The Washington State Board of Education

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

Office of Superintendent of Public Instruction
Executive Services Conference Room
600 Washington Street SE
Olympia, Washington
360-725-6025
Teleconference: 1-866-200-5786; Code 3540546

April 28, 2011

AGENDA

11:30 a.m. **Welcome and Introduction to State Board of Education Required Action District Process**
Dr. Kris Mayer, Board Member

11:45 a.m. **Onalaska School District**
Introduction: Ms. Sarah Rich, Research Director
District Presentation

Board Questions

12:15 p.m. **Board Discussion on Required Action District Plan**

12:30 p.m. **Adjourn**

REQUIRED ACTION DISTRICT APPROVAL - ONALASKA

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, to address the needs for dramatic turnaround in our persistently lowest-achieving schools. 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).

Required Action Plan Approval
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

In February and March of 2011, OSPI provided assistance to the Required Action Districts (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 then submitted revised plans, which were forwarded to SBE between March 18 and 23.

A review team of Board Members 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.
- 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 findings in the academic performance audit to improve student achievement.

At a Special Board Meeting on March 31, 2011, the four Required Action Districts presented their plans. One district, Renton, was approved. Two districts, Soap Lake and Morton, were approved contingent upon receipt of a revised plan by April 11, 2011. Both districts have since submitted revised plans and were given final approval after consideration by the SBE Review Team. The fourth district, Onalaska, was not approved on March 31 and chose to revise its Required Action plan prior to the May 10 deadline set by the Board.

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

Recommendations by the SBE Review Team
Onalaska Middle School, Onalaska School District

Recommendation: approve

Rationale: the Review Team finds that all concerns have been adequately addressed. The revised Required Action plan has been carefully reworked and all of the academic performance audit areas have been sufficiently addressed. Appendix A summarizes the Review Team's assessment of the required elements of the Required Action plan.

EXPECTED ACTION

The Board is expected to consider approval on Onalaska's revised Required Action plan.

Appendix A

SBE Review Notes 4/13/2011 REVISED 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 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:

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 revised RAD plan? Y/N SBE Comments**	**Onalaska Revised Plan** (italics indicates the text is directly quoted from the plan)
2. **Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.** There does not appear to	Yes.	*Revised plan page 5-6* *1. **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*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the revised RAD plan? Y/N SBE Comments**	**Onalaska Revised Plan** (italics indicates the text is directly quoted from the plan)
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.		*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 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***

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the revised RAD plan? Y/N SBE Comments**	**Onalaska Revised Plan** (italics indicates the text is directly quoted from the plan)
		***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 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*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the revised RAD plan? Y/N SBE Comments**	**Onalaska Revised Plan** (italics indicates the text is directly quoted from the plan)
		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.*
3. **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	Yes. 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.	*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 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*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the revised RAD plan? Y/N** **SBE Comments**	**Onalaska Revised Plan** (italics indicates the text is directly quoted from the plan)
administrators and teachers through the Transformation process. Additional areas to explore include induction and mentoring, self-assessment and evaluation, and recognition and retention.	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.	*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 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*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the revised RAD plan? Y/N SBE Comments**	**Onalaska Revised Plan** (italics indicates the text is directly quoted from the plan)
		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 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*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	**Adequately addressed in the revised RAD plan? Y/N SBE Comments**	**Onalaska Revised Plan** (italics indicates the text is directly quoted from the plan)
		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 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*

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		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.*
4. **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	Yes.	*Revised plan page 6-7* ***Set high academic standards**: 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*

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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.		*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 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.*

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		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 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.*
5. **Develop a long-term**		*Revised plan page 8:*

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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.		*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 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*

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		Intervention PD and purchase *Curriculum adoption and PD for chosen core.*
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 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. 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.* *Page 9-11* *The classroom instruction action plan is focused on creating common practices among teachers that will support increased levels of student*

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		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. Reading is the key to being successful in all other classes, and we believe increasing student reading skills and student enjoyment of*

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		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 opportunities to provide strong feedback to students regarding their mastery of standards*

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		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.*
7. **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	Yes.	*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 our plan, we propose to purchase NWEA's Measures of Academic Progress (MAP) this*

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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.		*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.* *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*

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		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 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*

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		students.
8. **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..	*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 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*

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		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.*
9. **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	Yes, much improved.	*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 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*

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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.		*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 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,*

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		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 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*

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		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.*
10. **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	Yes..	*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 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,*

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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.		*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:* *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.

