

Academic Performance Audit for Required Action Districts

**Morton Junior and Senior High School
Morton School District
January 21 and 24, 2011**



Academic Performance Audit For Required Action Districts

Prepared by



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Morton Junior and Senior High School Academic Performance Audit

Introduction

The purpose of this report is to assist Morton School District (MSD) in identifying a federal intervention model appropriate for Morton Junior and Senior High School (MJSHS) and to inform the Required Action District (RAD) application and plan. The findings in this report are based on information gathered from the following sources:

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

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

Evaluators obtained information during a site visit on January 21 and 24, 2011. Approximately 48 people, including district and building administrators, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 12 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school and district improvement plans, collective bargaining agreements, salary allocation model, student achievement data, and additional school documents.

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

Required Action Districts

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

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

Intervention Models

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

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

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

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

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

District Level Findings

District Overview

The district employs approximately 24 classroom teachers serving approximately 315 students attending either the elementary school (K-5) or the junior and senior high school (6-12). Morton Junior and Senior High School employs about 14 classroom teachers and about as many paraprofessionals serving approximately 160 students. Some students attending Morton School District are bused in from 20 miles or more away.

Nine out of the 14 teachers possess at least a masters' degree, and the average years of experience is 8.7 years. A few of the staff members have only taught in Morton. The staff contains only one first year teacher. The district experiences difficulty recruiting outside of the geographic area and would need to redesign its recruitment model to improve the candidate pool and to experience more effective recruitment and retention. Many interview participants reported that because of budget shortfalls in the past, district personnel let newer teachers go. These individuals believe that new teachers would not want a job in Morton because of the potential of this occurring again. Also, interviewees point out that job losses tend to come at Morton Junior and Senior High School because the elementary staff is more senior.

Over the last seven years, the district has employed three different Superintendents. The current Superintendent has been in the district for four years and interview participants reported he is committed to improving the district and wants to do what is best for students. The Superintendent's position is part-time, but many reported that he puts in the hours of a full-time position.

The district is small so many of the employees function in multiple roles. For example, the business director is also in charge of human resources among other responsibilities. The district office staff appears to be capable of carrying out their duties and has a high level of focus on addressing student achievement. The district leadership appears to be poised to make any necessary changes required by the grant and is viewing the grant as a great opportunity to reform the district. District and school leaders and staff members are very interested in approaching the reform effort in a systemic way that will include involving the elementary school and gaining more collaboration and cohesiveness between the two schools.

The Superintendent is committed to doing a better job in supervising school principals and is enthusiastic about establishing clear performance expectations with them. He is also very interested in providing school leaders with the support they will need to transform from managers to instructional leaders. The district wants to move toward a competency based evaluation model for principals and for teachers, but recognizes their need for guidance in how to best set up such a model. The Superintendent plans to work with the Education Service

District (ESD), The BERC Group, and others to establish a performance evaluation system that will work for them.

Union leaders are supportive of the district but are concerned about this designation. They have taken strides to be informed about what the designation means to teaching staff and have met with various people to learn more about the process. The union leaders expressed appreciation of the district in getting on board so quickly with the process. Union leaders are in communication with district leadership and expressed their desire to undertake the transformation model. Union leaders stated that they would not support the turnaround model, because they believe the model to be infeasible for their small school. Union leadership did express the desire to work closely with the district in this process and are committed to seeing this as an opportunity to improve the district and the school. The union believes that all of the staff at the school want to be in the school and part of the teaching and learning team. The union leadership expressed a willingness to look at options and to collaboratively explore a new evaluation and professional growth model. It appears that they are willing to have student test scores be part of the conversation to inform instruction and professional development, but it was less clear whether they would support scores being directly tied to the evaluation.

Challenges to Implementing the Intervention Models

Morton Junior and Senior High School faces unique challenges in implementing any of the four intervention models. The closure model does not apply to the district because there are no other schools in the district to transfer students into. The restart model is a limited option for Morton School District. The district could consider the Education Management Organization model but the restart model also requires that the district declare the administrator(s) and staff as excess and implement the reduction-in-force provisions of the existing collective bargaining agreement. Given the strength of the union leaders' objection to any model that entails reduction in force, implementing the restart model would be extremely difficult in this district.

The turnaround model calls for adopting a new governance structure and implementing a research-based instructional program aligned to state standards. Theoretically, this model is a viable option for the district but the provision of rehiring no more than 50% of the teaching staff would be difficult without union support. In addition, because the district has difficulty recruiting new staff members due to the rural location, this option is less viable. However, this option has shown promise in other schools. If the district selects this model with input from the community and union, the district can consider a voluntary opt out first before using a competency-based approach to determine which teachers will return. With this model, the district will have the ability to recruit teachers by providing financial incentives given improvements in student results. Teachers in neighboring area may want to take on this challenge and put in the commute.

The transformation model addresses areas critical to Morton's improvement (as described in the recommendations at the end of this report): developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support. Because the district is small, it is perhaps easier to develop the flexibility needed to support the changes, although sustained support can be difficult in a small district with limited resources. In

addition, if staff members do not support the changes, this can create barriers to full implementation of the model.

School and Classroom Level Findings

School Overview

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

Table 1 shows student demographics in Morton Junior and Senior High School have shifted slightly in the school, with increasing numbers of non-white, special education students, and students receiving free and reduced lunch (FRL) services over the last six years. School level data show similar trend to district-wide data. Overall, school level student enrollment has been declining every year for the school and for the district as a whole. Many interviewees attributed this decline to fewer jobs available in the area and the closing of one of the mills.

Table 1.
School and District Demographics²

Morton JHS/HS	2005	2006	2007	2008	2009	2010	Change per Year (students)	2005	2006	2007	2008	2009	2010	Change per Year (students)
Enrollment	262	261	241	223	194	177	-18	416	440	409	403	363	338	-18
for the school year ending:	2005	2006	2007	2008	2009	2010		2005	2006	2007	2008	2009	2010	
	Morton JHS/HS	Change per Year (in percentage points)	Morton	Morton	Morton	Morton	Morton	Morton	Change per Year (in percentage points)					
American Indian	1.5%	1.9%	2.5%	3.1%	4.6%	5.1%	0.76	2.9%	3.2%	3.7%	2.5%	3.0%	3.0%	-0.04
Asian	1.1%	1.1%	1.2%	1.3%	1.5%	2.8%	0.28	1.0%	0.9%	1.2%	1.0%	1.4%	2.1%	0.19
Black	0.8%	1.1%	2.5%	3.1%	2.1%	3.4%	0.47	0.7%	1.1%	1.7%	1.0%	1.7%	1.5%	0.15
Hispanic	1.9%	1.5%	0.8%	0.9%	2.6%	2.8%	0.23	2.2%	2.3%	3.2%	2.2%	3.9%	4.1%	0.38
White	94.7%	94.3%	92.9%	89.7%	89.7%	84.2%	-1.99	92.8%	92.0%	90.0%	89.3%	87.6%	85.2%	-1.50
Free-Reduced Meal Eligible	50.7%	50.2%	44.2%	44.0%	52.3%	53.4%	0.56	52.2%	50.8%	47.6%	48.8%	53.8%	55.9%	0.82
Special Education	7.8%	10.9%	12.6%	14.4%	18.4%	17.4%	2.07	11.9%	14.8%	16.4%	17.6%	18.4%	17.8%	1.19
Transitional Bilingual														
Migrant														
On-Time Graduation Rate	69.9%	74.9%	6.0%	60.6%	69.9%	54.3%	-1.10	69.9%	74.9%	6.0%	60.6%	69.9%	54.3%	-1.43

Morton Junior and Senior High School is a Title 1 eligible school in Step Two of improvement. Figure 1 depicts Morton Junior and Senior High School's three year reading and math performance combined versus the rate of improvement. The results show that the percentage of students meeting standard (39.3%) and the rate of improvement (-5.53%) for combined reading and math are both below the state median (61.9% and -1.1%, respectively). Table 2 shows the results for Morton Junior and Senior High School for disaggregated for reading and math.

² This data was supplied by the Center for Educational Effectiveness, Inc.

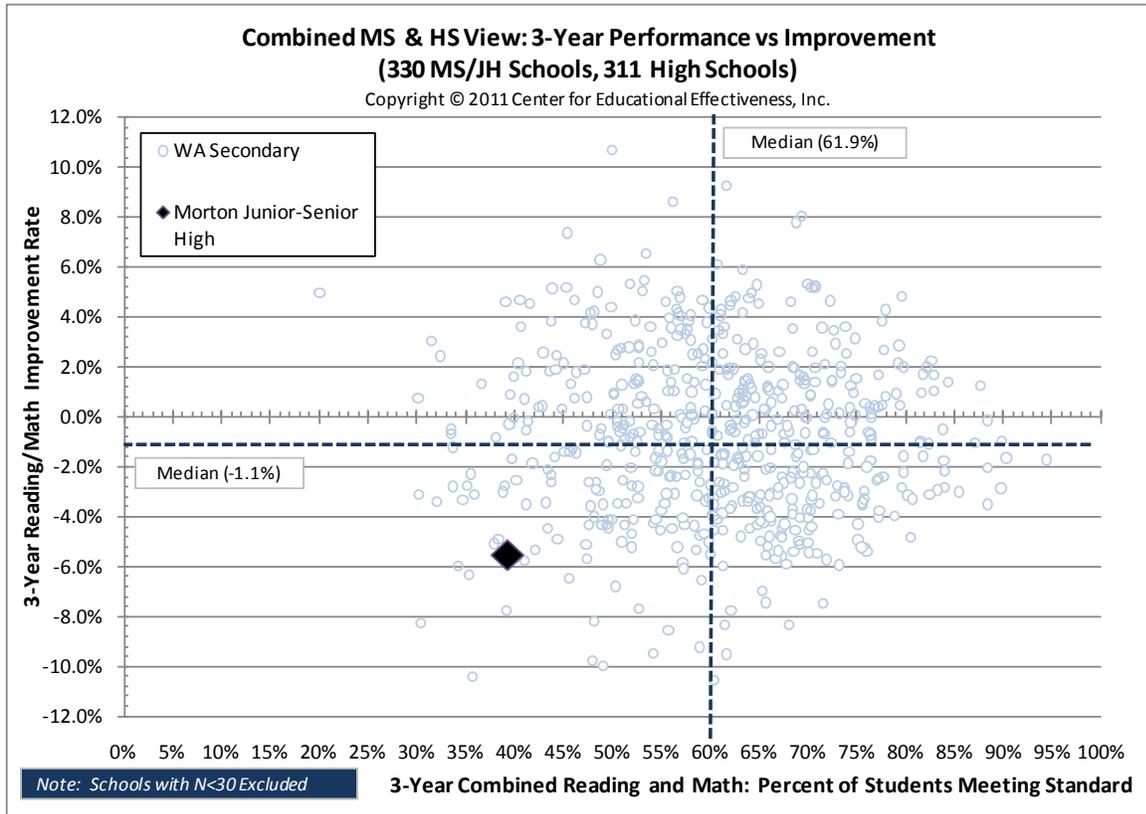


Figure 1. Combined Reading and Math Improvement and Performance

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

Morton Junior and Senior High School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
49.5%	-5.55%	29.1%	-5.71%

The only other school in Morton School District is the elementary school. In previous years, the elementary school did not have a principal, but rather had one of their teachers serving as an administrator for part of the school day. This year, the Superintendent assigned the high school principal to serve as a K-12 principal, so he spends part of his time at each school. Each of the schools also share a number of other staff members including the school counselor, the K-12 interventionist, and the Special Education coordinator, among others. Although the schools are small and do share some staff members, they are not aligned in instructional materials or curriculum at this point. One exception to this is that teachers at the elementary school are receiving training in the Response to Intervention (RTI) model this year and will begin implementation for reading next school year. Morton Junior and Senior High School began their implementation of reading RTI this year. Although the staff members from the two schools do attend some trainings together, often once at the trainings, they are split apart by school level. In general, there appeared to be very little interaction or collaboration between the two schools. In fact many interview participants expressed that the two schools often blamed one another for students not being successful.

Several staff members cited transition from elementary to the junior and senior High School to be incredibly difficult for students. The school counselor discussed a program to have students shadow an older student for a day and for 5th grade students to visit the school for a scavenger hunt. Although, these activities have likely eased the transition somewhat, many staff members believe the transition to a 7 period day to be quite difficult academically and emotionally. Some also expressed concern about having 6th grade students in the halls with 12th grade students.

High School Outcomes Data

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

Course Offering Patterns. Researchers gathered and analyzed master schedules, course catalogs, and section summary sheets from Morton to determine changes in course offerings from the 2007-2008, 2008-2009, 2009-2010 and 2010-2011 school years. Researchers tallied courses in English and math and placed them into three levels of rigor:

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

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

The English and math course offering patterns from 2008, 2009, 2010, and 2011 are shown in Figures 2 and 3. In English, Morton offers primarily Standard level English courses. The percentage of Above Standard English courses has decreased from 22% to 0% from 2008 to 2010. Any changes in values should take into account the small sample size. The decrease in Above Standard classes available is tied to the increase in Below Standard classes offered. Morton began a reading intervention program to target the large percentage of students reading below grade level. In addition, students desiring Above Standard classes now take these at a nearby community college. In math, Morton offers primarily Standard level math courses. The increase in Above Standard math classes offered is deceptive because in both the 2009-2010 and 2010-2011 school years there was only one Above Standard class offered while the total number of classes were cut. The percentage of Below Standard math courses decreased steadily from 42% in 2008 to 0% in 2011. Overall, in 2010-2011, approximately 0% of English courses and 33% of math courses were Above Standard.

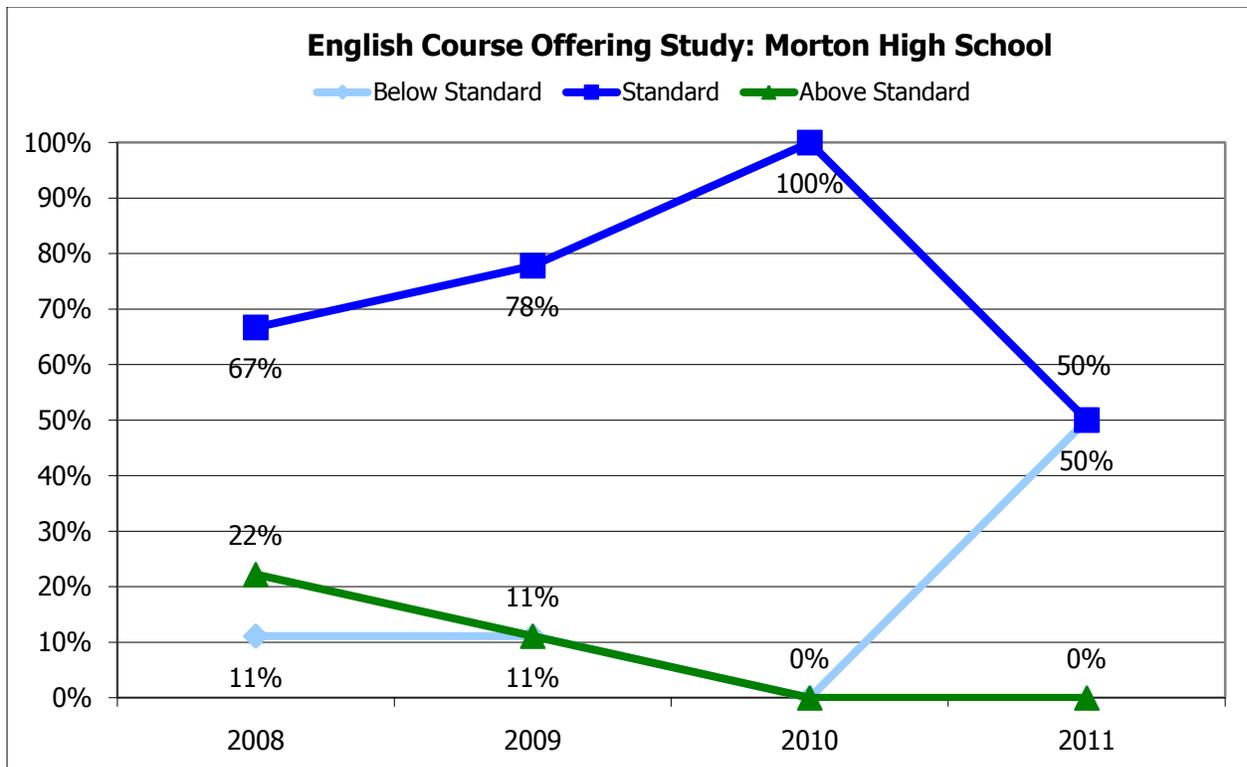


Figure 2. English Course Offering Patterns

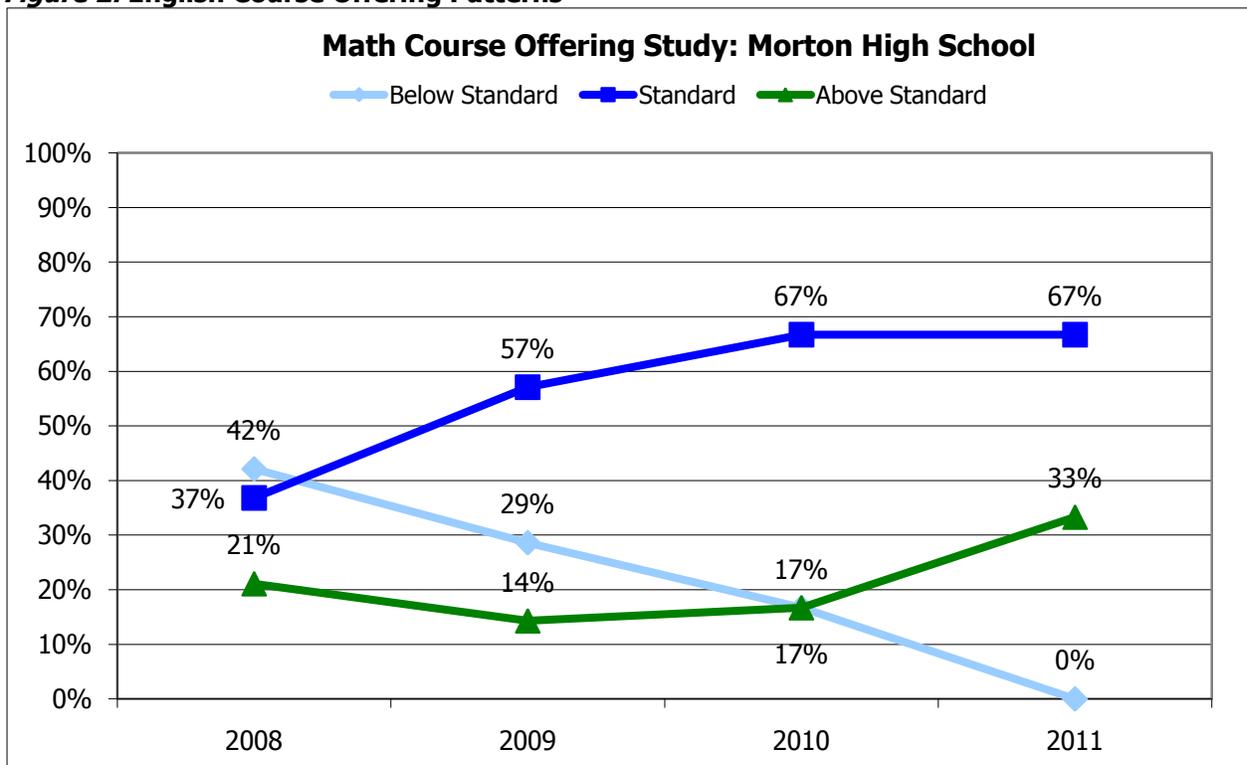


Figure 3. Math Course Offering Patterns

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

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

Of the 2010 high school graduates, 20% took the requisite courses for admission to a Washington 4-year college, meaning that less than one quarter of students graduating from Morton Junior and Senior High School are eligible for 4-year college admittance by Washington State HEC Board standards (see Figure 4). The percentage of students meeting college eligibility requirements has dropped since 2008. Overall results indicate that while the graduation requirements meet the state's minimum requirements for a high school diploma, requirements do not align with the colleges' admission requirements.

Students who failed to meet the requisite college preparation courses were most likely to lack the math and foreign language requisite credits (see Figure 5). There has been a fluctuation in the percentage of students meeting both of these requirements, with no students meeting the math requirements in 2009. A review of graduation requirements shows that Morton Junior and Senior High School students are not required to complete foreign language credits. In addition, while students are required to take 3.0 math credits, there is no minimum level, and many students take math classes at a standard less than that required for college admittance. Overall, these results show there is a gap between the diploma requirements and the requisite college preparation.

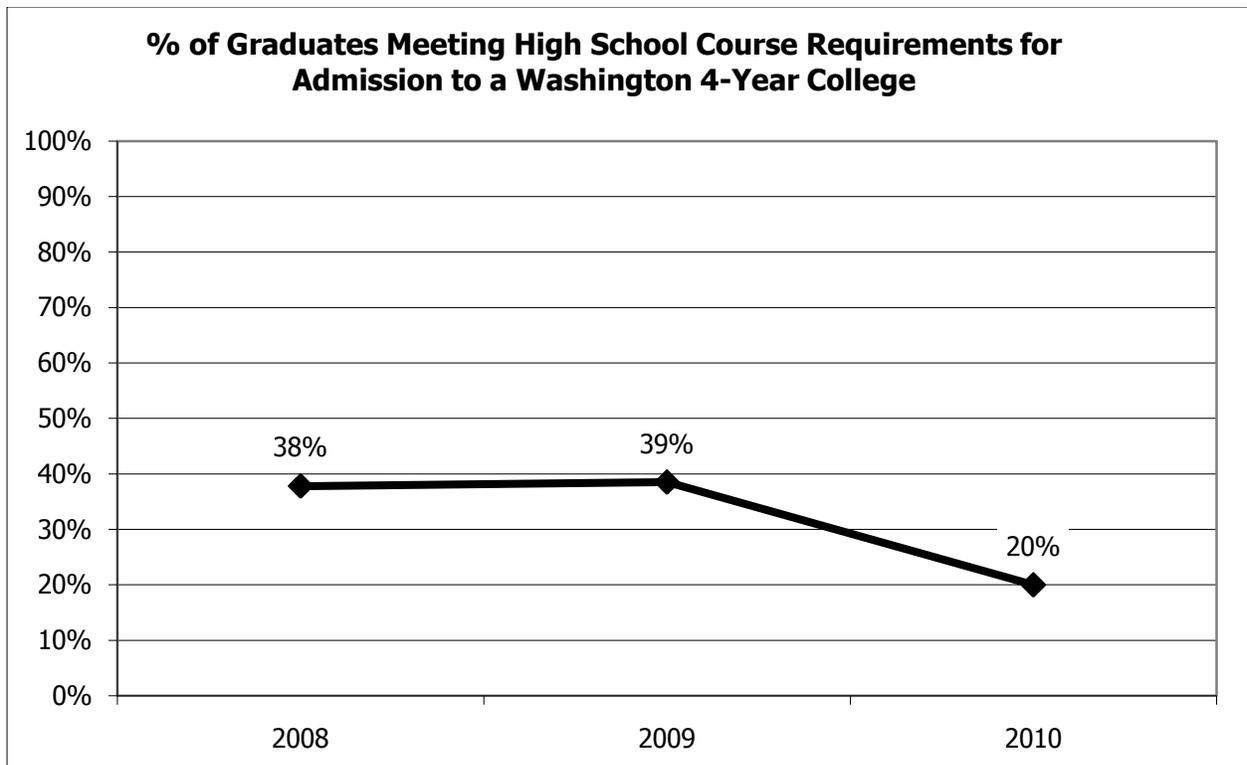


Figure 4. Percent of Graduates Meeting High School Course Requirements for Admissions to a Washington 4-year College

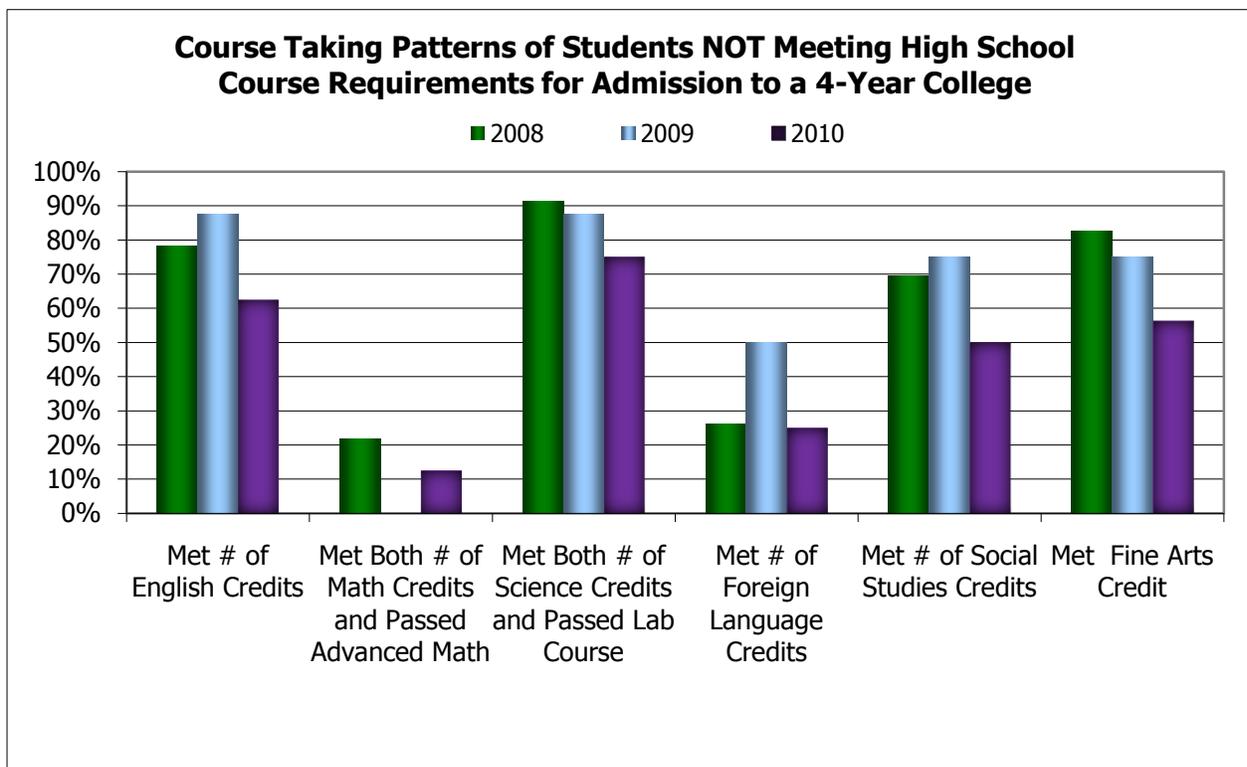


Figure 5. Course Taking Patterns of Students NOT Meeting High School Course Requirements

Graduation Rates. The Office of Superintendent of Public Instruction (OSPI) for Washington State calculates an “estimated cohort graduation rate” for a given graduation class based on the P-210 form submitted annually by the districts. This calculated rate is based on only those students who begin in the fall of a given year with an expected graduation date of four years later and accounts for transfers and other factors. For example, students enrolled in the fall of 1998 would have an expected “on-time” graduation date of 2002. The methodology is appropriate for AYP of NCLB. Baseline estimated cohort graduation rates for 2004 through 2009 are shown in Figure 6. Graduation rates have fluctuated each year. Graduation rates for Morton Junior and Senior High School have reached as high as 75% in 2005. The 2009 rates show a 16-percentage point decrease from 2008 rates and currently fall well below the State Average. If there was less than 10 students, data were not reported.

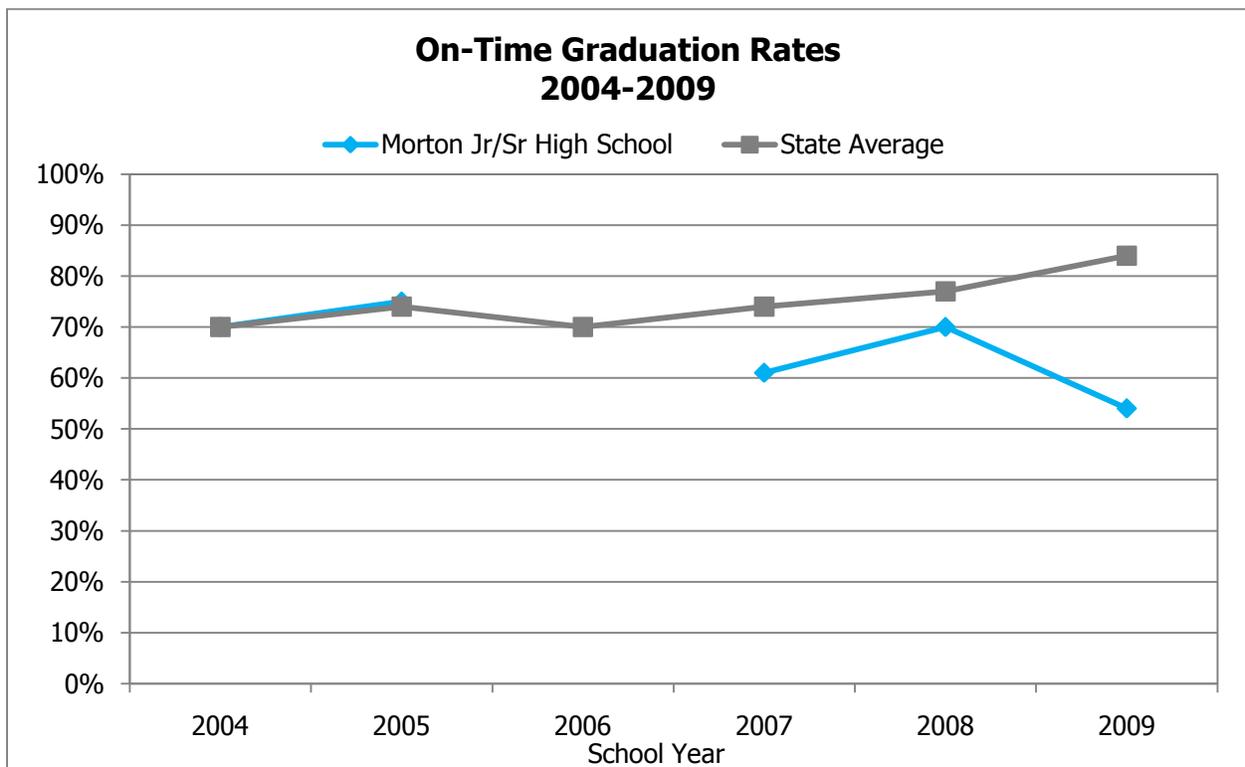


Figure 6. Graduation Rates 2004 – 2009

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

Researchers obtained college enrollment and persistence data from the National Student Clearinghouse (NSC) for Morton Junior and Senior High School. These researchers collected information from Morton for the graduating classes of 2004, 2005, 2006, 2007, 2008, and 2009. Researchers submitted lists of the names, birth dates, and year of graduation, among other

data, to NSC to be matched with the college reported enrollments from 2004, 2005, 2006, 2007, 2008, and 2009. Researchers compiled and analyzed these yearly enrollment records to determine college enrollment persistence and college graduation rates for all Morton Junior and Senior High School graduates from these years.

“College direct” students are defined as high school graduates who attended either a two- or four-year college any time in the academic year immediately following their high school graduation. The college direct rates for the high school graduates from Morton Junior and Senior High School for 2004 through 2009 are presented in Figure 7. The percentage of college direct students in Morton Junior and Senior High School fluctuated year-by-year. In 2009, approximately 60% of students attended college the year after graduating from high school. If there were less than 10 students, data was not reported.

The 2004 through 2009 college direct rates disaggregated by gender for Morton Junior/Senior High School are presented in Figure 8. The gap in college direct rates by gender is similar each year, with more females attending college compared to males.

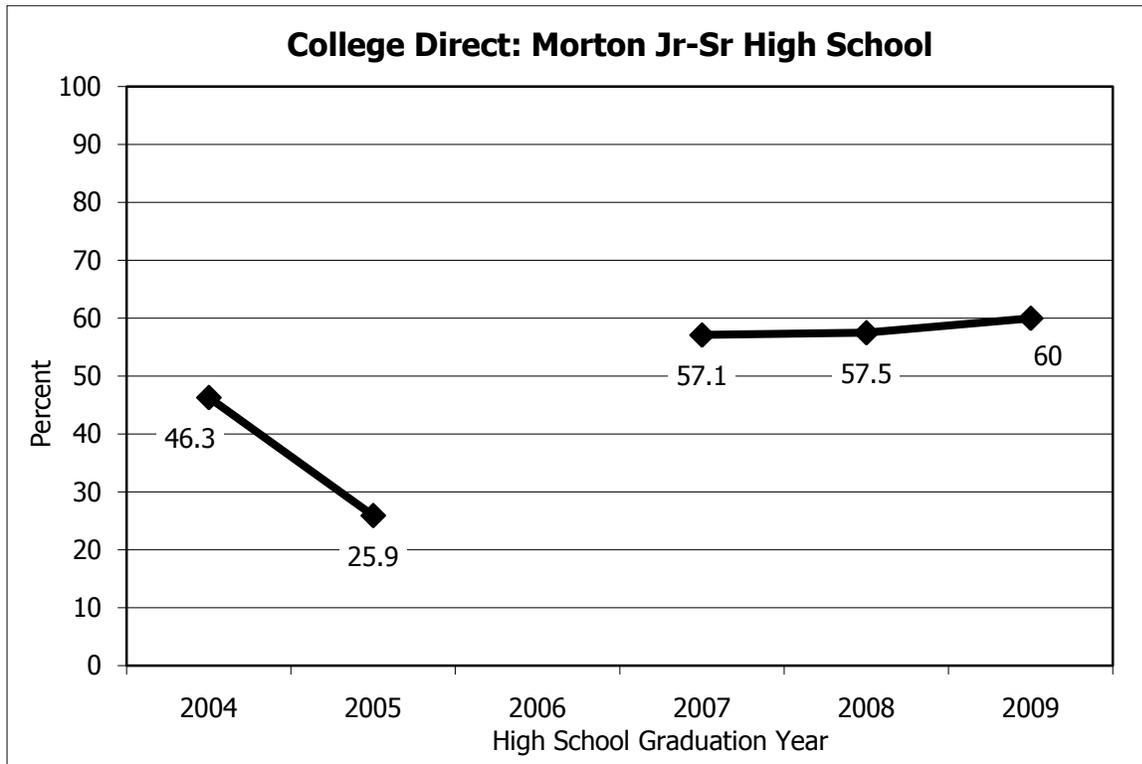


Figure 7. Percent “College Direct” – 2004-2009

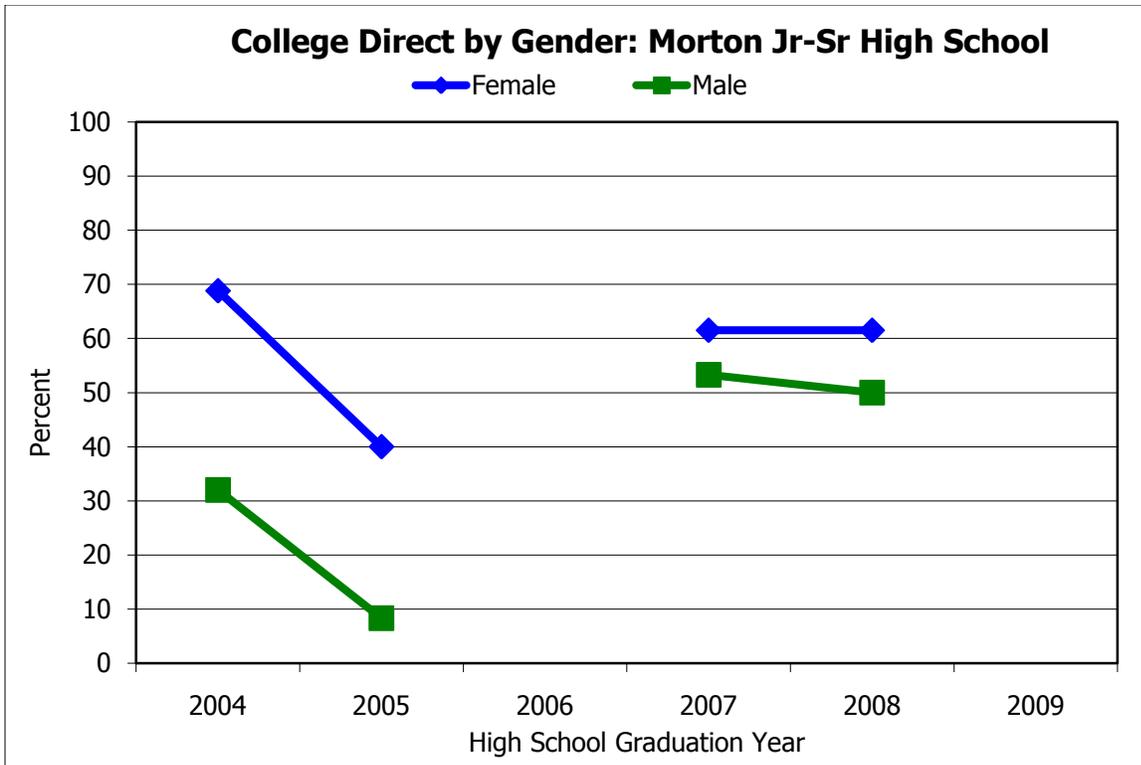


Figure 8. Percent "College Direct" by Gender – 2004-2009

Figure 9 shows the percentages of graduates attending two- and four-year colleges the first year after graduating high school.³ These data indicate a greater percentage of graduates from Morton Junior and Senior High School attend a two-year versus four-year colleges in all years. The percentage of graduates attending a four-year college has decreased from 2008 to 2009.

