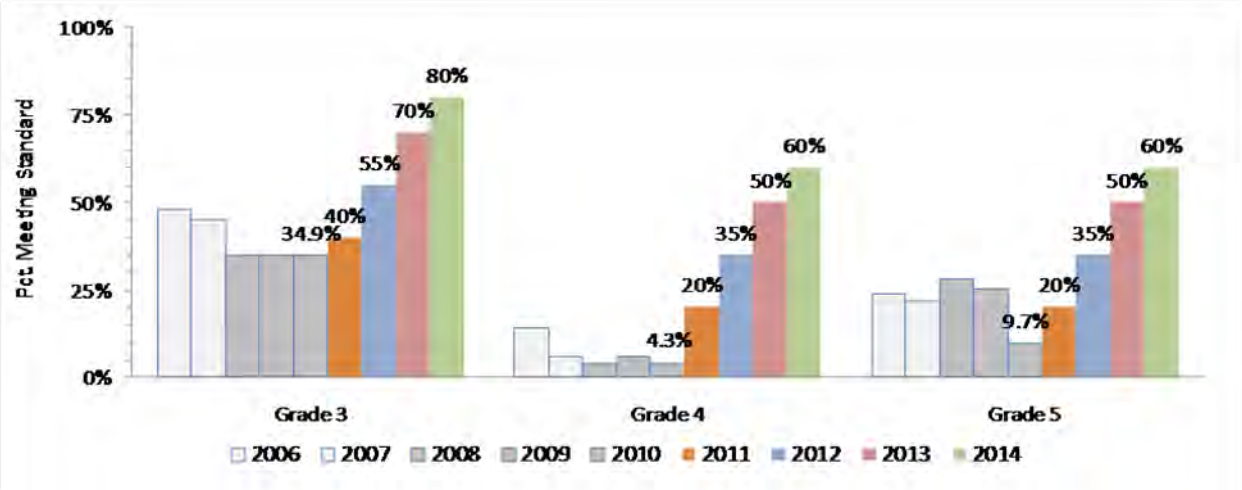
School Name: Lakeridge Elementary --- Renton School District

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.

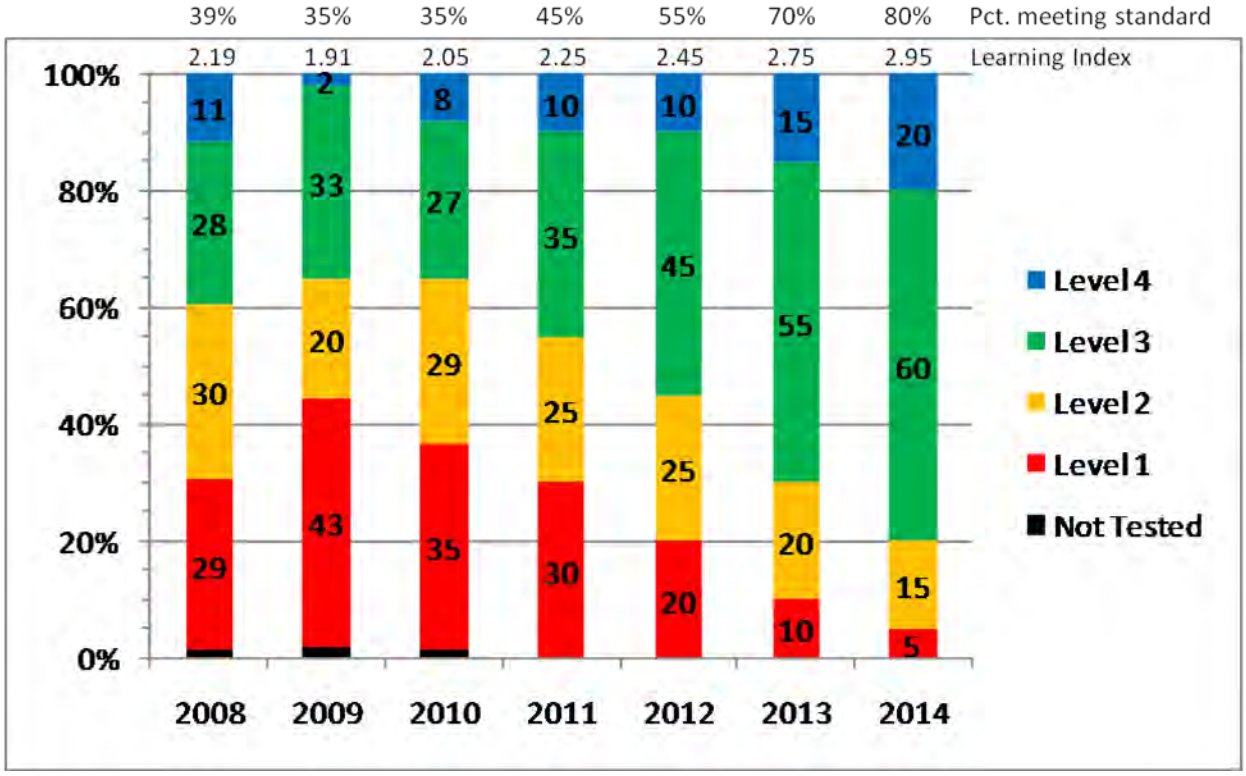
Additionally, pre-implementation activities include selection of interim assessment tools and interim goals in math and reading. State benchmark assessments (MBA), SMI, and MAP are possibilities in math, with SRI and DIBELS likely for reading. Selection will be based on district support and integration 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%