Onalaska

Required Action District Application

Latest Revision Date: 4/12/2011

District Application
Competitive School Improvement Grants &
Required Action Districts

Latest Revision Date: 4/12/2011

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
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.

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.

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.

A summary of the plan components and their alignment with the BERC recommendations is as follows:

1. **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. 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 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 implementation of RTI by the fall of 2011.

2. **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 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 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 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 pieces of evidence.

3. **Set high academic standards**: 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 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 student enrichment and possible honors courses for middle school students in core academic subjects.

4. **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 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.

5. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices**: 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.

6. **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. 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 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.

7. **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. 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 collaboration within Reading leadership team to monitor the RTI classes and facilitate the reading adoption.

8. **Fully implement a PBIS:** 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 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 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.

9. **Develop and expand connections to families and community**: 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 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.

The following sections constitute the district response to the questions related to the Federal Intervention Model. For more detailed presentation of the district's plans, please see Appendices A-E.

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 target 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; School-Wide Needsand Increased/Extended Learning Opportunities*. Each group developed Goals, Strategies and Action Plans to effectively address identified needs. All team members collaboratively reviewed these plans 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 district and 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. Each week, after the plans were developed, they were re-presented to the Leadership Team for approval. 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. All written feedback was collected and charted for public dissemination and School Board presentation. This information will also be reviewed periodically to monitor progress of meeting concerns.

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.

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 the Instructional Principal. 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. The Instructional Principal will have the support of a Dean of Students, which is provided through this grant to intervene in the student behavioral aspects of the school environment, thus enabling the principal to fully focus on school learning improvement.

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 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 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.

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

- **NEW INSTRUCTIONAL 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 principal. Rather than risk not finding an adequate replacement, we are moving the K-5 principal into a K-8 principal role in charge of I*nstructional Improvement*. This current leader has demonstrated all of the skills of a turnaround principal in her two years at the K-5 level. They have successfully moved from not making AYP to the first year of Safe Harbor, accomplished through intense use of RTI, careful data monitoring, Professional Learning Communities, and efforts of teacher-leaders within each grade. In review of the IES Practice Guide: Turning Around Chronically Low-Performing Schools, each of these lines up with research-based interventions to turn around a school. This leader has proven skills in rapidly expanding our capacity for student-focused improvement and change.
- **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 instructional 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.
- **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 assist in reducing any non-academic learning barriers that impede students.
- **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.

- **EXTENDED LEARNING OPPORTUNITIES:** The middle school will partner with the existing 21st Century program for 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.
- **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 has agreed to a MOU to cooperate in 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.

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/belief 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~~reported as demonstrating alignment with Powerful Teaching and Learning by 2014." The Instructional planning team believes using the STAR Protocol data from the BERC Report provides us with a strong baseline for measuring the effectiveness of our action plans. Our understanding is that each year the BERC team will assist with gathering classroom-level data across the school, and these summary data will be used to both evaluate our plan's effectiveness and to guide adjustments to the ongoing implementation of a new instructional framework and evaluation system.

To ensure effective classroom practices are implemented in every classroom, the Classroom/Instructional team has identified three strategies that, we believe, will lead to dramatically changed learning experiences for every student.

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).~~
2) Develop and fully implement a performance based system of teacher evaluation, which utilizes the adopted instructional framework and student learning as major components of the evidence gathered regarding each teacher's educational practices.
3) Ensure professional development and implementation of standards-based assessment and grading

Reading:

The reading action plan centers on Response to Intervention (RTI) and 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 Model in September 2011. The proposal to review our current intervention system, and revisit the RTI model of supports is based on research collected by the Reading Leadership Team in Spring 2011. A new classroom reading core curriculum will be adopted at the middle school. In addition, other materials to supplement the core curriculum will be purchased to help students with specific needs in comprehension, decoding, and reading fluency. Teachers will receive initial and ongoing training on both the new instructional materials and the system of assessment, intervention and support. Additionally, staff will be supported in protocols related to analysis of student reading data and use it to change their instruction. A half-time reading coach will be hired to help teachers in the use of the newly adopted instructional materials, application of best-practices in instruction, and provision of ongoing mentoring and coaching in the reading model.