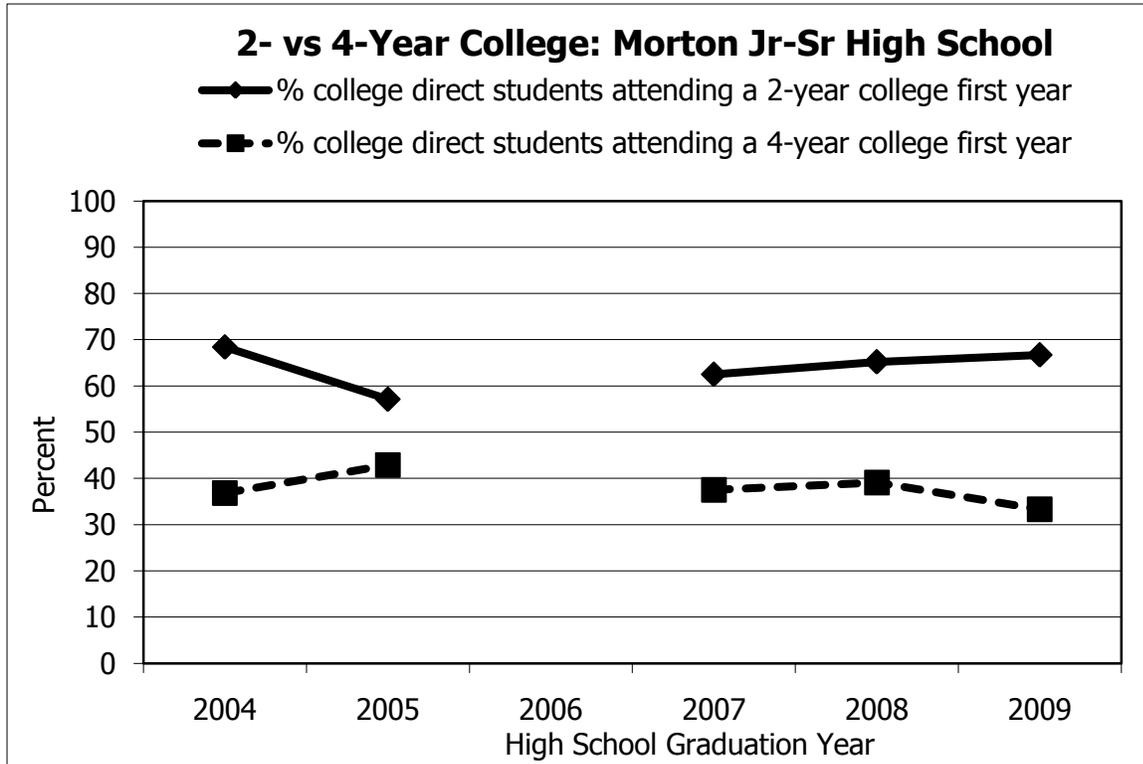


Figure 9. Percentage of “College Direct” Graduates Attending 2- vs. 4-year Colleges after Graduating High School – 2004-2009

³ The percentages may total more than 100% due to dual enrollments of some students.

The college persistence rate of college direct students from Morton Junior and Senior High School is presented in Figure 10. We defined “persisting in college” for college direct students as being enrolled anytime in a given year following high school graduation or having received a four-year college degree. Figure 10 illustrates the percent of 2004, 2005, 2006, 2007, and 2008 high school graduates that were college direct and persisting into a second, third, or fourth year of college.⁴ For example, for 2004 high school graduates, approximately 46% were enrolled in college during the 2004-2005 academic year, the first year after graduation. In the second year after graduation, approximately 34% of the high school graduates were still enrolled in college. By the fifth year after graduation, about 22% of the 2004 high school graduates had attended college the first year after graduating high school and were still enrolled in college or had received their degree. In general, the pattern for all graduates is a dip in college enrollment the first year after graduating from high school.

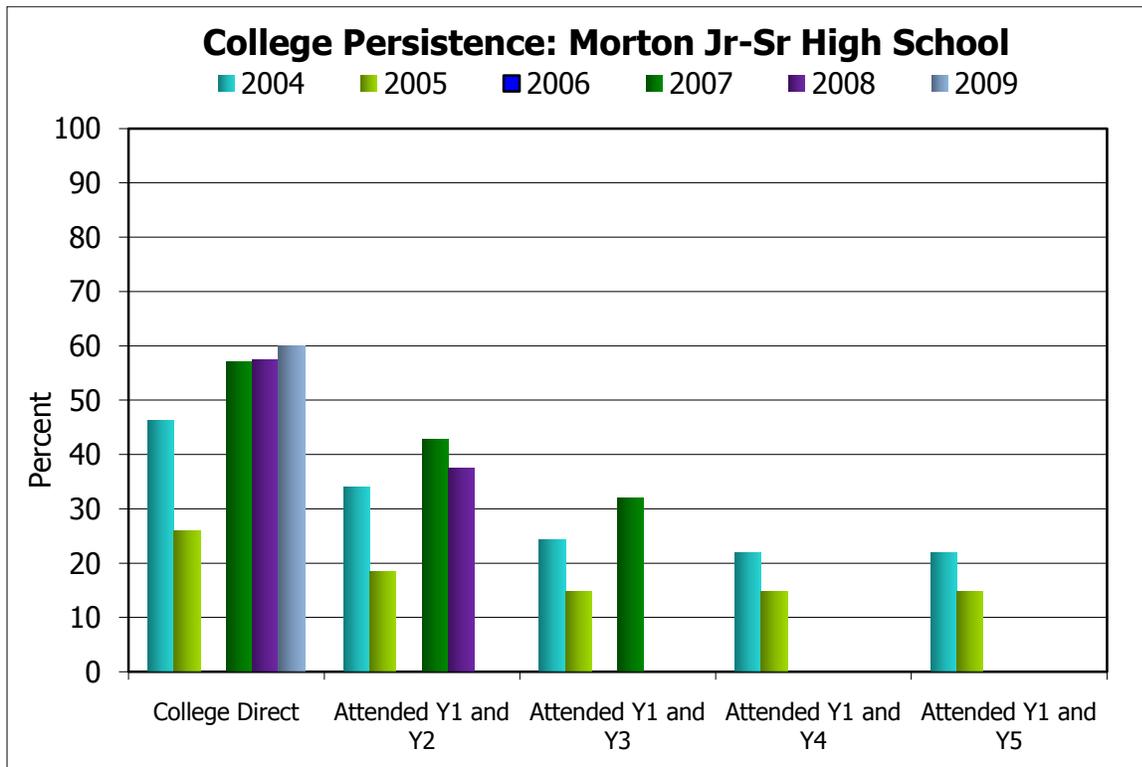


Figure 10. Percentage of “College Direct” Students Persisting in College

Note. “College Direct”=% of students enrolled first year after graduating high school.

“Attended Y1 and Y2”=% of students attending college first year and have graduated from a four-year college or are still attending college second year after graduating high school.

⁴ Our definition of “Persistence” also includes students who had graduated from a four-year college.

Figure 11 shows a theoretical model that depicts the percentage of the students who enter Morton Junior and Senior High School as freshmen in high school, graduate from high school, and enroll and persist into the second and fourth years of college. For example, out of 100 entering freshmen for the class of 2004, approximately, 70 graduated from high school, 32 attended college the first year after graduating from high school, 19 persisted into a second year of college or received a four-year degree, and 15 persisted into a fourth year of college or received a four-year degree.

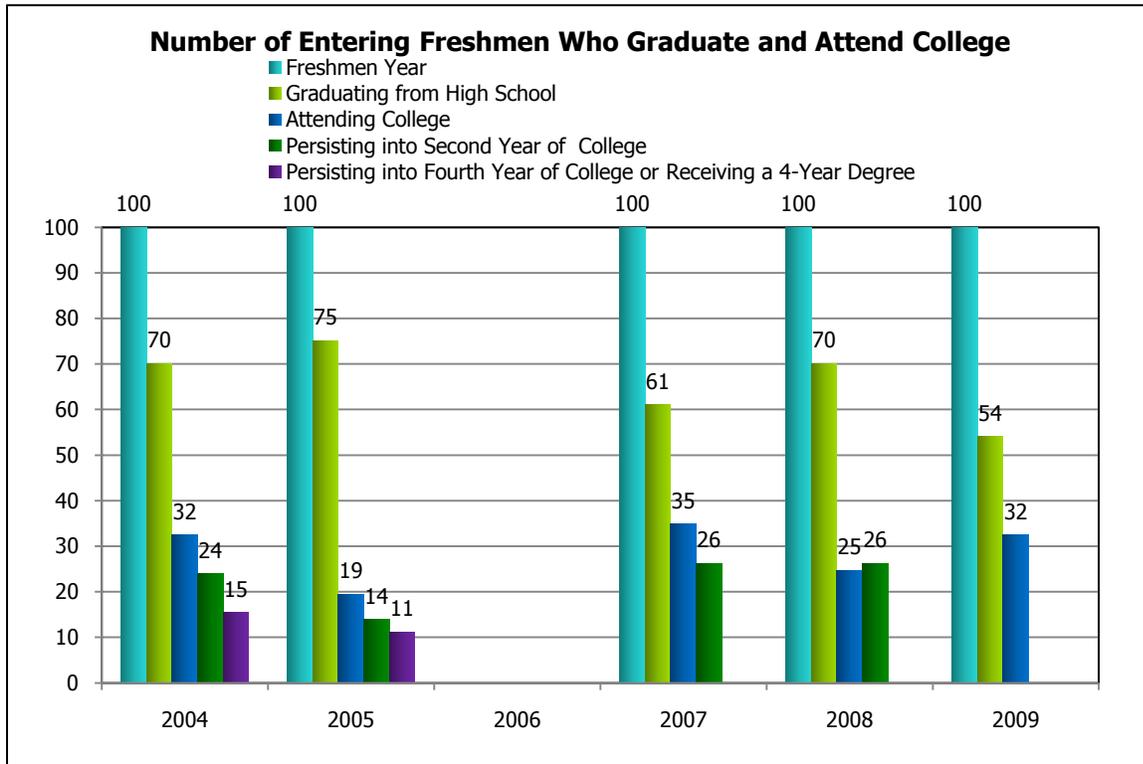


Figure 11. Percent of Students Who Attend College and Persist into Year 4

The percentage of students attending college anytime after graduating from high school is depicted in Figure 12. For example, within the 2004 graduating class, approximately 54% attended college within four years of graduating from high school. This is an 8 percentage-point increase from the college direct rates shown in Figure 7.

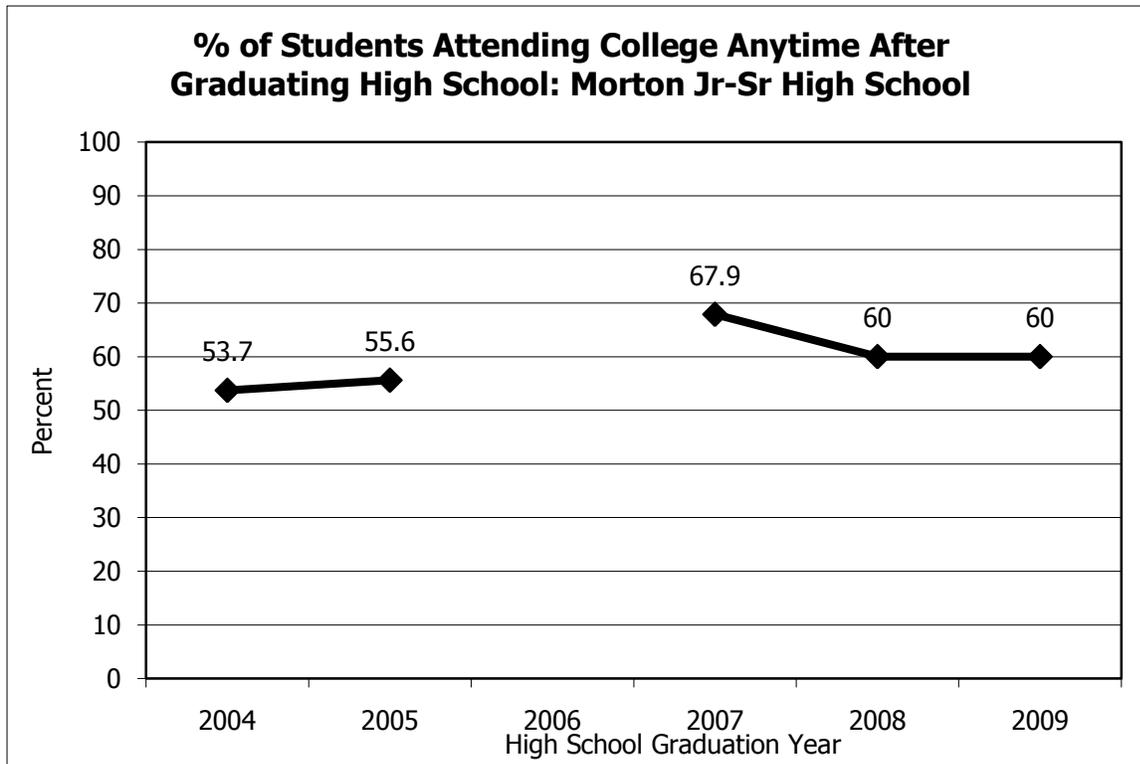


Figure 12. Percent of Students Who Attend College Anytime After Graduating from High School

Table 3 shows the two- and four-year college graduation rates. This details the percent of students from the class of 2004 through 2006 who received a college degree.

**Table 3.
Percent of Students Receiving and Two or Four-Year Degree**

Graduating Class	% Receiving a Two – Year Degree	% Receiving a Four – Year Degree
2004	2.4%	12.2%
2005	7.4%	7.4%
2006	N/A	N/A

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

Survey Results

Morton staff, students, and families also completed a survey designed to measure whether these groups see evidence of the *Nine Characteristics of High Performing Schools* in the school. The staff survey includes factors around each of the *Nine Characteristics*, and the student and family surveys include factors around each of the characteristics, except *Focused Professional Development*. Individual survey items were scored on a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral/undecided, 4 = agree, and 5 = strongly agree). Researchers consider a "4" or "5" response on an individual survey item a positive response. Likewise, an overall factor score of 4.0 and above is a positive response.

A summary of the survey findings appears in Figure 13. All scores are below a 4.0, indicating these factors do not exist to a high degree. The Morton staff members scored the *Supportive Learning Environment* (3.92) factor the highest and *Frequent Monitoring of Teaching and Learning* (3.25) the lowest. Students scored *Effective School Leadership* (3.74) the highest and *Communication and Collaboration* (3.07) the lowest. Parents scored *Family and Community Involvement* (3.10) the highest and *Curriculum, Instruction, and Assessment* (2.44) the lowest. Teachers and students tended to give higher ratings in most areas compared to parents.

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

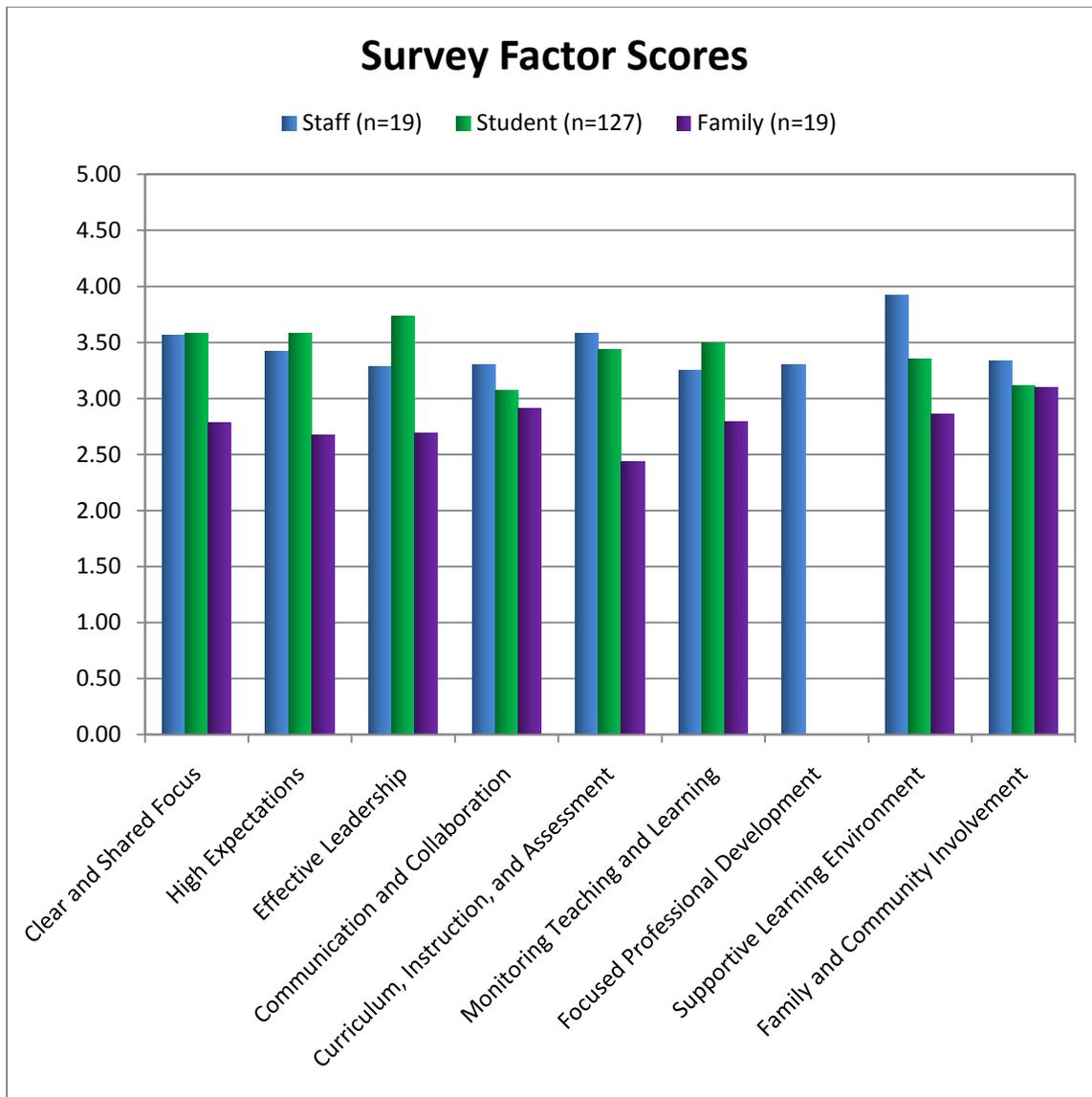


Figure 13. Survey Factor Scores

School and Classroom Practices Study Findings

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

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

Indicators with a score of a 3 or above represent strengths in the school, and Indicators with a score of 2 or below warrant attention.

Table 4 includes rubric scores for all the Indicators.

Table 4
Indicator Scores for the Nine Characteristics of High Performing Schools

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	2
High Standards and Expectations for All Students	
Academic Focus	2
Rigorous Teaching and Learning	1
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	1
High Levels of Collaboration and Communication	
Collaboration	2
Communication	2
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	2
Instruction	1
Assessment	2
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	2
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	2
Supportive Learning Environment	
Safe and Orderly Environment	2
Building Relationships	3
Personalized Learning for All Students	2
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	1

Clear and Shared Focus

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

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	2

Core Purpose – Student Learning. The Morton School District mission and vision is clearly stated on the district website and in the student handbook. When asked about the school's mission and vision one staff member shared, "I would say it is the same as every schools' mission: to get these kids an education and for them to be productive citizens in the community." Throughout the study, interviewees expressed concerns for their population, emphasizing the significant challenges faced by students. One person commented, "The student population is very needy. There is significant poverty and drug abuse by students and parents. There is also a high Special Ed population. There is a lot of empathy because kids are coming in with some rough things." Because of the population they serve, there is a central focus on addressing students' needs that create barriers to learning. However, on the student survey 82% of staff members agreed or strongly agreed that teachers believe student learning is important, with a focus on raising the bar.

When asked about specific school improvement goals, school administration reported the goals to be "getting scores up in reading and math, improving student motivation, and involving community and family." Staff members pointed to recent program implementations as strategies for improving in these areas. In the last couple of years, school staff members received training on Response to Intervention and have now implemented the program for all 6th to 12th grade students. The majority of interview participants were very positive about the impact of this program on student learning. This year, staff members are receiving training on implementing a similar model for math. They plan to start the program next year. Some staff members are receiving training on Positive Behavior Intervention System (PBIS), and they are hopeful this school-wide system can help improve student behaviors in the classroom and increase motivation. A final goal for the school is improving family and community involvement. The school struggles with this area, and most admit there are probably other strategies they could try to improve. One promising change that occurred in the last couple of years is the start of student-led conferences, which reportedly led to an increase of family participation from 20% attending conferences to 80% attending.

Although, staff members appear to agree on the mission of the school, it was not evident to researchers that the focus or improvement goals are revisited frequently throughout the school year or that progress toward school improvement goals is monitored effectively. Many staff members reported meeting infrequently, and no school leadership team exists. Additionally, students and parents/caregivers did not report being involved with developing the vision of the school. When asked what the school is trying to do for students some responses included, "helping us to stay out of trouble" and "preparing us for the WASL." On the staff survey, 47% of staff agreed or strongly agreed that the school's mission and goals are developed collaboratively. Although, the school mission focuses on academics and on preparing students for the future, very few (28%) of parents responding to the survey agreed or strongly agreed that academics are the primary focus at the school.

High Standards and Expectations for All Students

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

Indicators	Rubric Score
High Standards and Expectations for All Students	
Academic Focus	2
Rigorous Teaching and Learning	1

Academic focus. Interview and focus group participants were mixed in their responses to whether the school has high expectations and standards for all students. On the staff survey, 47% of staff respondents agreed or strongly agreed that school staff expects all students to achieve high standards, and 77% of student respondents agreed or strongly agreed that teachers believe that all students can do well. Although, school staff members reported being knowledgeable about state standards, researchers did not note that these standards were actively being used in the classroom to guide lessons. A few interviewees also discussed variations in academic expectations based on student characteristics. One person stated, "I think that there is high expectations, but they are for some, but the kids who routinely don't do any work probably the expectations are not as high." Another person expressed a similar sentiment commenting, "Not all teachers think all kids can learn. Some have given up on kids because they are frustrated." A few teachers also admitted that academic standards could be higher for students. "I do not think that the standards we expect from them are where they should be. The culture of academic rigor is different here. Kids say they can put in minimal effort and can pass all of their classes. ...Not all teachers have the same expectations for behavior or academics," shared one interviewee.

Rigorous teaching and learning. One reoccurring comment from interviews and focus groups is the inability of the school to offer advanced level courses to students. Due to budget shortfalls in previous years and multiple levy failures, the school has cut back on many advanced level courses. As a consequence, students who want to gain access to these courses attend running start. Many interview participants expressed concern with this because "it takes away the student leadership that we need." Indeed, some attribute the decreasing enrollment throughout the district in part to not being able to offer higher-level courses and not being able to offer electives such as art and Career and Technical Education courses. This is consistent with the findings from the course offering study and the transcript analysis. In fact, the percentage of students meeting all the requirements for admittance into a four-year college has decreased.

During classroom observations, clear expectations for each classroom being a rigorous learning environment were not readily apparent. Overall, researchers observed Powerful Teaching and Learning in 33% of classrooms. According to classroom observation results, strengths for Morton Junior and Senior High School in the area of teaching and learning include students actively reading, writing and/or communicating in class (*Skills*) and the classrooms being supportive learning environments for the students (*Relationships*). Three areas for improvement include students demonstrating conceptual knowledge (*Knowledge*), students demonstrating thinking through reflection and metacognition (*Thinking*), and students extending their learning into relevant contexts (*Application*). In many classrooms, students were not being asked to

interpret, analyze, synthesize, or evaluation information, but rather were asked to perform simple tasks such as recalling information directly from text or copying down information. On the parent survey, 36% of respondents agreed or strongly agreed that teachers challenge their child to work hard and become successful.

Effective School Leadership

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

Indicators	Rubric Score
Effective School Leadership	
Attributes of Effective School Leaders	2
Capacity Building	2
Distributed Leadership	1

Attributes of effective school leaders. The school leadership at MJSHS is clearly committed to providing all students with a quality education. The vast majority of interviewees commented on the principal's dedication to the students and staff at the school. Many interview and focus group participants commented on the various programs school leaders have introduced to the school as evidence of their commitment. One person shared, "The principal does a good job of developing and implementing programs." Although the programs implemented are research-based, there did not appear to be a systematic process for monitoring instructional programs and organizational practices. This makes it more difficult to monitor progress toward school improvement and to provide regular progress reports to the school community. Some staff members expressed concern that programs and changes are not implemented long enough or are not connected to data in a way that effectively measures progress. One staff member commented, "Sometimes maybe we do not stick with one thing long enough. We never have time to sit down and figure anything out. We discuss things, but never have time to get back together and make adjustments and changes to it."

Capacity building. School leadership reported that staff members are held accountable for meeting high performance expectations for themselves and their students through the use of teacher evaluations. However, these evaluations occur infrequently and regular conversations around curriculum and classroom practices are not happening between school leaders and teaching staff. In fact classified staff members, reported that they have never met with school leadership to discuss expectations for their performance, nor have they ever been given feedback. School leadership reported spending about 75% of their time on discipline issues with students, which leaves little time to conduct observations in classrooms and to provide follow-up support. A few staff member expressed a need for school and district leaders to be more visible in the hallways and in the classrooms. Only 30% of parents responding to the survey agreed or strongly agreed that administrators expect high quality work from all adults at the school.

Distributed leadership. At MJSHS there is no building-based leadership team currently in place. In fact, only 13% of staff members responding to the survey agreed or strongly agreed that a clear and collaborative decision-making process is used to select individuals for leadership roles in the building. One staff member reported trying to implement a leadership team a few years ago, but due to administrative turnover it was never implemented. The decision-making process at MJSHS appears to begin with the leadership, who then talks to a few teacher leaders to develop buy-in, and then to the rest of the staff. The criteria for how

teacher leaders were selected was not clear to researchers and no formal expectations appear to be in place for that designation. Student input for decisions is not something that is regularly sought by school leadership, nor is input from family members or caregivers. One student reported, "The only time we're asked what our opinion is is when we go to board meetings." Survey findings show that 52% of students and 34% of parents agreed or strongly agreed they have some input on decisions.

High Levels of Collaboration and Communication

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

Indicators	Rubric Score
High Levels of Collaboration and Communication	
Collaboration	2
Communication	2

Collaboration. At Morton there have been some intentional efforts to allow staff members opportunities to meet together, but most admit that staff could benefit greatly from more opportunities to plan together. Since, there are so few teachers at Morton, typically only one or two have the same planning period, and often it is not with someone who teaches the same content area. The majority of collaboration occurs during waiver days, which occur four times per year, during RTI meetings, and during other off-campus training days. In general, most staff members reported wanting to have the opportunity to work more collaboratively with their colleagues and would appreciate being able to look at data, student work, and investigate program effectiveness together. On the staff survey, 41% of staff strongly agreed or agreed that staff members collaboratively review student work.

Communication. Many staff members identified communication as an area for improvement at Morton. Without staff meetings, many staff members reported feeling like they do not always know what is going on in the school community. One staff member reported, "Communication has been terrible. We have only had one staff meeting. I think the communication could be better."

Researchers did not identify a communications plan during this study. The staff communicates with parents via email, newsletters, conferences, and personal phone calls. Student information is accessible on line. Although staff members are working hard to communicate to student's families, this continues to be a challenge at Morton. This is evidenced by only 39% of the parent survey respondents strongly agreeing or agreeing that the school staff communicates with parents/guardians and the community in a way that is convenient. Only 34% agreed or strongly agreed the staff responds promptly when parents or guardians have a question or concern.

Curriculum, Instruction, and Assessments Aligned with State Standards

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

Indicators	Rubric Score
Curriculum, Assessments, and Instruction Aligned with State Standards	
Curriculum	2
Instruction	1
Assessment	2

Curriculum. At Morton, some efforts have been made to align curriculum with Washington State standards particularly in the areas of reading and math. According to the staff survey, the majority (59%) believe the curriculum aligns with state standards. A prescribed curriculum is used for reading, which is part of the Response to Intervention model that the school implemented this year. For math, the staff is using Holt and has spent some time with support from the Educational Service District (ESD) to align the curriculum with the standards. In other subject areas, it is less clear how the curriculum aligns with standards, and in most cases, it appears to rely on the scope and sequence of the textbooks. With typically only one teacher in each grade level, horizontal alignment is not a concern, however many teachers expressed concern with alignment of the curriculum from the elementary school to the middle school. There appear to be few if any opportunities for the two staffs to get together to discuss the vertical alignment of the curriculum. Some teachers reported their textbooks to be out of date or not having textbooks at all for certain courses.

Instruction. There is no single instructional framework in place at Morton, and teaching staff rarely have the opportunity to talk about effective teaching methods. Staff members were often unclear about what an instructional framework was, and many spoke of curriculum when asked about instruction. Classroom observation data reveals that some classroom lessons do build upon the principles of learning, but many do not. One interviewee reported, "I think they know what good instruction looks like, but it is whether they use it or not. Some are very uncomfortable ... and a lot of the kids are challenging for them." Another person commented, "I think some of the problem is that there are some teachers who are set in their ways. They do things when people are in the classroom to observe but when we leave they go back to what they are used to." Students also expressed some frustration with teaching methods, including one student who shared, "Teachers don't spend time with students. They teach out of the book without ensuring students understand. The last chapter is never discussed even if you did poorly on it" and "Some teachers just move on even if we don't get it." Very few students (37%) and parents (18%) responding to the survey agreed that schoolwork was interesting to students.

Assessment. A few Morton school and district staff members stressed the need to make progress in data-based decision-making for school improvement, for improving instruction, and for targeting students. In reading, the assessment system with the RTI program appears to be working very effectively to assess program and individual student progress. It is also being used effectively to monitor instructional practice and for student placement. In other subject areas

the only assessment data being collected and analyzed on a consistent basis is state testing. A few years ago, the school used Measurement of Academic Progress (MAPs) testing, but discontinued it due to funding cuts. In general, there is agreement from the staff that more consistent assessment is needed. Some formative assessments are being used in the English department, and this could serve as a model for other subject areas.

Frequent Monitoring of Learning and Teaching

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

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

Supporting students in need. Several structures are in place to support students who are struggling. Morton offers after-school help to students who are struggling, and students can get help before school or during lunch from teachers. One issue with the after-school program is that there is no after-school activity bus so students who stay do not have a way to get home unless their parent/caregiver can come and get them from school.

The school also has a part-time school counselor who is able to connect students with community resources if they have additional social-emotional needs. The counselor reported that it would be helpful for students to have a full time counselor because most of her time is taken up by scheduling rather than by getting into classrooms and doing sessions with students. The school also has access to a drug and alcohol counselor who is running classes for students with addiction and abuse issues. A special education coordinator is also involved in indentifying students with learning disabilities or special needs. A Readiness to Learn coordinator is also available to identify student barriers to learning and intervene when necessary. The state funds this position, and the funding is cut for next year.

Through the reading RTI program, students are identified and are provided reading intervention at their specific reading level. The school also has a part-time nurse to help students with any medical or health issues. Other programs available to students include attending New Market in Olympia for students at risk of dropping out, Running Start at the local community college, Navigation 101 to prepare students for college and career, and APEX which is a technology-based credit retrieval program. Although, Morton has a variety of program interventions to help struggling students, rarely are these programs closely evaluated or adjusted, and there are few opportunities available for students to who are seeking more challenge in their coursework.

Focused Professional Development

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

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

Planning and implementation. Researchers could not identify a formal process to assess professional growth needs, and on the staff survey, only 35% agreed or strongly agreed the school has a professional development plan that aligns with the school goals. However, it is clear that Morton staff members do engage in a variety of professional development opportunities. School leadership described a system where they discuss professional development opportunities with the Superintendent and representatives of the ESD and then decide on a plan. The principal shared, "Basically, the ESD, the Superintendent, and myself look at our test scores and look at training opportunities. The ESD has worked with Morton for the last three year and has provided a lot of support and insight into things." The administration then gets buy-in from teachers and begins implementation. The planning and implementation of professional development appears to occur on an annual basis.

Curriculum, instruction, and assessment. Morton staff members reported having access to a variety of professional development support in the areas of curriculum, instruction, and assessment. This year, some staff members are receiving training in RTI, and others are attending training on PBIS. However, most staff members agreed that more professional development would be helpful to them if it was relevant. Some teachers expressed wanting professional development in some of the content areas that are not as emphasized, such as social studies and science. Some teaching staff talked about wanting training around instructional strategies. School leadership identified professional development needs for all staff in the areas of differentiation and working with students of poverty. Still some wanted to focus on increasing student engagement and motivation. On the staff survey, only 47% agreed or strongly agreed professional development is relevant to staff needs, and only 12% agreed or strongly agreed the staff receives training in working with students of diverse cultural backgrounds.

Supportive Learning Environment

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

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

Safe and orderly environment. The Morton building is conducive to a positive learning environment. The district and school leadership are committed to maintaining a clean and safe facilities for students and staff. A structured discipline and referral process exists at the school, but some staff and students reported that it is enforced inconsistently in the school. One student reported, "Kids don't respect the teachers. There is a lack of discipline. Teachers are inconsistent in their use of the discipline policy. They have to be on the same level. You have to put a coat on for this class, but you can take it off for another" and "People are allowed to disrupt in certain classes and not in others." A staff member reported a similar idea stating, "There needs to be more consistent behavior expectations – it does not matter where you are in the school you should be told the same thing." Fifty-nine percent of staff members responding to the survey agreed or strongly agreed that rules for student behavior are consistently enforced by school staff. Fewer students (49%) also agreed or strongly agreed that discipline is handled fairly in the school. One major concern at the school is the negative interactions among students. Although not necessarily physical in nature, these interactions have a negative impact on school learning. Thirty-one percent of students agreed or strongly agreed that most students respect each other, no matter who they are.

Building relationships. According to the many interview and focus group participants, some adults try to form meaningful relationships with students and use those relationships to tailor their instruction. However, a few participants were skeptical about how many teachers intentionally try to build strong relationships with students and questioned whether all staff felt comfortable doing that. A few participants thought it would be very helpful for school and district leadership to be more visible in classrooms and make more of an intentional effort to connect with students in a positive way. "The discipline issues are increasing. The principal is tied up with that. I think just his presence would make a difference. He never has time to interact positively with students," reported one person. Most interactions among the school community appeared to be positive. One person stated, "I think we have skilled people here and they are caring people and it is really important to our kids. We really want our kids to be successful." Another responded, "The staff is a tight knit group that gets along and works together well." Most adults working in the school system reported feeling comfortable providing leadership with feedback.

Personalized learning for all students. At Morton, there appear to be a few opportunities to personalize the learning for all students, but these opportunities are limited. One way Morton is doing this is through their RTI program, where students can get help at their individual reading level. Another way Morton is trying to personalize learning is by sending a few students to the

New Market program in Olympia. Students also receive some personalized support through Navigation 101, where they get more information on how to prepare for college and career. One area for improvement is the formal celebration of academic success. Many students complained that high performing students are not recognized for success. One student shared, "Students who are having problems in classes are rewarded more than students who always get good grades" and "They never make the A students feel good." Several staff members and parents identified transitioning from the elementary school as a major issue in Morton. Many reported that effective systems did not exist for students to have a safe experience when entering a 6-12 school. Others reported the change to a 7-period day to be very overwhelming for 6th grade students.

High Level of Family and Community Involvement

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

Indicators	Rubric Score
High Levels of Family and Community Involvement	
Family Communication	2
Family and Community Partnerships	1

Family communication. Morton staff members reported that the school makes a concerted effort to provide families with regular, interactive feedback regarding student progress. The school uses newsletters, parent conferences, an open-house, the school website, and other school activities as avenues to communicate with student families. School leadership reported, "I think parents feel welcomed here but they may be intimidated. I know some teachers talk to parents." One program that has been effective in encouraging family communication and involvement in the school has been the student-led conferences. Despite these efforts some of the parents interviewed reported that they don't know the teachers that well. One parent stated, "We don't know the teachers that well. There aren't that many conferences unless the teacher calls you in. ...Parent aren't encouraged to come into the classrooms." On the family survey, 61% of parents agreed or strongly agreed they feel welcome at the school. However, only 28% agreed or strongly agreed the staff keeps them informed about event and activities.