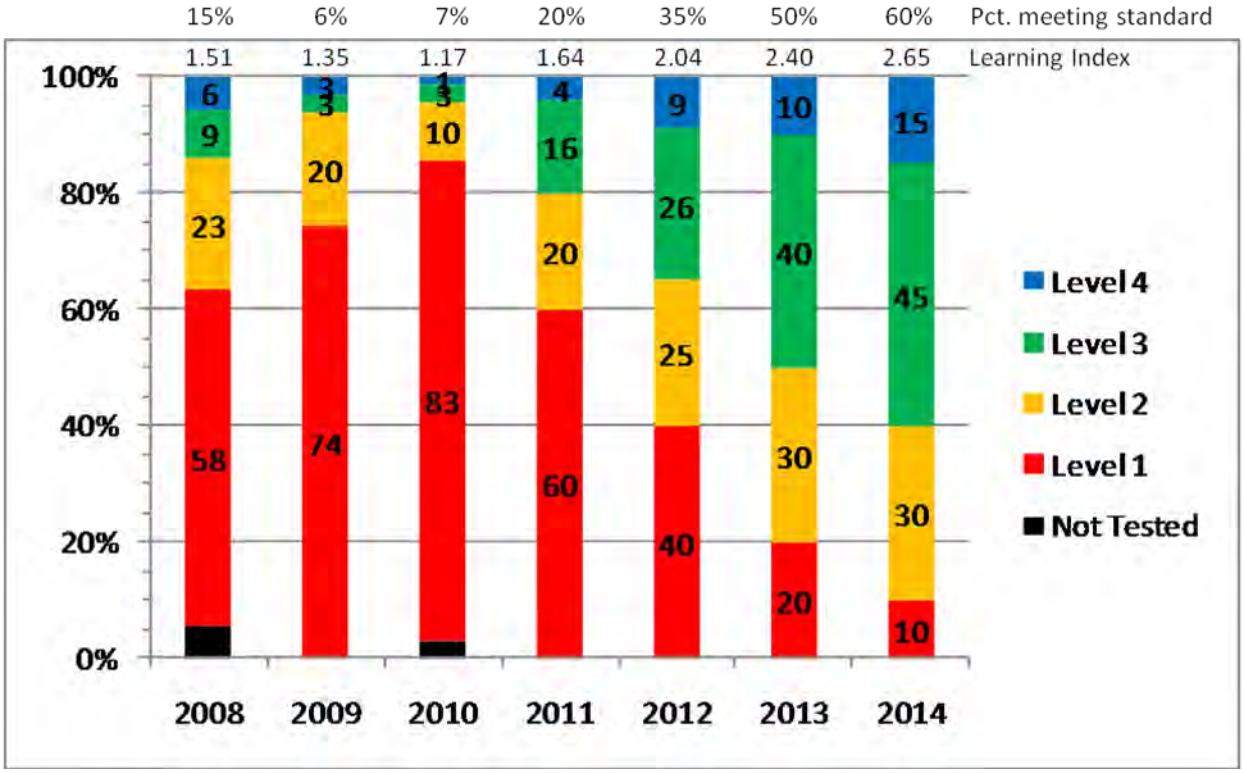
Math Goals
2011 to 2014



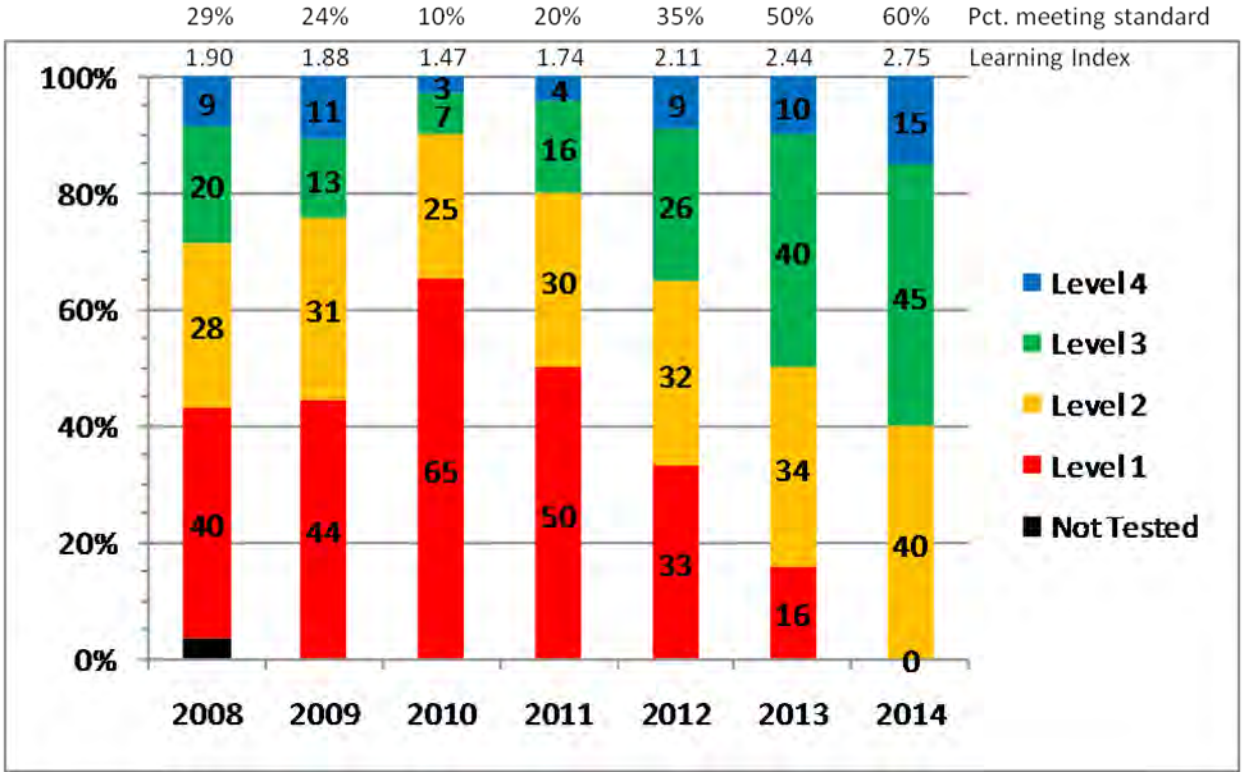
Math Goals by Level
Grade 3



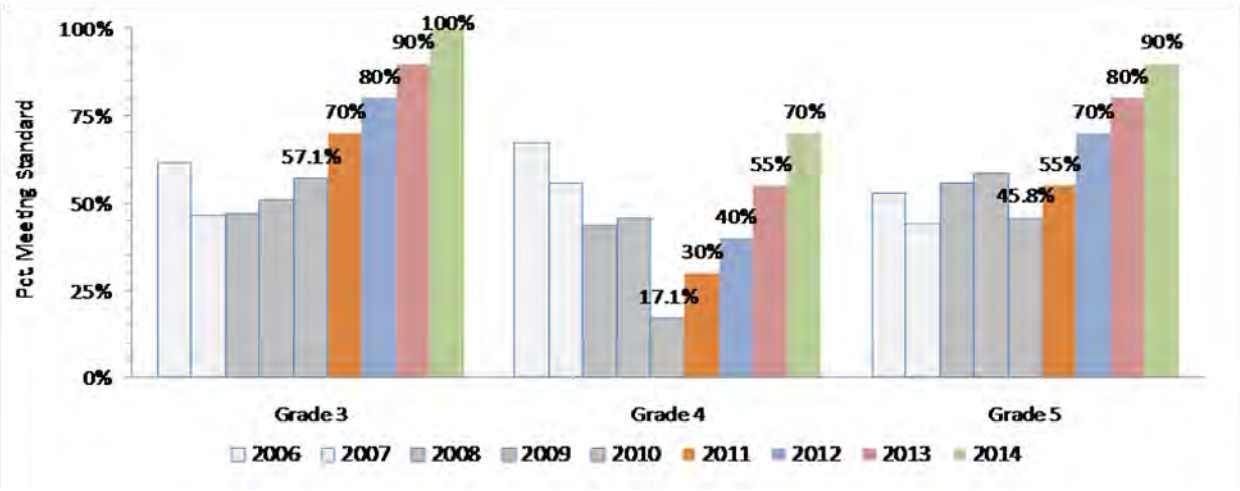
Math Goals by Level
Grade 4



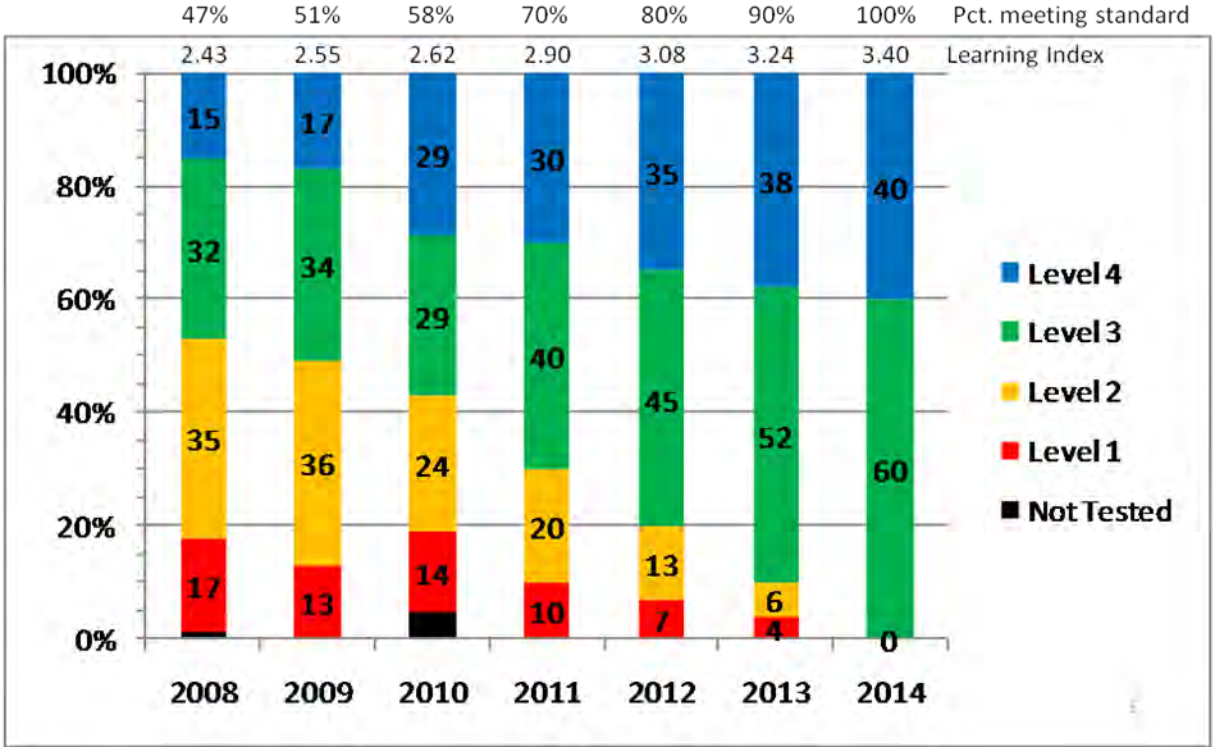
Math Goals by Level
Grade 5



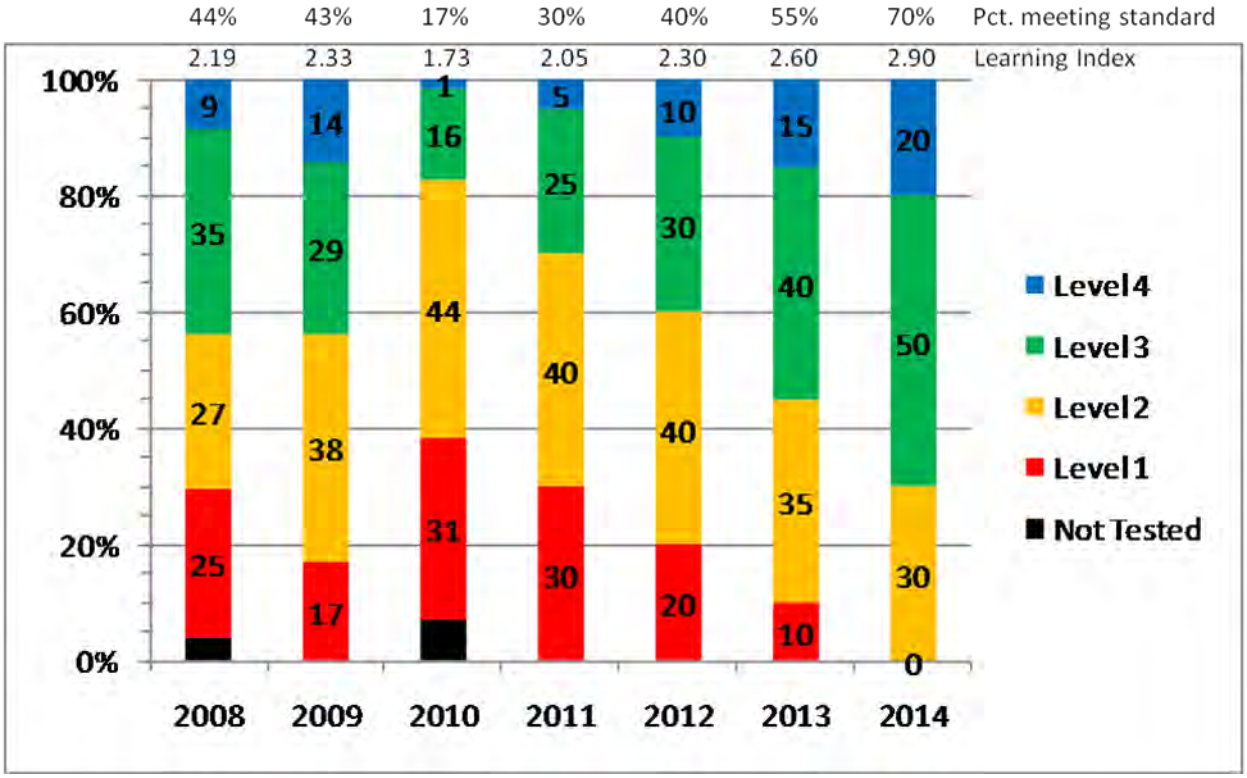
Reading Goals
2011 to 2014



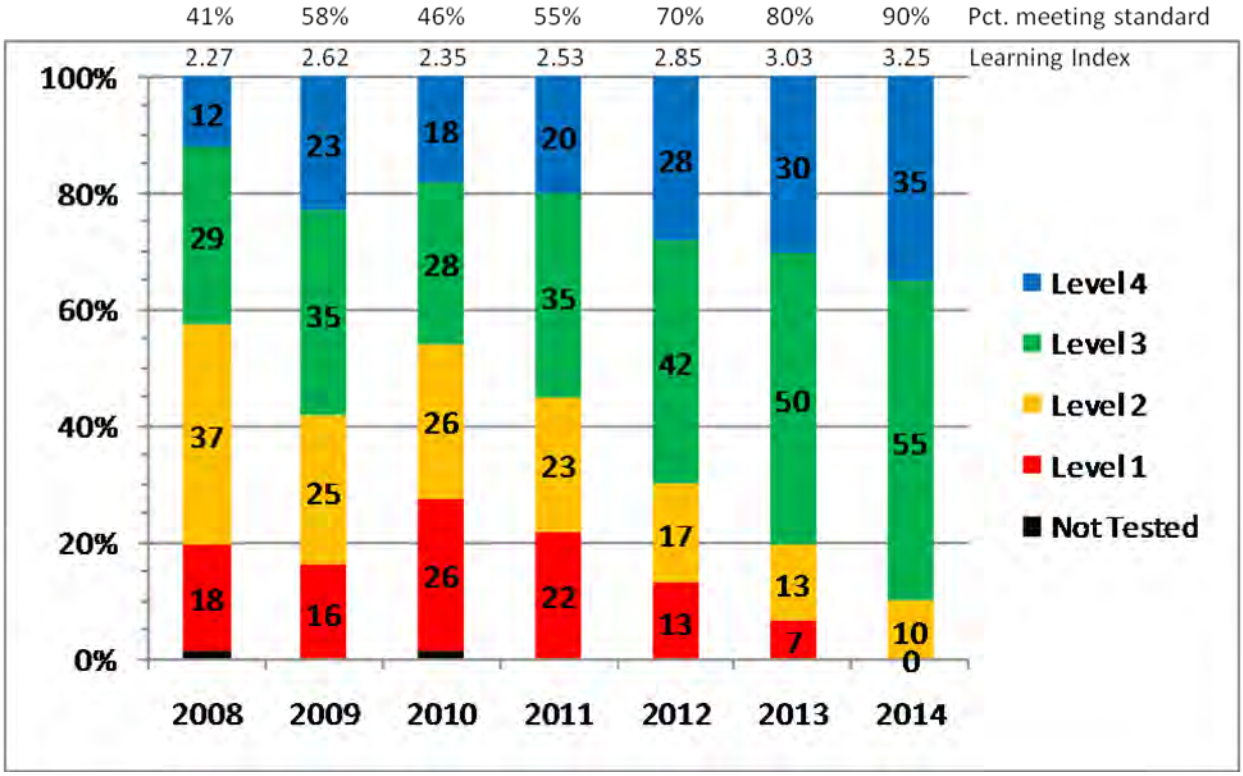
Reading Goals by Level
Grade 3



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
1. Implementation of one of the four federal intervention models.	Yes
2. A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.	Yes
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.** **b. How the district intends to address the findings of the academic performance audit.**	No (see pages 5-14 and RAD memo for more details)
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.	Yes
5. A public hearing conducted by the school board on the proposed plan.	Yes
6. Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.	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		
Enrollment		
October 2009 Student Count		461
May 2010 Student Count		468
Gender (October 2009)		
Male	228	49.5%
Female	233	50.5%
Race/Ethnicity (October 2009)		
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%
Special Programs		
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%
Other Information (more info)		
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 for2 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**
Renton Total	**$1,049,507**	**$918,318**	**$655,942**	**$2,623,767**

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

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
Renton SD (10%)	$104,950	$91,831	$65,594	$262,375	**468**	**$2,243**

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.