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 identify students for group and individual differentiation of 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. Teachers will meet monthly across grade levels and buildings to collaborate in a Professional Learning Community using protocols and norms to break down barriers to have focused conversations. Also, we will insure that our middle school teachers who do not currently have an extensive background in mathematics will have additional training in mathematics 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) The math coach will work with collaborative teams monthly to monitor the extended learning program after school regarding support for Student Learning Plans and evaluate effective instruction practices.

Extended Learning Opportunities:

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

2) 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. Flint 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.~~ RTI is currently being integrated into the daily practices of every teacher in the area of reading. 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.
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.~~Curriculum and supplemental materials will be in place to properly support all students beginning in the spring of 2011 as stated in the **Mathematics and Reading Action Plans**.
5) The math, reading, and instructional leadership teams will work closely with elementary and high school staff monthly beginning in spring 2011to 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) Starting in the 2011-2012 school year, 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. The details of these changes are identified in the **District/Community Action Plan: Extended Learning Time**, and the **Mathematics and Reading Action Plans**.

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.

The table below was used by the Leadership Design Team as a means of summarizing the major activities proposed by each action planning team. Prior to final plan development the Leadership Team collected all proposed activities and prioritized the work proposed during year one of our plan implementation. We feel the plans are very aggressive, and represent significant strides toward change within the first 15 months of plan implementation. For further details regarding goals, strategies, action plans, timelines and resources necessary to implement these activities, please see Appendices A - E.

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 Principal leadership plan Post "Dean of Students" Initial staffing planning	Develop contract for PBIS Training Finalize Contract with PBIS Consultant	Select Provider, Overview for all staff,	Assemble Reading Leadership Team and begin process of adopting 6-8 reading curriculum Corrective Reading Interv. PD and purchase of materials	Purchase MAP Form K-12 math team	Develop Initial Plan
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)	PD staff for PBIS, classroom management and teaching skills	Summer institute (4-5 days), all staff (Aug 22-26)		Begin creating common assessments	

	Review plan for mission and beliefs Select materials for extended learning interventions	(institute Aug 22-26) Review schoolwide behavior plan (staff, students and 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)		Continue creating common	Select pilot teachers

			Identify SBRC Pilot Classrooms		assessments K-12 math team meets	
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		K-12 math team meets	Finalize MOU/MOA

			Pilot and gather feedback on SBRC 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? **NO**
- 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) **Science:** Inquiry Process & Vocabulary (continues all year)	All Students

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) Woodcock Johnson – Reading Key Math - Math	All Students

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	Present Plan to the Community

		Leadership Team	
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 Plan
Appendix C- Classroom/Instruction Action Plans
Appendix D- Mathematics Improvement Action Plan
Appendix E- Reading Improvement Action Plan

Note: Letter-number pairs included at the end of each proposed activity denote the alignment of activities to the "Turn Around/Transformation Planning Template" provided as a support by OSPI.

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 staff C1	Superintendent School Board	April 2011	Time to develop plan	Plan is developed
Communicate with	Superintendent	April 2011	Time during staff	Staff are informed

affected staff G1-2, G5, H12			meeting (2 hours)	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 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 Budget	Grant Activities are successful and failing efforts discontinued. Fidelity of grant is followed.
Contract 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).	From Contract Services Budget	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., current bell schedule) G5	School/District Leadership Team	April 2011	Time to research, evaluate, and determine	Recommendations for bell schedule and possible connections between middle school and high school
Evaluate and monitor effectiveness of current leadership	Superintendent School Board	Annually in May of each Year	Principal Evaluation Criteria	Leadership is provided feedback regarding role and

configuration C1				support for school-improvement efforts

Appendix A- District and Community Action Plans

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 at-risk students (J2, J5, J6, J7, J8)	RTI coordinator, classroom teachers, SST, parents, principal	Sept - Oct 2011	Screening data, different data sources, mtg. time, calendar MAPS, EasyCBM, classroom based assessments	Assessment tools 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.

Appendix A- District and Community Action Plans

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: 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 Stake Holders	Supt, Teachers,	Mid-April	No cost	Formation of group

(D1,D2,D3,D4,D5, D6, D7,)	School Board Business leaders, Parents, Support Staff			
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 snacks-lunch (Facilitator cost $2,000 of the $3,000)	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

Appendix A- District and Community Action Plans

SCHOOL IMPROVEMENT PROCESS

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 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?