Family and community partnerships. Although the majority of staff members agree that Morton actively encourages parent and community involvement, most admit that they do not observe parents or community members visiting the school or participating in school activities as often as they would like. In fact, only 36% of staff survey respondents agreed or strongly agreed that community organizations and/or family volunteers work regularly in classrooms and in the school. Many commented that some families with children at the school struggle with poverty and have limited time to participate in school activities. Despite these attempts, there are some adults at the school that believe more could be done to foster these connections. One interviewee shared, "They are not involved as much as they should or could be. I think a lot of times they don't think they are wanted. We have not done that much to draw them in" and "We have access to resources we have not tapped into yet like community churches and the senior population." The school does have a K-12 parent group, but most of the members are from the elementary school, and the group has a very difficult time recruiting parent volunteers. The school does have connection with some community groups including the White Pass Community Coalition, Americore, the local newspaper, and True North. Additionally, students who are seniors are required to do 50 hours of community service and do a presentation in front of a panel of community members.

Summary and Recommendations

A transformation model is the most supported model given the school and district assessment. The district and school leadership and teaching staff is supportive of a transformation model and there are strong indications that the union would also be supportive.

At Morton Junior and Senior High School, there is evidence of attention to most of the *Nine Characteristics of High Performing Schools*. The majority of characteristics are currently in the "Initial, beginning, developing" stages and a few fall into the "Minimal, absent, or ineffective stage." This is consistent with survey results and high school outcome data. However, the staff has significant strength in their commitment to the school and to the students of their community. Indeed, most of the staff members remain at the school because they are committed to the students and are involved in the community. There are also other areas that may provide foundations upon which to build, such as the beginning of Response to Intervention in reading that is spreading throughout the district and may serve as a way to build relations between the elementary school and junior and senior high school. The district also has tremendous support from ESD 113, who recognizes the need for professional development opportunities for Morton staff and is even providing them with free training.

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

- **Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district.** Morton School District personnel are emphatic that the challenges faced by the district in improving student learning and achievement reside not only at the junior and senior high school, but also at the elementary school. They believe that reform efforts and changes need to be made system-wide for lasting changes to occur. Therefore, the district must develop a plan for how they will use a combination of grant and district resources to support both schools. This plan may include how the schools will work together to become more aligned programmatically and with curriculum, instruction, and assessment. Leaders at each of the schools will need to work together on common goals for the schools and will need to provide opportunities for the two staffs to work and learn together. This action planning process would likely be assisted by the presence of a Technical Assistance Contractor (TAC) with district experience who is experienced at leading schools through this planning process. It may also be appropriate to secure an on-going relationship with a TAC who can provide continuous support to district and school leaders.
- **Address leadership structures.** Currently, no leadership team exists at the junior and senior high school. The process of decision-making appears to happen largely on an informal basis and teacher leaders appear to be selected in an informal process, which leads some to be unclear about how to be involved in the process if they are not selected. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and strategies up to the building principal rather than to a larger group of people. Many staff members expressed a desire to be more involved with the decision-making process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will entail determining

what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team.

- **Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff.** District and school personnel will need to work closely to develop clear expectations and standards for assessing the performance of school leaders and teaching staff. Under the current system, all teaching staff are rated as satisfactory or unsatisfactory. A more comprehensive model is needed to assess performance. District and school representatives will need support in developing such a model and may benefit from investigating how other schools and districts are doing this.
- **Set high academic expectations.** Morton Junior and Senior High School students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. If Morton is to be successful in transformation, they will need to put plans in place for how to change the culture and perception of the school from a place where there are low academic expectations to one where the school is seen as rigorous and challenging. We recommend staff members work together to identify the highest level of expectations possible for Morton students and develop common language around those expectations. We also recommend staff members identify high-achieving districts with similar demographics and resources and ascertain how expectations *are implemented*. This can be followed by an investigation of how those expectations *are supported*. In addition, Morton personnel should use data from the high school outcomes (course offering and transcripts) section of this report in making decisions about course offerings and determining policies related to course taking.
- **Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards.** Many interview and focus group participants maintained that math and reading curriculum are aligned with state standards, but fewer were confident that other content areas were aligned. Much of the alignment in some subject matters appears to rely on textbooks. Curriculum must also be investigated to ensure continuity and vertical alignment from the elementary school to the junior and senior high school.
- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** The frequency of instructional practices aligned with research-based principles of learning are fairly low according to classroom observation results, and some teachers acknowledged a need for and interest in training focused on instruction. We recommend that staff members continue to focus on instruction in a manner that draws from research-based approaches and strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them after implementation. School administrators will also need to be supported in their roles as instructional leaders at their buildings. An instructional coach may need to be employed for working with staff on a more consistent basis around instructional goals.

- **Provide assistant in developing and implementing formative assessments.** Morton will also need assistance in the development and implementation of more formative assessments. Currently, the RTI model ensures continued assessment and feedback to teachers regarding reading, and plans are in place for a similar model for math, which has a planned implementation for next school year. While the English department collaborates to use state test questions as prompts for periodic formative assessments, other subject areas also need to implement formative assessments. Staff members will likely need assistance in developing these and in how to then use this data to inform and differentiate instruction to meet the academic needs of individual students.
- **Continue to develop meaningful communication and collaboration.** Many staff members at Morton discussed the need for more communication and collaboration throughout the school. In the current structure, there are few opportunities for staff to talk with one another, to plan, and to make adjustments to programs. District and school personnel should develop a plan for how more regular communication and collaboration can take place in the school. In developing such a plan it will be important to ensure that all staff members are able to participate, including certified and classified staff. One model currently in place for doing this is the reading RTI model where staff members are meeting every other week to talk about student data, placement, and instructional strategies.
- **Fully implement a behavior and reward program.** Over the last year, Morton staff spent time and resources to consider, adopt, and be trained in the PBIS program. Plans are in place to implement the program more fully for the next school year. Without full commitment to the teacher, administrator, and parent actions required by the program, its power is diluted and the program becomes ineffective. We recommend that all staff members become trained to use PBIS. Further, we recommend that parents be invited to attend these trainings as well, to better inform them of their responsibilities in helping to address the behavior issues at the school. Staff members may also wish to investigate existing programs to see how PBIS has been implemented at other schools. Additionally, a more consistent, fair, and open reward system should be implemented at the school so that students and staff are regularly recognized for their successes. Currently, the school rewards 'students of the month,' but rarely do students or staff know why particular students are selected.

Appendix A

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

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

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

X" Required "O" Permissible

Actions	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Teachers and Leaders				
Replace the principal.	X	X(O)	2	The district is prepared to implement an administrative change and has the means to do so, although staff members do not support the change at this time.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	X		1	The existing CBA language would require clarification to assure adequate flexibility in creating staffing changes.
Screen all existing staff, rehiring no more than 50% of the school staff.	X	O	1	No legal or CBA basis exist to support a "rehiring" model or to force removal of 50% or more of the staff. The certificated CBA has limited flexibility in involuntary transfers. The district also has limited means to recruit and retain staff from outside of the district.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	X	X	1	The district tends to be limited to the immediate area in most recruiting and resources are limited.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	X	X	2	The existing evaluation model is inadequate, and district leadership believes this to be an essential part of the plan for improvement. The district and the union are willing to explore a new competency model.

Teachers and Leaders (Cont.)	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Identify and reward school leaders who have increased student achievement and graduation rates Identify and reward school leaders who have increased student achievement and graduation rates; Identify and remove school leaders and teachers who, after ample opportunities to improve professional practice have not done so.	0	X	2	There are no inhibitors in the CBA to effective accountability. The district can develop a reward system for administrators but would have to work with the administrator association to do so.
Provide additional incentives to attract and retain staff with skills necessary to meet the needs of the students (e.g., bonus to a cohort of high-performing teachers placed in a low-achieving school.	0	0	1	Nothing is in place currently.
Ensure school is not required to accept a teacher without mutual consent of the teacher and principal regardless of teacher's seniority.	0	0	1	Seniority plays a significant role in the voluntary and involuntary reassignment process.

Instructional and Support Strategies	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.	X	X	2	Currently this is not in place, but district leadership believes this to be an essential part of the reform plan.
Provide staff ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program and designed with school staff.	X	X	2	The district does not have systematized professional development model in place. A systemic method of analyzing and planning for professional development across all teacher competencies would enhance professional development especially in the areas of professional growth. Additional funding would be required to support delivery of an expanded professional development program. There are no barriers to professional development outside the normal work day, work year providing a compensation arrangement is agreed to with the association.
Ensure continuous use of data (e.g., formative, interim, and summative assignments) to inform and differentiate instruction to meet the academic needs of individual students.	X	X	2	Data collection has been occurring but a focus on data analysis has only begun this year. Other elements need to be in place for this to occur such as clear understanding of the purpose and the capacity to implement
Institute a system for measuring changes in instructional practices resulting from professional development.	0	0	1	This is currently not in place, and the district will need support in this area.
Conduct periodic reviews to ensure the curriculum is implemented with fidelity, having intended impact on student achievement, and modified if ineffective.	0	0	2	The district has begun to do this in the area of reading at the 6-12 grade level and is committed to expanding this to low grade levels and subject areas.
Implement a school-wide response to intervention model.	0	0	2	Beginning elements are in place and a plan exists for expanding the effort. Professional development in this area is being provided by the ESD.
Provide additional supports and professional development to teachers to support students with disabilities and limited English proficient students.	0	0	2	Staff is aware of the need and is open to training.

Instructional and Support Strategies (cont.)	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Use and integrate technology-based supports and interventions as part of the instructional program.	0	0	2	The school is currently using a technology-based program to support students in credit retrieval.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	0	0	2	Basic elements in place
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	0	0	1	Currently, few opportunities exist at the school to obtain more advanced courses. School and district staff would like to offer more of these opportunities so that fewer students would leave for Running Start.
Secondary Schools: Improve student transition from middle to high school.	0	0	2	Basic elements in place and schools are on the same campus so much opportunity for collaboration exists between the staff.
Secondary Schools: Establish early warning systems.	0	0	2	Basic elements in place. Currently, students at risk for dropping out are recommended to attend New Market in Olympia.

Learning Time and Support				
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	X	X	1	Collective bargaining agreements would be required to implement increased learning time proposals and provide for associated professional development and collaboration (e.g., PLC) time to support and enhance the increased learning time. Indications are that the association would be supportive of the change.
Provide appropriate social-emotional and community-oriented services and support for students.	X	O	2	Basic elements are in place and a more cohesive approach can be developed. Community relationships require more attention and effort.
Provide ongoing mechanisms for family and community engagement.	O	X	1	PTO in place but they are encountering significant challenges. They would benefit from working with an appropriate consultant.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	O	O	2	School currently uses Navigation 101, but report the implementation of the curriculum varies from classroom to classroom.
Implement approaches to improve school climate and discipline.	O	O	2	PBIS system adopted but not fully implemented. Staff may need additional training and monitoring for fidelity.
Expand program to offer pre-kindergarten or full day kindergarten.	O	O	3	The district currently offers Pre 3-5 age half days and offer a full-day kindergarten for interested families.

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

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

Appendix B

Table 5.

College Attended from 2004 to 2009

College Name	State	# of students attending	High School Graduation Year
CENTRALIA COLLEGE	WA	16	2004
PIERCE COLLEGE	WA	3	2004
WASHINGTON STATE UNIVERSITY	WA	3	2004
PACIFIC LUTHERAN UNIVERSITY	WA	2	2004
SOUTH PUGET SOUND COMMUNITY COLLEGE	WA	2	2004
BATES TECHNICAL COLLEGE	WA	1	2004
CENTRAL WASHINGTON UNIVERSITY	WA	1	2004
DEVRY UNIVERSITY - FEDERAL WAY	WA	1	2004
EASTERN WASHINGTON UNIVERSITY	WA	1	2004
GEORGE FOX UNIVERSITY	OR	1	2004
NORTH SEATTLE COMMUNITY COLLEGE	WA	1	2004
PIERCE COLLEGE - MILITARY PROGRAM	WA	1	2004
SHORELINE COMMUNITY COLLEGE	WA	1	2004
SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2004
THE EVERGREEN STATE COLLEGE	WA	1	2004
WESTERN GOVERNORS UNIVERSITY	UT	1	2004
WHITWORTH UNIVERSITY	WA	1	2004
WILLIAM PENN UNIVERSITY	IA	1	2004
CENTRALIA COLLEGE	WA	11	2005
SAINT MARTIN'S UNIVERSITY	WA	2	2005
CLOVER PARK TECHNICAL COLLEGE	WA	1	2005
EASTERN OREGON UNIVERSITY	OR	1	2005
GONZAGA UNIVERSITY	WA	1	2005
MONTANA STATE UNIVERSITY - BOZEMAN	MT	1	2005
OLYMPIC COLLEGE	WA	1	2005
PIERCE COLLEGE	WA	1	2005
SEMINOLE STATE COLLEGE OF FLORIDA	FL	1	2005
THE EVERGREEN STATE COLLEGE	WA	1	2005
UNIVERSITY OF DENVER - COLORADO	CO	1	2005
UNIVERSITY OF IDAHO	ID	1	2005
CENTRALIA COLLEGE	WA	2	2006
BARTON COUNTY COMMUNITY COLLEGE	KS	1	2006
CENTRAL WASHINGTON UNIVERSITY	WA	1	2006
CENTRALIA COLLEGE	WA	10	2007
WASHINGTON STATE UNIVERSITY	WA	2	2007
CENTRAL WASHINGTON UNIVERSITY	WA	1	2007
CLOVER PARK TECHNICAL COLLEGE	WA	1	2007
EASTERN WASHINGTON UNIVERSITY	WA	1	2007
PACIFIC LUTHERAN UNIVERSITY	WA	1	2007
TACOMA COMMUNITY COLLEGE	WA	1	2007
THE EVERGREEN STATE COLLEGE	WA	1	2007
UNIVERSITY OF PHOENIX	AZ	1	2007

WESTERN WASHINGTON UNIVERSITY	WA	1	2007
CENTRALIA COLLEGE	WA	13	2008
CENTRAL WASHINGTON UNIVERSITY	WA	3	2008
WARNER PACIFIC COLLEGE	OR	2	2008
WASHINGTON STATE UNIVERSITY	WA	2	2008
BATES TECHNICAL COLLEGE	WA	1	2008
CLARK COLLEGE	WA	1	2008
EASTERN WASHINGTON UNIVERSITY	WA	1	2008
LOWER COLUMBIA COLLEGE	WA	1	2008
NORTH IDAHO COLLEGE	ID	1	2008
OKLAHOMA CHRISTIAN UNIVERSITY	OK	1	2008
PIERCE COLLEGE	WA	1	2008
SOUTH PUGET SOUND COMMUNITY COLLEGE	WA	1	2008
SPOKANE FALLS COMMUNITY COLLEGE	WA	1	2008
TACOMA COMMUNITY COLLEGE	WA	1	2008
UNIVERSITY OF GREAT FALLS	MT	1	2008
UNIVERSITY OF IDAHO	ID	1	2008
UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2008
WALTERS STATE COMMUNITY COLLEGE	TN	1	2008
WESTERN WASHINGTON UNIVERSITY	WA	1	2008
CENTRALIA COLLEGE	WA	7	2009
BATES TECHNICAL COLLEGE	WA	1	2009
ITT TECHNICAL INSTITUTE	WA	1	2009
THE EVERGREEN STATE COLLEGE	WA	1	2009
UNIVERSITY OF WASHINGTON - SEATTLE	WA	1	2009

Appendix C

Staff Survey Demographics

<i>Gender</i>	
<i>Male</i>	21% (n=4)
<i>Female</i>	79% (n=15)
<i>Race</i>	
<i>American Indian/Alaska Native</i>	
<i>Asian</i>	
<i>Black/African American</i>	
<i>White</i>	84% (n=16)
<i>Hispanic/Latino/a</i>	
<i>Pacific Islander</i>	
<i>Declined to identify</i>	16% (n=3)
<i>Staff Role</i>	
<i>Certificated Staff</i>	58% (n=11)
<i>Classified Staff</i>	32% (n=6)
<i>Administrator</i>	11% (n=2)
<i>Years Teaching at this School</i>	
<i>1st year</i>	6% (n=1)
<i>2nd or 3rd year</i>	47% (n=2)
<i>4th or 5th year</i>	
<i>6th-9th year</i>	25% (n=4)
<i>10th year or more</i>	25% (n=4)
<i>Total years Teaching</i>	
<i>1st year</i>	6% (n=1)
<i>2nd or 3rd year</i>	13% (n=2)
<i>4th or 5th year</i>	6% (n=1)
<i>6th-9th year</i>	19% (n=3)
<i>10th year or more</i>	56% (n=9)
<i>National Board Certified</i>	
<i>Yes</i>	
<i>No</i>	100% (n=16)

Student Survey Demographics

<i>Gender</i>	
<i>Male</i>	58.5 %(n=72)
<i>Female</i>	41.5 % (n=51)
<i>Race</i>	
<i>American Indian/Alaska Native</i>	8.7% (n=11)
<i>Black/African American</i>	3.1% (n=4)
<i>Asian</i>	3.1% (n=4)
<i>White</i>	84.3% (n=107)
<i>Hispanic</i>	4.7% (n=6)
<i>Pacific Islander</i>	.8% (n=1)
<i>Decline to Identify</i>	2.4% (n=3)

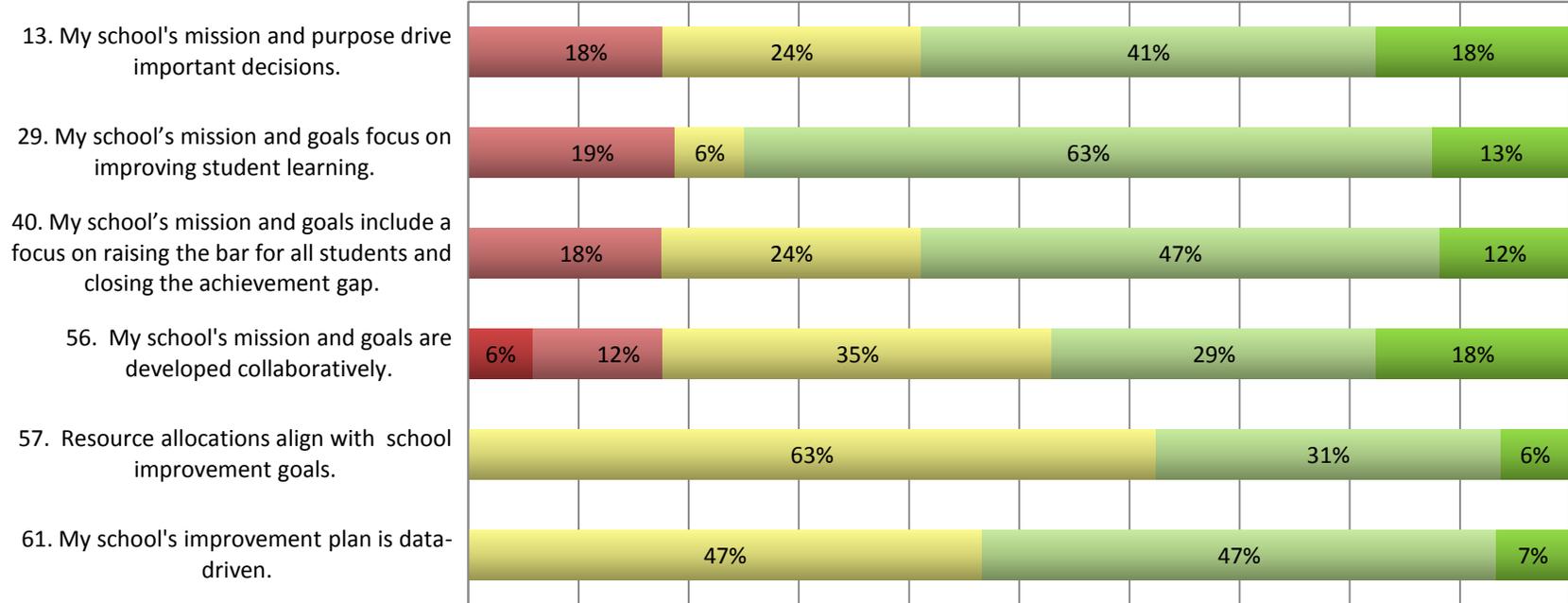
Parent Survey Demographics

<i>Race</i>	
<i>White</i>	94.7% (n=18)
<i>Decline to Identify</i>	5.3% (n=1)
<i>Relationship to Student</i>	
<i>Mother</i>	63.2% (n= 12)
<i>Father</i>	15.8% (n=3)
<i>Mentor</i>	5.3% (n=1)
<i>Legal guardian or Designee</i>	15.8% (n=3)
<i>Free or Reduced Lunch?</i>	
<i>Yes</i>	33.3% (n=6)
<i>No</i>	66.7% (n=26)
<i>English is the Primary Language</i>	
<i>Yes</i>	100% (n=18)
<i>School Provides Interpreter Services when Needed</i>	
<i>Yes</i>	5.3% (n=1)
<i>Not Applicable</i>	94.7% (n=18)

Clear and Shared Focus

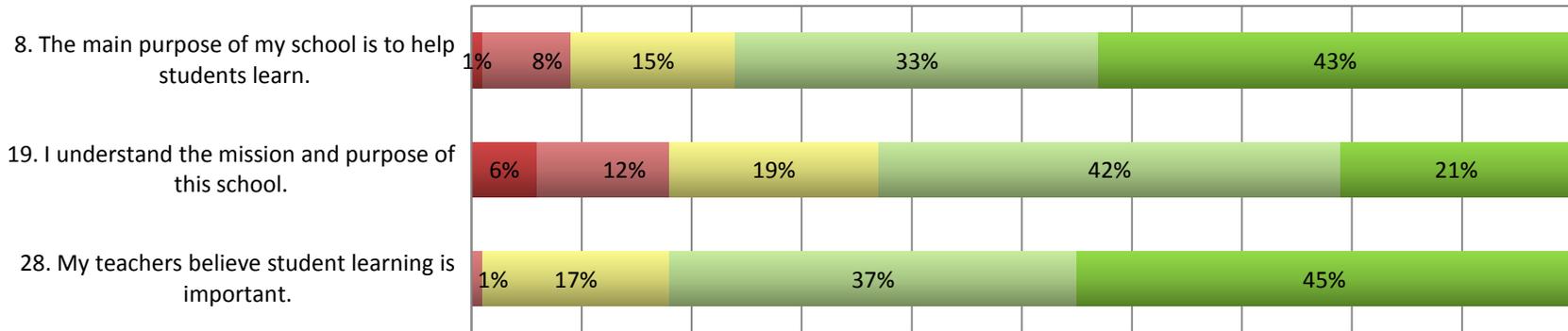
Clear and Shared Focus - Staff

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

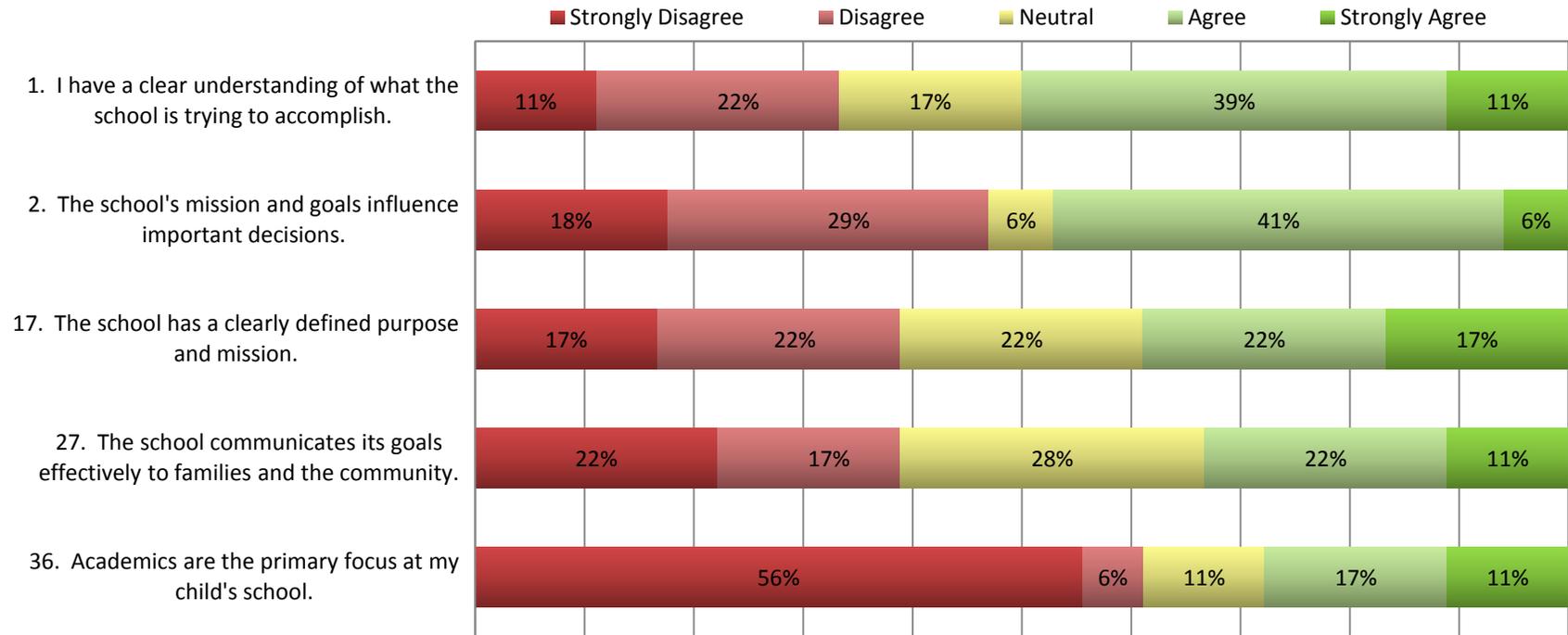


Clear and Shared Focus - Student

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 ■ Agree
 ■ Strongly Agree



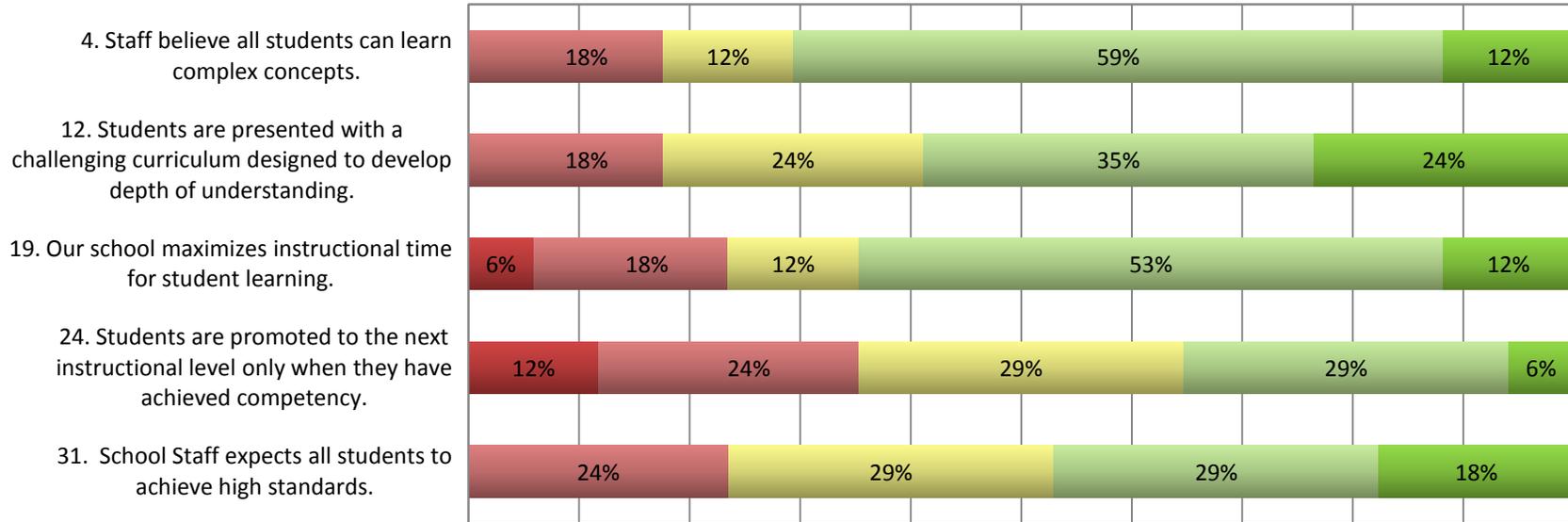
Clear and Shared Focus - Family



High Standards and Expectations

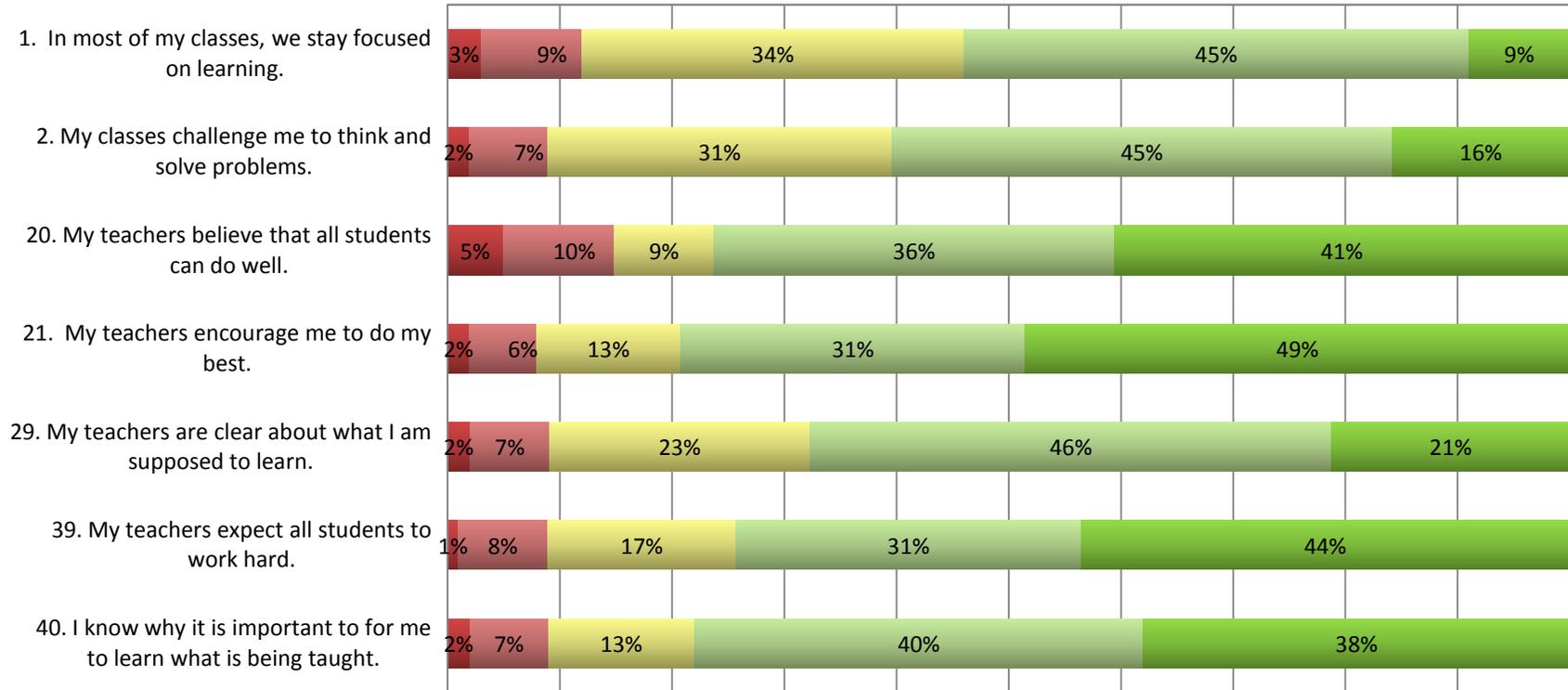
High Standards and Expectations - Staff

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 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree

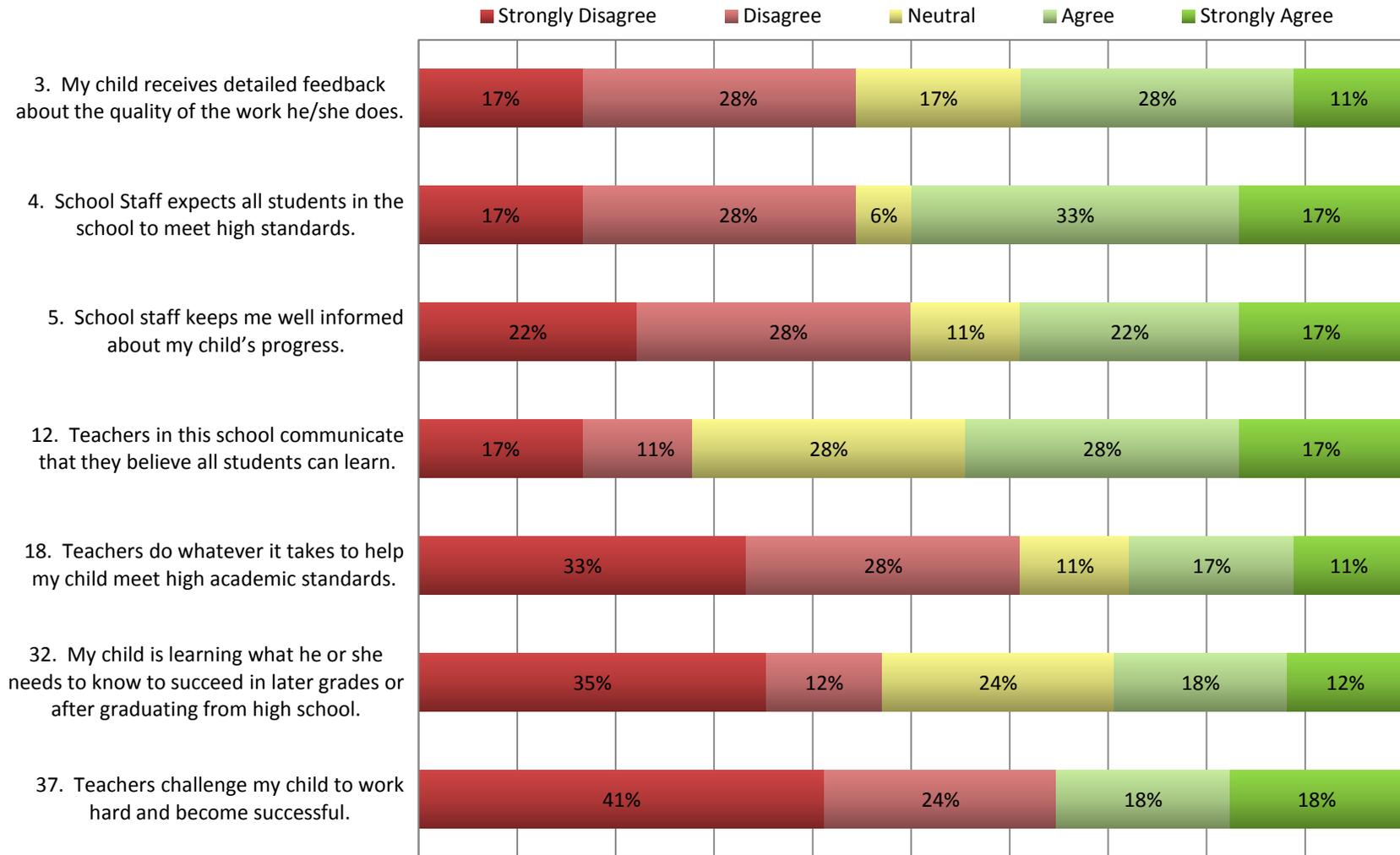


High Standards and Expectations - Student

■ Strongly Disagree
 ■ Disagree
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 ■ Agree
 ■ Strongly Agree



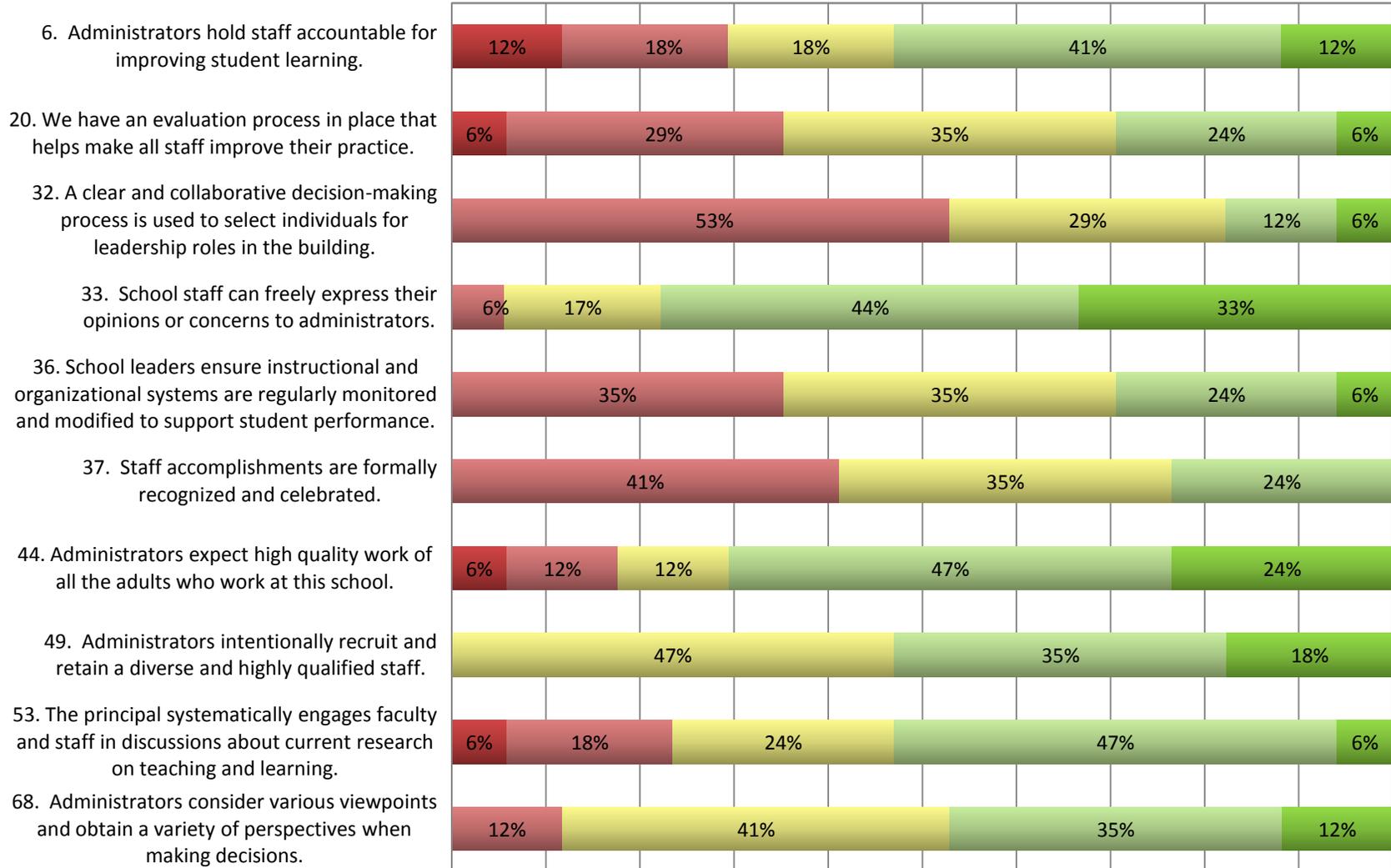
High Standards and Expectations - Family



Effective School Leadership

Effective School Leadership - Staff

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



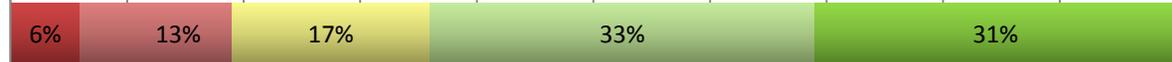
Effective School Leadership - Student

Strongly Disagree Disagree Neutral Agree Strongly Agree

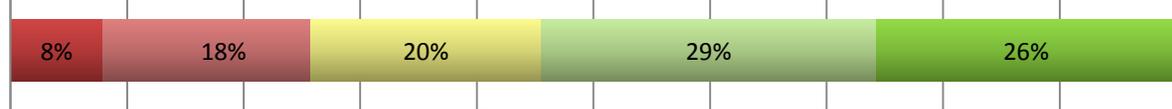
22. At my school I can help make decisions that affect me (for example, decisions about school rules, student activities).