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Lakeridge Elementary Plan** (italics indicates the text is directly quoted from the plan)
1. **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	Yes What about advanced classes?	*Template page 9* *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.* *Template page 17* *Staff has agreed that the additional*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Lakeridge Elementary Plan** (italics indicates the text is directly quoted from the plan)
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.		*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.*
2. **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.	Yes.	*Page 8* *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.* *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.* *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*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Lakeridge Elementary Plan** (italics indicates the text is directly quoted from the plan)
		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. *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.* *Template page 13* *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*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Lakeridge Elementary Plan** (italics indicates the text is directly quoted from the plan)
		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. *11: The processes described below, taken as a whole, will provide for appropriate, individualized professional development.* *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.* *Template page 14* *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*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Lakeridge Elementary Plan** (italics indicates the text is directly quoted from the plan)
		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. *Template page 15* *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.* *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*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Lakeridge Elementary Plan** (italics indicates the text is directly quoted from the plan)
		beliefs. The BERC report paves the way: • *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)* *Staff know they need a deeper understanding of curriculum and instruction, again noted in the BERC report:* • *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)* *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.* *This is the culture we want. This is the culture we are committed to creating at Lakeridge.*
3. **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	Yes	*Page 8* *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.* *Template page 10* *Lesson study cycle as a tool to implement the district Vision of Instruction will be the primary strategy to monitor, reflect on, and adjust*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Lakeridge Elementary Plan** (italics indicates the text is directly quoted from the plan)
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.		*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.*
4. **Fully implement PBIS.** 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.	Yes.	*Page 5: Renton District will:* *Provide an outside assessment of the school's PBIS practices and monitoring of implementation by a qualified consultant.* *Page 6:* • *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.* *Template page 10* *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.* *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.* *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.* *Template page 18* *District resources have provided an*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Lakeridge Elementary Plan** (italics indicates the text is directly quoted from the plan)
		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!
5. **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.	Yes. How will extended learning program work after grant funds are finished?	*Page 6* • *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.* *Page 21* *<u>Family/Community Engagement-</u>* • *<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)* • *<u>Extended Learning Program Transportation</u> (Year 1, 2, 3) – Estimated at $300/day. ($25,000 for part year)* • *<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)* • *<u>Monthly Parent-Teacher Workshops</u> – (Year 1, 2, 3) Parents expressed a desire to help their children with academics in the*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Lakeridge Elementary Plan** (italics indicates the text is directly quoted from the plan)
		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) • *<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)* *Template page 18-19* *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.* *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*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Lakeridge Elementary Plan** (italics indicates the text is directly quoted from the plan)
		families and the community may also help to build bridges between school and community." (p. 30) *Template page 19* *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.* *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.*

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?

The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

PROPOSED RULE MAKING FOR BASIC EDUCATION COMPLIANCE

BACKGROUND

The State Board of Education (SBE) has the responsibility of ensuring school district compliance with the Basic Education program requirements and other related supplemental program requirements. SBE's rules outline the procedure that school districts must follow to report compliance each year. Due to recent legislation, SBE must revise certain sections of its rules and may want to consider additional revisions that would modernize and streamline the reporting process. For these reasons, we are proceeding with the rule changes.

POLICY CONSIDERATION

During the 2009 Legislative Session, the Legislature and Governor amended the definition of Basic Education with Engrossed Substitute House Bill (ESHB) 2261. The legislation made the definition of a school day[1] more specific and replaced the student-to-teacher ratio requirements[2] with the prototypical school model of funding. Although ESHB 2261 became law in 2009, these changes do not go into effect until September 1, 2011.

The following sections of SBE's rules should be repealed due to statute changes:

1. WAC 180-16-210 (Kindergarten through grade three students to classroom teacher ratio requirement) will no longer be needed since the underlying statute will be repealed as of September 1. The proposed rule revision repeals this entire section of rule (Appendix A).
2. WAC 180-16-215 (Minimum one hundred eighty school day year) contains a subsection that quotes the current definition of a school day and will be incorrect as of September 1. The definition of a school day [3] will change on September 1, 2011, in the following manner: "School day" means each day of the school year on which pupils enrolled in the common schools of a school district are engaged in ~~educational activity~~ academic and career and technical instruction planned by and under the direction of the school ~~district staff, as directed by the administration and board of directors of the district~~. The proposed rule revision repeals this entire section of rule (Appendix B). We are no longer repeating was is in law in our rules.

In addition, SBE staff recommends that the Board consider modernizing and streamlining the process used by school districts to report compliance. A streamlined process utilizing the Office of Superintendent of Public Instruction's (OSPI) Web-based data reporting system would greatly reduce the time and effort spent by both school district and SBE staff in fulfilling this task.

The current process outlined in SBE's rules requires school districts to submit a paper form signed by both the district superintendent and the local board chair. This process is standalone because it is not associated with any other annual reporting conducted by the districts. The

[1] RCW 28A.150.030
[2] RCW 28A.150.250
[3] RCW 28A.150.203(10)

combination of the use of paper forms and a disconnection from other reporting has made the process overly time consuming for both school district and SBE staff. It is time to modernize the system.

SBE staff has worked closely with OSPI and the Washington State School Directors Association (WSSDA) on potential revisions to the rules. The proposed revision to WAC 180-16-195 (Annual reporting and review process) (Appendix C) would change the signature requirements and submission date and require school districts to submit compliance forms electronically by the local district superintendent and board members rather than mailing or faxing in paper forms. Both WSSDA and the Association of School Administrators executive directors and their legislative liaisons have been informed of this meeting.

EXPECTED ACTION

The Board will approve the proposed rule revisions and to enable a public hearing on the rule revisions prior to final adoption at our May Board meeting.

Appendix A

~~**WAC 180-16-210 Kindergarten through grade three students to classroom teacher ratio requirement.** The ratio of the FTE students enrolled in a school district in kindergarten through grade three to kindergarten through grade three FTE classroom teachers shall not be greater than the ratio of the FTE students to FTE classroom teachers in grades four through twelve. For the purpose of this section "classroom teacher" shall mean any instructional employee who possesses a valid teaching certificate or permit issued by the superintendent of public instruction, but not necessarily employed as a certificated employee, and whose "primary" duty is the daily educational instruction of students.~~

~~**Computation of ratios.** The FTE student to FTE classroom teacher ratios shall be computed as follows:~~

~~(1) For the purpose of this section exclude that portion of the time teachers and students participate in vocationally approved programs, traffic safety and special education programs from the above computations (i.e., programs hereby deemed to be "special programs").~~

~~(2) Exclude preparation and planning times from the computations for all FTE classroom teachers.~~

~~(3) Include in the above computations only the time certificated employees are actually instructing students on a regularly scheduled basis.~~

~~(4) Calculations:~~

~~(a) The kindergarten FTE October enrollment plus the October FTE enrollment in grades 1-3 divided by the FTE classroom teachers whose "primary" duty is the daily instruction of pupils in grades K through 3.~~

~~(b) The October FTE enrollment in grades 4 and above divided by the FTE classroom teachers whose "primary" duty is the daily instruction of pupils in grades 4 and above: Provided, That any district with three hundred or fewer FTE students in grades K-3 and an average K-3 classroom ratio of twenty-five or fewer FTE classroom students to one FTE classroom teacher shall be exempt from the FTE students to FTE classroom teachers ratio requirement of this subsection.~~

~~(5) **Waiver option, application and renewal procedures.** See WAC 180-18-050 for waiver process.~~

Appendix B

~~**WAC 180-16-215 Minimum one hundred eighty school day year.** (1)(a) **One hundred eighty school day requirement.** Each school district shall conduct a school year of no less than one hundred eighty school days in such grades as are conducted by the school district, and one hundred eighty half-days of instruction, or the equivalent, in kindergarten. If a school district schedules a kindergarten program other than one hundred eighty half-days, the district shall attach an explanation of its kindergarten schedule when providing compliance documentation to the state board of education staff.~~

~~(b) **Waiver option, application and renewal procedures.** See WAC 180-18-050 for waiver process.~~

~~(2) **School day defined.** A school day shall mean each day of the school year on which pupils enrolled in the common schools of a school district are engaged in educational activity planned by and under the direction of the school district staff, as directed by the administration, and pursuant to written policy and board of directors of the district.~~

~~(3) **Accessibility of program.** Each school district's program shall be accessible to all legally eligible students, including students with disabilities, who are five years of age and under twenty-one years of age who have not completed high school graduation requirements.~~

~~(4) **Five-day flexibility - Students graduating from high school.** A school district may schedule the last five school days of the one hundred eighty day school year for noninstructional purposes in the case of students who are graduating from high school, including, but not limited to, the observance of graduation and early release from school upon the request of a student.~~

Appendix C

WAC 180-16-195 Annual reporting and review process. (1) **Annual school district reports.** A review of each school district's kindergarten through twelfth grade program shall be conducted annually for the purpose of determining compliance or noncompliance with basic education program approval requirements. On or before the first Monday in ~~November~~ September of each school year, each school district superintendent shall complete and return the program assurance form (OSPI Form 1497) distributed by the state board of education as a part of an electronic submission to OSPI. The form shall be designed to elicit data necessary to a determination of a school district's compliance or noncompliance with basic education program approval requirements. ~~Data reported by a school district shall accurately represent the actual status of the school district's program as of the first school day in October and as thus far provided and scheduled for the entire current school year.~~ The form shall be submitted electronically and signed by:

(a) The school board president or chairperson, and

(b) The superintendent of the school district.