Implement the Compassionate School model at Middle School with a focus on grades 6-8 and extend district-wide by invitation (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 Communicatio n 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 Plan

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	**Timeline:** When will this strategy or action	**Resources Needed** What existing and new	**Monitoring Effectiveness** How will we know if this is

	provide work?	begin and end?	resources will be used to accomplish the strategy? (Include $$$)	working?
Contract with behavior consultant to provide training, consultation, and evaluation (14 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 RTI/PBIS Coordinator (Can be TOSA) to direct the efforts in supporting students in the RTI and PBIS intervention 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	Onalaska SD	2011-2012	$42,500	Evaluation Data on students achieving academic standards Data on office 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) 2 times a 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	Behavior consultant BLT RTI/PBIS Coordinator	3 days November 2011	$240 substitute $1050 for stipends	SET evaluation Data team agendas Sign-ins and

(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	Selected teachers All staff	3 days February 2012 3 days May 2012		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	From PD budget	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	Superintendent	April-May 2011		Teams are set and

Negotiators, other stakeholders, and Administrators to be involved, and set calendar of dialogues for planning H-1	Union President WEA			calendar is agreed upon.
Training for Team in process H-2	Superintendent, Principal, WEA	May-June, 2011	One day of subs and a trainer $1200	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 Online training = $50/year	Principal is prepared to implement new evaluation system
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

Appendix C: Classroom/Instruction Action Plans

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	From Materials Budget	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	Leadership Team	Prior to end of school	Baseline reports	Team has determined focus for year based upon initial data collection

classroom instruction (D1, D2, I3, K6, K7				
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, I3, I4,K4,	Provider	August Institute	Training by provider and local facilitators. Budget: As part of institute, staff time (4 Days) = $250*12*4 = $!2,000 (spread across other plans)	Staff report a basic understanding of framework
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	Provider	Spring of each year	Mid-year and end of	Plan continues to

Classroom Data and Prepare Reports (D3,E6, E8, K5, K10			year evaluation	move forward, instructional framework is implemented, teacher growth is observed by external evaluators

Appendix C: Classroom/Instruction Action Plans

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	Benchmark assessments developed

			15-20 hours of staff time	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 leadership team Parent Survey	Feedback is 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 $1,408	All instructional efforts and plans complete and operational

Appendix D: Mathematics Improvement Plan

SCHOOL IMPROVEMENT PROCESS

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 from PD Budget	change in MAP assessment scores, teacher survey, classroom observation changes, student survey
Contact the WIIN center to engage in the gap analysis process for the mathematics program	**Math Coach Middle School Principal WIIN Center Math Teachers**	**Fall 2011**	**-staff time -consolidation of mathematics resources -gap analysis training**	**do a gap analysis at the end of 2011-2012 to monitor changes**
Increase Endorsed teaching staff and/or Skills and Knowledge in Mathematics (K5, K6, K9, I1)	Middle-school math teachers	Start program in summer 2011 to be completed by 2013	Explore possible learning opportunities for staff	completion of program, observation changes, teacher survey, 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 $6,000 (2 staff-2 days in the summer and 1 day/month) Math Coach time (11 days)	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	From PD budget	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 **adoption**: $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 **work as a professional learning community** 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 Teamand 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	**Who is Responsible?**	**Timeline:** When will this	**Resources Needed**	**Monitoring Effectiveness**

What will occur?	Who is involved? Who will provide leadership? Who will provide work?	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?
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 **and meets monthly** (G1, G2, G3, G6, I1, I3, J1, J3, J4, J6, J7, J8)	Principal, ESD staff, Reading Coach	Spring 2011	1-3 hours (initially) **-0.5 hr/month**	Team is selected, meeting schedule is created
Contact the WIIN center to engage in the gap analysis process for the reading program	**Reading Coach Middle School Principal WIIN Center Reading Leadership Team**	**Fall 2011**	**-staff time -consolidation of reading resources -gap analysis training**	**do a gap analysis at the end of 2011-2012 to monitor changes**
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 curriculum (I1, I3, 14, I5, I6, K1, K4, K5, K7)	Principal Reading/RTI Leadership Team	Spring/summer 2011	Staff training time-20 hours initially (coaching to follow) $2,500	Introductory training provided
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 foreach year for theDistrict** (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 foreach 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 3 Years
District	N/A	N/A	$0	$0	$0	$0
School #1 Indirect Rate .0272		Transformation	$696,197 $18,937	$ $	$ $	$ $
Totals	N/A	N/A	$715,134	$	$	$

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.