30. I see the principal all around the school.



41. I know I can ask the principal for help if I need it.



Effective School Leadership - Family

Strongly Disagree Disagree Neutral Agree Strongly Agree

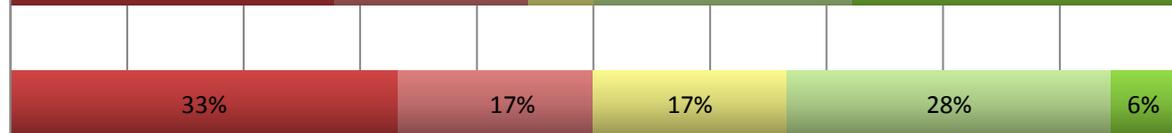
6. Administrators provide opportunities for me to express my ideas and concerns.



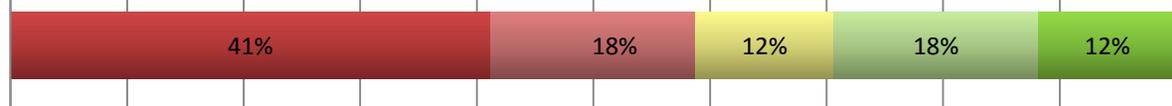
13. Administrators at this school are available to parents/guardians.



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

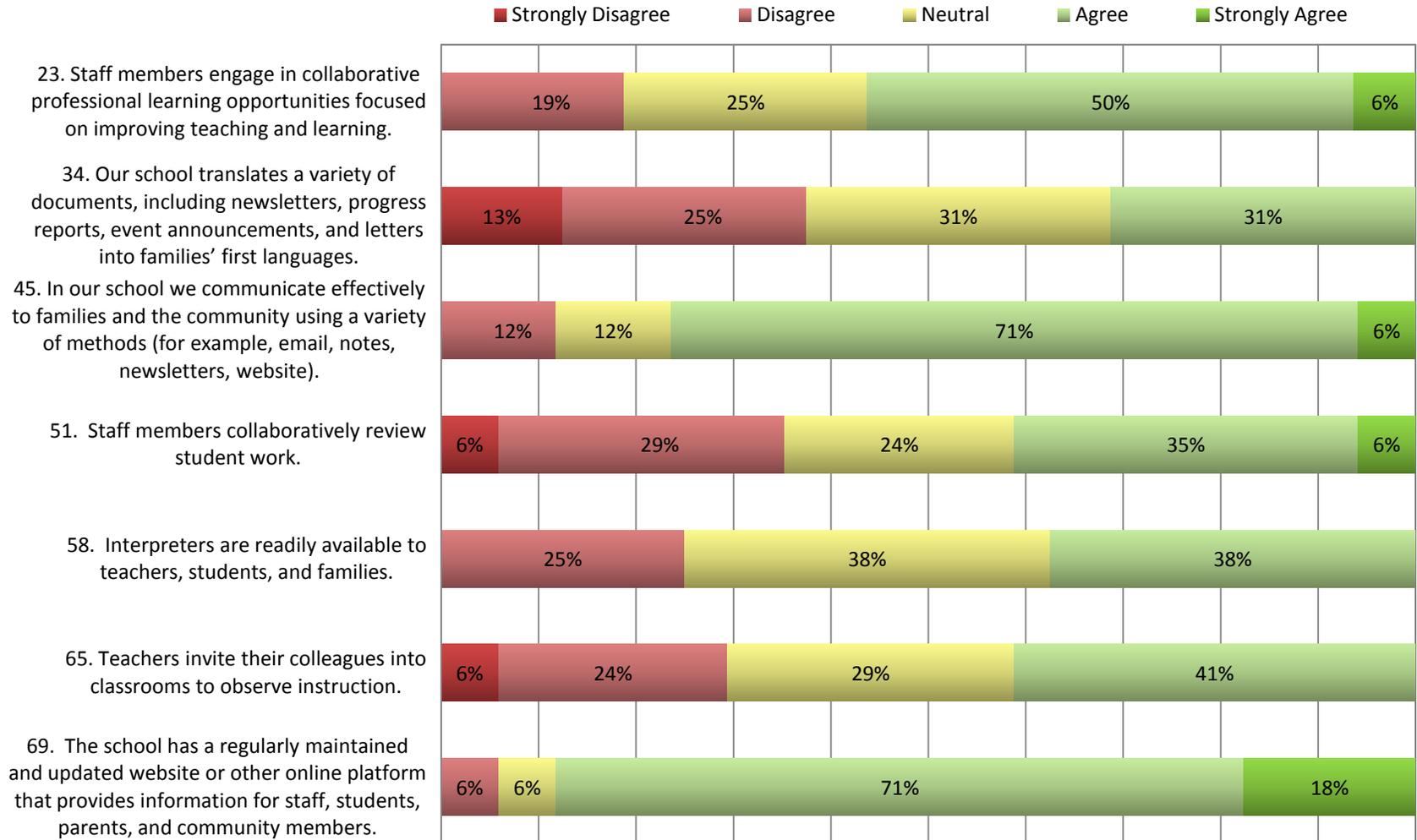


20. Administrators expect high quality work from all adults at this school.



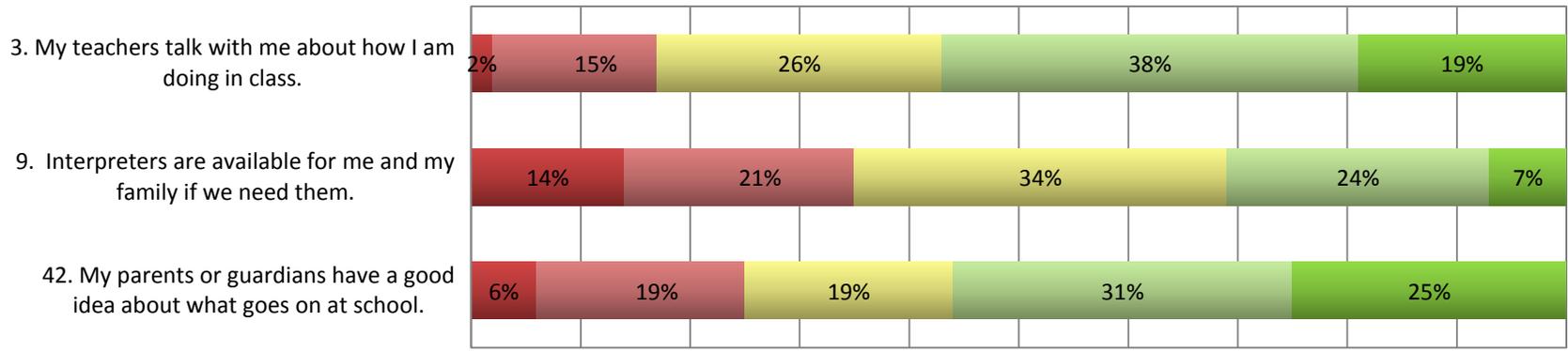
High Levels of Communication and Collaboration

High Levels of Communication and Collaboration - Staff

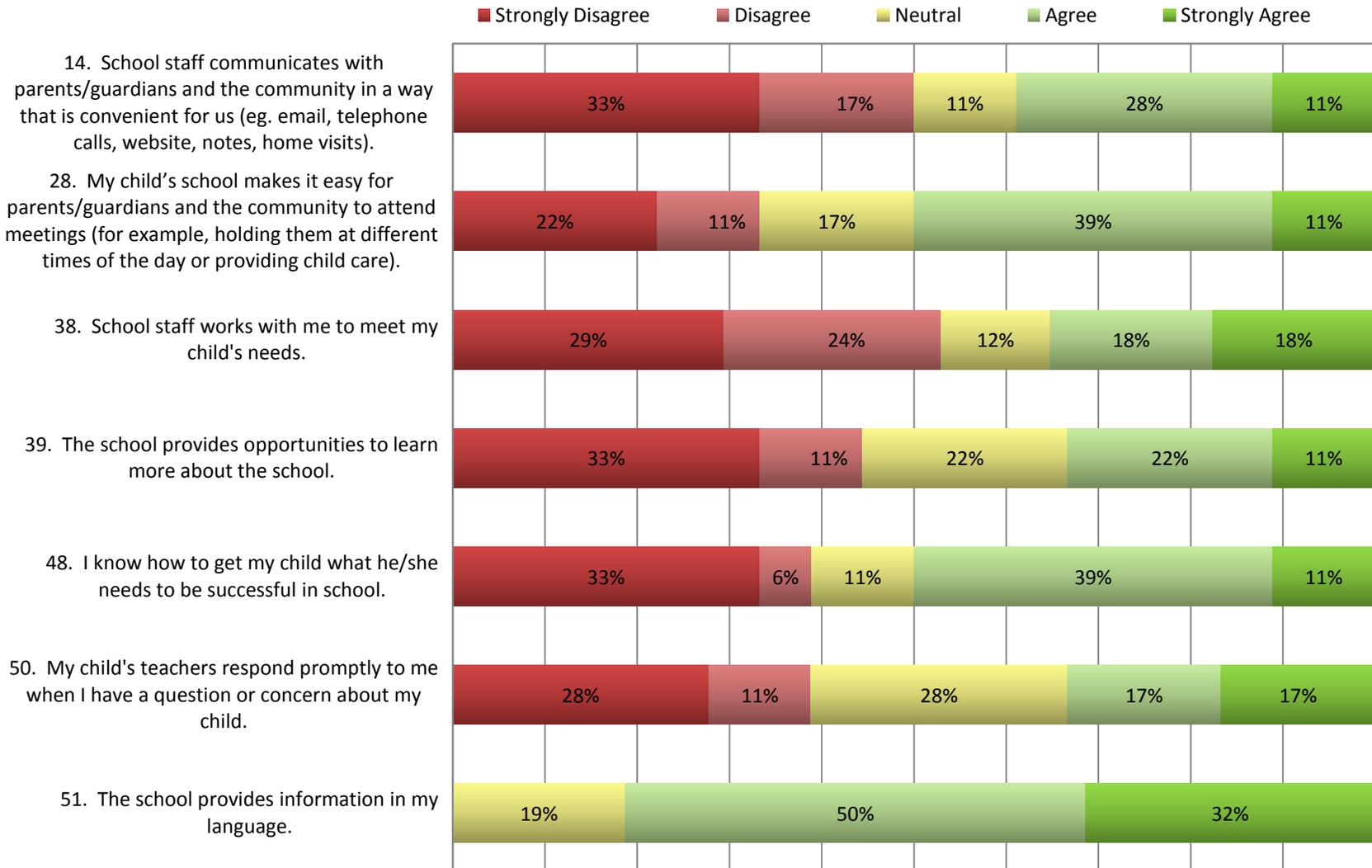


High Levels of Communication and Collaboration - Student

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 ■ Neutral
 ■ Agree
 ■ Strongly Agree



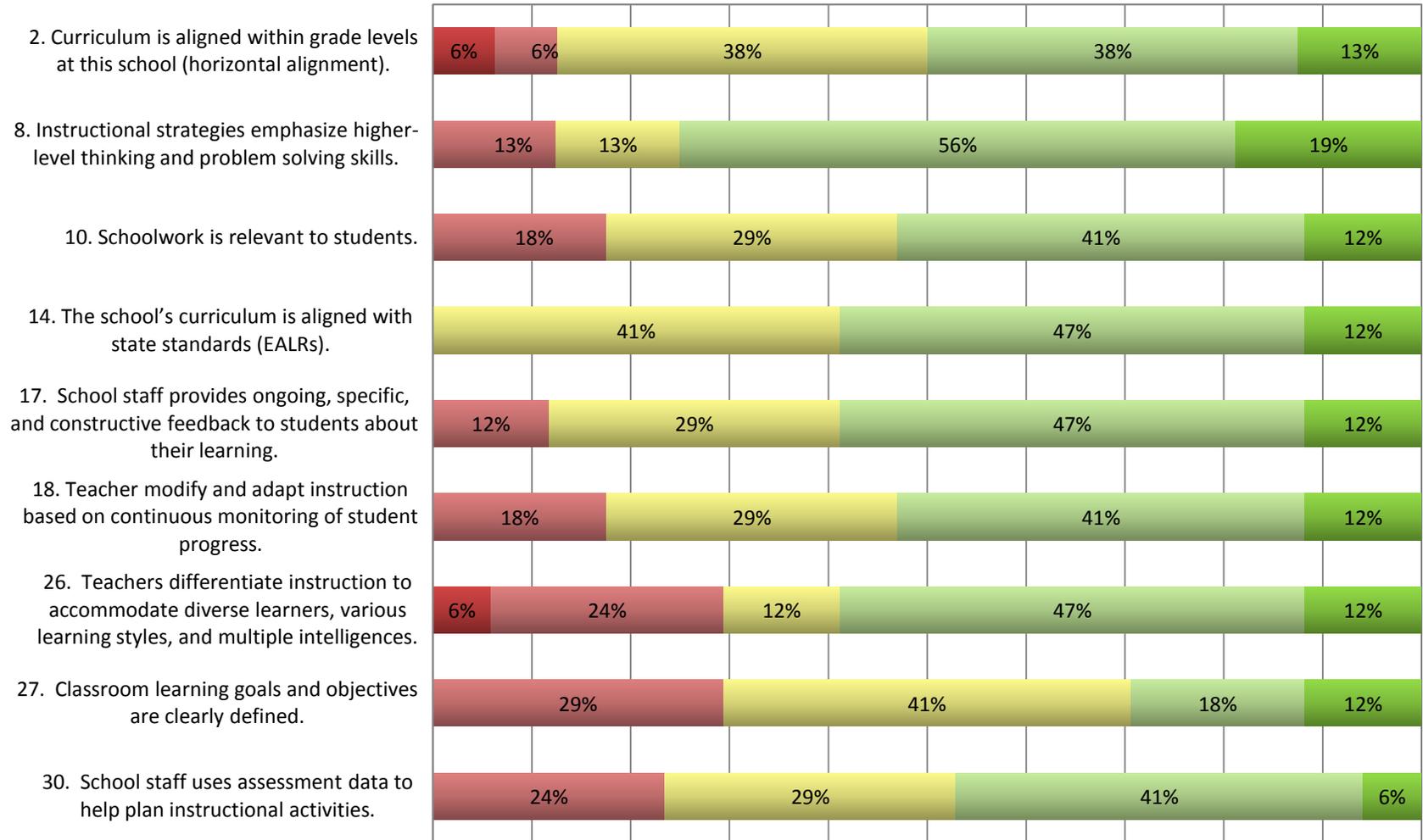
High Levels of Communication and Collaboration - Family

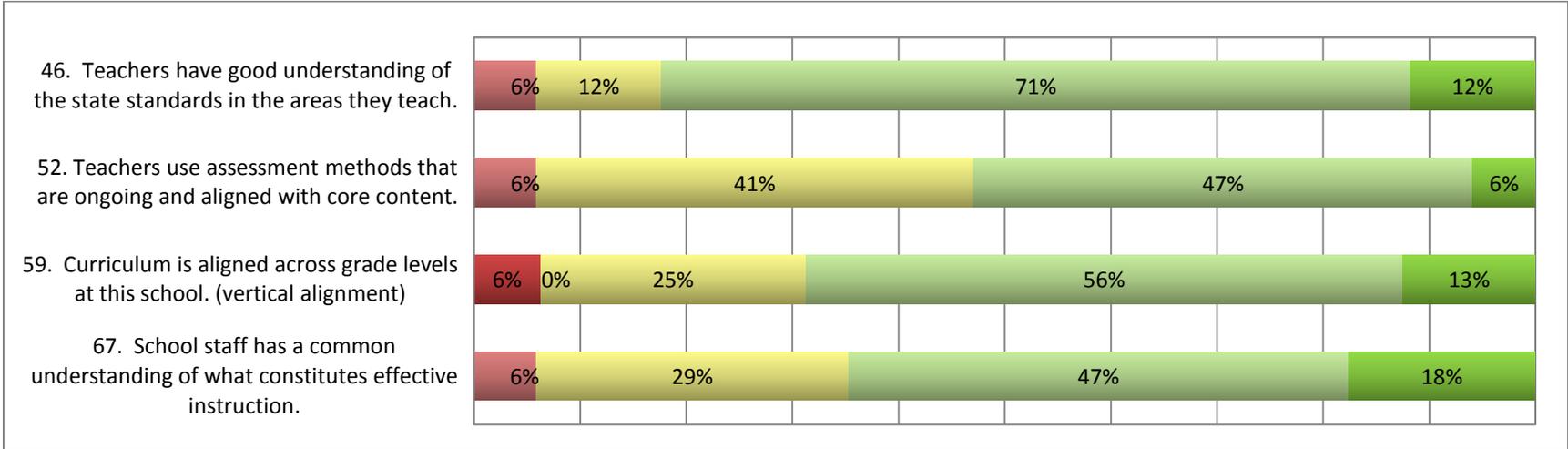


Curriculum, Instruction, and Assessment

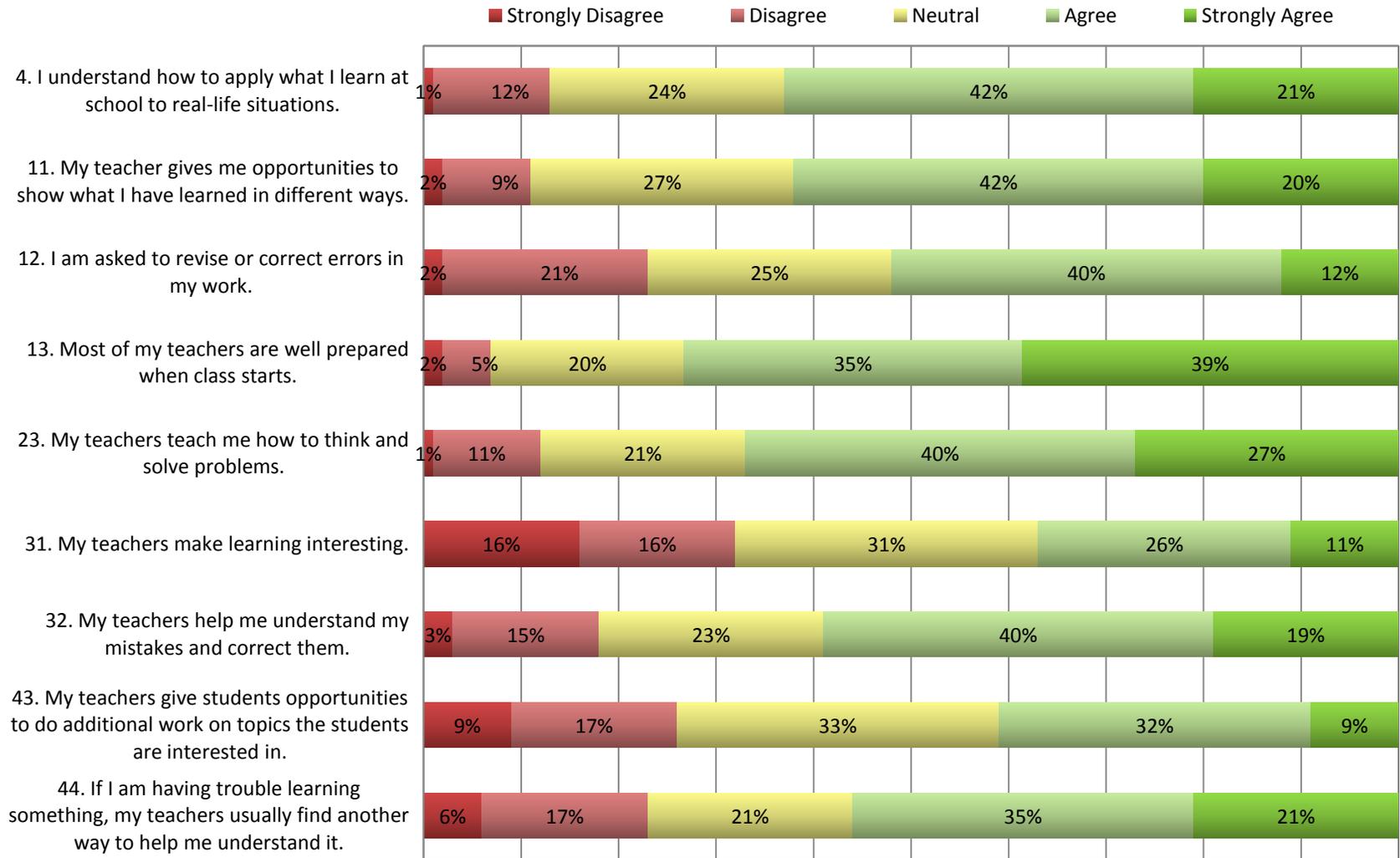
Curriculum, Instruction, and Assessment - Staff

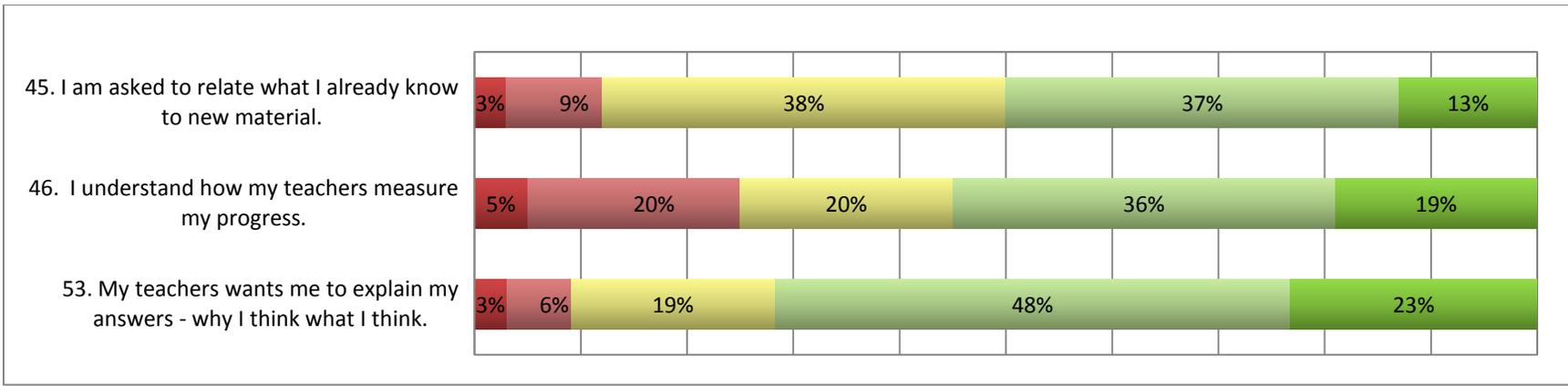
■ Strongly Disagree
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 ■ Agree
 ■ Strongly Agree



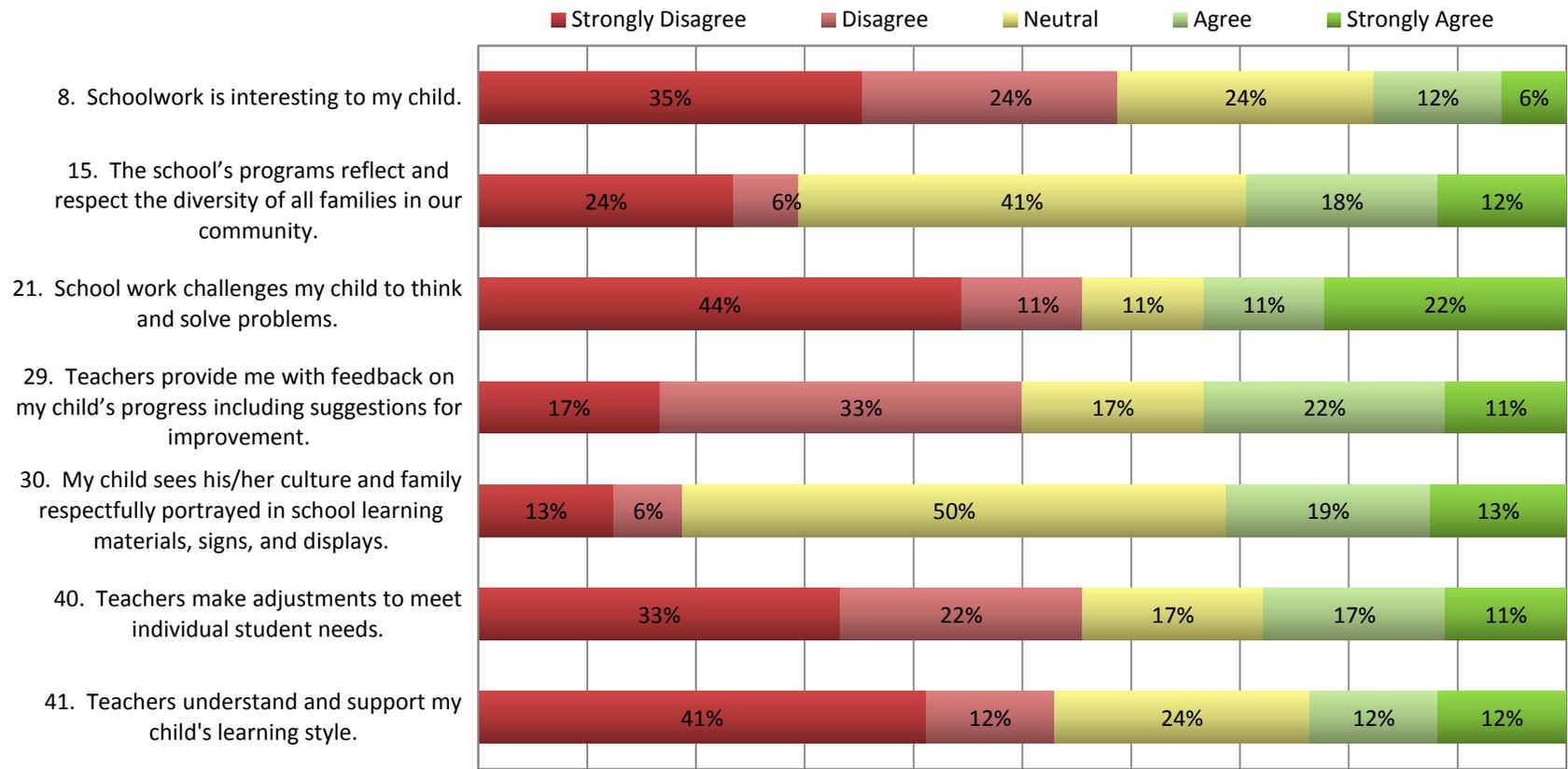


Curriculum, Instruction, and Assessment - Student





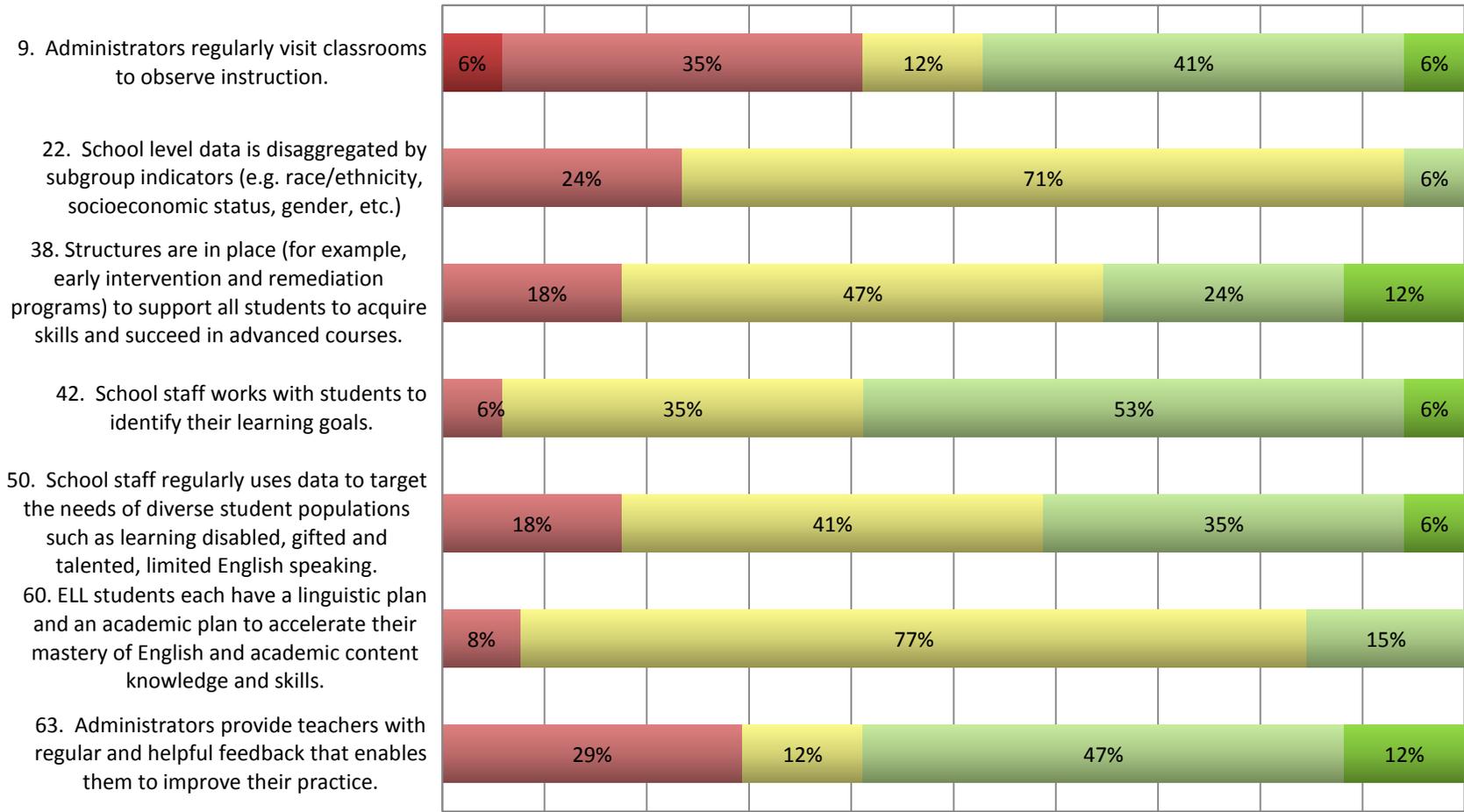
Curriculum, Instruction, and Assessment - Family



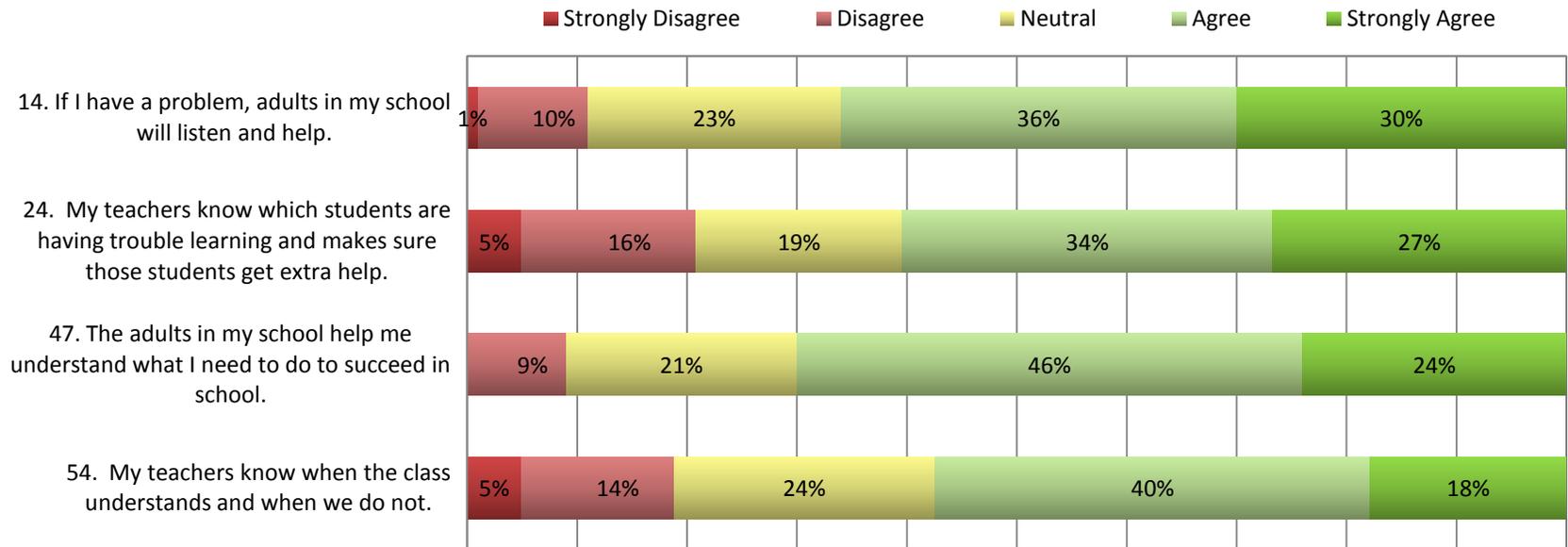
Frequent Monitoring of Learning and Teaching