(2) **State board staff review.**

(a) State board of education staff shall review each school district's program assurance form, conduct on-site monitoring visits of randomly selected school districts, as needed and subject to funding support, and prepare recommendations and reports for presentation to the state board of education: Provided, That, if a school district's initial program assurance form does not establish compliance with the basic education program approval requirements, the district shall be provided the opportunity to explain the deficiency or deficiencies. School districts which foresee that they will not be able to comply with the program approval requirements, or that are deemed by the state board to be in noncompliance, may petition for a waiver on the basis of substantial lack of classroom space as set forth in WAC 180-16-225 and instructional hours offering requirements under WAC 180-18-030.

(b) School districts may use the personnel and services of the educational service district to assist the district and schools in the district that are out of compliance with basic education program approval requirements.

(3) **Annual certification of compliance or noncompliance--Withholding of funds for noncompliance.**

(a) At the ~~annual spring~~ November meeting of the state board of education, or at such other meeting as the board shall designate, the board shall certify by motion each school district as being in compliance or noncompliance with the basic education program approval requirements.

(b) A certification of compliance shall be effective for the then current school year subject to any subsequent ad hoc review and determination of noncompliance as may be deemed necessary by the state board of education or advisable by the superintendent of public instruction. In addition, a certification of compliance shall be effective tentatively for the succeeding school year until such time as the state board takes its annual action certifying compliance or noncompliance with the program approval requirements.

(c) A certification of noncompliance shall be effective until program compliance is assured by the school district to the satisfaction of state board of education staff, subject to review by the state board. Basic education allocation funds shall be deducted from the basic education allocation of a school district that has been certified as being in noncompliance unless such district has received a waiver from the state board for such noncompliance, pursuant to WAC 180-16-225 or 180-18-030, or assurance of program compliance is subsequently provided for the school year previously certified as in noncompliance and is accepted by the state board.

(d) The withholding of basic education allocation funding from a school district shall not occur for a noncompliance if the school district has remediated the noncompliance situation within sixty school business days from the time the district receives notice of the noncompliance from the state board of education. The state board of education may extend the sixty days timeline only if the district demonstrates by clear and convincing evidence that sixty days is not reasonable to make the necessary corrections. For the purposes of this section, a school business day shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent of the school district is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.

(e) The superintendent of public instruction, or his/her designee, after notification by the state board of education to a school district regarding an existing noncompliance, shall enter into a compliance agreement with the school district that shall include, but not be limited to, the following criteria:

(i) A deadline for school district remediation of the noncompliance(s), not to exceed sixty school business days per noncompliance as specified in (d) of this subsection.

(ii) A listing of all the noncompliance areas and the necessary terms that must be satisfied in each area in order for the school district to gain compliance status. This listing also shall specify additional deadlines for the accomplishment of the stated terms if different from the final deadline as specified in subsection (1) of this section.

(iii) A closing statement specifying that a school district's failure to remediate a noncompliance by the determined deadline shall result in the immediate withholding of the district's basic education allocation funding by the superintendent of public instruction.

(iv) The date and the signatures of the superintendent of the school district, the chair of the district's board of directors, and the superintendent of public instruction, or his/her designee, to the agreement. A copy of the completed compliance agreement shall be sent to the chairperson of the school district's board of directors and the school district superintendent.

(f) In the event a school district fails to sign the compliance agreement within five school business days from the date of issuance or does not satisfy the terms of the signed compliance agreement within the designated amount of time, the superintendent of public instruction shall withhold state funds for the basic education allocation until program compliance is assured based on the following procedure:

(i) For the first month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold twenty-five percent of the state funds for the basic education allocation to a school district.

(ii) For the second month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold fifty percent of the state funds for the basic education allocation to a school district.

(iii) For the third month that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold seventy-five percent of the state funds for the basic education allocation to a school district.

(iv) For the fourth month, and every month thereafter, that a noncompliance exists following the conditions as specified in (f) of this subsection, the superintendent of public instruction shall withhold one hundred percent of the state funds for the basic education allocation to a school district until compliance is assured.

(g) Any school district may appeal to the state board of education the decision of noncompliance by the state board of education. Such appeal shall be limited to the interpretation and application of these rules by the state board of education. Such appeal shall not stay the withholding of any state funds pursuant to this section. The state board of education may not waive any of the basic education entitlement requirements as set forth in this chapter, except as provided in WAC 180-16-225 or 180-18-030.

(4) The provisions of subsection (3)(f) of this section shall not apply if the noncompliance is related to the district's fiscal condition and results in the implementation of a financial plan under RCW 28A.505.140(3).

Highways-Licensing Building (HLB)
1125 Washington Street SE
Olympia, Washington 98507

From I-5

Take Exit 105 "City Center – State Capitol." Follow lane 105A "State Capitol."
Stay in right lane approaching the roundabout.
Turn right onto Jefferson Street just as you enter the roundabout.
Turn left onto 11th Avenue.
Turn left onto Washington Street.
The (pre-pay) parking lot entrance is immediately on the left.

Note: The Highways-Licenses Building is a 7-story tan building with a round glass turret and it faces the visitor parking lot.

Upon Arrival:
Please check in with the receptionist on the first floor. They will contact our office when you arrive. Thank you.

The Washington State Board of Education

Governance I Achievement I High School and College Preparation I Math & Science I Effective Workforce

Business Items – Special Board Meeting March 31, 2011

Content	*Staff Recommendation	Action
Approval of Required Action Plans, pursuant to RCW 28A.657.060, for the following school districts: **1. Renton School District** **2. Soap Lake School District** **3. Morton School District** **4. Onalaska School District**	**<u>Motion</u>: Move to approve Renton School District's Required Action Plan** **<u>Motion</u>: Move to <u>not</u> approve Soap Lake School District's Required Action Plan** **<u>Motion</u>: Move to <u>not</u> Approve Morton School District's Required Action Plan.** **<u>Motion</u>: Move to <u>not</u> approve Onalaska School District's Required Action Plan.**	
Approval of Proposed Rulemaking for filing with the State Code Reviser: **1. Repeal of WAC 180-16-210** **2. Repeal of WAC 180-16-215** **3. Amendments to WAC 180-16-195**	**<u>Motion</u>: Move to approve for filing with the Code Reviser a CR 102 repealing WAC's 180-16-210 and 180-16-215.** **<u>Motion</u>: Move to approve for filing with the Code Reviser a CR 102 with the proposed amendments to WAC 180-16-195.**	

*****Please note that these recommended motions are consistent with the direction proposed by staff in the materials provided with the Agenda. The motions are subject to modification at the election of any Board member. The Board may also elect not to proceed with a motion on an agenda item.

SBE Review Notes ~~3/28/11~~4/13/2011 ONALASKA MIDDLE SCHOOL ESD 113

Summary of Review

Required Elements	**Adequately addressed in the RAD plan? Y/N**
1. Implementation of one of the four federal intervention models.	Yes
2. A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.	Yes
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.** **b. How the district intends to address the findings of the academic performance audit.**	No (see pages 4-19 and RAD memo for more details)
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.	Yes
5. A public hearing conducted by the school board on the proposed plan.	Yes
6. Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.	Yes

Audit Overview

- 191 Students
- 14 Teachers
- Superintendent in second year
- Teachers have tight ties to community

Models Reviewed

Transformation – recommended option by Audit

Date of last Collective Bargaining Agreement: September 1, 2010 - August 31, 2013

Performance and Demographics

Reading and Math Three Year Proficiency and Improvement Rate

Onalaska Middle School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
56.3%	-2.03	27.4%	-1.70

Student Demographics		
Enrollment		
October 2009 Student Count		191
May 2010 Student Count		194
Gender (October 2009)		
Male	110	57.6%
Female	81	42.4%
Race/Ethnicity (October 2009)		
American Indian/Alaskan Native	13	6.8%
Asian	2	1.0%
Asian/Pacific Islander	2	1.0%
Black	2	1.0%
Hispanic	24	12.6%
White	148	77.5%
Special Programs		
Free or Reduced-Price Meals (May 2010)	108	55.7%
Special Education (May 2010)	22	11.3%
Transitional Bilingual (May 2010)	2	1.0%
Migrant (May 2010)	0	0.0%
Section 504 (May 2010)	0	0.0%
Foster Care (May 2010)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2009-10)	127	0.4%

Strengths

- Communication good between superintendent and union
- Student led conferences
- New math curriculum
- PBIS initiated

Issues

- Six principals in five years
- Lacking high expectations for all students
- No accountability expected from students or teachers by principal
- No common assessments aside from MSP (except for DIBELs in 6th grade)
- No benchmarks for student success
- Lack of challenge for advanced students
- Levels of teaching rigor are uneven
- Grades used as punishment
- Students receive little feedback
- Parents frustrated with communication
- No instructional framework
- No systemized process for assessing staff training needs and professional development plans
- Curriculum outdated and not aligned to standards in all but math
- PBIS needs consistent implementation

Technical Assistance
ESD 113 assisted Onalaska with preparation of plan

Brief Summary of Plan/Strategies:

- Extend current K-5 principal to K-8
- In-school and extended day interventions and supports for struggling learners in reading and mathematics
- Adoption of an instructional framework for all teachers
- Professional development through mentoring and coaching
- School-wide approach to improving behavior

Budget:	**Year 1**	**Year 2**	**Year 3**	**Total**
Onalaska Total	**$715,134**	**$625,742**	**$446,959**	**$1,787,835**

Goals as stated in the Plan:

Grade level		Mathematics	Reading
6	2009-10 (baseline)	23.4%	54.7%
	2011-12	Increase by 12.7% annually	Increase by 7.6% annually
	2012-13		
	2013-14	61.7%	77%
7	2009-10 (baseline)	30%	57.5%
	2011-12	Increase by 11.7% annually	Increase by 7.1% annually
	2012-13		
	2013-14	65%	79%
8	2009-10 (baseline)	17.8%	52.1%
	2011-12	Increase by 13.8% annually	Increase by 7.9% annually
	2012-13		
	2013-14	59.2%	76%

State Board of Education Assessment:

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

SBE Comments:

District selected the transformation model

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 Enrollment**	**PPE Yr 1**
Onalaska SD (10%)	$71,513	$62,574	$44,695	$178,782	**198**	**$3,612**
Onalaska MS	$643,621	$563,168	$402,264	$1,609,053		
Onalaska Total	**$715,134**	**$625,742**	**$446,959**	**$1,787,835**		
Onalaska Request	**Yr 1 Request**	**Yr 2 Request**	**Yr 3 Request**	**3 Year Total**		$4,720

Pre-Negotiation				**Request**			
	$934,580	**$934,580**	**$934,580**	**$2,803,740**			

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:

This section could have been stronger. Review team is unclear what instructional framework will be used – STAR or UW? Concerned about implementation and monitoring of the plan. At some point there should be a plan to make a shift if the plans are not working.

Need to build in monitoring to see how district will adjust based on outcomes.