The rationale for each amount in the grant proposal is specified in the Tables for the Action Plans, under each strand of planning. The following strands have tables: District/Community Goals; School-Wide Goals; Classroom Instruction Goals; Mathematics Goals; and Reading Goals. The budget developed will establish a rapid transformation of Onalaska Middle School, resulting in measurable improvement in year one, two and three of the grant. Assessment improvement goals are identified and have significant expectations from planned activities.

Year 1

Months	**District/ Community**	**School-wide**	**Instruction/ Classroom**	**Reading**	**Math**	**Teacher/ Principal Evaluation**
January 2011	Explore principal placement options					
February 2011	Gather leadership feedback					Get MOU signed with Union
March 2011	Prepare for possible leadership transition					
April 2011	Mission, vision and purpose team Principal leadership plan Post "Dean of Students" Initial staffing planning	Develop contract for PBIS Training Finalize Contract with PBIS Consultant	Select Provider, Overview for all staff,	Assemble Reading Leadership Team and begin process of adopting 6-8 reading curriculum Corrective Reading Interv. PD and purchase of materials	Purchase MAP Form K-12 math team	Develop Initial Plan
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	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

		awareness of PBIS				
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 interventions	PD staff for PBIS, classroom management and teaching skills (institute Aug 22-26) Review schoolwide behavior plan (staff, students and community)	Summer institute (4-5 days), all staff (Aug 22-26)		Begin creating common assessments	
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,	Community PBIS Night	Ongoing training and peer observation		Professional development	

	including transportation		(all staff) Form SBRC Team		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		K-12 math	Pilot continues

			and peer observation (all staff) Benchmark Assessments Parent commumicaiton plan		team meets	
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 Project		K-12 math team meets	Finalize MOU/MOA

Table for Years 2 and 3

Months	District Community	School-Wide	Instruction	Reading	Mathematics	Teacher/ Principal Evaluation
September 2012 September 2013	Screening for at risk students Placement in after-school program	Begin use of SWIS data tracking for behavior	Ongoing training and peer observation (all staff)	Utilize and adjust assessment system	Continue creating common assessments Professional development on effective feedback (continued with math coach)	Begin implentation of evaluation template/ rubrics

					K-12 math team meets	
October 2012 October 2013	Continue After-school program, including transportation	Community PBIS Night	Ongoing training and peer observation (all staff) Form SBRC Team		Continue professional development on differentiated instruction (continued with math coach) K-12 math team meets	First Observations carried out Address directly the findings with staff
November 2012 November 2013		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	Continue 1st Observations Address directly the findings with staff
December 2012 December 2013			Ongoing training and peer observation (all staff)		K-12 math team meets	Second Observations Carried out Address directly the findings with staff
January 2013 January 2014	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	Complete 2nd Observations Address directly the findings with staff
February 2013 February 2014		Evaluation of PBIS implementation, PD for staff, observation in classrooms and consultation with Behavior	Ongoing training and peer observation (all staff)		K-12 math team meets	Continue Training for Principal/Staff in Eval Process Address

		Leadership Team by consultant				directly the findings with staff
March 2013 March 2014			Ongoing training and peer observation (all staff) Draft Report Card Standards		Continue creating common assessments K-12 math team meets	Begin 3rd Observations Address directly the findings with staff
April 2013 April 2014			Ongoing training and peer observation (all staff) Benchmark Assessments Parent commumicaiton plan		K-12 math team meets	Complete 3rd Observation Address directly the findings with staff
May 2013 May 2014		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	Complete Final Evaluation with Staff Address directly the findings with staff, Discharge where necessary
June 2013 June 2014	Review plan for mission and beliefs		Gather and analyze classroom instructional data Pilot and gather feedback on SBRC Project		K-12 math team meets	

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_Middle School, Onalaska School District

		Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	Activity 00 (Transport)	$0	$0	$30,000	$0	$20,000	$0	$0	$0	$50,000
	Activity 15	$0	$0	$0	$0	$500	$0	$0	$0	$500
Total for Activity	Activity 21	$0	$91,500	$0	$28,300	$50	$0	$0	$0	$119,850
	Activity 24	$0	$65,000	$0	$20,000	$0	$15,000	$0	$0	$100,000
Total for Activity	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
	Total Indirect .0272									$18,937
Grand Total										$715,134