Frequent Monitoring of Learning and Teaching - Staff

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

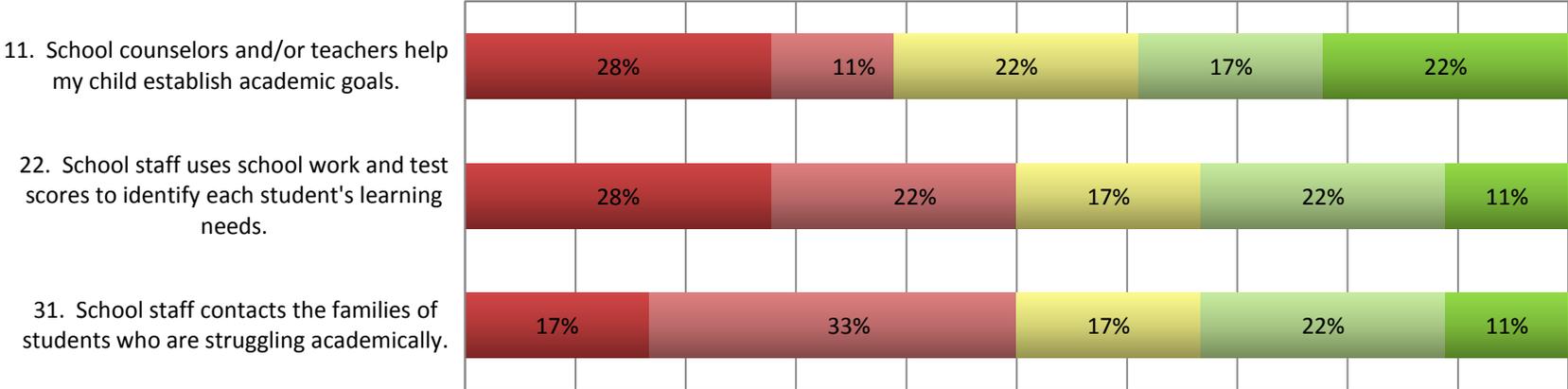


Frequent Monitoring of Learning and Teaching - Student

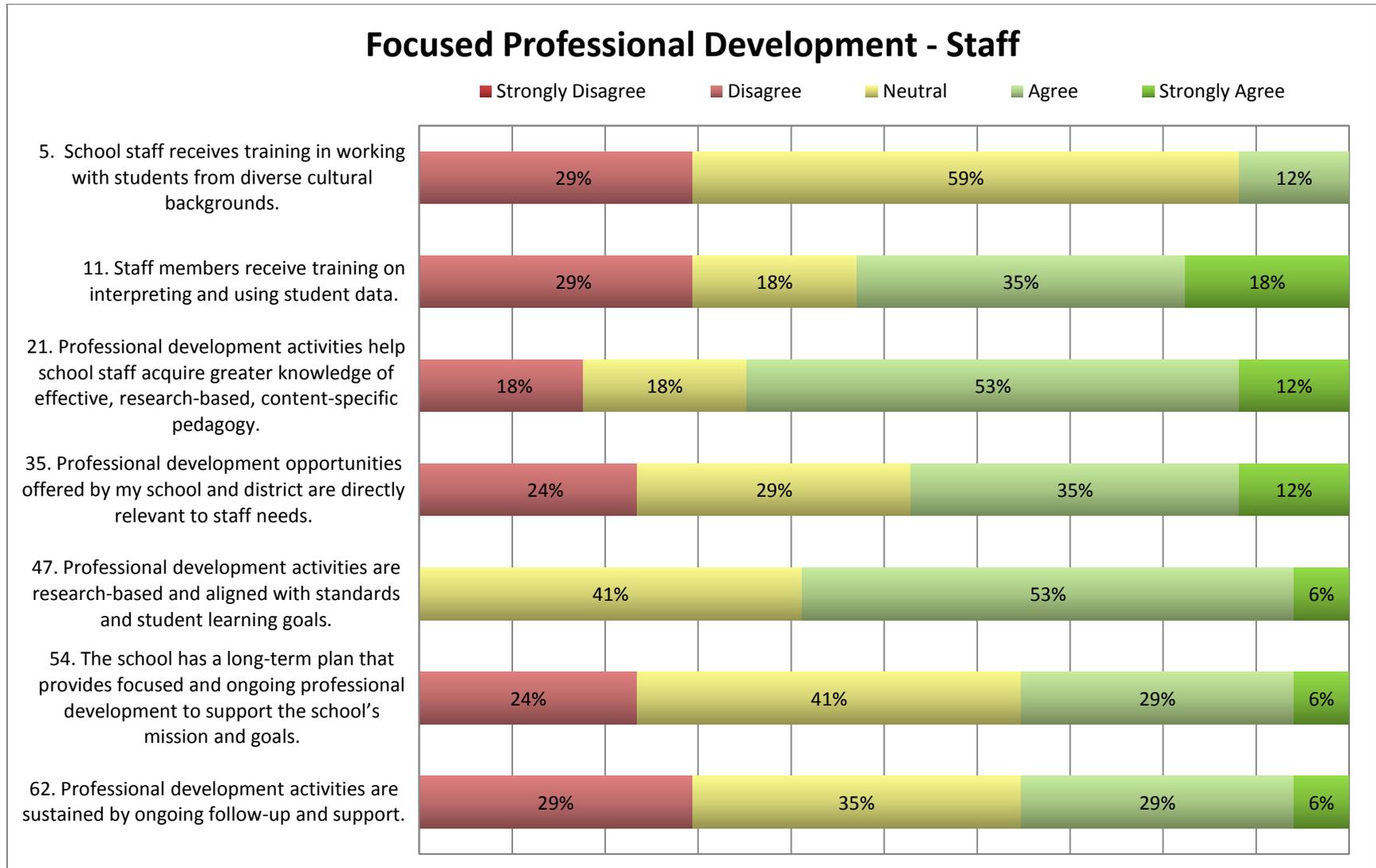


Frequent Monitoring of Learning and Teaching - Family

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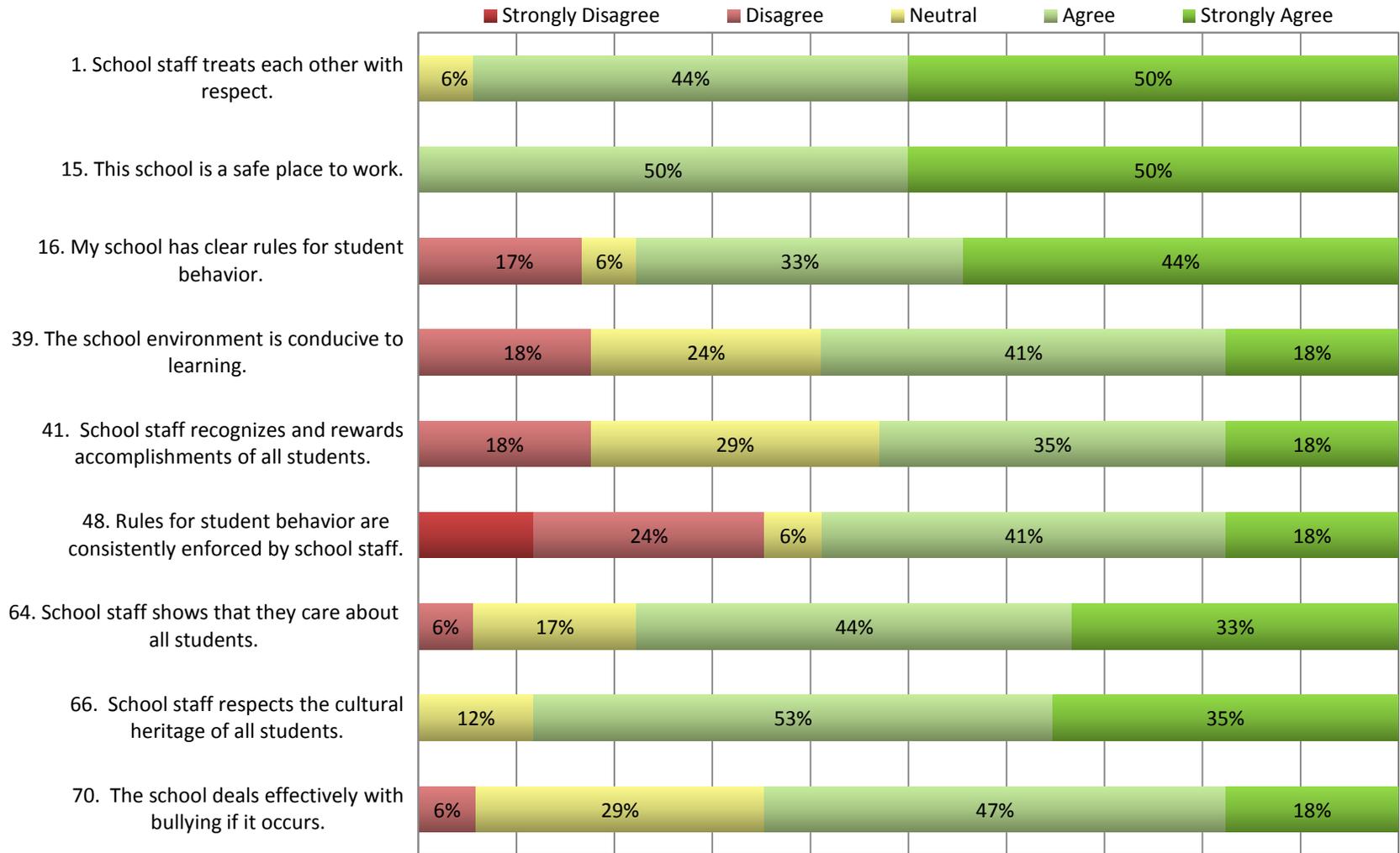


Focused Professional Development



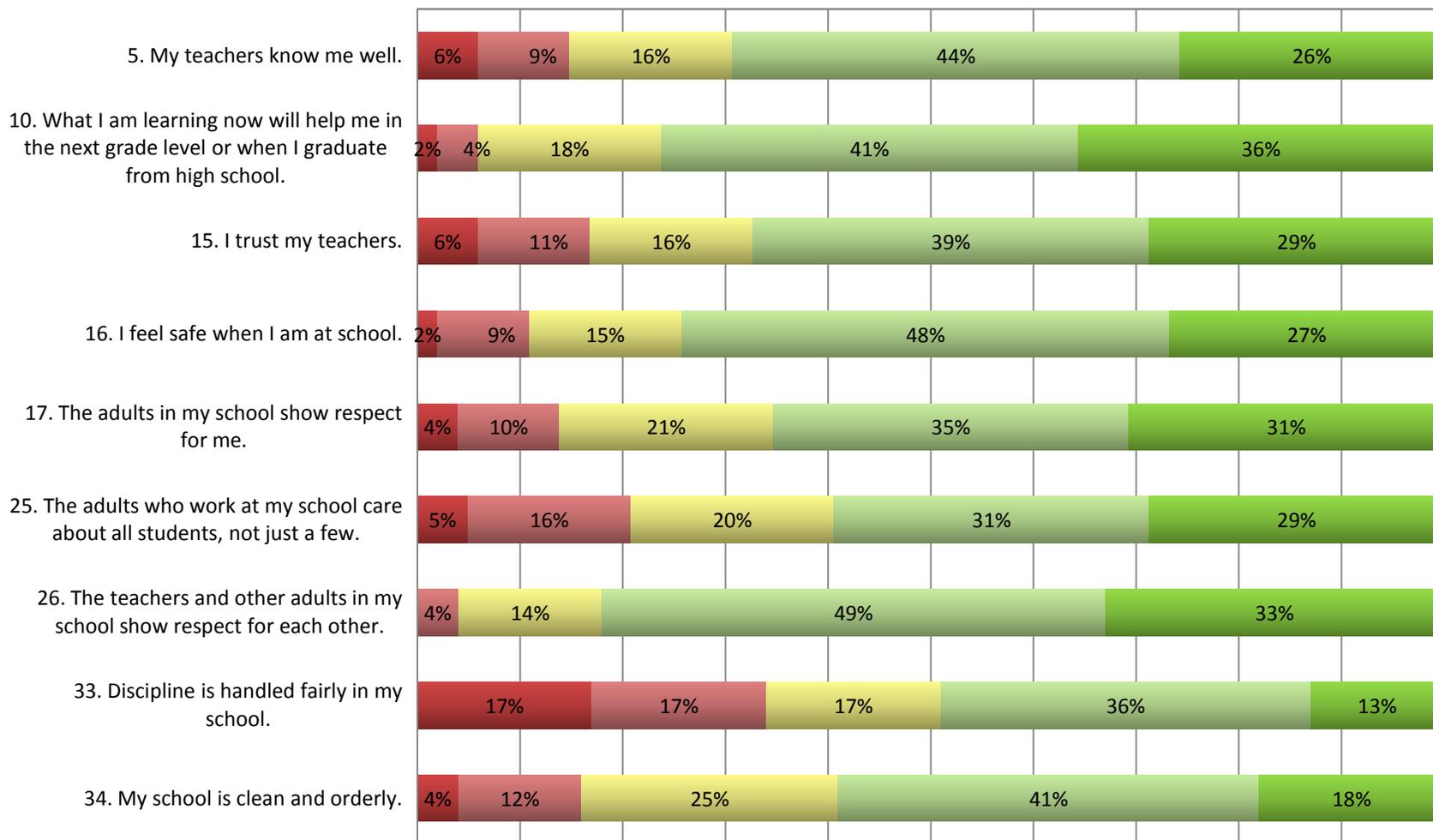
Supportive Learning Environment

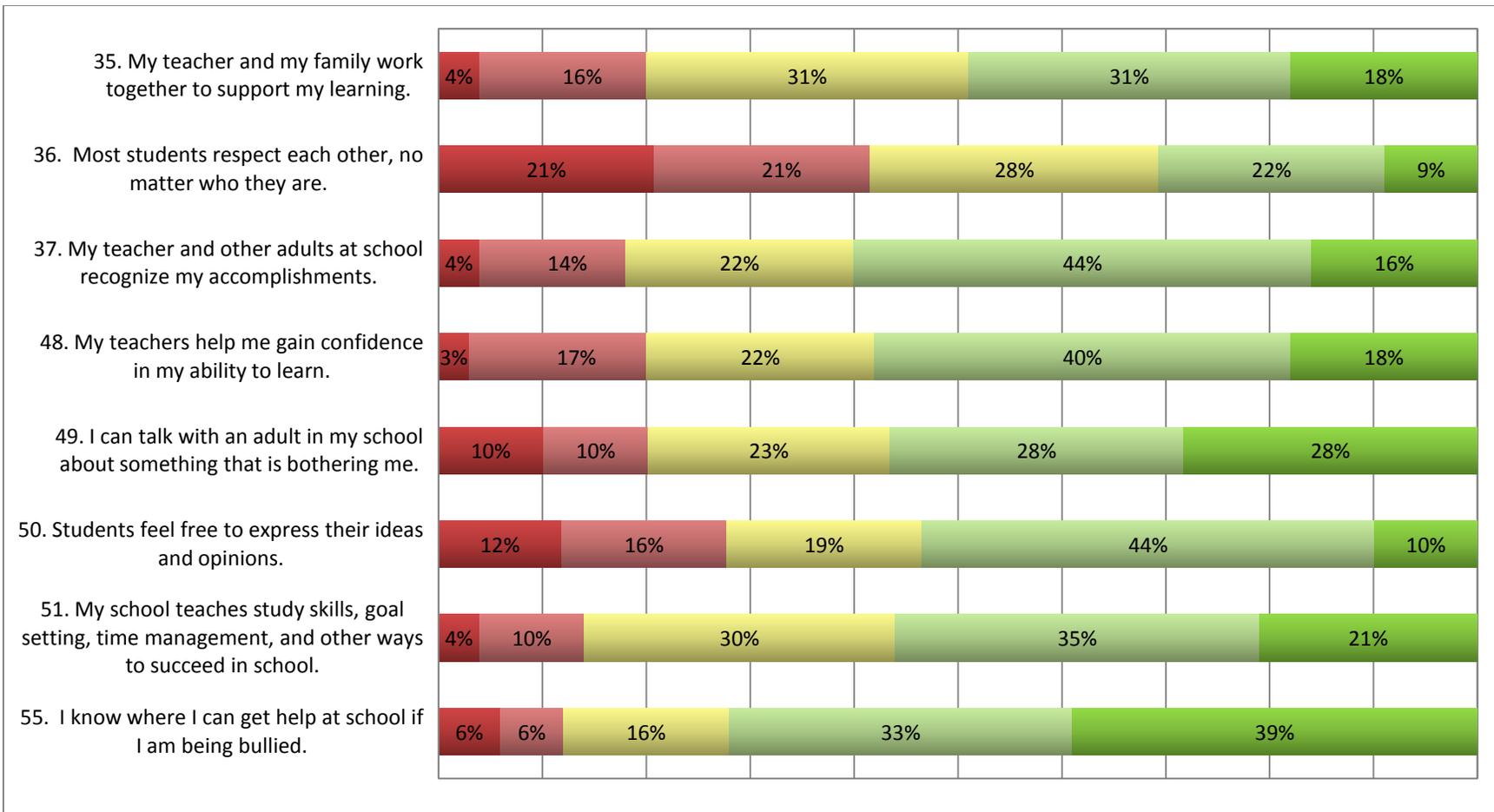
Supportive Learning Environment - Staff



Supportive Learning Environment - Student

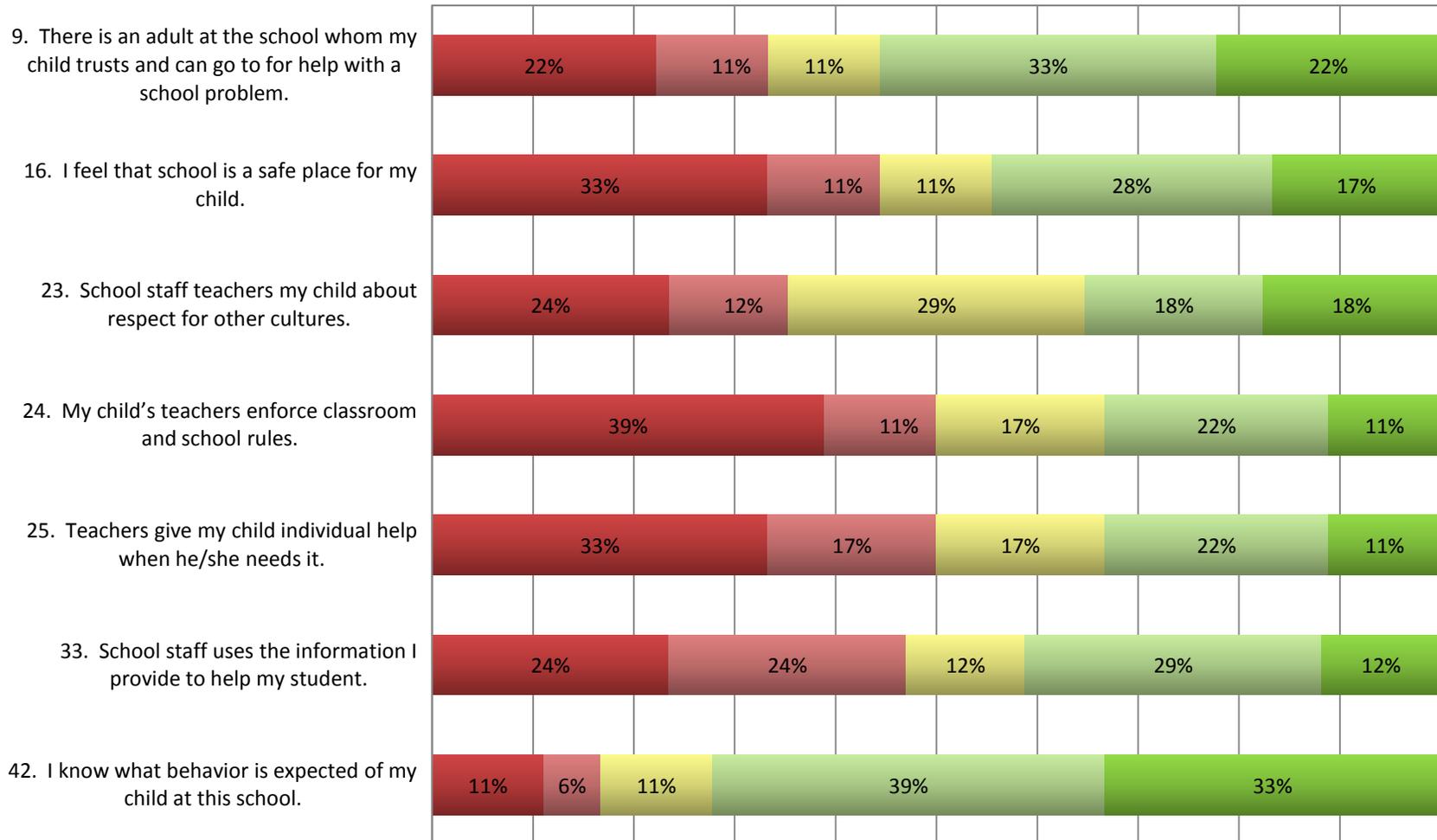
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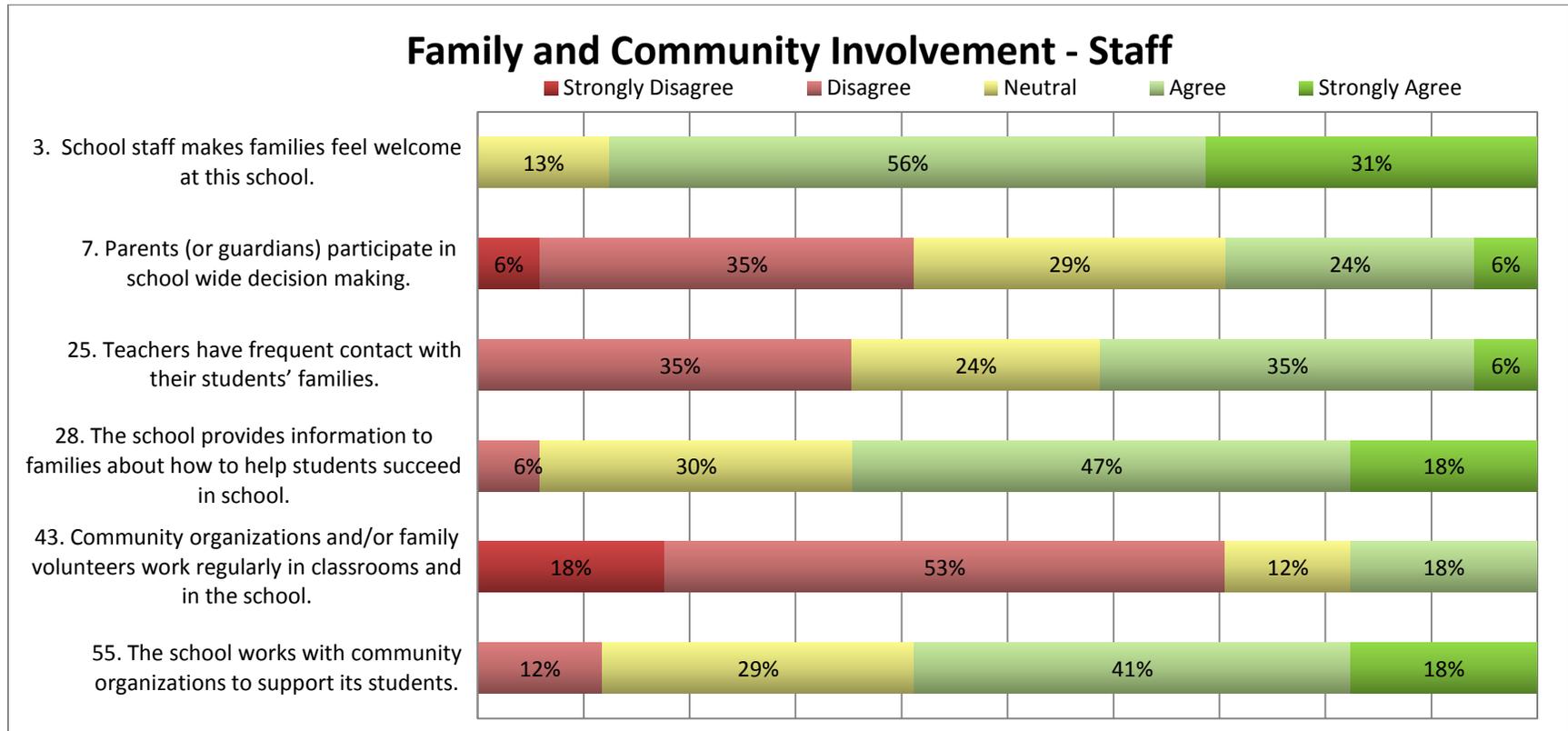


Supportive Learning Environment - Family

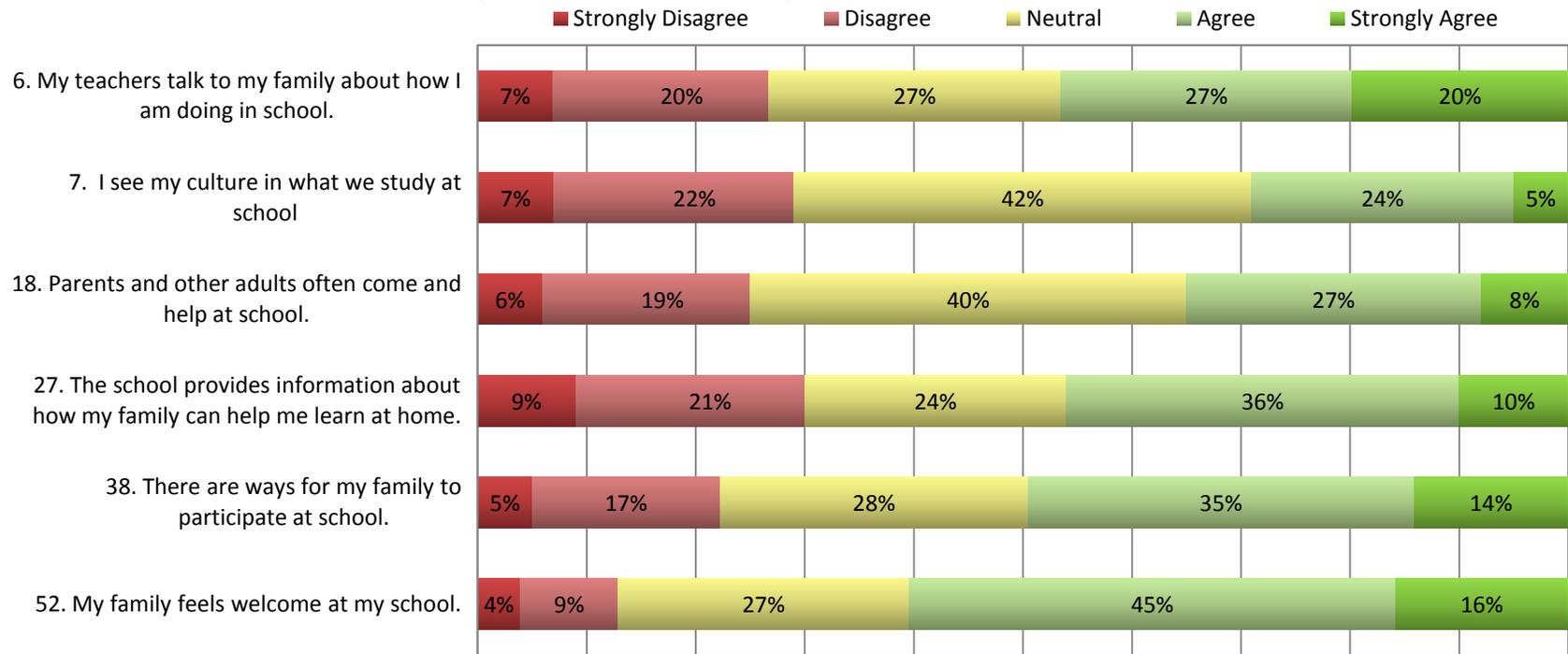
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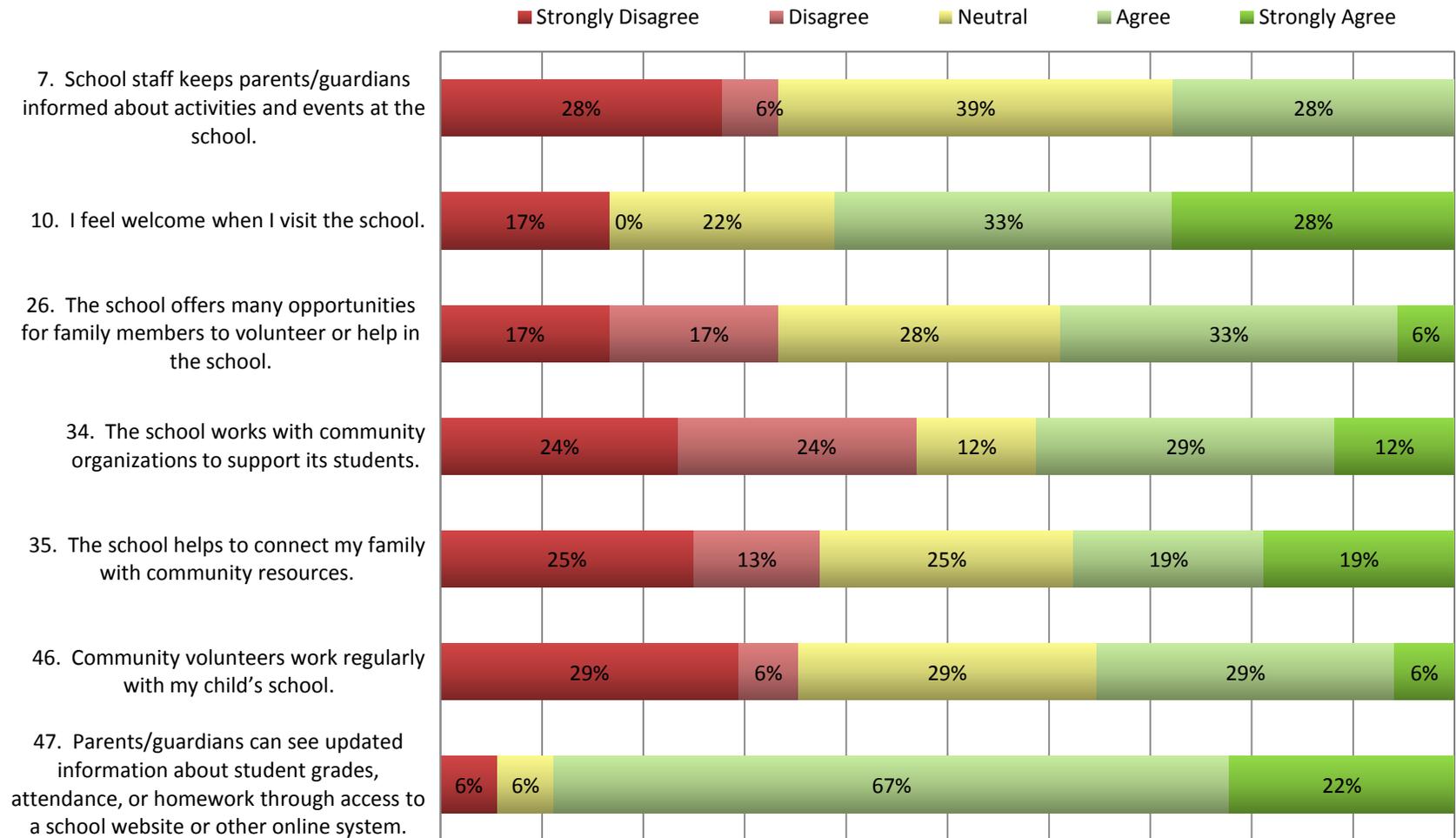
Family and Community Involvement



Family and Community Involvement - Student



Family and Community Involvement - Family



STAR Report for Required Action Districts

**Morton Junior/Senior High
Morton School District
January 21 and 24, 2011**



STAR Report for Required Action Districts

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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

District and School Improvement and Accountability
Washington Improvement and Implementation Network (WIIN) Center
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(253) 571-3540
wiin@k12.wa.us

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

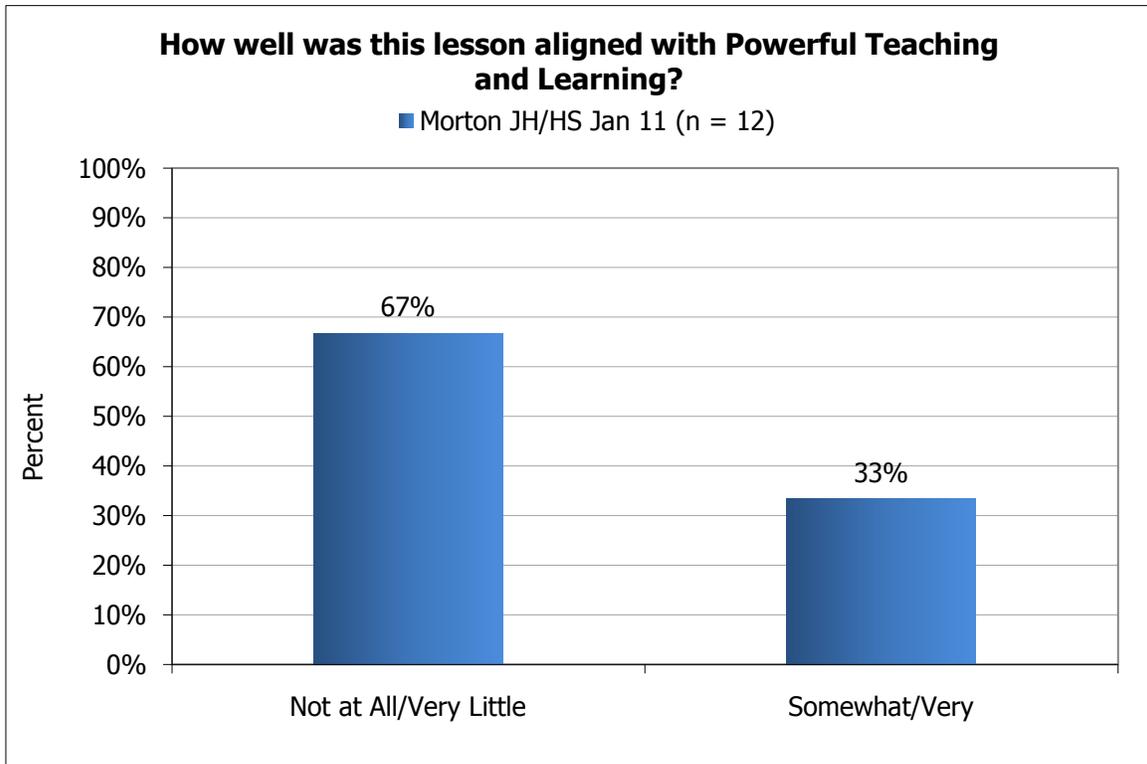
STAR Classroom Observation Study

Introduction

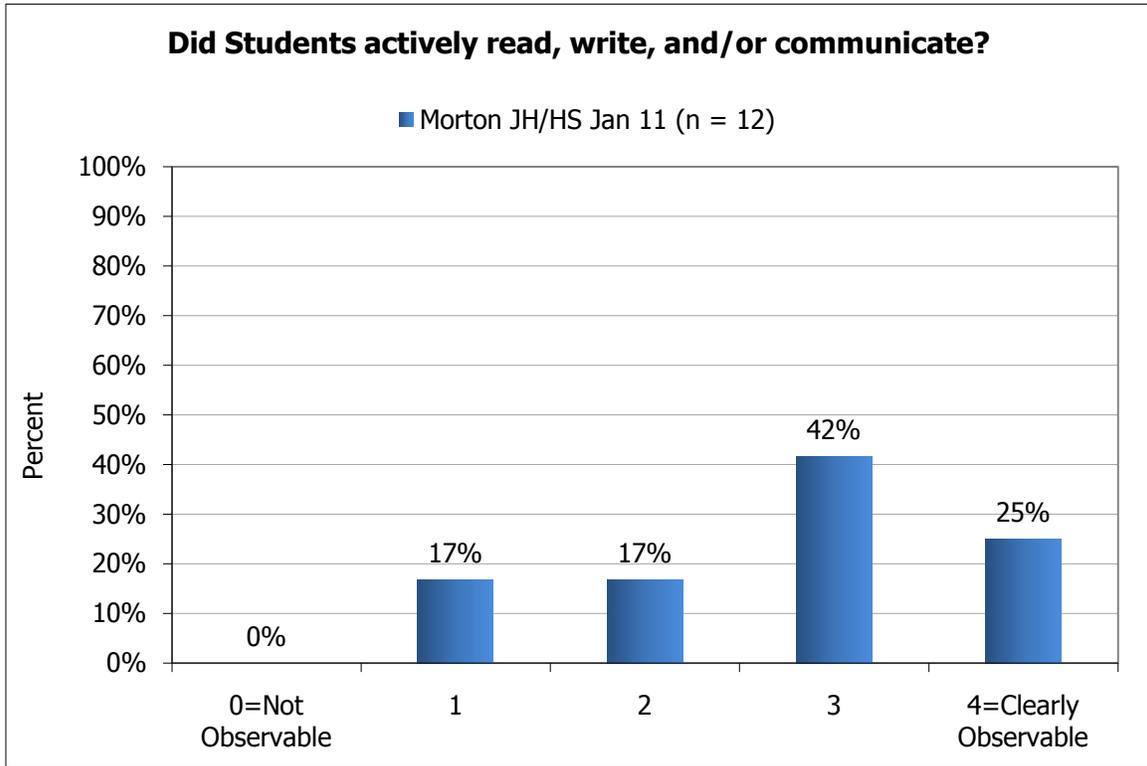
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the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