Revised plan page 4-5:

Planning Model

Shortly after receiving notice of Required Action, Onalaska leadership formed two leadership groups. The first, the Executive Team, was comprised of the district superintendent, building principals, teacher leaders and an ESD 113 leader. The role of the executive team was to develop calendars of events, coordinate communication between various groups, and ensure the process remained on track to craft a plan in time for submission to OSPI. The second team was the Leadership Design Team. This team consisted of the Executive team and teacher leaders, classroom assistants, parents, community members, and board members. The leadership team was later organized into five study and action planning teams of 3-6 members, who were charged with gathering and analyzing data, setting goals, proposing and selecting appropriate strategies to attain their goals and crafting action plans to implement the selected strategies. The leadership team met for full days every Friday from the middle of January until the plan was finalized in late February.

Response to BERC Report

One of the essential data elements reviewed by the leadership team was a performance audit prepared by the BERC Group. The BERC report provided findings and recommendations related to school-wide and classroom practices. The final report informed the planning process in the following ways:

1. The BERC Report was used as an overarching framework for our data collection, goal setting, research and action planning process. The BERC report consisted of school-wide data organized around the Nine Characteristics of High Performing Schools, and Classroom Instructional data, framed by the STAR/PTL Protocol. Our process expanded upon these two levels of data collection and analysis, as they did not provided a comprehensive picture of the district or school. The data collected to support our planning process, and the subsequent planning activities were sorted into the following levels:
    A. District/Community
    B. School-wide
    C. Classroom/Instruction
    D. Mathematics
    E. Reading
2. The BERC Report was used as a primary source of data. Our teams sorted and analyzed the findings of the BERC Report as appropriate to determine areas of focus and as a springboard for the research and planning process. For example, the District/Community and School-wide teams selected portions of the Nine Characteristics report to analyze, and the Classroom/Instruction team focused primarily on the STAR/PTL report as primary data. Within these reports, there were both rubric scores, which helped

focus the groups further, and narrative, which helped to expand the groups' field of research.

3. The BERC Report was used as a secondary source of data. Parents, community members, staff, and students were invited to comment on the findings of the BERC Report during the planning process. Their input was used to help focus the planning process on areas of greatest concern within the Onalaska community. A jigsaw process was used during the planning process to engage participants in analysis of the BERC Report, and to solicit their recommendations for targeted improvement strategies.

4. The BERC Report will be used as a means of measuring the influence and success (or need for improvement) of plan components. As base-line data, the BERC Report reflects the status of the district and school at the start of this process. These data will be used to measure progress annually, and to evaluate growth at these milestones throughout the plan implementation process.

5. The BERC Report was used as a resource for plan implementation strategies. The final report contains nine recommendations, and implied a tenth recommendation. The team was primarily focused upon the recommendation for Federal reform model that was recommended by the BERC Group. In informal conversations the leadership team learned that the recommended model was Transformation, as Turn Around seemed overly disruptive and difficult to implement in a small, rural community.

Along with the findings of the BERC Group, the final report contained nine recommendations for system-wide improvement. The leadership team reviewed these recommendations and either developed specific action plans to implement them, or incorporated them into other action plans. The individual leadership teams determined which planning strategy to follow, but the executive team reviewed them in order to provide assurance that all major components of the BERC report were addressed. The following summaries draw from the action plans developed during our planning process. It is the opinion of the leadership team, that these plans are the best point of reference for our goals, strategies, action steps and required resources. The budget and final plan narrative grew from these action plans, which were crafted to address district, school-wide, instructional, mathematics and reading improvement needs.

Page 5
(italics indicates the text is directly quoted from the plan)
With these challenges in mind, our plan focuses both on developing meaningful intervention programs in support of struggling learners and on building capacity within the system to support and sustain improvement efforts. As can be seen within our plan, we have a strong need to increase supports within our school system. This capacity building is reflected in our proposed leadership and staffing changes.

The District will work closely with Morton School District to maximize resources for professional development and staffing. Since we are next door neighbors and partners of the same ESD 113, we will develop training maps for professional development that will target the intersections of common focus and need. We will work with them in the Summer Institute, which will leverage the funds available. We will share some staffing, where possible, such as math, reading and instructional coaches.

We are insuring that the autonomy of the principal to lead the staff in change is of high importance. Therefore, in order for the Instruction Principal to succeed, there will be weekly meetings with the Superintendent and Building Leadership Team to organize, review, and evaluate the fidelity of SIG plan implementation. The building leaders must have opportunity to revise and/or drop any practices that are not promoting learning success.

- *DEAN OF STUDENTS FOR BEHAVIORAL SUPPORT: The elementary and middle school has commenced with training in Positive Behavior Intervention Systems (PBIS), but has lacked the personnel resources for full operation. To support the principal, a dean of students in charge of PBIS will be added to the leadership team. It is expected that this position will be supplementary for the balance of this grant. Once all of the components of a strong PBIS system are in place, the principal*

and staff leaders will be able to sustain this important piece. The job qualifications for the Dean of Students will be similar to those of the Instruction Principal, as all staff must embrace and adhere to the expectations of this grant. It will be important for the Dean of Students to first role model the administrative standards, then to approach intervention for behaviors.

- *PARENT-STUDENT LEARNING SUPPORT FACILITATOR: An individual will be put in position to assist students and parents in better connections with student learning through social-emotional interventions, to conduct parent and family nights for learning supports, to coordinate extended learning, and to establish other avenues to connect families around learning. This position will be to address all non-academic barriers students may possess in their school experience, including disruptions from home life that impact learning.*
- *RESPONSE TO INTERVENTION (RTI) FACILITATOR: An individual will direct all of the efforts in supporting students in the RTI program, which is already in a beginning stage. This person will dis-aggregate student learning and behavioral data, work with teachers in quick responses to interventions, and keep parents, students and staff informed on progress.*
- *DEPENDENCY INTERVENTION AGENCY: A local substance abuse and counseling intervention agency has agreed to contract with the district to provide prevention, intervention, and rehabilitation to students who are hindered in learning by substance use. The Healthy Youth Survey identifies this as an important need for the students. This agency is in partnerships with other districts in our region and has demonstrated success in helping youth.*
- *EXPERT COACHES IN READING, MATH, AND GENERAL INSTRUCTION: These positions will work closely with the principal, RTI facilitator and building leadership team to provide ongoing professional development and coaching, and to support the alignment of PK-12 curriculum with state standards. The coaches will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. These positions will be in partnership with Morton School District, the RAD district immediately east of Onalaska. The coaches will be supported in their roles by ESD 113 staff.*
- *INCREASED LEARNING AND EXTENDED LEARNING OPPORTUNITIES: The Principal and the staff are examining and adjusting the daily schedule to increase daily learning times for all students. Efforts will be made to expand learning into times throughout the day. In addition, the Middle School will collaborate with the High School staff to add CTE electives, thus making better learning opportunities for all and allowing class loads at the Middle School to be reduces, which will give more attention to students. The starting time of the day will be moved earlier and one less passing time will needed, as they move to a 6-period day from a 7-period day. This will increase leaning contact and reduce one day interruption.*
  The middle school will partner with the existing 21st Century program for extended after-school and summer learning for students' accelerated learning needs. The program will be staffed with certified teachers and paraprofessionals who target reading and math improvement. These programs will be available for all students and especially target students who are struggling with learning acquisition.
- *MIDDLE SCHOOL LEADERSHIP TEAM TO DEVELOP CLEAR BLUEPRINT FOR PROFESSIONAL DEVELOPMENT: We will have a blueprint for professional development that aligns with this grant. Some of this will be in a cooperative with Morton School District, where we have common goals and strategies, in order to maximize the availability of trainers and use of the funds.*
- *UNION COLLABORATION: The union agreed to bargain in good faith all components of this work to establish the needed progress, including Teacher Principal Evaluation, required training and in-service, length of day, student discipline, need for transfers, and appropriate compensations for required work.*

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

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
1. **Conduct an action planning process to**	~~No.~~Yes.	*Revised plan page 5-6* **1. Conduct an action planning process to**

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
identify a mission statement, specific goals, and strategies for school improvement. There does not appear to be a clearly understood or common focus at OMS. While everyone is interested in seeing their students succeed, they are not working together toward clearly defined goals, and many people work in isolation. Without a clear and common focus in place, staff members' efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.	The audit is clear that development of mission and goals are so critical, and this is not an adequate plan to work together, develop a mission, and define clear goals and benchmarks for performance. The link from the mission and goals to student learning should be clearer. By the end of three years is too late for the work to be done. Needs to be more specific about the action planning process. This is not a planning grant – more realistic set of strategies and a clearer plan for increased instructional time. When will the daily schedule be changed? Sounds like it will be figured out after the grant is awarded.	**identify a mission statement, specific goals, and strategies for school improvement**: The Onalaska leadership developed an inclusive and comprehensive planning process beginning with initial notification of RAD status and continuing through the presentation of the final plan to the State Board of Education. The process involved district, school, and ESD leadership at the executive/management level, and community, parents, students and staff at the data analysis, goal setting, research and planning levels. It is clear that broad ownership of the plan was created through the engagement and communication strategies employed by the executive leadership team. The result is a comprehensive plan, with goals, strategies, activities and initial evaluation criteria. Important in the plan are strategies for developing a new district mission and beliefs statement. It is our understanding based on Department of Education Guidance (November 1, 2010) that the pre-implementation period is for initial planning, staffing, professional development and other activities designed to jump start readiness for the first year of the grant. The application is for purposes of selection and is expected to be modified as new staff and principal have been contracted and the district has the opportunity to lead planning beyond that required in the initial application. It is further our understanding that the required elements of the model are intended to begin in the first year of funding, but will continue to be developed over three years. Because a purpose of the grant is the development of new models of success, rapid retry and continued evolution of progress is also expected. OSPI will require plans be designed in 90 day segments to ensure the plan is not static and is dynamic in nature. By June of 2011, Onalaska leadership design team will have met with identified stakeholders to develop and communicate the district mission and belief statements. The specifics of this process are identified in **District/ Community Action Plan: Clear and Shared Focus.** During

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
		the 2011-2012 school year, Onalaska will use the nine characteristics of effective schools survey and rubrics to monitor the effective communication of the developed mission and vision. To ensure alignment between the mission and vision, the heart of the development will be the student learning goals in the Action Plan. Increased instructional time will be addressed through **District/Community Action Plan: Extended Learning Time**, inherent in **School-wide Action Plan goal: Supportive Learning Environment**, and evident in **School-wide Action Plan goal: Improving Student Learning Behavior.** In goal 2 of the **District/Community Action Plan**: activity 4 identifies the implementation of increased learning time and extended day schedules by September 2011. In goal 4 of the **District/Community Action Plan**: non-academic barriers are addressed by implementing the Compassionate Schools Model. Also, the after school program, and daily schedule will be adjusted to provide additional supports to all students by providing them with homework help, training on effective study skills, and pre-teaching activities to help ensure they will be successful in their core academic classes. Training on the compassionate schools model will be initiated summer of 2011 and will be fully implemented in September 2011. Likewise, in the **School-wide Action Plan**: the implementation of PBIS model will decrease student discipline referrals, increase learning time, and establish clear guidelines and expectation for supportive staff-to-student interactions. During 2011-2012 school year PBIS will be implemented with students. Within the **Reading Action Plan,** there are activities designed to fully implement the Response to Interventions model, which will strive to ensure all students are reading at grade-level. A general understanding of RTI has been developed among staff over the past year, but our core reading program, and full implementation of academic interventions in reading has not been implemented with integrity. Our action plan targets full

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
		implementation of RTI by the fall of 2011. *Page 5* *First, we have established a multidisciplinary Leadership Design Team (LDT). The LDT has identified critical areas requiring immediate attention and improvement in order to transform our Tier II Onalaska Middle School. We have developed a plan that will fully address the critical areas of need presented by the BERC Academic Audit and STAR report. Drawing upon the expertise of parents, community members, and external consultants, we have crafted a plan that addresses all levels of the school system. We are proposing in-school and extended day interventions and supports for struggling learners in reading and mathematics, adoption of an instructional framework for all teachers, focused and ongoing professional development through mentoring and coaching, a school-wide approach to improving behavior, and district partnerships to more fully engage with the community.* *Small rural school districts, such as Onalaska, lack the support resources of larger districts. Our strengths in small schools are in our ability to bring about rapid change, to build meaningful relationships with students and community members, and to personalize the learning experience for all learners. Our challenges tend to be related to limited community resources and having few individuals within the system with full-time responsibility for monitoring and managing the complexities of implementation of improvement efforts. For example, Onalaska is an unincorporated community in Lewis County. As a result we have no formal local government with whom we can partner. Additionally, the superintendent, as the only certificated person in the district office, must manage the district and lead these proposed instructional improvement efforts.*
2. **Access support to develop a Comprehensive Human Resource Management System.** Onalaska School District personnel have had difficulty recruiting staff members to their community, and the task	~~No.~~Yes. There doesn't appear to be a specific plan for recruiting and hiring new teachers. Overall this part of the plan is not	*Revised plan page 6* Access support to develop a comprehensive human resource management system:The development of a rigorous, transparent and equitable evaluation plan and aligned recruiting and hiring plan are developed in year 1 (prior to June 30, 2012), and are more fully described in the Classroom/Instruction Action Plan. We are

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
of creating a new teacher evaluation system stalled because it was "too overwhelming." We recommend the district access support to develop a Comprehensive Human Resource Management System to deal with the two issues and to identify additional means the district can support administrators and teachers through the Transformation process. Additional areas to explore include induction and mentoring, self-assessment and evaluation, and recognition and retention.	specific enough. Readers were concerned that there may not be sufficient staff capacity once the contractors leave in three years. It was not clear when the new evaluation system will be implemented. Need details on this as this is an important component. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, involvement, and participation in student advisories.	under the understanding that this new system need not be fully implemented until Year 2 (2012-13). This next academic year (2011-2012), Onalaska School District will be implementing a reduction in force. So, although a high priority to our team, with all the additional activities included in our plan and knowing we are unlikely to be recruiting new staff next year, we will begin the process of developing a model for marketing the opportunities of work in Onalaska during the 2011-2012 school year. Our leadership team will consult with ESD 113 staff from the Public School Personnel Cooperative to gather guidance regarding how to design and develop a comprehensive system of personnel management. The resulting plan will be completed by March 2012, and will address: A. Improved marketing and recruitment strategies to fill vacancies B. Closely link sought for teacher and administrator competencies and skills to the School Improvement Grant and student learning needs C. Establish teacher and administrator induction and peer mentoring of new staff D. Build capacity in teacher leaders to ensure sustainability of school improvement efforts through professional learning community models, mentoring and coaching during the three years of the grant period As described in the **Classroom/Instruction Action Plan: "Evaluating Staff"**, an early focus for improving the human resources within our district will be on creating a clearly articulated instructional model, supporting teachers in the use of the model and crafting a new evaluation system for teachers and leaders. As stated within our action plan, our goal is to partner with the University of Washington's Center for Educational Leadership (CEL) to implement their "5 Dimensions Model". During the year we will monitor our growing

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
		understanding and implementation of the instructional model through; 1) Monthly leadership team meetings (as plan monitoring and adjustment is needed), 2) ongoing teacher leadership meetings, and planning; and 3) feedback from the external training team. We will measure our success annually by reviewing the yearly classroom instructional data gathered by the BERC group, with a goal of moving 90% of our classrooms to full alignment with the Star Protocol/PTL assessment. Our leadership team believes instructional improvement will be achieved through three interconnected activities: ● *Selection and full implementation of a shared instructional framework.* As described in our **Instructional Action Plan: "Adopting Instructional Frameworks"**, our district will explore and adopt a shared instructional model. We believe this will result in a common language for instruction, and increase the capacity of teachers to engage in deep dialogue regarding learning and teaching. The action plan supports this strategy through introductory professional development in August of 2011, with ongoing training, small learning teams, and peer observations guided by our external facilitators during the 2011-2012 school year. Our plan includes a transition to leadership by Onalaska teacher-leaders in the following year, with the goal that sustained leadership will be provided by Onalaska staff by year 3 and beyond. ● *Ongoing, Job-embedded Professional Development.* Also described within this portion of our plan, teachers will be supported in the application of the adopted instructional framework through ongoing mentoring and coaching, peer to peer instructional

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
		rounds, and learning team collaboration time. These activities will begin in the 2011-2012 academic year, and be fully in place by the 2012-2013 school year. ● *Development of a performance-based, criterion referenced evaluation system.* Our **Action Plan: "Teacher Evaluation"**, is designed to develop this new system. Our plan indicates the process will be lead by district leadership, and directly engage school leaders, teacher leaders, and union leadership in the process of developing our new evaluation model. We plan to incorporate our selected instructional framework into a system, which includes clear evaluative criteria, observation rubrics, and teacher evidences of proficiency. We will draw upon the learning experiences of North Thurston School District staff, who are participating in the Teacher/Principal Evaluation Project, and engage with OSPI leadership to explore how the work of Danielson (as a source of evaluation rubrics) can be included in our new evaluation process. As agreed upon in the MOU, two teachers will participate in a pilot evaluation, to be run concurrently with the old system in the spring of 2012.We plan to have the new teacher evaluation system fully developed, district-wide by June of 2012, and will be fully implemented in 2012-2013, one year prior to the state mandated implementation. This evaluation system will incorporate student growth aligned with the federal grant requirements (different from the 6696 legislation), and as a result will also use student growth as one of the

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
		pieces of evidence. *Page 6* *The District will adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with this work. This new model will promote high expectations for all personnel and will hold them individually and collectively accountable for improved outcomes of students. MOU's are negotiated with the union to establish clear expectations for required training and for future evaluations. These are uploaded as separate documents.* *Page 9* *We believe that by working together we can help improve student and parent involvement in the educational process.* *Strategies:* *1) Increase parent involvement and skills in supporting their child's education.* *2) Establish a district-wide process to develop mission/vision statements.* *3) Provide school-wide and targeted interventions to address non-academic barriers to learning.* *4) Adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with this work.* *Page 13* *Immediate priority in the action planning process will be placed on developing a Memorandum of Agreement (MOA) between the Onalaska School District and the Onalaska Education Association. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, involvement, and participation in student advisories. The MOA also will include a specific timeline for developing a new staff evaluation system, new personnel recruitment system, a new teacher compensation plan, and modification of the collective bargaining agreement. The timeline will ensure that all new systems and plans will be in place for the 2012-13 school year.*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
		Page 14 *There will be revisions to the collective bargaining agreement with the teachers' union and to staff recruitment, compensation, and evaluation policies of the district. These revisions will allow the district to maintain higher expectations for all Onalaska Middle School administrators, staff, and support staff, and to more effectively hold them accountable for meeting these standards. These recruitment and compensation revisions will also allow the district to expand its pool of applicants, making it more likely that skilled administrators, teachers, and other staff can be placed in the school.*
3. **Set high academic expectations.** OMS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. We recommend staff members work together to identify the highest level of expectations possible for OMS students and develop common language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for students to take advanced classes. We recommend staff members identify high-achieving middle schools with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are	~~No.~~Yes, although expectations are not the same as standards. There is no clear plan for staff to work together to identify high expectations for ALL students and develop common language around those expectations. There was no mention of opportunities for students to take advanced classes. The responsibility for setting high expectations for students seems to lie exclusively with the K-8 principal. Specifically, how will this individual build high expectations with staff, especially considering the expanded role to serving as principal of both the elementary and middle schools? Do not see a plan for staff to work	*Revised plan page 6-7* **Set high academic standards (sic)**: Although not tied directly to a single action plan, Onalaska's plan contains a number of strategies related to this recommendation. First, in the **Instructional Action Plan: "Implementing an Instructional Framework",** the teachers will be supported in using an instructional model that will result in common language regarding student learning targets and classroom standards. Our leadership team believes that the selected instructional model will focus teachers on providing lessons that are deeply aligned to standards, focus on increase student engagement, and provide students with meaningful ongoing feedback regarding their mastery of grade-level standards. Additionally, within the plan are structures supporting increased teacher collaboration that is initially focused on how clarity of instructional purpose (ties to standards) is communicated and enacted in the every classroom. This model will be implemented during the 2011-2012 school year. All staff will be trained in the CEL "5 Dimensions Model", to establish quality instruction and to promote maximum learning. Second, our **Reading Action Plan: "RTI Model Implementation"** focuses first on assuring the core reading program is implemented with fidelity. Part of the RTI model includes frequent monitoring of student learning to ensure actively gathering student

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
supported.	together to identify high expectations for students and develop common language around those expectations. No opportunities for students to take advanced classes. Responsibility for high expectations seems to lie exclusively with the K-8 principal. This may be too big of a job for one individual principal to cover both the elementary and middle schools, and specifically how will high expectations be built with staff?	learning data, analyzing student learning needs and crafting interventions to return students quickly to grade-level performance. The RTI model is moving toward full implementation in reading during the spring of 2011, and move toward full implementation in both reading and mathematics during the 2011-2012 academic year. Third, we will have quarterly Parent Support evening events to help parents understand academic standards and expectations. These evenings will provide training for parents in how to help their children succeed in core subject learning. Finally, as mentioned elsewhere in this response, the district will be developing new models for teacher and principal evaluation, which will attend to student learning and teacher expectations as part of the process. To support teachers in all these strategies, we will use the framework of PLCs in our monthly early release days to identify essential learning targets and to sustain ongoing dialogue regarding student mastery in Mathematics and Reading and to develop common language around those expectations. All these strategies are targeted at assuring all students are supported in attaining mastery of the core curriculum, at grade-level. We do concur with the reviews that our plan did not fully address the needs of accelerated learners. As a result we have revised our plan to include supports for students who need increased academic challenges. For these students we are aligning the middle and high school bell schedule so middle students who are ready, can access an accelerated and more rigorous curriculum at the high school. This strategy will be fully in place and available to middle students by the start of the 2011-2012 school year. For the 2011-2012 year, the staff is exploring additional strategies for increased