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

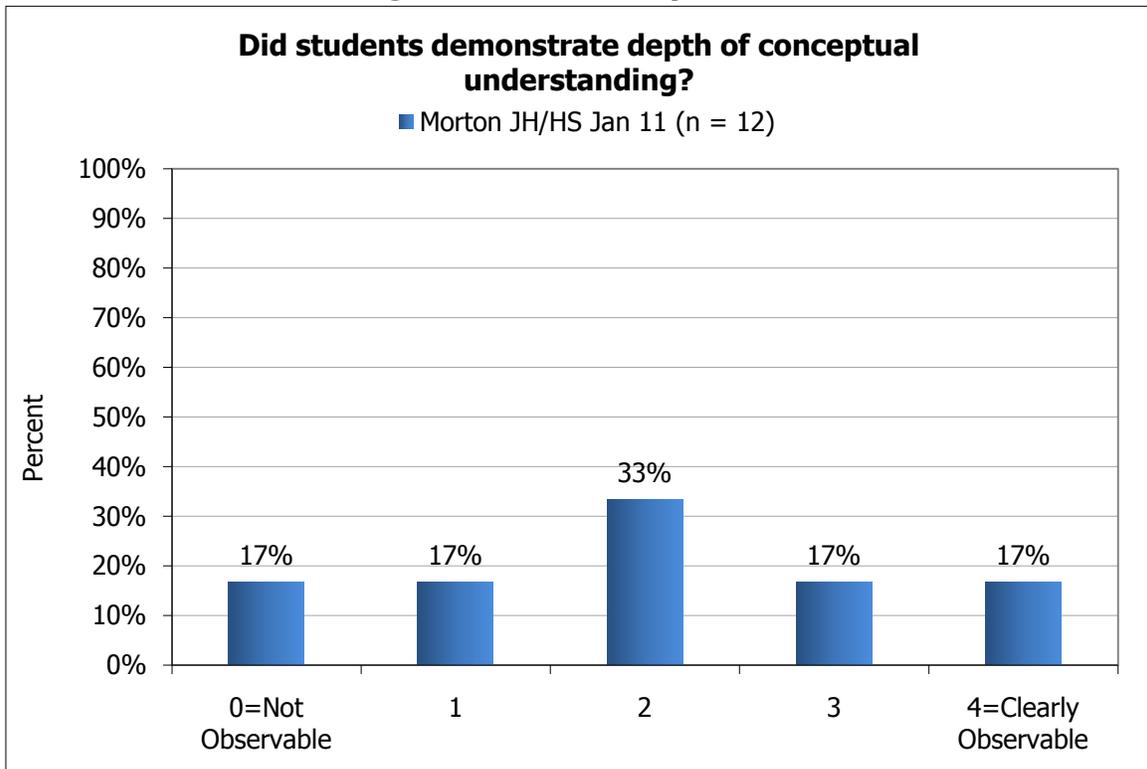
Overall Results



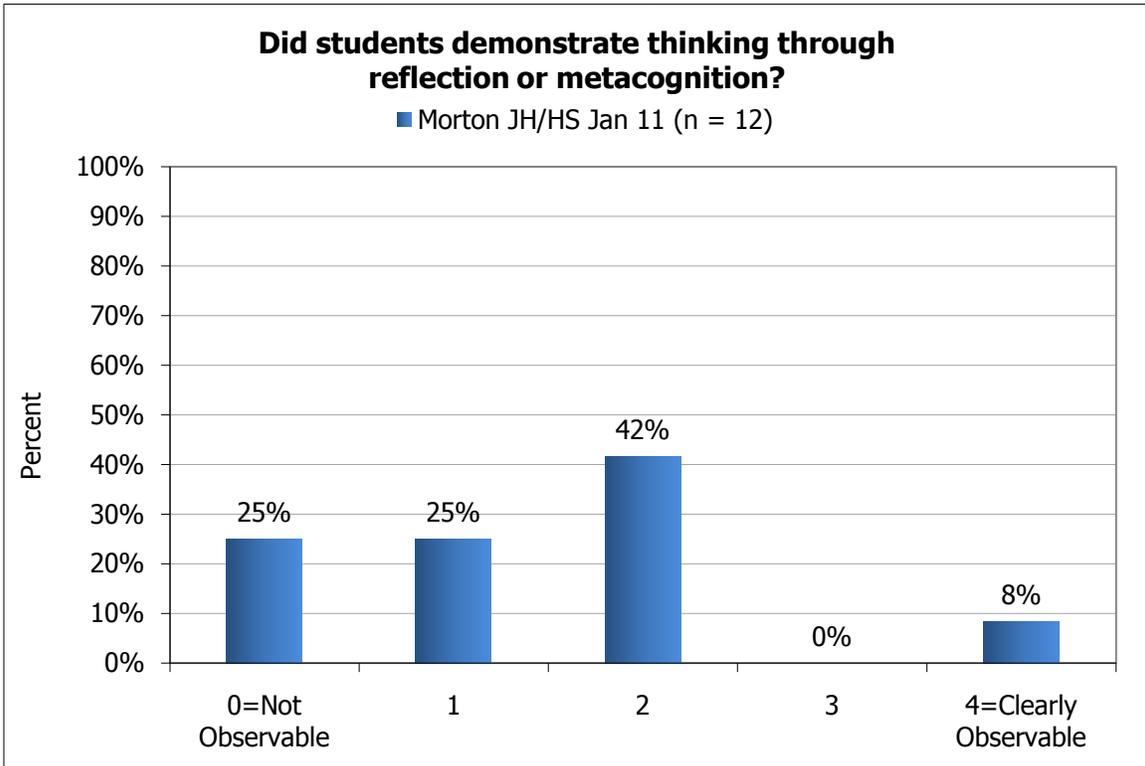
Skills: Essential Component Results



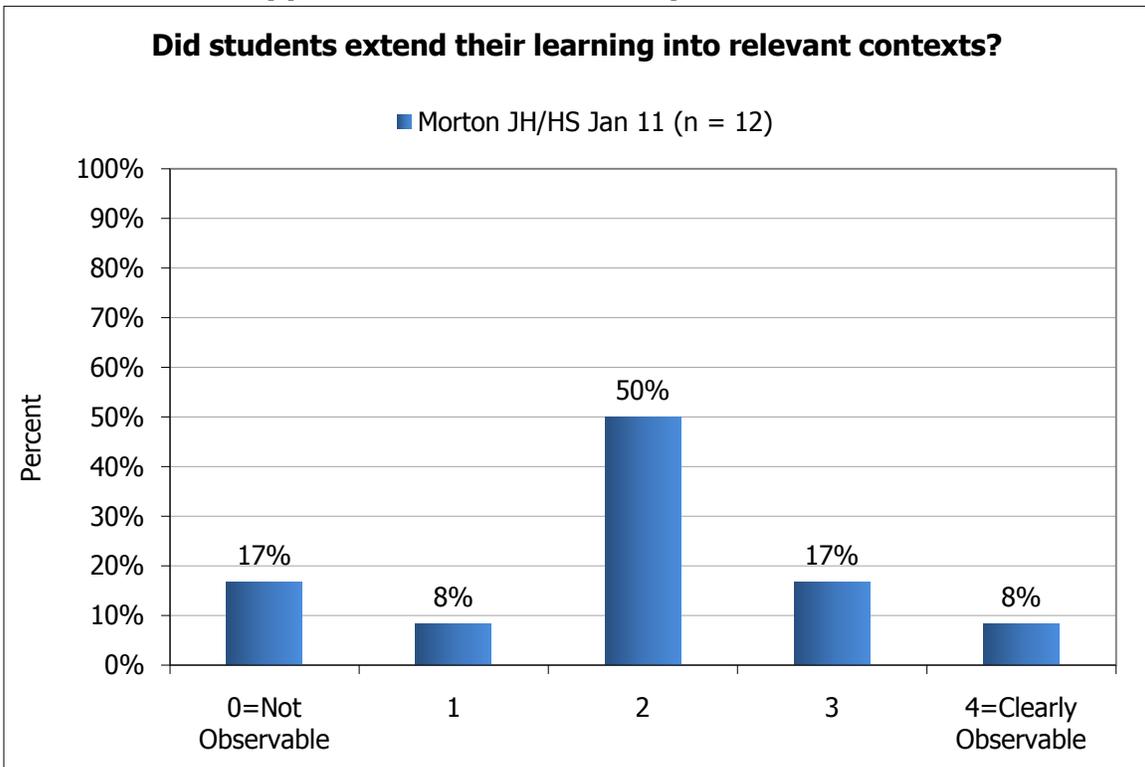
Knowledge: Essential Component Results



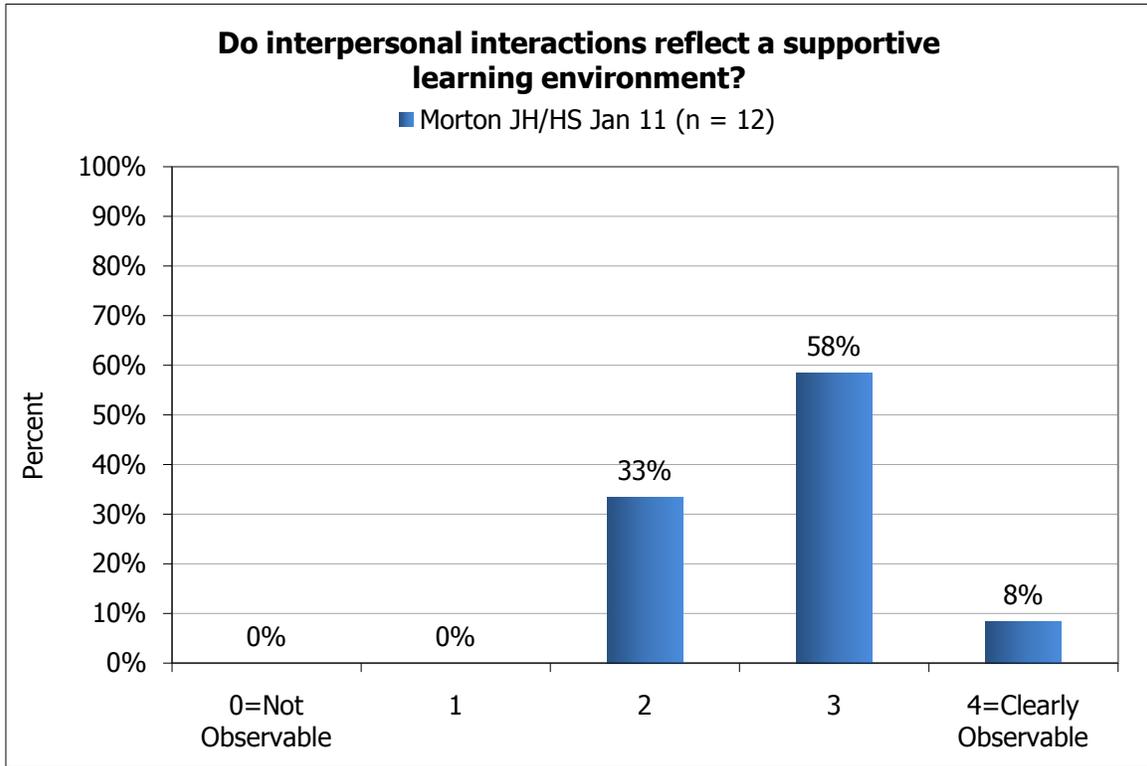
Thinking: Essential Component Results



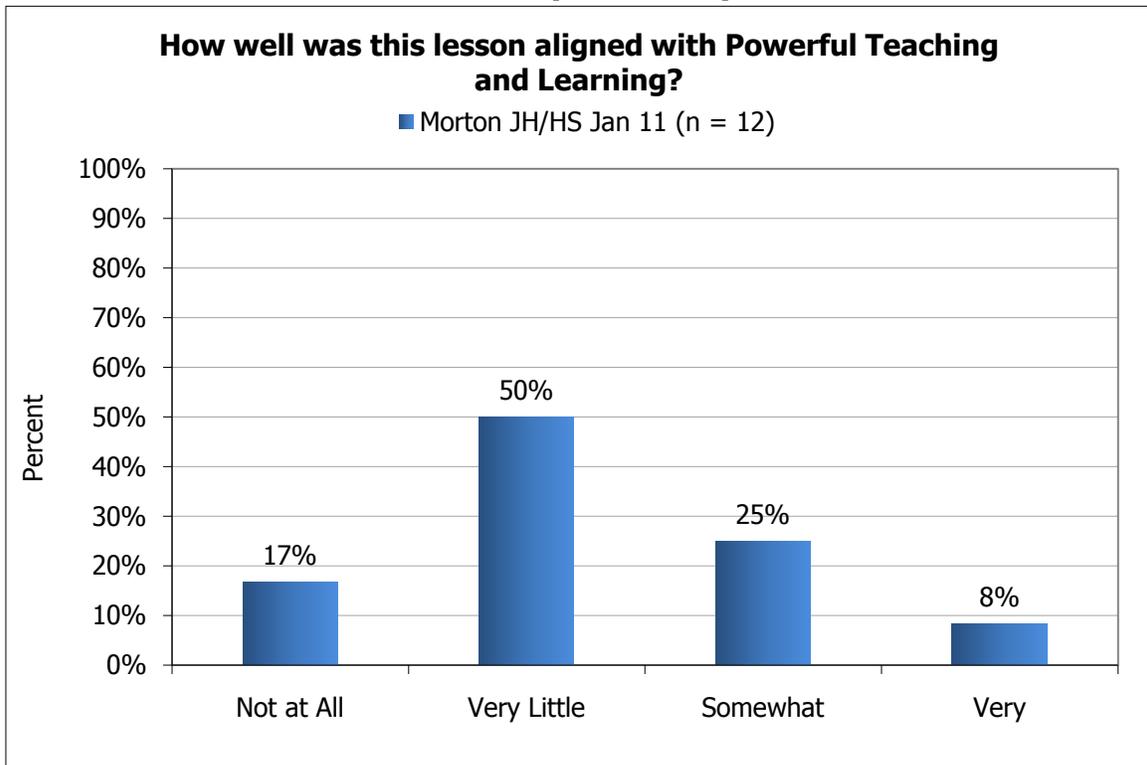
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

<i>Skills Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	0%	8%	17%	33%	42%
				75%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	17%	25%	33%	8%	17%
				25%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	17%	0%	17%	42%	25%
				67%	
<i>Knowledge Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
4. Teacher assures the focus of the lesson is clear to all students.	17%	25%	8%	33%	17%
				50%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	25%	17%	17%	25%	17%
				42%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	17%	25%	33%	8%	17%
				25%	
<i>Thinking Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	25%	42%	8%	25%	0%
				25%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	33%	17%	42%	0%	8%
				8%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	42%	25%	25%	0%	8%
				8%	
<i>Application Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	25%	17%	42%	8%	8%
				17%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	33%	8%	33%	17%	8%
				25%	
12. Students produce a product and/or performance for an audience beyond the class.	92%	0%	0%	8%	0%
				8%	
<i>Relationships Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	0%	25%	42%	33%
				75%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	25%	17%	33%	25%	0%
				25%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	33%	33%	0%	25%	8%
				33%	

Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning™ in 33% of the classrooms. Researchers observed students in the majority of classrooms actively working and developing skills, as well as strong relationships between students and teachers. Building on these strengths, we recommend that staff members explore three specific Essential Components of the STAR Classroom Observation Protocol™:

Knowledge: The *Knowledge* Component scored low to moderate on the Protocol, with 34% of classrooms scoring a 3 or 4. Researchers observed objectives, essential questions, or state standards posted in 50% classrooms (Indicator 4), which allow students to measure their success at learning the concept. However, Indicator 6 scored low on the Protocol (25%), indicating that students were not demonstrating their conceptual knowledge on a regular basis. To ensure students are developing conceptual knowledge, it is helpful to have them explain many of their ideas, either in writing or orally. This allows the teacher to determine whether the student understands the underlying concept, and not simply giving the correct answer. We recommend teachers develop activities that require students to demonstrate their *conceptual* knowledge through interpretation, discussions, or with the use of supporting evidence. Increasing opportunities for student collaboration (Indicator 14), where students discuss concepts with each other, will directly impact *Knowledge*.

Thinking: The *Thinking* Component scored low on the Protocol; 8% of classrooms scored a 3 or 4. Analysis of the Indicators shows that teachers were using a variety of questioning strategies to elicit critical thinking in students in 25% of classrooms (Indicator 7). However, there was less evidence of students demonstrating thinking, reflection or metacognition (Indicators 8 and 9). It is essential students understand their thought processes and reflect on their learning in order to develop critical thinking. As often as possible, teachers should encourage students to explain their thinking and should give opportunities for students to revise their work based on feedback. One way to do this is using open-ended questions where the answer is not in the textbook or in lecture notes. This requires students to critically examine what they know and draw their own conclusions about the material. Another effective strategy is to encourage students to connect the lesson material with their own lives or with something in the world. Researchers observed this occasionally, but we recommend all classrooms develop more text connections.

Application: The *Application* Component scored low on the Protocol, with 25% of classrooms scoring a 3 or 4. Researchers observed students discussing social and political issues that affect them, relating lesson content to their own lives, and preparing presentations for the class. These and other activities allow students to develop relevance and provide motivation for learning. These activities should be common in every classroom. Relating lesson content to the real world, making personal connections with material, and sharing personal stories allow students to extend their learning beyond the classroom. In addition, when students design their own lab experiments or carry out independent research, they are developing conceptual understanding and extending their learning. Finally, we recommend teachers make connections between subject areas. It is useful for teachers to discuss ideas and collaborate on lesson plans that incorporate multiple subject areas, such as English and social studies or math and science. In regards to the Indicators in the *Application* Component, it is reasonable to incorporate Indicators 10 and 11 in every lesson and Indicator 12 once a month.

STAR Classroom Observation Reflection Page

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

General observations, comments, questions regarding the data:

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

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

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

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

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

What should we do next? _____

Additional Notes

**District Application
Competitive School Improvement Grants &
Required Action Districts**

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

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

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

SECTION A: SCHOOLS TO BE SERVED

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Morton Jr/Sr High			X					X

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

SECTION B: DESCRIPTIVE INFORMATION

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

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

The Morton School District is located in Morton, Washington, which sits in the foothills of Mt. Rainier. Morton is a community whose existence in the past relied heavily upon employment opportunities made available through both the logging and timber mill industries. In the past 10 years the logging and timber mill industries have significantly downsized and in some cases have completely ceased to exist. This shift in employment opportunities has had a significant impact on both the community and the school district. In October of 1998 the Morton School District had 518 students enrolled, 43.3 percent qualified for free/reduced lunch, and 15.6 percent received special education services. Currently, there are 300 students enrolled; 60.19 percent qualify for free/reduced lunch, and 19.67 percent receive special education services.

These demographic changes have resulted in significant cutbacks in both staffing and educational programs. The outcome of these reductions has resulted in fewer advanced courses (AP English, PreAP English, Pre-Calculus), career technical offerings (wood shop, metals, family consumer sciences), and other electives (music, art, drama). Because of this, as many as 10 percent of our high school student population attend Running Start at Centralia College East located in the community of Morton, or the New Market Skills Center located in Tumwater.

As the Morton School District is adjacent to another Required Action District, the leadership teams of the two districts, together with ESD 113 staff have remained in continual contact to determine if any potential exists for sharing resources and building cross-district partnerships. Although developed independently, both grant responses include classroom instructional coaching/mentoring by external staff as part of their plans to improve instruction in reading and mathematics. As a result, both district applications will seek to fund shared content specialists/coaches in each district, which will allow for the recruitment and staffing at the full-time level. We believe this sharing of resources may lead to further opportunities for partnership later, and strengthens our ability to build capacity within our schools, where many teachers are the only instructors within their content areas.

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

Morton Jr/Sr High School has been identified as a Required Action District, based upon student achievement at the junior high school. However, the district has collected data and feedback from staff, students, parents, community, and the Baker Educational Research Consultant (BERC) Group that has identified the need to write a comprehensive improvement plan that includes grades PK through 12. Based upon our review of this data, we feel that in order to improve student learning in grades 6-12, we also need to focus improvement efforts in PK through 5.

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

The required OSPI School-level Needs Assessment/Academic Performance Audit was conducted at Morton Jr/Sr High School on January 21, 2011, and January 24, 2011, by the BERC Group. During the site visit, 49 people (including district and building administrators, board members, union leaders, teachers, staff members, counselors, parents, and students) participated in interviews and focus groups. The evaluators also conducted 12 classroom observations using the STAR Protocol to assess classroom practices.

In addition, evaluators acquired information from the school district office. Examples of materials reviewed include the following: school and district improvement plans, collective bargaining agreements, student/parent handbooks, master schedules, student achievement data, Student Learning Plan, high school graduation requirements, transcripts of graduated students, High School and Beyond Plan, activities schedules, daily announcements, and additional school documents as requested.

The BERC Group reported indicator levels of 1 (minimal, absent, or ineffective), 2 (initial, beginning, or developing), and 3 (in place at an acceptable level) for the Nine Characteristics of High Performing Schools and that “a score of 2 or below warrants attention.” Within the performance audit the report also identified nine recommendations which represented “the most critical areas to move forward in with a school improvement grant”:

- Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district
- Address leadership structures
- Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff
- Set high academic expectations
- Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards
- Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices
- Provide assistance in developing and implementing formative assessments
- Continue to develop meaningful communication and collaboration
- Fully implement a behavior and reward program

The BERC Group report concluded in recommending the adoption of the Transformation Model at Morton Jr/Sr High School. The report specifically stated that “no legal or collective bargaining agreement basis exist[ed] to support a ‘rehiring’ model or to force removal of 50 percent or more of the staff.” In addition, it indicated that there was “limited opportunity to ‘swap’ employees with those in other schools” given that only one Jr/Sr High School exists within the Morton School District. This renders the implementation of either the Turnaround or School Closure Models unsuitable for the Morton Jr/Sr High School. One facet of the Transformation Model is the requirement to replace the building principal, if he or she has been in the role for more than two years, which is the case at the secondary level in Morton.

Teachers and Leaders: Replace Principal

In making the decision on the replacement of the principal, the Superintendent reviewed the RAD Application and Transformation Model to outline the responsibilities of the incoming principal at Morton Jr/Sr High School. The

Superintendent consulted with members of the school board to explore the possibilities of filling both the K-5 and 6-12 principal positions from within. The superintendent consulted with ESD 113 personnel, the elementary staff, secondary staff, and district leadership team. From these consultations the Superintendent was able to gather input and garner support which led him to further explore research around the leadership necessary to turnaround a identified low performing school.

The Superintendent reviewed research articles and journals, including the IES Practice Guide: Turning Around Chronically Low-Performing Schools. Each review addressed the needed key components of effective leadership in a “turnaround school”. Based on these reviews, we have indentified necessary experience, knowledge, and skills expected of the new 6-12 principal.

The Following are key competencies and expectations used for candidate consideration:

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

In addition to the above criteria, the District considered other pertinent information. Morton School District is about 60 miles from the closest urban area of Tacoma, where administrative jobs pay approximately 15-20% higher.

Candidates who are attracted to small rural districts tend to be new administrators and lack experience and proven skills. The urgency of this RAD does not allow our district to chance selection of a new candidate who may not work well in a remote rural district of high poverty. We cannot afford to lose a year in the leadership realm.

With these concerns in mind, the School Board and District recognized that our Dean of Students/Interventionist came to Morton this past September with extensive background and experience in school improvement, closing the achievement gap, implementation of instructional frameworks, walkthroughs, utilizing data to inform instruction, Professional Learning Communities, and Positive Behavior Intervention and Supports. She has already signaled a need for change in challenging the excuses provided for low performing students and replacing them with high expectation for all.

The current principal has been, and we believe will continue to be, a vital part of the implementation of a Response to Intervention framework within the district. To ensure continuity of program development, and to sustain the energy behind this existing transformation, it is proposed that the current secondary principal be placed at the elementary school. Therefore, district determined that the most effective step to a turnaround school is in moving the current K-12 principal to a K-5 principalship and replacing the K-12 Principal with a 6-12 Principal who will initially team with the Technical Assistance Coordinator, Literacy Specialist, and Math Specialist to take charge of Instructional

Improvement. With full implementation of a successful PBIS program the time required to handle student discipline will diminish and so to will the need for this level of teaming to address the Instructional Improvement.

In order for the Principal to succeed, there will be weekly meetings with the Superintendent, TAC, Math and Literacy Specialist, and Building Leadership Team to organize, review, and evaluate SIG plan implementation with fidelity.

In response to the need to establish broad ownership and formal leadership structures throughout our planning process, Executive and Leadership Teams were established through our partnership with Educational Service District 113. The Executive Leadership Team is comprised of Morton administrators; the Morton Education Association (MEA) President; Educational Service District (ESD)113 Assistant Superintendents of Teaching and Learning, Student Support Services, Center for Research and Data Analysis, Special Education and Early Learning; and both ESD 113 and school-based content specialists in the areas of reading and mathematics. The Leadership Team is comprised of the Executive Leadership Team, K-12 teachers and staff, students, parents, and community members.

To enhance the results of the needs assessment, the Leadership Team has worked to analyze data from the 2008 Healthy Youth Survey in grades six through eight and 10 through 12, Washington Education Decision Support System (WEDSS), D & F grades earned by junior and senior high school students over the past three years, attendance and discipline trends, and state assessment scores. From the analysis, areas of concerns were identified, prioritized, and action plans were developed to address prioritized needs.

In order to gather community input, the Morton School District Superintendent held three forums each with a different focus: 1) Required Action District informational summary, 2) review of the Baker Educational Research Consultants Report (BERC), and 3) review of the School Improvement Grant Plan. Throughout these forums, participants discussed needs at Morton Jr/Sr High School, intervention options available under the School Improvement Grant, need for community input and ongoing support, as well as short and long-term budget planning for current and future sustainability.

The Morton School District Superintendent has met regularly during the development of this proposal with Terry Fagin, President of the Morton Education Association. Both he and Terry Fagin met with Tony Smith (representative with the Washington Education Association). The union leadership has expressed its support for the Transformation Model (confirmed by the BERC Group in its report).

In addition, the Superintendent met twice with all PK-12 certificated and classified staff to discuss the identification of a Required Action District; as well as the results from the BERC Group needs assessment.

The results of the BERC Group needs assessment confirmed the conclusions of the Morton Superintendent that Transformation was the most viable option for Morton Jr/Sr High School. With the recommendation of the BERC Group; the support of the teacher's union, parents, and community; the Superintendent and the Board of Directors ultimately selected the Transformation Model as the basis of this proposal for Morton Jr/Sr High School.

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

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

The District will adopt infrastructures, policies, and practices consistent with the BERC report; *Characteristics of Improved Districts: Themes from Research*; to support and complete effective implementation of the intervention at Morton Jr/Sr High School. Plans will focus on effective leadership, quality teaching and learning, support for system-wide improvement, and clear and collaborative relationships between the school, parents, and community.

The District will adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and employee retention. This new model will promote high expectations for all personnel, and will hold them individually and collectively accountable for improved student learning outcomes.

As stated in the BERC Group report, “The District tends to be limited to the immediate area in most recruiting.” This has meant there is often a limited pool of applicants for open positions. As a result, positions have been difficult to fill. Additionally, due to the small number of staff, vacancies often require locating individuals who have endorsements in multiple content areas. For example, the district recently sought to hire a Spanish teacher who was also endorsed in another area such as language arts or history, but was unsuccessful in locating suitable candidates. In fact, there were no Spanish-endorsed applicants; therefore, the district was forced to contract with a virtual Spanish teacher in order to meet student needs.

The District is committed to implementing new approaches to successfully extend its recruitment outside the immediate area. Due to decreasing enrollment and declining budgets, there have been very few job postings over the past seven years. Therefore, we have not maintained our memberships in online posting sites or attended the annual Washington Educator Career Fair. We are currently exploring ways to reestablish career fairs and online postings as well as working with ESD 113, Association of Washington Principals (AWSP), and Washington Association of School Administrators (WASA) to ensure we reach a larger applicant pool.

The District will establish a dynamic and distributed leadership infrastructure that allows a greater emphasis on instruction and a greater interaction between district and school leaders, staff, and students in the classroom. This will be accomplished, in part, by creating a new, grant-funded 6-12 secondary school principal, with an additional district-funded PK-5 elementary school principal. In support of these principals, and in continuation of the structures developed during this response writing process, the District will formally establish ongoing building and district-wide leadership teams, which will be charged with utilizing data to both monitor and adjust school improvement plans.

The creation of the new principal position, along with ongoing professional development, such as Charlotte Danielson’s Framework for Teaching, will provide strong building-based leadership focused on both the elementary and secondary schools.

After considerable reflection upon the current capacity of the district to fully implement our proposed improvement plans, and both dynamically and systematically address the needs identified through our improvement process, it is clear additional staff and expertise will be needed. As our aim is to rapidly transform student learning, and to fully support staff through ongoing capacity building activities, we propose that the grant fund the following positions, to be filled by June, 2011:

Technical Assistance Coordinator (TAC)

This position will work with the superintendent, principals, and external partners to coordinate the development of the transformation intervention; align the various elements of the action plan; strengthen instructional leadership at the

district and school levels; as well as promote and align various instructional change efforts, with a consistent focus on a common pedagogical framework (Charlotte Danielson’s Framework for Teaching) to drive dramatic change in classroom instruction.

Specialists / Coaches in Literacy and Mathematics

These positions will work closely with the principal and TAC to provide ongoing professional development and coaching for aligning PK-12 curriculum with state standards. They will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. He or she will also provide instructional coaching in Direct Instruction. In addition, this person will coordinate either reading or math Professional Learning Communities (PLC) meetings, providing advice on student placement, and ordering necessary curriculum.

Morton Jr/Sr High School Principal

This position will work closely with the superintendent, TAC Specialists, Dean of Students, content specialists, RTI Coordinator, and Readiness to Learn (RTL) Coordinator to build the capacity for quality instruction through the collection of data and frequent classroom walk-throughs. In addition, this person will work to establish and/or maintain collaboration and communication with teachers, staff, students, parents, and community members.

Student Assistance Professional

This position will work closely with principal, RTL Coordinator, school nurse, and counselor to provide students with drug and alcohol prevention, intervention, and treatment opportunities. In addition, this position will collaborate and partner with outside agencies to provide drug and alcohol education to teachers, staff, parents, and community.

2 AmeriCorps Members

These positions will work closely with the RTL Coordinator, to provide additional support for our “at-risk” youth who will benefit from mentorship and academic tutoring. In addition, the position will also provide social/emotional support to students and families as part of our RTL and After-School Programs.

2 Para-Professionals

These positions will provide direct instruction, under the supervision of a teacher, in both reading and mathematics. They will also work closely with the RTI Coordinator to manage and analyze RTI data as part of their PLC work.

School /Community Coordinator

This position will work with the superintendent and principal to create and implement a communication plan to ensure clear lines of communication between the school district and surrounding community. This will include creating and/or updating the reader board, newsletter, and website to provide real time information for everyone in the community. This person will also plan and coordinate activities to establish and maintain a collaborative sense of community between the school district and surrounding community.

The District will also strengthen the capacity of administrators and staff to effectively facilitate and participate in collaborative instructional teams. In addition, the district will work to provide expanded opportunities for common teacher planning time around pedagogy and classroom instruction. This will be crucial in continuing to implement the professional learning communities and more collaborative communications.

District and school leadership will be expected to emphasize instructional leadership as a priority. They also will be expected to work closely with external partners to promote vertical alignment of curriculum across all grade levels and subject areas, implement new and more effective job-embedded professional development, adopt systemic methods of evaluating the impact of professional development on classroom instruction, conduct effective classroom

walkthroughs, and employ common assessments of student learning. These efforts will be focused on ensuring a coordinated and aligned curriculum and student assessment system in the school, with a primary emphasis on quality classroom instruction.

The District will continue working with the Center for Research and Data Analysis at ESD 113 to collect additional data on student performance. Training and technical assistance will be provided in order to establish performance expectations for staff around the establishment of daily objectives and the use of formative student assessment strategies. The District will work with ESD 113 to improve the capacity of district and school administrators to use student data in making decisions about resource allocation, school operation, and staffing. ESD 113 will also work with teachers and staff on utilizing data to inform and differentiate instruction in order to meet the academic needs of individual students.

The District will begin working with the Charlotte Danielson's Framework for Teaching Consultant in the spring of 2011 to implement in-depth professional development in Danielson's Framework for Teaching and classroom walkthroughs, with imbedded training and monitoring continuing through the spring of 2014. This professional development will build capacity for quality instruction and increased student learning outcomes. In order to ensure that this improvement effort is consistent and sustained over time, the District will continue the action planning process we've followed throughout our preparation for this grant. Our process has helped determine a clear focus on learning, identify specific goals, strategies, benchmarks, and action steps. The continuous renewal of this plan will be collaboratively created, transparent to all in the school and community, and serve as the basis for assessment of progress in the school. The plan will also be used to guide district and school decision making, particularly the strategic allocation of district and school resources.

This action planning process will explicitly incorporate and build upon past efforts to improve Morton Jr/Sr High School and strengthen student instruction. This will include the following:

- District Leadership Initiative to address:
 - Staff Instruction / Student Engagement
 - Parent and Family Involvement / Parent Partnerships and Trainings
 - Communication and Collaboration P-12 / Vertical and Horizontal Curriculum Alignment / Professional Learning Communities / Team Building
 - Student Achievement in Reading, Writing, Math, and Science / Development of Common Assessments and Classroom Based Assessments
 - Development of a P-12 Strategic School Improvement Plan / Revision of current School Improvement Plan across the district
- Response to Intervention has been fully implemented in reading at Morton Jr/Sr High School and will be implemented at Morton Elementary in the fall of 2011. Math will be implemented at Morton Jr/Sr High School in the fall of 2011, and at Morton Elementary in the fall of 2012.
- Continued training in the Positive Behavior Intervention System (PBIS) throughout the spring of 2011, with implementation planned for fall of 2011

The superintendent has obtained the commitment and support for the full and effective implementation of the Transformation Intervention Model from both the school board and the MEA. The Board of Directors approved the required action plan at the February, 2011, school board meeting. The MEA President also has signed a Memorandum of Agreement (MOA) regarding the commitment of the union toward this initiative.

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

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

The Morton School District has NO Tier I schools.

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

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

The District has selected to implement the Transformation Model within their plan. As stated elsewhere in this response, an extensive planning process involving numerous stakeholders has resulted in the action plans, which do the following:

- Align with the requirements of the Transformation Model
- Respond to the recommendations of the School Educational Audit
- Utilize the major components of the Transformation Template
- Are based on data and community needs
- Are tied to research and best practices
- Are focused at five levels:
 - District and Community
 - School-wide practices
 - Classroom/Instruction
 - Mathematics Program
 - Reading Program

A summary of the major components of these plans follows:

District/Community:

The District plan will provide support to all other plans by supporting improved communication within the district and between the district and community members. Our team believes that most of the other system-wide supports are included in other planning areas, but a support to all plans would be to create clear systems for communication and improved structures for ensuring timely and accurate information is provided to community members, parents, and families. In our plan we will:

- Provide staffing dedicated exclusively to improving communication
- Get expert coaching on school communication
- Develop a comprehensive communication plan
- Identify indicators of effective communication and gather baseline data for each indicator
- Implement, monitor, and evaluate a comprehensive communication plan

School-wide:

The school-wide action plan is focused on increasing student behavior that is supportive of learning. Two strategies are addressed: One is to develop a school-wide behavior system that clearly defines acceptable behavior; teaches positive behavior to students; rewards good behavior; and implements the system consistently across classrooms and staff members. An expert behavior consultant will be contracted to provide on-site training to all staff throughout the year. The consultant and a behavior leadership team will work with students and staff to develop expected behaviors and a reward system. Data on the success of the plan will be reviewed monthly. The second strategy is to expand the student guidance system to provide more proactive student guidance services geared to improve academic and career planning; increase preventive drug and alcohol education services; provide education on healthy choices; and coordinate services between the school, community, and parents. A student assistance coordinator will assist the guidance counselor in delivering and coordinating these activities.

The goal is to improve student behavior that is supportive of learning, as measured by decreasing student behavioral office referrals (baseline data to be taken April-June 2011); increase student perceptions that student behavior is handled fairly from 34 percent to 80 percent; and increase parent perceptions that teachers enforce classroom and school rules from 50 percent to 85 percent, as measured by student and parent surveys.

Increased Student Learning

Morton Jr/Sr High partners with ESD 113 under the 21st Century Grant to offer after-school and summer school programs that serve students in grades six through nine. Current programs are optional and open to any student who wishes to attend. On average, approximately 15 students attend on any given day. Students attend in order to receive help with homework and/or tutoring in a specific content area but current programs offer very little structure.

In order to ensure that identified students have access to both core and intervention in reading and math, the district will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as need support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses. Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year. Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.

Instruction/Classroom:

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

The instructional goal is to increase the percent of classrooms scored as demonstrating “Powerful Teaching and Learning” through use of the STAR Protocol from 33 percent at somewhat/vary in 2011, to 55 percent in 2012, 77 percent in 2013, and 100 percent in 2014.”

Reading:

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

The goal of the reading plan is to improve our junior high students' understanding of reading so that by 2014, 64 percent of our sixth grade, 72 percent of our seventh grade, and 64 percent of our eighth grade students will meet standard on the Washington State Measure of Student Progress (MSP).

The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

RTI is a systematic method ensuring each student is receiving reading instruction at the level he or she needs. The Jr/Sr High School will refine the RTI program started in September, 2010, and the elementary will implement RTI in September, 2011. A new classroom reading program will be adopted at the elementary school utilizing district funds. In addition, other programs will be purchased to help students with specific needs in comprehension, phonics, and reading fluency. Teachers will be trained in the new programs, learn how to analyze student reading data, and use it to change their instruction. A half-time Literacy Specialist will be hired to help teachers teach the programs as they were designed, and facilitate teachers working together to better their teaching practices.