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the RAD plan? Y/N SBE Comments**	**Onalaska Plan** (italics indicates the text is directly quoted from the plan)
		student enrichment and possible honors courses for middle school students in core academic subjects. *Page 6:* new instructional principal competencies: *<u>The Following are key competencies and expectations used for candidate consideration:</u>* ➢ *An ability to signal and communicate change with clear purpose.* ➢ *Able to put forth the message that business as usual will not be accepted.* ➢ *Demonstrates skills as a dynamic instructional leader who is visible in the classrooms.* ➢ *Creates continuous high expectations for staff and students.* *Page 6: K-5 principal* *With these concerns in mind, the School Board and District recognized that our current K-5 Principal has been fully succeeding in all of the above competencies in her building, where in one year she has established a turnaround school. In the first year she successfully moved her building from not making AYP to the first year of Safe Harbor. She signaled this change with clear focus on intense use of RTI, careful data monitoring, Professional Learning Communities, and promotion of teacher-leaders within each grade. She has maximized all resources to target instructional improvement. She has developed an atmosphere of shared leadership and accountability for change. She has consistently addressed unsuccessful teaching behaviors. She has clearly established high expectations for all staff and students.* *Page 13* *The high school principal will work closely with the middle school principal and staff to find ways to allow students in the middle school to benefit from CTE and other high school classes that will afford middle school students expanded career experience and challenging coursework.*
4. **Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum**	~~No.~~<u>Yes.</u> The timeline is not aggressive enough for rapid turnaround.	*Revised plan page 8:* The Onalaska plan will result in implementation of new instructional materials, and professional development on their use. Included in this process is the formation of mathematics and

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alignment, and pacing. Aside from the math program, teachers and administrators report curricular materials are outdated, lessons are not aligned to the state standards, and there are not enough textbooks for all students. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.	Many things are scheduled to be completed by the end of the three year grant. There was no description of a gap analysis for reading and math. We highly encourage the District to adopt curricula and instructional materials that are aligned to the standards early in the process, not at the end. Not a rapid enough timeline - will be done by the end of the three-year grant? By the end of the funding is not soon enough. "RTI will be integrated into the daily practice by the end of the three years…" No gap analysis offered.	reading leadership teams who will be charged with creating a coherent scope and sequence of the enacted curriculum. The process also involves extensive training regarding core standards and the process for assessing student learning. The district will draw upon the expertise of reading and mathematics coaches to help guide this process and build internal capacity to continue the work beyond the grant period. The Mathematics and Reading Action Plans identify the use of a gap analysis process conducted by the WIIN center to recognize the areas of concern within the mathematics and reading programs. This data will be used to guide the adoption process of new curriculum materials that will be adopted by spring of 2011, as stated in the Reading Action Plan and by the start of fall 2011, as stated in the Mathematics Action Plan. RTI is currently integrated into the daily practices of every teacher. The Reading Action Plan re-examines this practice and developed a plan to restructure the schedule by spring 2011 and implemented in the fall of 2011. This will provide all students with close monitoring and give quick feedback to parents, students, and other teachers on the student's level of performance and progress made. *Page 14* *4) Curriculum and supplemental materials will be in place to properly support all students prior to funding end. In addition, the curriculum will be vertically aligned in K-12 during the 3-year period.* *5) The math, reading, and instructional leadership teams will work closely with elementary and high school staff to make sure that children come up from the elementary maximized for learning, and then arrive at the high school with the acquisition of expected skills and learning.* *Page 15 planned activities:* *Adopting 6-8 reading curriculum* *Intervention PD and purchase*

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		Curriculum adoption and PD for chosen core.
5. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** The frequency of instructional practices aligned with research-based principles of learning is fairly low at OMS, and some teachers acknowledged a need for and interest in training focused on instruction. We recommend that administrators and staff be provided with professional development focused on instruction that strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them together after implementation.	Yes. How are they developing capacity within the current staff? Glad to see focus on differentiation.	*Revised plan pages 8-9* The Onalaska **Action Plans, "Adopting Instructional Framework", "Implementing PBIS", "Reading Leadership Team", and Mathematics Improvement"** all speak to the role professional development plays in supporting and sustaining the application of effective classroom practices. As described earlier, teachers will be supported in the implementation of a shared instructional model. The selected model includes instructional practices that focus upon: A. Establishing a clear instructional focus B. Increasing student engagement C. Ensuring pedagogy is aligned with the content focus D. Creates system of effective assessment of learning E. Attends to a supportive learning environment in the classroom F. The new Teacher Evaluation system will promote targeted professional development for individual staff, where indicated. Professional development strategies include introductory and follow-up events with external experts, mentoring and coaching by behavioral, mathematics and reading coaches, and ongoing dialogue between peers through professional learning communities. The role of the coaches will (among other activities) be to provide follow-up to initial training, facilitate curriculum and assessment alignment strategies, and to provide mentoring and coaching in classrooms regarding effective practices. To ensure sustainability of these efforts, the coaches will employ a "gradual release" model, or "I do, we do, you do" strategies for guiding and facilitating instructional support activities. Additionally the school leaders will be supported by school improvement staff at ESD 113, who will assist in the implementation and refinement of school improvement plans.

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		Page 9-11 *The classroom instruction action plan is focused on creating common practices among teachers that will support increased levels of student engagement in classroom learning activities. The plan includes: contracting with recognized experts in the field to provide training and ongoing support; providing time for teachers to observe each other and talk about what they are learning; and specialized training for a select group of teacher leaders. Our belief is that by focusing on improving teacher instructional practice we will help reduce student off-task behaviors, increase student engagement in classroom learning, and raise standards for all students in all content areas.* *We also believe teachers need to have professional development that will help them change their classroom practice and learn how to differentiate instruction so that students can be challenged at the level of instruction they need. Finally, our plan will include support for changing current grading practices across all content areas. We feel the move toward standards-based grading, as described in the reading and mathematics reports, would be appropriate for all subject areas.* *The Instructional Goal is "To improve instruction K-12, with a middle school focus, as measured by the Powerful Teaching and Learning STAR Protocol. Our target is for 90% of classrooms to be aligned with Powerful Teaching and Learning by 2014."* *Strategies:* *1) Adopt and fully implement the UW 5-Dimensions Instructional Framework K-12.* *2) Provide training in how to best meet educational needs of diverse learners (all students).* *3) Ensure professional development and implementation of standards-based assessment and grading.* *<u>Reading:</u>* *The reading action plan centers around Response to Intervention (RTI) and the improvement of middle school reading curriculum, instruction, and assessment.*

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		Reading is the key to being successful in all other classes, and we believe increasing student reading skills and student enjoyment of reading will have far-reaching effects in each student's life. *RTI is a systematic method to ensure that each student is receiving reading instruction at the level s/he needs. The middle school will implement an RTI program in September 2011. This is based on research collected by the Reading Leadership Team in Spring 2011. A new classroom reading program will be adopted at the middle school. In addition, other programs will be purchased to help students with specific needs in comprehension, decoding, and reading fluency. Teachers will be trained in the new programs and shown how to analyze student reading data and use it to change their instruction. A half-time reading coach will be hired to help teachers teach the programs as they were designed and to facilitate teachers working together to better their teaching practices.* *Strategies:* *1) Adopt Curriculum, assessment and instructional reading model that is aligned to state standards and will provide meaningful feedback to students.* *2) Implement RTI in Reading* *3) Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.* *<u>Mathematics:</u>* *The Mathematics goal is to improve our middle school students' understanding of mathematics resulting in 61.7 percent of 6th grade, 65 percent of 7th grade, and 59.2 percent of 8th grade students meeting standard on the Washington State Measure of Student Progress (MSP) by 2014.* *To improve our students' understanding of mathematics our plan centers on the use of standards-based grading and the creation of common assessments aligned with the state performance expectations to evaluate students on what they know. Detailed knowledge of what the students know in light of the standards provides the teachers with consistent*

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		opportunities to provide strong feedback to students regarding their mastery of standards and content. The middle school will implement this change in September of 2011. In addition, Corrective Mathematics and the Measures of Academic Progress will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction in Mathematics. *Professional development and collaboration of our teachers is vital to the success of our students' achievement in mathematics. We are starting a K-12 mathematics leadership committee to help align the curriculum and build a shared understanding of how students learn mathematics and to ensure all students are receiving instruction aligned with the State standards. Also, two of our middle school teachers will earn additional mathematics endorsements to strengthen their preparation and further support our mathematics program. Finally a half-time mathematics coach will be hired to identify appropriate professional development, model classroom lessons, provide feedback to teachers on classroom instruction, and guide and direct the K-12 mathematics committee.* *Strategies:* *1) Use standards based grading, and create common assessments that are aligned with state performance expectations to provide feedback to students regarding each student's mastery of content.* *2) Establish a K-12 Math Leadership Team to align curriculum and build a shared understanding of student learning benchmarks.* *3) Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.*
6. **Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students.** A few staff members noted the need to use data to identify students in need of assistance and to modify instruction, but the staff	Yes, however this is a capacity issue. How will current staff build their expertise? The plan seems to be all remediation focused and nothing about highly capable learners.	*Revised plan page 9* The plan includes partnership with ESD 113's research and evaluation division to assist staff in the gathering, presentation, and analysis of student data. As part of both the RTI and PBIS systems, data will frequently be gathered and analyzed to determine how to adapt to the learning needs of students. An example is contained within our **Mathematics Action Plan: "Providing Feedback to Students"**. In

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has had little experience in this area. 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.		our plan, we propose to purchase NWEA's Measures of Academic Progress (MAP) this spring, with the goal of full use starting in the fall of 2011. MAP will provide vital data to teachers regarding their readiness to learn mathematics content, and using the Descartes framework, allow for grouping of students within the classroom based upon their level of mathematics understanding. Teachers will be initially supported in this process by both the ESD research division and the instructional coaches. The instructional coaches will also provide ongoing support on the role of differentiation in the classroom, while the Response to Interventions model will provide a framework for differentiation within the school system and will meet the diverse needs from our most at risk students to our honor students in reading and mathematics. For the students deemed ready, the secondary schools have aligned their schedules so that students can take advantage of advanced learning opportunities at the high school. To prepare for this change, we have met with secondary and middle school teachers and building leadership to discuss how to prepare for protocols like: 1) Student placement, 2) Classroom Safety, 3) Parent involvement in decision-making and 4) Secondary credits. Under this action plan, we plan to continue the process of preparation this spring. *Page 6* – new principal competencies: *Ability to lead in the use of student data for determining gaps of instruction and in the student learning.* *Page 7* *RESPONSE TO INTERVENTION (RTI) FACILITATOR: An individual will direct all of the efforts in supporting students in the RTI program, which is already in a beginning stage. This person will dis-aggregate student learning and behavioral data, work with teachers in quick responses to interventions, and keep parents, students and staff informed on progress.*

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		EXPERT COACHES IN READING, MATH AND GENERAL INSTRUCTION: These positions will work closely with the principal, RTI facilitator and building leadership team to provide ongoing professional development and coaching, and to support the alignment of PK-12 curriculum with state standards. The coaches will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. These positions will be in partnership with Morton School District, the RAD district immediately east of Onalaska. The coaches will be supported in their roles by ESD 113 staff. *Page 10* *RTI is a systematic method to ensure that each student is receiving reading instruction at the level s/he needs. The middle school will implement an RTI program in September 2011. The middle school will implement an RTI program in September 2011. This is based on research collected by the Reading Leadership Team in Spring 2011. A new classroom reading program will be adopted at the middle school. A new classroom reading program will be adopted at the middle school. In addition, other programs will be purchased to help students with specific needs in comprehension, decoding, and reading fluency. Teachers will be trained in the new programs and shown how to analyze student reading data and use it to change their instruction. A half-time reading coach will be hired to help teachers teach the programs as they were designed and to facilitate teachers working together to better their teaching practices.* *Page 13* *The professional development blueprint will include skill development that will be monitored for continued and improved use by all staff through both internal and external observers and coaches. Key features are:* • *Align their routine instructional practices around a common pedagogical framework (Powerful Teaching and Learning STAR protocol) and the state standards.* • *Incorporate proven best practices (Powerful Teaching and Learning) into their instruction.* • *Make regular and effective use of student*

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		assessment data for instructional decisions. • *Work effectively with their peers in the school to continuously revise their instructional practices to address emerging needs of their students.*
7. **Develop structures and processes to support meaningful collaboration.** OMS staff currently has common planning time that is unstructured and often not effectively used. Additional training and guidance is needed as they learn to use collaboration effectively. We recommend onsite professional development and coaching to help teachers develop collaborative teams. These teams should share and critique lessons, visit each other's classrooms, and support each other in improving their instructional practice.	Yes, but there is not much evidence of structures or processes to support collaboration. When will collaboration occur? On what topics? Who will lead the process? Who checks to see if it is happening? They want time for collaboration, but no structure and process to support it being meaningful. No discussion of collaborative teams.	*Revised plan page 9-10* Coaching is a major component of the Onalaska plan. The coaches will initially facilitate, but eventually only support, teacher teams in the areas of RTI, reading and mathematics improvement. As part of their role in supporting learning teams, the coaches will guide teachers and school leaders to establishing team norms, building consistent team protocols for collaboration, and developing structures for decision-making. The structures employed in the planning process (executive and leadership design teams, including the district superintendent) will continue to be used to monitor planning activities and gather feedback regarding plan progress toward goals. The leadership team will meet monthly to review current '90-Day Plans" and hear reports from the Behavior Leadership Team, Interventions Leadership Team, Mathematics and Literacy Leadership Teams. Additionally, the leadership team will consult with the coaches and plan support professionals to help guide their work, and participate in shared learning experiences with them. Unsuccessful practices will be identified and quickly addressed through these collaborations, with sensitivity to the fidelity of the grant intent. Teachers will meet monthly across grade levels and buildings to collaborate in a Professional Learning Community using protocols and norms, breaking down barriers to have focused conversations. As identified in the **Mathematics Action Plan:** the math coach will lead the collaborative teams monthly to monitor the extended learning program after school regarding support for Student Learning Plans and evaluate effective instruction practices within the school day. The **Reading Action Plan** identifies the Reading coach as leading the

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		collaboration within Reading leadership team to monitor the RTI classes and facilitate the reading adoption. *Page 11* *Professional development and collaboration of our teachers is vital to the success of our students' achievement in mathematics. We are starting a K-12 mathematics leadership committee to help align the curriculum and build a shared understanding of how students learn mathematics and to ensure all students are receiving instruction aligned with the State standards. Also, two of our middle school teachers will earn additional mathematics endorsements to strengthen their preparation and further support our mathematics program. Finally a half-time mathematics coach will be hired to identify appropriate professional development, model classroom lessons, provide feedback to teachers on classroom instruction, and guide and direct the K-12 mathematics committee.* *Strategies:* *1) Use standards based grading, and create common assessments that are aligned with state performance expectations to provide feedback to students regarding each student's mastery of content.* *2) Establish a K-12 Math Leadership Team to align curriculum and build a shared understanding of student learning benchmarks.* *3) Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.* *Page 14* *There will be changes in the class schedule to allow greater and more focused instruction in core subjects, including literacy and math. Changes will be made in the annual calendar to promote time for regular peer collaboration by teachers on pedagogy and instruction.*
8. **Fully implement PBIS.** OMS staff spent time and resources to consider, adopt, and be trained in the PBIS program and initially staff, parents, and students reported changes	~~No.~~Yes, much improved. The academic audit spoke of bullying of students by teachers, not just	*Revised plan page 10:* The **School-Wide Action Plan: "Implement and Fully Support PBIS"** speaks directly to the goals and action steps related to implementation of Positive Behavior Intervention and Supports. As described in the action plan, the district will initially contract

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in behavior. Without full commitment to the teacher, administrator, and parent actions required by the program, its power is diluted and the program becomes ineffective. 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.	student to student, and a pattern of inappropriate use of behavior rewards. The plan should address not just the attitudes and behavior of students, but the entire school community in the building as well. There did not appear to be a clear plan for holding teachers accountable for their actions or consistent implementation of the PBIS. Monitoring the implementation of the PBIS plan should be a priority and include monitoring teacher behavior as well as students.	with a nationally recognized expert in PBIS to provide introductory training to school teams, assist in implementation strategies, and assist in monitoring evaluating the implementation of PBIS at Onalaska. The PBIS plan will be fully implemented by the fall of 2011, with ongoing monitoring and adjustment to the model during the year by a newly established Behavior Leadership Team. The plan also includes the following supports to PBIS: A. Hiring of a "Dean of Students"- This new position will support the principal and staff in the implementation of PBIS, assist in the rewards program, and assist with data entry/reporting process. B. Creation of common teacher expectations and standards- Teachers will be held accountable to model appropriate behaviors and will hold students accountable for school-wide behavior. C. Establishing a Behavior Leadership Team- Team members will meet twice each month to review behavior data, solve emerging problems and suggest strategies to reduce students identified as intensive and strategic within the behavior intervention framework. D. Ongoing Professional Development: Teacher teams will be supported through ongoing professional development provided initially by the consultant, and eventually supported by the Dean of Students and the leadership team. Student Leadership: The PBIS model will be further supported by creating and nurturing a student leadership team. Students will be trained on leadership strategies, and will be encouraged to take ownership of the PBIS expectations for students in the school. Additionally, in **The District/Community Action Plan: "Supportive Learning Environments"** the district action planning

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		team proposes implementing and supporting ongoing training regarding the Compassionate Schools Model. This comprehensive model includes training and supports for teachers regarding their role as models of conflict resolution and provides them with resources to better identify and respond to, student needs beyond those typically addressed in academic environments. *Page 9* *Review of student and parent survey data, behavioral incident reports, and the Healthy Youth Survey indicates the need to promote a more supportive learning environment at Onalaska Middle School. The focus of the school-wide plan is on clarifying student behavior expectations, teaching positive behavior to students, rewarding students who engage in positive behavior, and implementing the behavior system consistently in all classrooms and settings. In addition, the BERC report clearly identifies the need to establish more supportive and caring staff interactions toward students.* *Activities include targeted professional development for all staff and the creation of a position for a Dean of Students to assist with positive student behavior. A Parent/Community Learning Facilitator (shown under "District-Community") will assist students and parents to improve connections with student learning through social-emotional interventions, parent and family nights for learning supports, extended learning coordination, and other avenues that connect families around learning.* *Strategies:* *1) Build on and fully implement Positive Behavior Intervention System.* *2) Establish focused professional development for staff in promoting compassionate and supportive learning environments.* *3) Develop shared leadership towards improving learning, collaboration, and accountability.* *Page 12* *At the school-wide level, the district will be engaging with professional developers and systems leaders who have a proven record of*

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		transformation in the area of Positive Behavior Interventions Systems. When funded, our grant will provide the resources necessary for our school staff to receive training, technical assistance, and ongoing support from Dr. Flint Simonsen in the area of PBIS. Dr. Simonsen is an Associate Professor of Counseling, Educational and Developmental Psychology at Eastern Washington University. He has worked extensively with over 100 schools in Washington in their efforts to implement school-wide positive behavior support, and has worked closely with schools in the ESD 113 area. *Page 21* *To monitor progress on our school climate/behavior work-plans, the District will review information from three sources to determine if students are meeting goals to promote an environment that is supportive of learning. Office discipline referrals will be reviewed on a monthly basis by the Behavior Leadership Team to determine if disciplinary incidents are decreasing and analyze patterns of student behavior that may call for adjustment in the positive behavior plan. The results of student and parent perception surveys will be examined each spring to determine whether students and parents perceive that students are more respectful of each other and teachers are enforcing school rules fairly. The School-Wide Evaluation Tool (SET 2.0) will be administered each spring to provide information on progress toward implementation of a comprehensive system of promoting positive behavior among students.*
9. **Develop and expand connections to families and community.** OMS has a set of active parents that participate in most of the school's activities and then a set of parents that are not often seen. This is not uncommon in schools. We recommend that OMS staff use the parent responses to the Family Survey as a jumping off point for learning more	Yes, although they did not address how to learn what parents and the community need from the school in order to participate.	*Revised plan page 10:* Parents and family members were active participants in all leadership meetings and formally (and informally) engaged in providing feedback regarding the plan and the strategies associated with it. For example, nearly 110 community members attended our second community forum to provide feedback on our proposed plan strategies. This is notable as it snowed over 8" that evening, and school was closed for the next two days. Parents have demonstrated their desire to be part of the

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about what parents and the community need from the school in order to participate. In addition, more attention to getting the PTSA up and running with an active president may help to attract more parents and develop relationships with organizations that may support the school. Getting kids involved in encouraging their parents to attend school functions and PTSA meetings may also be effective, given the experience OMS had with student-led conferences. When students pressured their parents, their parents came.		solution at Onalaska, and the leadership team is working with new and existing parent groups to learn how we can more closely partner to ensure student-learning success. During the planning process the Onalaska team used the parent and community survey results as part of our planning process, and we commit to continuing to provide parents and families multiple opportunities for active input into the school improvement process. This spring the high school and elementary school added parent surveys during conference times, organized around the Characteristics of High Performing Schools, as part of their annual school improvement process. In the fall of 2011 these surveys will be expanded to the middle school parents during conference times. The district will be focusing on increased partnership with parents beyond the planning process through parent outreach activities, community partnerships and formal feedback sessions during the year. *Page 9* *The district/community action plan is to bring students, parents, teachers, and community members together to create a plan to address issues of compassionate classrooms, learning barriers, and community and parent involvement in order to create a clear and shared focus across the Onalaska School District.* *This plan includes renewing and extending the Onalaska School District mission and belief statements. We will be expanding opportunities for parent involvement by hiring a Parent-Student Learning Support Facilitator to help parents support their child's education and address non-academic barriers to student achievement.* *We believe that by working together we can help improve student and parent involvement in the educational process.* *Strategies:*

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		1) Increase parent involvement and skills in supporting their child's education. *2) Establish a district-wide process to develop mission/vision statements.* *3) Provide school-wide and targeted interventions to address non-academic barriers to learning.* *4) Adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with this work.*

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
MAP, MSP/HSPE, staff generated curriculum specific formative assessments, Gates MacGinitie, various placement tests.

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
Approve.. See RAD memo for summary.