Mathematics:

The mathematics plan is focused on improving our junior high students' understanding of mathematics so that by 2014, 60 percent of our sixth grade, 60 percent of our seventh grade, and 65 percent of our eighth grade students meet standard on the Washington State Measure of Student Progress (MSP).

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly

toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematic deficiency.

In addition, Corrective Mathematics and easyCBM will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction as we implement a Response To Intervention program for mathematics.

To improve our students' understanding of mathematics our plan focuses on building a cohesive system of instruction that will meet the students' needs at any level of mathematics. Part of the cohesive system will be to implement a district wide effort to align the mathematics curriculum with the WA State Standards, so that all students are receiving instruction aligned with the standards by which they are being assessed. Along with the Standards alignment we will examine a standards based grading system using common guidelines (rubrics) for Mathematics assessment developed by the Regional Mathematics coordinators and use on-going (formative) assessments to give effective feedback to students so that they will be more engaged in their own learning.

We believe teachers need to have professional development that will help them change their classroom practice and learn how to differentiate instruction so that students can be challenged at the level of instruction they need. To provide ongoing meaningful professional development, our plan is to hire a Mathematics Specialist/Coach to help identify appropriate professional development, share models of effective practice, provide feedback to classroom teachers on classroom instruction, and guide and direct the K-12 Mathematics team.

Further details regarding these plans can be found in Appendix B, at the end of this document.

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

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

In order to ensure that Morton Jr/Sr High School receives ongoing, intensive technical assistance and related support to fully and effectively implement its Transformation Model, the district will expand its own capacity to provide such assistance and support. As a small rural school district, the only staff person currently available to provide educational assistance to the school is the superintendent. Within the constraints of his position, he has and will continue to provide such assistance under this proposed initiative. In addition, the superintendent, along with school administrators (the new Morton Jr/Sr High and Elementary School principals) and identified teacher leaders, will receive external training, on-site technical assistance, and coaching to build their capacity as instructional leaders within the school and district. As noted previously, the grant will fund a full-time Technical Assistance along with half-time specialists in literacy and mathematics to provide assistance and support. The specific roles and responsibilities were described earlier in response to Question 1c.

Both the external and internal needs assessments indicated the need for expertise and assistance from external partners to address several areas. The identification of these specific areas was also guided by assessment data, the Healthy

Youth Survey, attendance and discipline trends, D and F lists, the BERC Group needs assessment (The Nine Characteristics of High Performing Schools), as well as staff, parents, student, and community feedback. Because the District needed a diverse range of expertise, it was decided that multiple external partners would be more appropriate than a single external lead partner. In identifying its external partners, the District will consider the following five criteria with the first three being the most important:

- Use of research in instructional best practices
- History of effective institutional collaborations
- Experience with successful school improvement efforts
- Knowledge of Washington State 22 educational standards
- Previous familiarity with the Morton Schools

Based upon these criteria, the District has identified several external partners that are qualified to provide assistance in the following areas:

ESD 113:

- Advise on creating a new staff competency model and staff evaluation system in the District
- Provide job-embedded professional development to Morton Jr/Sr High School teachers and staff
- Continue to provide school-wide training and technical assistance in the use of RTI program
- Assist in building a functional professional learning community in the school
- Assist in school-wide implementation of the Positive Behavior Intervention Support system
- Assist in identifying and implementing new strategies that allow for effective personnel recruitment for highly qualified applicants in the area of literacy, mathematics, and school improvement
- Assist in designing and effectively conducting the action planning process
- Support staff in development and use of formative student assessments
- Support administrators and staff in making effective use of student assessment data to drive instructional decisions and strengthen instructional leadership at district and school levels.

Charlotte Danielson's Group:

- Assist in improving instructional practices in the classroom by providing planning, training, and facilitation in the use of the Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs to all secondary school administrators and staff.
- Assist in building instructional leadership capacity of district and school administrators, promoting the effective use of classroom walkthroughs, and developing staff capacity of effective peer collaboration.

The services provided by each external partner will be assessed on an ongoing basis throughout the year and will be formally reviewed at the end of each year. Each contract will include specific deliverables and standards for services. Failure to meet standards or provide specified deliverables will result in the selection of a new external partner or the use of Office of Superintendent of Public Instruction (OSPI) and District and School Improvement Accountability (DSIA) to provide those services.

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

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

This year, the school has implemented RTI in reading using newly adopted SRA Corrective Reading Curriculum in grades six through 12. In addition, the district is in the process of planning and adopting a new standards-based math intervention curriculum for implementation of RTI Math in grades six through 12 and Reading in grades PK through five for the 2011/12 school year.

The SRA Corrective Reading Curriculum utilizes direct instruction and has been implemented and is aligned with common pedagogical framework and incorporated comprehensive professional development program. Currently, the easyCBM assessment is utilized to identify students at benchmark, strategic, and intensive levels in the area of reading. From the results of the data analysis, SRA Corrective Reading Curriculum Assessments are administered to place students at appropriate levels based on individual needs. Students are progress monitored weekly utilizing curriculum based assessments and quarterly utilizing easyCBM to ensure that students are appropriately placed and progressing at a rate that will exit them from the intervention and place them into core. These results will incorporate into a common data analysis framework carried out collaboratively by school administrators and staff with the assistance and support of ESD 113. The same data collection, analysis, and placement process will occur in the area of mathematics.

The District has adopted RTI in reading, which is now fully implemented in grades six through 12. The District is currently in the process of planning for professional development, curriculum adoption, and implementation of RTI in Math for grades six through 12 and Reading for grades PK through five. Additional professional development will be provided in Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs. Both strategies are designed to target and improve instruction to more effectively meet the learning needs of all students. The model's action planning process will build on the District's efforts with these two programs to move administrators, teachers, and staff from awareness and understanding of the two programs to the use of both programs, as regular and common practices.

In recent years, the District has developed partnerships with several community agencies including the following:

- TrueNorth (substance prevention/intervention/treatment)
- White Pass Community Services Coalition (low income assistance and advocacy)
- Centralia College East
- New Market Skills Center
- Cascade Mental Health

These partnerships will be used to ensure that the individual agency resources, policies, practices, and programs are aligned with and support the elements of the Transformation Intervention Model at Morton Jr/Sr High School.

In order to ensure effective collaboration between district and school leadership, the Morton Superintendent, the new Technical Assistance Coordinator; the new Jr/Sr High School Principal; the RTI Coordinator, and new Literacy and Math Specialists, will lead the initial action planning process. The process will identify specific goals, benchmarks, strategies, and action steps for implementing the Transformation Intervention Model. They will meet monthly during the school year to review data on program implementation and to make data-driven decisions regarding future

resource allocations. They will also continue to use the action planning process during the course of this initiative to review and adjust benchmarks, implementation strategies, and action steps to ensure that the action plan continues to drive resource allocation decisions at the school and district levels.

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

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

As noted earlier in response to Question 1b, the District will begin a collaborative action planning process involving internal stakeholders and external partners (particularly ESD 113 and the Charlotte Danielson's Group once the grant is awarded). This process will be used to conduct a more detailed review and revision of specific district and school policies and practices in a variety of areas. It will use information collected during the external and internal needs assessments, and information collected or generated by external partners or internal stakeholders as part of the planning process. Throughout the action planning process, district and school leadership (including the local school board) will review and revise (if necessary) budget and resource allocation decisions to align with other revisions in policies and practices.

Immediate priority in the action planning process will be placed on developing a revised Memorandum of Agreement (MOA) between the Morton School District and the Morton Education Association. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, and participation in student advisories. The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process. The MOA will also include a specific timeline for developing a new staff evaluation system, new personnel recruitment system, a new teacher compensation plan, and modification of the collective bargaining agreement. The timeline will ensure that all new systems and plans will be in place for the 2012-13 school year.

The action planning process will review and revise policies and practices related to:

- School schedule
- Professional development plans including job-embedded professional development strategies
- After-school program design (including student participation requirements)

Revised policies and practices in these areas will be completed by the beginning of the next school year in September, 2011. The action planning process will review and revise policies and practices related to the following:

- Guidelines and tools for data use by administrators, staff, and support staff
- Guidelines and tools for classroom walkthroughs
- Regular communication with parents and the community
- Summer school program design (including student participation requirements)

These revised policies and practices will be completed by January, 2012.

In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.

In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.

Instructional Support Strategies: Job-Embedded Professional Development:

The district leadership team recognizes that a plan of this scope has many activities and touches many aspects of classroom, school and district work. In order to ensure coordination of these activities, and to provide sustained follow-up to staff members, the district will implement these supportive structures:

1. The district will employ a part-time technical assistance coordinator (TAC), who will work with the executive team to plan and implement staff development activities. The TAC will also actively gather formative feedback from staff and students to determine what adjustments need to be made in planned events, and how to best utilize the resources of external professional development providers.
2. The district will work closely with ESD 113 staff to plan, implement and monitor RAD funded supports. The ESD will provide a staff member to be an active member of the executive team, and will serve as a technical consultant, while assisting the TAC in brokering high-quality professional development services.
3. As mentioned elsewhere, the district has implemented, and will sustain a leadership team structure, which will allow for ongoing plan revision and support monitoring. These teams will be responsible for assessing the progress of the district plan, and determining if student growth (or staff capacity building) is resulting through plan activities.

The planned activities are directed at ensuring the 6-12 student learning increases dramatically in the next few years. All grant funded activities will require staff in this building to participate in professional development events. Much of what is planned for shared learning in the 6-12 building will also benefit PK-5 staff, and they will be encouraged to access these opportunities. Should staff from the PK-5 program be required to attend, they will be compensated by district funds.

The district is also planning to move from a model of 5 State Board “Waiver Days” for professional development, to weekly late starts, scheduled each Wednesday throughout the year. This model, along with coaching follow-up to externally provided training, will allow for ongoing professional development, supporting all staff across the district.

Finally, the MOU developed in partnership with MEA will reflect the expectation that 6-12 staff will be active participants in RAD supported training, with compensation provided for extra duties and time.

Instructional Support Strategies: Implementing Research Based Models:

The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student

reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematics deficiency.

Operational Flexibility:

In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.

In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.

Transformation Model: New Evaluation System:

The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process.

As noted earlier, the action planning process will also consider several system-wide programs and practices to ensure that these are aligned with and supportive of the implementation of the Transformation Intervention Model at Morton Jr/Sr High School. These are listed in response to Question 1b. The resulting action plan will include specific benchmarks, strategies, and action steps which expand upon these practices (particularly regarding the Charlotte

Danielson's Framework to Teaching) to move staff to regularly incorporate these principles and programs, thereby improving their instructional practices.

In order to ensure that the policies of the local school board are aligned with and supportive of the implementation of the Transformation Intervention Model at Morton Jr/Sr High School, the Morton Superintendent, Technical Assistance Coordinator, Building Principals, and Literacy and Math Specialists will lead an annual review of those policies with the local school board. The first review will occur in August, 2012, and will reflect results of the initial action planning process. This review will result in recommendations to the board for specific policy revisions. Subsequent annual reviews will be conducted in June of each year. In order to build clarity, commitment, and consistency in district practices, the Morton Superintendent will employ multiple methods of communication with Morton Jr/Sr High School leadership, teachers, and staff. These methods are as follows:

- The school's leadership teams (including the principals; Technical Assistance Coordinator; and Literacy, and Math Specialists) will meet with the MEA leadership (President and other officers) on a monthly basis.
- The superintendent (along with the Morton Jr/Sr High School Principal) will conduct an annual school meeting each August (prior to the beginning of the new school year) to update staff on the project's progress, recommit staff to the project's goals, and to reinforce their enthusiasm for the project's plans in the coming school year.
- Semi-structured interviews will be conducted by an external evaluation team twice each year with secondary school and MEA leadership to monitor progress in achieving the Nine Characteristics of High-Performing Schools, with results reported to the superintendent.
- A written survey will be administered to all Morton Jr/Sr High School teachers and staff twice each year with results reported to the superintendent.
- The Building Leadership Team will hold a quarterly meeting to update stakeholders regarding the implementation of improvement plans and seek feedback regarding necessary modifications of plan elements. The Leadership Team will actively seek opportunities to more deeply engage parents and members of the community in the planning process.
- Focus groups will be conducted annually by the Technical Assistance Coordinator and the Secondary School Principal with students and their parents.

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

The first strategy that the District will use to sustain successful reforms at Morton Jr/Sr High School, after the funding period ends, will be to revise the collective bargaining agreement with the MEA surrounding staff recruitment, compensation, and evaluation policies of the District. These revisions will allow the District to maintain higher expectations for all Morton Jr/Sr High School administrators, staff, and support staff, and to more effectively hold them accountable for meeting these standards. These recruitment and compensation revisions will also allow the District to expand its pool of applicants, making it more likely that skilled administrators, teachers, and other staff can be placed in the school.

A second strategy for sustaining successful reforms will focus on changes in the teaching and learning environment. This will include changes in the class schedule to allow greater and more focused instruction in core subjects, including literacy and math. Changes will be made in the annual calendar to promote time for regular peer collaboration by teachers on pedagogy and instruction. In response to student needs, the RTI program will be fully implemented in both reading and mathematics to ensure effective differentiation in instructional resources. It will

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

A third strategy for sustaining successful reforms will involve targeting resources during the funding period on building the skills of administrators, teachers, and staff. This capacity-building will occur during formal staff training, job-embedded professional development, on-site technical assistance, and collaborative meetings with peers. Ultimately, this will enable staff to do the following:

- Align routine instructional practices around a common pedagogical framework (Charlotte Danielson’s Framework for Teaching and Classroom Walkthroughs) and the state standards
- Incorporate proven best practices (Charlotte Danielson’s Framework for Teaching and Classroom Walkthroughs) into instruction
- Make regular and effective use of student assessment data for instructional decisions
- Work effectively with their peers in the school to continuously revise instructional practices to address emerging needs of their students

As a fourth strategy for sustaining successful reforms, the District will develop and refine written guidelines, tools, and forms to support various aspects of pedagogy and instructional practice in the school. This will include instruments that can be used to collaboratively analyze curriculum and design lessons, ensure vertical alignment of curriculum across grade levels, critically assess the effectiveness of professional development activities, guide district and school administrators during classroom walkthroughs, and make effective use of student assessment data for instructional decisions. This also will include surveys of secondary students, asking them to assess the quality of teaching in their classes.

The District recognizes that some new costs incurred during the funding period must be sustained after the funding period ends to continue successful reforms at Morton Jr/Sr High School. This includes salaries and benefits for the new Morton Jr/Sr High School Principal, for some continued on-site instructional assistance, and for qualified staff in the After-School and Summer Program. The District will also need to maintain the automated information phone system, school community coordinator, and RTI intervention and vocational course offerings. In order to ensure that needed funds are available at the end of the funding period and avoid a “funding cliff” at the conclusion of the grant, the District will make long-term fund allocation plans as part of the annual budget review process building potential during the first year of the funding period. This will include making decisions about future reallocation's of local funding or formula-funded state or federal funding. This also may involve seeking external funding from other government or private funding sources. Early budgetary planning, updated and sustained throughout the course of the funding period, will minimize the likelihood of funding disruptions when the funding period ends.

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

Use the tables below to assist in responding to this question. Complete one set of tables for each identified Tier I and Tier II school. Insert additional rows as needed to ensure each required element of the selected intervention model is addressed. For example, the timeline for Turnaround and Transformation models must include the following: replacing the principal and selecting school leadership demonstrating capacity for

turning around school performance; adding sufficient number of minutes to the school year to expand student learning time to ensure all students have access and opportunity to achieve to high levels; and implementing aligned curriculum, classroom instruction, assessments, and interventions.

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

School: Morton Jr/Sr High School Intervention: Transformation

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

Notes:

1. Completion of the Washington Transformation/Turnaround Template for each school will serve as the response to Question #4; no additional response is required.
2. Applications from Required Action Districts must also include the dates for addressing requirements for collective bargaining agreements established in state legislation (E2SSB 6696), as applicable.

Please see the appendices at the end of this document for detailed timelines and action plans.

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

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

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

ANNUAL GOALS		
Grade Level	Reading in State Assessment	Mathematics in State Assessment
6	Percentage of students meeting standard was 28.1% in 2009-10. That percentage will increase to: 40.1 % in 2011-12 52.1 % in 2012-13 64.1 % in 2013-14	Percentage of students meeting standard was 9.7% in 2009-10. That percentage will increase to: 24.8% in 2011-12 39.9% in 2012-13 55% in 2013-14
7	Percentage of students meeting standard was 44.0% in 2009-10. That percentage will increase to: 53% in 2011-12 62% in 2012-13 71% in 2013-14	Percentage of students meeting standard was 40.0% in 2009-10. That percentage will increase to: 50% in 2011-12 60% in 2012-13 70% in 2013-14
8	Percentage of students meeting standard was 28.6% in 2009-10. That percentage will increase to: 40.6% in 2011-12 52.6% in 2012-13 64.6% in 2013-14	Percentage of students meeting standard was 28.6% in 2009-10. That percentage will increase to: 40.6% in 2011-12 56.6% in 2012-13 64.6% in 2013-14
10	Percentage of students meeting standard was 64.7% in 2009-10. That percentage will increase to: 70.7% in 2011-12 76.7% in 2012-13 84.7% in 2013-14	Percentage of students meeting standard was 12.5% in 2009-10. That percentage will increase to: 27.5% in 2011-12 42.5% in 2012-13 57.5% in 2013-14

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

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

The District will use two approaches to determine if students in Morton Jr/Sr High School are on track to reach annual goals. First, the district will use easyCBM as an interim assessment that can also promote student-focused, data-driven decisions. Second, the District will support and mandate the use of staff-generated formative assessments on a regular and ongoing basis. These assessments will allow staff to collaboratively assess the effectiveness of its pedagogical practices, instructional strategies, and curriculum units, and continuously make appropriate adjustments. It will also allow staff to accurately identify and effectively address student strengths, needs, and weaknesses.

Beginning with the 2010-11 school year, the easyCBM was and will continue to be administered in reading three times a year: September, January, and May. In May of 2011, the easyCBM assessment will be administered for the first time in mathematics and will then follow the same schedule. This schedule will be continued during subsequent

school years. Staff will be expected to employ formative assessments in a limited manner beginning in January, 2012, and on a regular basis in September, 2012.

The District will organize and facilitate data meetings in October of each year to analyze easyCBM and state assessment results and their implications on instruction. Similar meetings will be conducted in January and May of each year after easyCBM results are available. Several staff members in both the elementary and secondary schools have received training through ESD 113 and their partnership with Behavior Research and Teaching through the University of Oregon in how to administer the easyCBM and analyze the data. Staff will continue to receive training and support on an “as needed” basis during subsequent school years.

The District will also contract with ESD 113 to provide formal training and ongoing technical support regarding methods for conducting regular formative assessment of students and strategies for using results from formative, interim, and summative assessments to improve instruction practices and better address student instructional needs. In addition, the District will contract with ESD113 to develop online forms, tools, and automated reports that can be used by staff to facilitate the analysis of student assessment results from the state assessment, the easyCBM, and their formative assessments. The ESD will also work directly with administrators and staff to help them use these forms, tools, and reports, and to modify any of these instruments to meet the specific interests or needs of particular staff.

The results of the easyCBM and state assessments will also be reviewed and analyzed by the external evaluation team to identify patterns and trends in student academic achievement in both the elementary and secondary schools. This analysis will be incorporated into the District’s ongoing action planning process to allow for changes in the design of the Transformation Intervention Model or in the allocation of additional resources or support if the school is not on target to meet its annual goals.

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

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

If “No,” continue to Question #8.

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

Not Applicable

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

Not Applicable

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

In developing this application, the District consulted extensively with ESD 113 staff, school administrators, teachers and staff, parents, students, community, union leadership, and the Morton School Board through both external and internal needs assessments described in response to Question 1b.

Morton (RAD) Planning Calendar

Date	Time	Team/Who	Activity
12/1/10		Superintendent	Received Certified Letter from OSPI, recommends placement as RAD
12/7/10	1:30	Exec Team	First meeting to review letter and draft calendar
12/13/10	1:00	Admin Team	OSPI Webinar: Overview of RAD/SIG Process
12/5/10 - 12/16/10		Admin Team	Brainstorming sessions
1/5/11		Superintendent	Received Certified Letter, Notification of Tier II Status
1/5/11	9:00 - 3:00	Exec Team	Pre-planning session
1/6/11		Superintendent	Submission of SIG, Statement of Interest
1/7/11		MEA/WEA Uniserve	Review of SIG process and MEA roles
1/7/11		Superintendent	Confirmation email, Statement of Interest
1/7/11		Superintendent	Parent Letter Mailed Home (6-12 students)
1/12/11		Superintendent	Letter from OSPI, Confirmation of SBE determination of RAD status
1/13/11	1:00-4:00	Exec Team	Plan for Jan 28th, review status
1/13/11	6:00 PM	Superintendent	Parent/Community Forum
1/19/11 - 1/21/11	All Day	Superintendent	Contact Leadership Team and determine final membership
1/19/11	8:00-3:00	Math Team	RTI Math curriculum review of Essentials for Algebra and Corrective Math
1/19/11	8:00-3:00	Superintendent	Student input and RAD information
1/19/11	3:00-4:00	Exec Team	OSPI Webinar
1/19/11	6:00 PM	Superintendent	Presentation of RAD plan status and activity log to School Board
1/ 21/11 & 1/24/11	8:00-5:00	BERC Group	Site Audit
1/26/11	1:00-4:00	Exec Team	Joint meeting with Onalaska, explore possible collaboration
1/28/11	8:00-12:00	Leadership Team	Presentation by BERC Group, results of site audit
2/3/11	8:00-12:00	Leadership Team	Review data, prioritize needs, initial goals
2/3/11	12:00-4:00	Exec Team	Review results from Leadership Team, craft initial goals, propose initial strategies, plan for community
February (Varies)		Superintendent	Meeting with MEA to review MOA

2/9/11	7:00 PM	Exec Team	Community Forum (BERC Report Review)
2/16/11	8:00-11:00	Leadership Team	Feedback on goals and proposed strategies
2/16/11	11:00-4:00	Exec Team	Clean and prepare, near final copy of RAD plan
2/22/11	1:00-4:00	Exec Team	Prepare final copy of RAD plan for editor to revise
2/22/11	7:00 PM	Leadership Team	Community Forum- feedback on final RAD plan elements
2/23/11	1:00-4:00	Exec Team	Finalization of RAD Plan
2/24/11	All Day	Patti Pattison	Final RAD Plan review and clean-up
2/28/11	6:00PM	Leadership Team	School Board meeting to review and approve RAD plan
3/2/11		Superintendent & Business Manager	Finalize RAD Plan in iGrants

The District will continue to consult with all of these stakeholder groups throughout the implementation of the Transformation Intervention Model at Morton Jr/Sr High School using seven communication methods. These methods are also described in response to Questions 3c & 3d.

- First, monitoring the transformation implementation will rely upon one-on-one discussions with selected stakeholder groups to review implementation of the intervention. The Morton Superintendent will meet with members of the Morton School Board every month. The District's new Technical Assistance Coordinator will meet with school superintendent, building administrators, and MEA leadership on a monthly basis.
- Second, this one-on-one communication will be supplemented by semi-structured interviews conducted twice each year by the external evaluation team with each of these stakeholder groups.
- Third, a survey will be administered to all teachers and staff to assess the implementation of the intervention model. This survey will be administered twice each year.
- Fourth, the Morton Jr/Sr High School Principal and Technical Assistance Coordinator will conduct semi-structured focus group meetings at the end of the year with secondary school students and (separately) with their parents.
- Fifth, the Building Leadership Team will hold bi-annual meetings to update and engage parents and members of the community.
- Sixth, to improve communication between the district and parents and community, the District will purchase an electronic reader board to install outside the high school and implement the school messenger automated phone service to communicate meetings, schedules, and other information to parents and members of the community. With only a small percentage of families having regular access to email or the internet, these additional forms of communication are vital to ensure all parents and community members are well informed.
- Finally, the Morton Superintendent, along with the Jr/Sr High School Principal, will conduct an annual school meeting in August (prior to the start of school). The external evaluation team will work with district and school leaders to develop short, written summaries of the results of the one-on-one meetings, interviews, focus groups, and school meetings. In addition, the team will compile, analyze, and summarize the results of the bi-annual teacher/staff surveys. This information will be incorporated into the ongoing action planning process

and into the interim and annual reports of the evaluation team. This information will identify changes in the implementation process and develop recommendations to ensure full and effective implementation of the Transformation Intervention Model at Morton Jr/Sr High School.

ATTACHED

Appendix A- Planning teams and membership

Appendix B- Team meeting calendar

Appendix C- District/Community Action Plans

Appendix D- School-Wide Action plans

Appendix E- Classroom/Instruction Action Plans

Appendix F- Mathematics Action Plans

Appendix G- Reading Action Plans

Appendix H- Teacher Evaluation

Appendix A- Planning teams and membership

EXECUTIVE TEAM

Tom Manke	Superintendent
Josh Brooks	Current K-12 Principal
Angela Bacon	Current Dean of Students
Terry Fagin	MEA President
Dana Anderson	ESD 113 Assistant Superintendent of Curriculum, Instruction, Assessment, and School District Improvement Planning
Mike Hickman	ESD 113 Assistant Superintendent of Support Services
Todd Johnson	ESD 113 Director of Center for Research and Data Analysis
Erin Riffe	ESD 113 Director and Program Administrator
Kathy Dornhecker	ESD 113 Regional Math Coordinator
Cheryl Vance	ESD 113 Literacy Content Specialist
Carol Boyer	ESD 113 Literacy Content Specialist
Sheila Chaney	ESD 113 Special Programs Content Specialist

DISTRICT LEADERSHIP TEAM

Tom Manke	Superintendent	District / Community Team
Mike Hickman	ESD 113 Assistant Superintendent	District / Community Team
Stacey Loflin	School Board Member	District / Community Team
Bri Ramsey	Parent	District / Community Team
Krishna Eveland	Parent	District / Community Team

Sheila Chaney	ESD 113 Special Programs Content Specialist	School Team
Erin Riffe	ESD 113 Director of Special Programs	School Team
Polly Fuchs	Special Education Teacher	School Team
Bridget Doran	Counselor	School Team
Cheryl Low	Readiness To Learn Coordinator	School Team
Mary Jane Meltz	True North Student Assistance Professional	School Team
Becky Turnbull	ESD 113 Director of Special Education	School Team
Toni Nelson	White Pass Community Coalition	School Team
Angela Bacon	Current Dean of Students	Instruction Team
Terry Fagin	MEA President	Instruction Team
Dana Anderson	ESD 113 Assistant Superintendent of T & L	Instruction Team
Mike Fairhart	Community Member	Instruction Team
Alicia Ettenhofer	Student	Instruction Team
Robin Wright	Science Teacher	Instruction Team
Josh Brooks	Current K-12 Principal	Reading Team
Cheryl Vance	ESD 113 Literacy Content Specialist	Reading Team
Carol Boyer	ESD 113 Literacy Content Specialist	Reading Team
Rhonda Krolczyk	Elementary Teacher	Reading Team
Patti Pattison	Language Arts Teacher	Reading Team
Chris Merriman	PSE President	Reading Team
Matt Wood	Student	Reading Team
Kathy Dornhecker	ESD 113 Regional Math Coordinator	Math Team
Chad Winkler	Math Teacher	Math Team
Mike Cournyer	Community Member	Math Team

April Lundy	Parent	Math Team
Kayla Reynolds	Student	Math Team
Jacob Schmidt	Student	Math Team

Appendix B- Team meeting calendar

Date	Time	Team/Who	Activity
12/1/10		Superintendent	Received Certified Letter from OSPI, recommends placement as RAD
12/7/10	1:30	Exec Team	First meeting to review letter and draft calendar
12/13/10	1:00	Admin Team	OSPI Webinar: Overview of RAD/SIG Process
12/5/10 - 12/16/10		Admin Team	Brainstorming sessions
1/5/11		Superintendent	Received Certified Letter, Notification of Tier II Status
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1/6/11		Superintendent	Submission of SIG, Statement of Interest
1/7/11		MEA/WEA Uniserve Meeting	Review of SIG process and MEA roles
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1/28/11	8:00-12:00	Leadership Team	Presentation by BERC Group, results of site audit
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2/3/11	12:00-4:00	Exec Team	Review results from Leadership Team, craft initial goals, propose initial strategies, plan for community forum

February		Superintendent	Meeting with MEA to review MOA
2/9/11	7:00 PM	Exec Team	Community Forum (BERC Report Review)
2/16/11	8:00-11:00	Leadership Team	Feedback on goals and proposed strategies
2/16/11	11:00-4:00	Exec Team	Clean and prepare, near final RAD copy of plan
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2/22/11	7:00 PM	Leadership Team	Community forum- feedback on final RAD plan elements
2/23/11	1:00-4:00	Exec Team	Finalization of RAD Plan
2/24/11	All Day	Patti Pattison	Final RAD Plan review and RAD clean-up
2/28/11	6:00PM	Leadership Team	School Board meeting to review and approve RAD plan
3/2/11		Superintendent & Business Manager	Finalize RAD Plan in iGrants



Goal area: DISTRICT/COMMUNITY

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

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

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

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Determine whether existing principal has been in position for 2 or more years. (C1)	Superintendent	January 2011	Time to meet and review needs	Superintendent determines placement possibility for current principal
Review needs of building leadership (C1, H17)	Superintendent School Board	January 2011	Time to meet and review needs	Superintendent development of district needs and proposed initial plan
Analyze strengths of existing staff and determine if it is necessary to post new position (K2)	Superintendent School Board	January 2011	Time during board meeting (executive session)	Decision regarding possibility of placement of existing staff, or posting new position.

Gather input and feedback from community and staff (D3, I10, I11, J5, J6)	Superintendent PK-12 Staff Parents Community	January - February 2011	Community forums and survey results (BERC Report)	Prioritized needs from community forums
Develop plan for re-assignment of existing staff (H1,	Superintendent School Board	April 2011	Time to develop plan	Plan is developed
Communicate with affected staff (G2, I10, I11,	Superintendent	April 2011	Time during staff meeting (2 hours)	Staff are informed of change
Develop success criteria for new placement and communicate with new building leadership (H17, I8, K2)	Superintendent	April 2011	Time to establish and communicate	New evaluation criteria are not included in this process, but new principals are given focal points for their roles.
Fund new principal position (B4)	Superintendent School Board	2011-2012 academic year (and ongoing through grant). Supported by district funds after conclusion of grant period	\$80,000 (ongoing)	Funds are provided through grant
Research, evaluate and determine appropriate configuration of buildings (i.e., K-5 vs K-6) (B3, B4, J1)	School/District Leadership Team	April 2011	Time to research, evaluate, and determine (6 hours) Waiver Day	Recommendations for new building configurations, including plans for aligning staff and students (if changes are recommended)

Develop transition plan (if appropriate) and support students and staff in building realignment (B3, B4,H12, J3, J5)	School/District Leadership Team	May 2011	Time to develop transition plan (6 hours) Waiver Day	Plan is developed and students/staff are prepared to move to new building configuration
Post, screen and select Technical Assistance Coordinator (B4, B5, A1-A4)	Superintendent	May 2011	Time to develop job description, posting and recruitment of staff. Position: \$45,000 (ongoing)	Coordinator is placed in role and begins to support RAD Plan implementation efforts
Evaluate and monitor effectiveness of current leadership configuration (H1-H9, J8, I7)	Superintendent School Board	Annually in May of each Year	Principal Evaluation Criteria	Leadership is provided feedback regarding role and support for school-improvement efforts

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Goal area: District/Community

Goal(s): To increase communication between school staff members and all stakeholder groups (students, families, community), as measured by an increase in community-wide perception regarding effective district communication (instrument, baseline and goals to be determined).

Strategy: Develop a comprehensive communications plan, and provide staffing dedicated to improving communications

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Develop posting for communications specialist (D1, D3)	District Leadership Team (Superintendent)	June, 2011	Sample postings and job descriptions	Posting is created

Recruit, screen and select district communications specialist (D1, D3)	District Leadership Team (Superintendent)	August, 2011	Funding for Communications Specialist \$15,200 (ongoing)	Specialist is hired
Identify indicators of effective communications and gather baseline data for each indicator.	Communications Specialist Focus Group	October 2011	Website analytics Survey Tools Analysis and presentation of data	Baseline data is collected
Engage stakeholders in feedback and problem solving to determine focus areas for improvement (J3)	Communications Specialist Focus Group	October, 2011	Focus group meeting	Goals and strategies are developed
Identify multiple, targeted communications strategies (i.e., print, web, phone calling system, electronic reader boards, etc.) (J5)	Communications specialist Focus Group	December, 2011	Website - \$1000 Phone auto-dialer - \$2591 (initial) -\$750 (year 2 & 3)	Tools are selected and initial training is provided.
Solicit expert coaching from groups like WA School Public Relations Association (E1-E8)	Communications specialist	December, 2011	WA School Public Relations Association	Strategies for plan are identified
Develop Comprehensive Communications Plan	Communications specialist	January, 2012	2-3 hours of leadership team time	Plan is developed and shared with staff

Provide professional development and staff support to implement communications plan (I11)	Communications specialist	January, 2012- Ongoing	Staff time on professional development calendar	Training is provided and staff begin to use new tools
Gather feedback and monitor plan elements	Communications Specialist	Annually (April-May)	Survey instrument Other data sources Leadership Team Meeting (2-3 hours)	Community input demonstrates improved communication
Revise and adjust plan as needed.	Communications specialist	Annually (June)	Leadership team meeting	Plan is revised and included in following year activities

TOTAL GRANT BUDGET \$143,791.00

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix D- School-Wide Action Plans



Goal area: Increase supportive learning environment for students

Goal(s) : Improve student behaviors that are supportive of learning as measured by decreasing student behavioral incidents requiring office discipline referrals (baseline office discipline referrals data to be taken Apr-June); increasing student perceptions that student behavior is handled fairly from 34% to 80%; and increasing parent perceptions that teachers enforce classroom and school rules from 50% to 85%, as measured by student and parent surveys.

Strategy: Continue to develop Positive Behavior Support System (PBIS)

- Staff training and development of school and classroom behavior system for all students, staff, and settings.
- Develop a secondary prevention system for students with at-risk behavior and students with high-risk behavior.
- Develop a system to collect data on the success of the PBS system.

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Four staff members attend the remaining 4 of 6 days of training in PBS at the ESD. Complete assignments between training. Consider whether or not Behavior Leadership Team (BLT) needs expansion . (G1-6; I1, I3, I6, I10)	BLT ESD Behavior Consultant Dr. Flint Simonsen	March 2011 to August 2011	Planning	Staff sign-in Team-developed plan for implementation
Calendar meetings (30 min.) two/month for the remainder of this school year and next school year. (E6-7; G3; K1)	BLT Principal	March 2011- June 2011		Schedule of meetings

<p>Establish the use of Schoolwide Information Service (SWIS) to record and analyze office discipline referrals (ODRs).</p> <ul style="list-style-type: none"> • Modify ODR form • Train all staff to establish consistent definition of behaviors • Identify 3 people to have access to SWIS and engage in orientation training • Enter all ODRs into SWIS for baseline, weekly Apr-June <p>(G3)</p>	<p>3 persons selected to have access to SWIS S. Chaney (ESD) Principal</p>	<p>March-June 2011 2 hours for training on SWIS Staff meeting</p>	<p>Contact SWIS for access (db is free after March) S. Chaney, ESD facilitator for SWIS</p>	<p>ODRs SWIS reports on ODRs</p>
<p>Contract with Behavior Consultant for 3 days - see activities below.</p> <p>(E1, E5, E6, E7, E8)</p>	<p>Morton SD Dr. Flint Simonsen</p>	<p>3 days April-June</p>	<p>3 days x 1500 = \$4500</p>	<p>Contract</p>
<p>Evaluate current PBIS implementation using Schoolwide Evaluation Tool (SET).</p> <p>(G3, A3)</p>	<p>Behavior Consultant ESD staff members Chaney & Perkins, ESD</p>	<p>April or May 2011 - 1 day</p>		<p>SET evaluation report</p>
<p>Provide training for all staff in PBS. Engage staff and some students in determining positive behaviors for all classrooms and school settings/events.</p> <p>(G1-6; K 3, K4, K5-7, K11; 11, I3-11; B1-4; A2-3; E5-7)</p>	<p>Behavior Consultant All MMS/MHS teachers and paraprofessionals</p>	<p>May or June 2011 - 1 day</p>		<p>Behavior expectations for classroom, areas, events</p>
<p>Report to BLT on results of SET evaluation. Plan with BLT for implementation activities, training, and consulting for the following year.</p> <p>(G3, A3)</p>	<p>Behavior Consultant BLT</p>	<p>May or June 2011 - 1 day</p>		<p>Implementation plan and schedule</p>
<p>Contract with Behavior Consultant for 14 days - see activities below</p> <p>(E1, E5, E6, E7, E8)</p>	<p>Morton SD Dr. Flint Simonsen</p>	<p>14 days Aug. 2011-June 2012</p>	<p>14 x 1500 = \$21,000</p>	<p>Contract</p>

Contract with U. of Oregon for year-long license to use SWIS db. Submit License Agreement and School Information Form. (E5, G3)	Morton SD S. Chaney, ESD	August 2012	\$250 (year 2 & 3)	License agreement
Engage a group of staff and students in determining a reward system for student positive behavior. Solicit rewards from community groups. (K11, I11, D3)	BLT Students	August 2012		
Enter office discipline referrals weekly. (G3)	Designated person	Sept. 2011 - June 2012		SWIS student data
Review with MMS/MHS teachers and paraprofessionals the expectations of PBS and behavior definitions, model how to teach positive behavior to students, and plan for implementation by staff. (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	Behavior Consultant MMS/MHS staff	August 2011 1 day		Sign-in sheets Plan for implementation
BLT meets 2x/month to review SWIS data and problem-solve. (G3)	BLT	30 min. meeting twice a month during late start		Meeting agendas and minutes
Behavior consultant visits 3 times a year for 3 days each to engage in the following activities: <ul style="list-style-type: none"> Facilitate, observe, and give feedback to BLT on data/problem solving meetings Provide part or whole staff training (2 hrs each visit) on strategies for at-risk (yellow zone) and high risk (red zone) students Observe in classrooms and consult with teachers who have challenging students Conduct a meeting with parents and students to explain the behavior system Conduct SET Nov. and May and give feedback (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	Behavior Consultant BLT All staff Selected teachers	3 days November, 2011 3 days February, 2012 3 days May, 2012		Sign-in sheets SET evaluation reports

Selected staff will contact behavior consultant as planned by consultant and BLT. (A3; E7)	BLT Behavior Consultant	equivalent of 3 days as planned throughout year	Included above	Minutes from contacts
Conduct student and parent survey of perceptions about school discipline procedures and staff consistency (as stated in goal). (D3; K10; I7-9)	Administration BLT	Spring 2012		Report from survey
Year 2 Continue focusing on fine-tuning school-wide behavior and building capacity to serve students in yellow zone (at-risk) and red zone (high risk). (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	MMS staff BLT Behavior Consultant	2012-2013	7 x 1500 = \$10,500 (Year 2)	
Year 3 Focus on fine-tuning school-wide behavior and building capacity to serve students in yellow zone (at-risk) and red zone (high risk), and on building capacity for school staff to take over responsibilities for maintaining the system. (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	MMS staff BLT Behavior Consultant	2013-2014	4 x 1500 = \$6,000 (Year 3)	

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Goal(s): Increase student graduation rate from 53% in 2009 to 80% in 2013.

Strategy: Provide more support for career and academic planning, and personal/social behavior.

- Improve effectiveness of student career and college planning through Navigation 101 classes in MS/HS and awareness activities..
- Increase services from True North drug and alcohol counselors to include more preventive services to MS/HS.
- Coordinate services between the school and community agencies.

Strategy: Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.

Activities	Who is responsible?	Timeline	Resources Needed	Monitoring Effectiveness
Review Readiness to Learn funding and, if necessary, replace funding to maintain Readiness to Learn Coordinator. (K10, D3, J3, J5, J6)	Morton SD	May 2011		
Create a 0.5 FTE Student Assistance Specialist position for MMS to counsel students on graduation requirements and career/college paths; monitor and track credit planning; assist with student transitions from elementary to MS and MS to HS; coordinate college-bound scholarships for MS students; assist with assessment coordination and implementation; and coordinate services between agencies, communities, and parents. (K10, D3, J3, J5, J6) Increase hours of True North drug and alcohol counselor to include one intervention period and one period for proactive student interventions. (E1-E8)	Morton SD	August 2011-June 2012	\$35,000 (ongoing) 2 days training with guidance counselor	Evaluation
Two Americorps workers will mentor and tutor at-risk students at throughout the school day, at lunch, and after school. (J8, J6)	Morton SD	August 2011-June 2012 9 hrs/day, 4 school days/wk	\$9,000 (ongoing)	Evaluations Schedule Student records
Add 5 days of planning to guidance counselor to plan additional counseling activities. (K10, D3, J3, J5, J6)	Morton SD Guidance Counselor	August 2011-June 2012		Observation, plans produced
Provide services of school nurse to address sexual health, self respect, boundaries and healthy choices. (E1-E8)	Morton SD Community agency staff	August 2011-June 2012		Evaluation

<p>Improve the effectiveness of the Navigation 101 program</p> <ul style="list-style-type: none"> • Provide professional development for guidance counselor and teachers • Make a site visit to a school implementing Nav 101 effectively • Coach teachers in delivery of curriculum • Provide followup services with students on plans <p>(I1, I3, I6, I8, I9)</p>	<p>Guidance Counselor Teachers</p>	<p>August 2011-June 2012</p>	<p>Late Start Time</p>	<p>Evaluate student plans Observations</p>
<p>Coordinate a college and career fair for students and parents on a Saturday, with a meal. Seek community involvement.</p> <p>(D3, J3, J5)</p>	<p>Guidance Counselor Student assistance specialist</p>	<p>November 2011</p>	<p>\$1500</p>	<p>Observation Evaluation by participants</p>
<p>Obtain materials and supplies for at-risk students.</p> <p>(K6)</p>	<p>Guidance counselor</p>	<p>August 2011-June 2012</p>	<p>\$1000</p>	<p>Purchase orders, receipts</p>
<p>Research and acquire research-based curricula to provide social skills groups for at-risk students.</p> <p>(K9, K6)</p>	<p>Guidance counselor</p>	<p>August 2011-June 2012</p>		<p>Purchase orders</p>
<p>Create a team to research the effectiveness of different extended learning time models. The team will recommend extended learning opportunities to be implemented during the 2011-2012 school year and in the summer of 2012.</p> <p>(J1-J8)</p>	<p>Team designated by Principal and Superintendent, Erin Riffe, ESD</p>	<p>May-June 2011 August 2011-June 2012</p>		<p>Extended Learning Plan</p>
<p>Implement Recommended After School/Summer School Programs After School Programming to increase student learning by 300 hours & Summer School Programming to increase student</p>	<p>Superintendent, Erin Riffe, ESD 113</p>	<p>September 2011- Ongoing</p>	<p>SUMMER SCHOOL 2 Teachers x 10 Days x 6 hours x 35 = \$4,200 2 Paras x 10 Days x 6 hours x 16.00 = \$1,920</p>	<p>Progress toward goal (see above), measured annually, and support model adjusted as needed.</p>

learning by 65 hours (J4-J8)			2 School Buses = \$3,030 AFTER SCHOOL 1 Teacher x 149 x 2.25 x \$40 = \$13,410 2 Paras x 149 x 2.25 x 16 = \$10,728 2 School Buses = \$22,570	
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TOTAL GRANT BUDGET \$102,358

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix E- Classroom/Instruction Action Plans



Goal area: Instruction

Goal(s): To ensure quality instruction in every classroom, increase student engagement, and increase student learning outcomes each day, in every class, as measured by the Star Observation Protocol. Our goal is to increase the percent of classrooms scored as demonstrating “Powerful Teaching and Learning” from 33% at somewhat/vary in 2011, to 55% in 2012, 77% in 2013, and 100% in 2014. (K3-K9; K11)

Strategy: Adopt and Implement a Research-Based Instructional Framework PK-12

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Select contractor and develop implementation plan (E1-E8)	Morton Executive Team	April 2011	Contract- \$23,000	Contractor is selected and a plan is developed
Provide initial facilitator training (I1, I3, I8)	BERC Group	May 2011 (ongoing)		Facilitators are trained and are prepared to assist with institute
Summer Institute (4 days) (I1)	All Staff BERC Group	August 2011 (and following Augusts)		Staff evaluation surveys report satisfaction with results
Site/Peer Visits (3 per year) (I6;I9-I11)	Cohorts of teachers, BERC Group	October 2011- June 2014		Cohort meeting minutes, reflections from site visitation teams

PLC Activities (I1, I3; I4-6; I10, I11)	Coaches and Facilitators	October 2012 - June 2014	Late Start	PLC Readiness survey Feedback from facilitators and BERC Support Team
Mentorship/coaching (Years 2 and 3) (I3)	Morton Team	October 2012-June 2014	Release time and Stipend	Feedback from coaches

TOTAL GRANT BUDGET: \$23,000.00

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix F- Mathematics Action Plans



Goal area: Mathematics

Goal(s): The Mathematics plan is focused on improving our Middle School Students’ understanding of Mathematics so that by 2014, 60% of our sixth grade, 60% of our seventh grade, and 65% of our eighth grade students meet standard on the WA State Measure of Student Progress.(MSP)

Strategy: Align current K-12 mathematics materials to the state standards to ensure a seamless curriculum for mathematics and develop a cohesive assessment system to include standards based report cards and assessment tools that will determine students’ level of understanding, drive instruction and differentiation, and incorporate interventions.

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Hire Mathematics Specialist/ RTI Coach (.5 FTE) (I1, I2, I3, I4, I5, I6, I7, I9, I10, I11, J1, J3, J6, J7, J8, K1, K4, K5, K7, K9, K10, K11)	Involved: District Administration, ESD Math coach	April 2011-- Post May 2011--Hire	\$45,000 (ongoing)	Based on results of student MSP data, Easy CBM data, observation changes, teacher survey, student survey

<p>On going PD that raises the level of understanding and level of application of sound instructional strategies and best practices in Mathematics.</p> <p>(K4, K6, K8, K9, K10, K11, I1, I3, I4, I5, I6, I7, I9, I10, I11)</p>	<p>Admin</p> <p>All K-12 Mathematics staff</p> <p>Math Coach</p>	<p>Begins now and is ongoing</p>	<p>Late Start</p>	<p>Classroom observations, teacher survey, student survey</p>
<p>Professional development to use the Easy CBM data collected and to drive differentiated instruction w/n the reg. classroom. Prepare standards based lessons that include differentiation. (K4, K6, K8, K9, I1, I3, J1)</p>	<p>All staff</p> <p>Admin</p> <p>Math Coach</p>	<p>Beginning of 2011-2012 school year</p> <p>Ongoing throughout the school year</p>	<p>Late Start</p>	<p>Evidence of Differentiated Instruction based upon assessment data will be evident during classroom observations, easy CBM data</p>
<p>Work with other committees</p> <p>To determine which assessment tools to adopt and review research based intervention programs and successful implementation of such programs (K1, K5, K7, J1, J2, J4, J7, J8 I5, I10, I11)</p>	<p>Chad Winkler and other sub-committee leaders</p> <p>District team: admin, teachers, sped ed (Polly). Janet (ESD)</p> <p>School Board</p>	<p>Feb. 11, 2011 and end by 6/2011.</p> <p>By end of May '11—adopt program June 2011</p>	<p>Intervention Curriculum</p> <p>\$35,000</p>	<p>Consensus on a chosen assessment tool and a recommendation of an intervention program to adopt.</p>

Provide PD for intervention programs all teachers for beginning implementation. (K6, K8, K9, I1, I3, I6)	District Contractor Administration all staff Math Coach Instructional Aide	June to August 2011 By Aug15, 2011		All teachers will be trained and ready to use the product by first day of the 2011 school year.
Monitor for consistent school wide implementation and application of the assessment and intervention tools. Analyze collected data. Refine the program as needed (K5, K7, I7)	District Admin, ESD partners Math Coach	2011-2012 and continuing	Late Start	Evaluate assessment data Refine the program
Research moving towards Standards Based Grading Report Card for K-12. (K5, K7, I1, I3)	Admin, Math (MS, HS, and ES) Math Specialist / Coach	Dec. 2010-2011	District wide team formed to develop SBRC for each school for the district with reps from all schools. Late Start	Decision about the change in reporting system, plan for implementation
Implementation of Standards Based Grading, create rubrics and report card, communicate with the community	Admin, Math (MS, HS, and ES) Math Specialist / Coach	2012-2014	District wide SBRC team	Evaluation of assessment data and student course attainment

TOTAL GRANT BUDGET \$80,000

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix G- Reading Action Plans



Goal area: READING

Goal(s): To improve student reading scores on MSP and HSPE

	FROM	TO:
Graduation Year	2010 Reading Score	2014 Reading Score
Class of 2012	64.7	82
Class of 2014	28.6	65
Class of 2016	28.1	64
Class of 2017	37.0	68.5
Class of 2018	59.1	79.5

Strategy: Continue the implementation of Reading RTI model

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

Publicize, screen and select additional para-professionals to support RTI Reading Plan (2.0 FTE) K9, K6	Involved: District Administration	April 2011-- Post Position May 2011--Hire	2 x 6.5 x 11.30 x 180 = \$26,736	Each instructor's mastery scores will be at 80% for all students in group
Hire Literacy Specialist/Coach (.5 FTE) (I1, I2, I3, I4, I5, I6, I9, I10, I11, J1, J3, J6, J7, J8, K1, K4, K5, K7, K9, K10, K11)	Involved: District Administration, current coach, Literacy Specialist / Coach	April 2011-- Post Position May 2011--Hire	\$45,000 (ongoing)	Based on results of student reading data
PLC/Collaboration time via 2 hour late start weekly (I10, I11)	Involved: All RTI instructors Leadership: Literacy Specialist . Coach Work: All RTI instructors	April 2011--30 minute collaboration time twice a month August 2011--45 minutes per week	Establishment of late start	Each instructor's mastery scores will be at 80% for all students in group
Coordinate Literacy RTI program, General education English content area literacy programs (I1)	Involved: All literacy instructors and content area teachers Leadership: ESD Literacy Content Specialist Work: All literacy instructors and content area teachers	June 2011 -- plan and schedule all trainings, create monitoring and walk-through systems.. August 2011 -- assist coaches in establishing and facilitating PLCs. Monthly April 2011-June 2014		All components of literacy improvement will be coordinated ensuring adherence to this plan.
Continue use of RTI decoding and comprehension materials currently in use. Purchase a fluency program and consumables for existing programs (K6, K9, K5)	Involved: Literacy Specialist / Coach Leadership and Work: Literacy Specialist / Coach	June 2011--choose and purchase fluency intervention materials, purchase consumables	RTI Intervention \$5000 Fluency Intervention \$10,000	All instructional staff and students have their own materials for all classes
Direct Instruction training (I1-4, I6, I7, I10)	Involved: Teachers, Paraprofessionals, Substitute	August 2011--1 day training	Late Start	RTI Coach in reading will conduct walkthroughs using SRA forms to ensure

	teachers and para-professionals Leadership: Literacy Specialist / Coach Work: SRA trainer	December --1 day follow-up		fidelity to program. Each intervention group's mastery test scores will be analyzed at PLCs to determine if each instructor is teaching to mastery in each unit for all students.
Purchase General Education curriculum for grades 6-8 incorporating non-fiction strategies (K4, K8, K9, K6, K7)	Involved: Literacy Specialist / Coach, English teachers, reading coach Leadership: Literacy Specialist / Coach Work: All involved above	April 2011--Begin review of curricula June 2011--Purchase non-fiction curriculum		Non-fiction reading strategies are used in all content classes school-wide as measured by walkthroughs by administration and Literacy Specialist.
Train English teachers and all other content area teachers in non-fiction strategies (K4, K8, K9, K6, K7)	Involved: Literacy Specialist / Coach, English teachers, reading coach Leadership: Literacy Specialist / Coach Work: Curriculum company trainer	June 2011--Arrange training date August 2011--Training September 2011 --implement curriculum	Late Start	Principal walk-through data on use of strategies in content area classes will be analyzed monthly in building-wide PLC
Refine data collection system (E1-E8)	Involved/Leadership/Work: Literacy Specialist / Coach, ESD Data Specialist, ESD data entry	April 2011--Purchase SRA data system Initiate use of system -- November 2011	SRA Database \$700 ESD support-- \$9,000	All reading data are consolidated into one program
Train instructors on data analysis (I3, I5, I6, I10)	Involved: All instructors, ESD data person Leadership: ESD Work: ESD, All reading, English instructors	September 2011--ESD set up data program November 2011--training for instructors November 2011 --implement entire system	Included in above ESD support fee	All literacy instructors participate in PLC/Collaboration data analysis as measured by sign-in sheets at each PLC
Training on Differentiating Instruction in General Education	Involved: All instructional staff	September 2011--search for	Late Start	All teachers participate in training measured by sign-in sheets. Administrators/coach/ RTI

English classes (K6, K9)	Leadership: Literacy Specialist/Coach Work: Literacy Specialist / Coach	trainings/trainer January 2012 -- all staff trained		coordinator collect data during General Education Classroom walkthroughs. Walkthrough data will be analyzed monthly in building-wide PLCs.
Continue vertical alignment of David Matteson's writing benchmarks by extending to middle school (K4, K8, K9, K6, K7)	Involved: Middle school English teacher(s) Leadership: Literacy Specialist/Coach, ESD Literacy Content Specialists,	January 2013 -- Training February 2013 -- Implementation with students January 2014 -- Development of Anchor Papers	Late Start	Middle school English teacher(s) will participate in writing collaboration with elementary teachers and will establish anchor papers for grades 6-8.

TOTAL GRANT BUDGET \$96,436

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix H- Teacher / Principal Evaluation



Goal area: Staff Evaluation

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

Strategy: Complete an evaluation system that includes all of the components of the new state guidelines with rubrics understood
(A1-A4; C1, C2, H1-H22)

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Identify the Union Negotiators, other stakeholders, and Administrators to be involved, and set calendar of dialogues for planning (A1-A4)	Superintendent Union President WEA	April-May 2011	Time to gather team members	Teams are set and calendar is agreed upon.
Training for Team in process (H5)	Superintendent, Principal, WEA	May-June, 2011		All understand the needed components of the evaluations
Develop the Evaluation Template and rubrics. (H1-H8)	Superintendent, Association Leaders, Principal, WEA	Sept-January 2011-12		Template completed
Training for principal and leadership team on classroom observation rubrics (H5, I4, I6, I9)	Superintendent, Association Leaders, Principal, WEA	December 2011- February 2012	Rubrics, External trainer Full day of initial training (ongoing for principal and staff)	Members report they are prepared to observe classrooms and document instruction aligned with new tools.

Pilot Observation protocol with 3 volunteer Teachers (H5; H2-H7; H11)	Principal, Union, 3 teachers	February-May 2012		Team is prepared for pilot
Review Evaluation Tool with Jr/Sr High teachers (H4, H5, H8, H11)	Principal, Superintendent	May In-service day 2012	Introductory presentation, materials for all staff	Staff are aware of new process and concerns are addressed
Develop plan for those not meeting Performance Standards (H16-22)	Superintendent, Association Leadership, Principal, WEA	February-June 2012	Documentation and protocols	Plans templates are created
Formal adoption of MOU (H1, H11; H17-H19)	Superintendent, Association Leaders, WEA	February 2012	MOU	MOU is adopted
Implement New Evaluation Tool with all Teachers (H1-H22)	Superintendent, Principal	Sept-May 2012-13	Orientation in Summer Institute	Process is implemented
Monitor and Evaluate new performance based system (H9)	Superintendent, Association Leaders, WEA	May 2012, 2013, 2014	Data from teacher evaluations, time for leadership team to analyze results	Evaluation system is refined as needed

TOTAL \$0

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

SECTION C: BUDGET

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

Instructions:

1. Summary of the Proposed Three-Year Budget

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

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

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

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

Proposed Three-Year Budget - Amounts

Building	Tier	Model	Year 1	Year 2	Year 3	Total
District	N/A	N/A	\$0	\$0	\$0	\$0
School #1	II	Transformation	\$644,812	\$644,812	\$644,812	\$1,934,436
School #2			\$0	\$0	\$0	\$0
School #3			\$0	\$0	\$0	\$0
School #4			\$0	\$0	\$0	\$0
School #5			\$0	\$0	\$0	\$0
School #6			\$0	\$0	\$0	\$0
Totals	N/A	N/A	\$0	\$0	\$0	\$0

Proposed Three-Year Budget - Narrative

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

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

BUDGET NARRATIVE

Budgetary Process Updates:

The Morton School district has addressed the RAD designation of the Morton Jr/Sr High as a district-wide issue, rather than one limited to that building alone. The district plans to utilize district funds to cover all preK-5 expenditures around professional development, sub coverage, extended contract days, stipends, supplies, and curriculum. Those items were initially included in the budget spreadsheet and grant narrative to show the districts commitment to addressing the systematic issues needed to turnaround low performing students. To minimize the confusion, these items have been removed from both the budget spreadsheet and grant narrative.

We participated in an interview with OSPI School Improvement Team on March 15th with a proposed budget of \$1,144,481 (\$6502.73 per student). During this interview we were instructed to sharpen our pencils and reduce the proposed budget yet also being instructed to include three mandatory budget items totaling \$9,900. The very next day we reduced our initial proposed budget by \$423,203 to \$721,278. On March 17th we participated in a two hour conference call with members of the OSPI School Improvement Team to further negotiate budget justifications and reductions. Following this conference call we continued to review our priorities and reduce the budget to \$714,070 to close the gap between what we had proposed per student to what OSPI informed us would be more acceptable. This proposed budget revision was emailed to the OSPI School Improvement Team on March 17th. On March 18th we received an email asking us to again review our priorities and look for ways to further reduce our proposed budget by \$50,000 to \$100,000. We have analyzed our priorities once again and have reduced the budget by an additional \$644.812. Our current proposed budget is \$644,812 (\$3663.70 per student) which is an overall reduction of \$499,669.

The District has selected to implement the Transformation Model within their RAD plan. An extensive planning process involving numerous stakeholders has resulted in the action plans, which do the following:

- Align with the requirements of the Transformation Model
- Respond to the recommendations of the School Educational Audit
- Utilize the major components of the Transformation Template
- Are based on data and community needs
- Are tied to research and best practices
- Are focused at five levels:
 - District and Community
 - School-wide practices
 - Classroom/Instruction
 - Mathematics Program
 - Reading Program

A summary of the major components of these plans follows:

District/Community:

The District plan will provide support to all other plans by supporting improved communication within the district and between the district and community members. Our team believes that most of the other system-wide supports are included in other planning areas, but a support to all plans would be to create clear systems for communication and improved structures for ensuring timely and accurate information is provided to community members, parents, and

families. In our plan we will:

- Provide staffing dedicated exclusively to improving communication
- Get expert coaching on school communication
- Develop a comprehensive communication plan
- Identify indicators of effective communication and gather baseline data for each indicator
- Implement, monitor, and evaluate a comprehensive communication plan

TOTAL: \$143,791.00

School-wide:

The school-wide action plan is focused on increasing student behavior that is supportive of learning. Two strategies are addressed: One is to develop a school-wide behavior system that clearly defines acceptable behavior; teaches positive behavior to students; rewards good behavior; and implements the system consistently across classrooms and staff members. An expert behavior consultant will be contracted to provide on-site training to all staff throughout the year. The consultant and a behavior leadership team will work with students and staff to develop expected behaviors and a reward system. Data on the success of the plan will be reviewed monthly. The second strategy is to expand the student guidance system to provide more proactive student guidance services geared to improve academic and career planning; increase preventive drug and alcohol education services; provide education on healthy choices; and coordinate services between the school, community, and parents. A student assistance coordinator will assist the guidance counselor in delivering and coordinating these activities.

The goal is to improve student behavior that is supportive of learning, as measured by decreasing student behavioral office referrals (baseline data to be taken April-June 2011); increase student perceptions that student behavior is handled fairly from 34 percent to 80 percent; and increase parent perceptions that teachers enforce classroom and school rules from 50 percent to 85 percent, as measured by student and parent surveys.

Morton Jr/Sr High partners with ESD 113 under the 21st Century Grant to offer after-school and summer school programs that serve students in grades six through nine. Current programs are optional and open to any student who wishes to attend. On average, approximately 15 students attend on any given day. Students attend in order to receive help with homework and/or tutoring in a specific content area but current programs offer very little structure.

In order to ensure that identified students have access to both core and intervention in reading and math, the district will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as need support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses. Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year. Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.

TOTAL: \$102,358.00

Instruction/Classroom:

The classroom instruction action plan is focused on creating common practices among teachers that will support

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

The instructional goal is to increase the percent of classrooms scored as demonstrating “Powerful Teaching and Learning” through use of the STAR Protocol from 33 percent at somewhat/vary in 2011, to 55 percent in 2012, 77 percent in 2013, and 100 percent in 2014.”

TOTAL: \$23,000.00

Reading:

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

The goal of the reading plan is to improve our junior high students’ understanding of reading so that by 2014, 64 percent of our sixth grade, 72 percent of our seventh grade, and 64 percent of our eighth grade students will meet standard on the Washington State Measure of Student Progress (MSP).

The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

RTI is a systematic method ensuring each student is receiving reading instruction at the level he or she needs. The Jr/Sr High School will refine the RTI program started in September, 2010, and the elementary will implement RTI in September, 2011. A new classroom reading program will be adopted at the elementary school utilizing district funds. In addition, other programs will be purchased to help students with specific needs in comprehension, phonics, and

reading fluency. Teachers will be trained in the new programs, learn how to analyze student reading data, and use it to change their instruction. A half-time Literacy Specialist will be hired to help teachers teach the programs as they were designed, and facilitate teachers working together to better their teaching practices.

TOTAL: \$96,436.00

Mathematics:

The mathematics plan is focused on improving our junior high students' understanding of mathematics so that by 2014, 60 percent of our sixth grade, 60 percent of our seventh grade, and 65 percent of our eighth grade students meet standard on the Washington State Measure of Student Progress (MSP).

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematic deficiency.

In addition, Corrective Mathematics and easyCBM will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction as we implement a Response To Intervention program for mathematics.

To improve our students' understanding of mathematics our plan focuses on building a cohesive system of instruction that will meet the students' needs at any level of mathematics. Part of the cohesive system will be to implement a district wide effort to align the mathematics curriculum with the WA State Standards, so that all students are receiving instruction aligned with the standards by which they are being assessed. Along with the Standards alignment we will examine a standards based grading system using common guidelines (rubrics) for Mathematics assessment developed by the Regional Mathematics coordinators and use on-going (formative) assessments to give effective feedback to students so that they will be more engaged in their own learning.

We believe teachers need to have professional development that will help them change their classroom practice and learn how to differentiate instruction so that students can be challenged at the level of instruction they need. To provide ongoing meaningful professional development, our plan is to hire a Mathematics Specialist/Coach to help identify appropriate professional development, share models of effective practice, provide feedback to classroom teachers on classroom instruction, and guide and direct the K-12 Mathematics team.

TOTAL: \$80,000

TOTAL BUDGET: \$445,585 + \$206,827 (Sub Days, Ext Contract, Stipends, Benefits, Indirects) = \$652,412

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

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

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

- o 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.
- o Implement the selected school intervention model in each Tier I and Tier II school the district commits to serve.
- o Conduct district-level activities designed to support implementation of the selected school intervention models in identified Tier I and Tier II schools.
- o Support school improvement activities at the school or district level for each identified Tier III school.

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

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

District: MORTON

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total									\$0

Building Name: MORTON JR/SR HIGH SCHOOL (Complete Separate Proposed Budget for Each Building)

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

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	\$0	\$160,300	\$45,721	\$61,806	\$55,000	\$263,513	\$0	\$0	\$619,376
Indirects - \$58,806	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$33,036
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Grand Total	\$652,412
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Building Name: _____ **(Complete Separate Proposed Budget for Each Building)**

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

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total									\$0

PERSONNEL / MATERIALS / SUPPLIES	ROLE / RESPONSIBILITY / STRATEGY	ORIGINAL	NEW PROPOSED	DIFFERENCE	YEAR 2	YEAR 3
6-12 Principal	Continue to develop meaningful communication and collaboration	\$80,000	\$80,000	\$0	83,000	86,000
Dean of Students		\$60,000	\$0	-\$60,000	0	\$0
Woodshop Teacher						
Spanish Teacher						
Art Teacher						
Student Assistance Professional / Student Guidance Counselor	Prevention, Intervention, and Treatment Collaboration/Partnership with Outside Agencies Community/Parent Education Staff Development for Teachers Student Guidance Counselor PBIS / Counseling Supplies	\$35,000 \$7,500	\$35,000 \$2,500	\$0 -\$5,000	35000 2500	\$35,000 \$2,500
RTI Para-Educators (Reading & Math)		\$26,736	\$26,736	\$0	27,238	28,314
Substitute Teachers		\$25,000	\$14,040	-\$10,960	14040	14040
Additional Supplemental Contract Days for Teachers		\$30,000	\$0	-\$30,000	0	\$0
4 Days - 12 Teachers - Summer Institute 2 Days - 5 Teachers - Math RTI Training		\$0	\$16,260	\$16,260	16260	\$16,260
Teacher Stipends for optional professional development outside of contract days ***Must be pre-approved by building principal		\$30,000	\$15,000	-\$15,000	15000	\$15,000
Substitute Para-Educators		\$3,673	\$6,610	\$2,937	6610	6610
Additional Supplemental Contract Days for Para-Educator		\$3,200	\$0	-\$3,200	0	\$0
4 Days - 9 Para-Educators - Summer Institute 2 Days - 9 Para-Educators - Math RTI Training		\$0	\$6,750	\$6,750	6750	6750

Para-Educator Stipends for optional professional development outside of contract days ***Must be pre-approved by building principal		\$4,400	\$5,625	\$1,225	5625	5625
After-School Teacher Stipends		\$10,058	\$0	-\$10,058	0	\$0
After-School Para-Educator Stipends		\$9,387	\$0	-\$9,387	0	\$0
After-School Program Activities Transportation		\$22,570	\$22,570	\$0	22570	\$22,570
Summer School Teacher		\$3,600	\$0	-\$3,600	0	\$0
Summer School Para-Educator		\$1,680	\$0	-\$1,680	0	\$0
Summer School Program Activities Transportation		\$3,030	\$3,030	\$0	3030	\$3,030
CERTIFICATED FRINGE BENEFITS		\$82,097	\$48,090	-\$34,007	\$48,990	\$49,890
CLASSIFIED FRINGE BENEFITS		\$14,723	\$13,716	-\$1,007	\$13,867	\$14,190
ESD Contracted After-School Program		\$0	\$24,138	\$24,138	24138	24138
ESD Contracted Summer School Program		\$0	\$6,120	\$6,120	6120	6120
Contracted TAC (Technical Assistance Coordinator)	<p>Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district</p> <p>Work with staff to Integrate the principle and strategies of the school's common pedagogical instructional framework</p> <p>Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices</p> <p>Coordination of assessment and data analysis</p> <p>Address leadership structures</p> <p>Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff</p>	\$90,000	\$45,000	-\$45,000	45000	\$45,000

	Set high academic expectations					
Contracted RTI Coordinator (.5 Reading / .5 Math)		\$78,000	\$0	-\$78,000	0	\$0
Contracted Literacy Specialist / Coach	Provide ongoing professional development and coaching for aligning 6-12 curriculum with state standards Provide assistance in developing and implementing formative assessments	\$45,000	\$45,000	\$0	45,000	\$45,000
Contracted Mathematics Specialist / Coach	Provide ongoing professional development and coaching for aligning 6-12 curriculum with state standards Provide assistance in developing and implementing formative assessments	\$45,000	\$45,000	\$0	45,000	\$45,000
Ameri-Corp Workers		\$9,000	\$9,000	\$0	9000	9000
PROFESSIONAL DEVELOPMENT CHARLOTTE DANIELSON Framework for Teaching Professional Learning Communities Walkthrough Observation Coaching Evaluation RTI RTI Math - Curriculum & Direct Instruction Formative Assessment Data Collection and Analysis PBIS Positive Behavior Intervention System		\$80,000	\$50,000	-\$30,000	40000	30000
* Readiness To Learn Coordinator	Liaison between Student and Families and Outside Support Agencies Identify "At-Risk" Youth who will benefit from mentorship and academic tutoring and support Provide social/emotional support to students in need Parent education and support RTL Supplies	\$26,600	\$0	-\$26,600	0	0
		\$3,000	\$0	-\$3,000	0	0

Data Management System w/ ESD System		\$20,500	\$0	-\$20,500	0	\$0
School/Community Coordinator:	Reports to Superintendent	\$19,000	\$15,200	-\$3,800	15,200	15,200
	Reader Board, Newsletter, Web-Site, Activity Planner and Coordinator Communication Supplies	\$7,500	\$2,500	-\$5,000	2500	\$2,500
ESD 113	Provide training and support in formative assessment, data collection, data analysis, PBIS Training and Support, and RTI Training and Support	\$50,000	\$18,000	-\$32,000	18000	\$18,000
INSTRUCTIONAL MATERIALS	RTI Reading Intervention Consumables	\$5,000	\$5,000	\$0	5000	\$5,000
	Non-Fiction Curriculum Core Library 6-8	\$0	\$0	\$0	0	\$0
	RTI Fluency Intervention	\$0	\$10,000	\$10,000	2500	\$2,500
	RTI Mathematics Intervention Curriculum	\$30,000	\$35,000	\$5,000	5000	\$5,000
TECHNOLOGY	Automated Information Phone System	\$2,591	\$2,591	\$0	885	\$885
	Outside LED Reader Board	\$50,000	\$0	-\$50,000	0	\$0
	Smart Boards	\$25,000	\$0	-\$25,000	0	\$0
	Classroom Responders	\$37,000	\$0	-\$37,000	0	\$0
	Website	\$10,000	\$1,000	-\$9,000	0	\$0
STUDY / EVALUATION	Annual School Classroom Practices Study and the Annual Classroom Observation Study	\$0	\$8,000	\$8,000	8000	\$8,000
	Advanced Achievement Gap Analysis	\$0	\$1,300	\$1,300	1300	\$1,300
	CEE Data Package	\$0	\$600	\$600	600	600
INDIRECTS		\$58,636	\$33,446	-\$25,189	\$30,571	\$30,317
TOTALS		\$1,144,481	\$652,822	-\$491,659	\$604,294	\$599,338

Head Count 176

6502.73205

3709.21772

-\$2,794

OSPI School Improvement Grants LEA Application Feedback/Response

DISTRICT: Morton SD

DATE: 3/10/11

Notes: Morton has applied to implement the federal Transformation model. The sections below represent each of the federal required elements and are annotated based on federal rules and guidelines. The section “Academic Performance Audit” addresses Washington requirements in RCW 28A.657.040. Three superintendents within past 7 years- a part-time position; one employee shares HR and Business functions; 177 students and 14 classroom teachers; 20% of students took the requisite course of study to be eligible for admission to a Washington 4 year college; 28% of parents believe academics are the primary focus of the school; staff perception in student ability is generally low; text books tend to drive scope, sequence and pace rather than standards. Capacity to meet all federal and state requirements will be a challenge for this district. See Academic Performance Audit Appendix A for an external assessment of the district’s ability to implement the Transformation model.

ACADEMIC PERFORMANCE AUDIT

Audit Findings are addressed in the Required Action Plan/Application

Required Element	Completion Status/Reviewer Comments	District Response
<p>The proposed Required Action Plan/Application addresses the findings from the external Academic Performance Audit and the Audit findings were made available to the local school district, its staff, the community (RCW 28A.657.040)</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> o List the part(s) of the required element that the LEA is missing or has not adequately described. o Identify any language that is unclear or needs to be discussed. <p><input type="checkbox"/> Absent/does not address requirements</p>	

Evidence from Application

There were nine explicit recommendations made in the Audit that represent critical areas to move forward in the Transformation Model. The district’s plan addresses all 9 recommendations in the Required Action Plan/Application. The Federal application is organized around required elements of the models thus additional comments, clarifications or questions are noted below in the required elements sections of the Transformation Model.

Collaboration with Key Stakeholder Groups

<p>The Required Action Plan was developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students,</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the</i></p>	
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**OSPI School Improvement Grants
LEA Application Feedback/Response**

<p>and other representatives of the local community.</p> <p>The school board conducted a public meeting to allow for comment on the proposed required action plan. (RCW 28A.657.050)</p>	<p>requirement) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> ○ List the part(s) of the required element that the LEA is missing or has not adequately described. ○ Identify any language that is unclear or needs to be discussed. <p><input type="checkbox"/> Absent/does not address requirements</p>	
<p>Evidence from Application</p>		
<p>The Morton School District Board reviewed and approved the RAD plan on February 28, 2011. Three forums were held to address 1) RAD informational summary; 2) BERC results; and 3) Review of the SIG proposed plan for community input and ongoing support.</p>		

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LEA Application Feedback/Response**

TEACHERS AND LEADERS		
Replace Principal		
Required Element	Completion Status/Reviewer Comments	District Response
Replace Principal	<input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>) <input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box. <ul style="list-style-type: none"> o The district needs to address in the application the questions regarding selection of the principal as clarified below under Evidence from Application, in G1b Met and approved on 3/23/11 <input type="checkbox"/> Absent/does not address requirements	<p>In making the decision on the replacement of the principal, the District has reviewed research articles and journals, including the IES Practice Guide: <u>Turning Around Chronically Low-Performing Schools</u>. Each review addressed the needed key components of effective leadership in a “turnaround school”. Based on these reviews, we have identified necessary experience, knowledge, and skills expected of the new 6-12 principal.</p> <p><u>The Following are key competencies and expectations used for candidate consideration:</u></p> <ul style="list-style-type: none"> • An ability to signal and communicate change with clear purpose. • Able to put forth the message that business as usual will not be accepted. • Demonstrates skills as a dynamic instructional leader who is visible in the classrooms. • Creates continuous high expectations for staff and students. • Ability to lead in the use of student data for determining gaps of instruction and in the student learning. • Willing and able to share leadership and authority for school change.

**OSPI School Improvement Grants
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		<ul style="list-style-type: none">• Demonstrated knowledge and skills in building consensus among staff for school improvement.• Builds a school culture for regular focused dialogue around professional development as it relates to effective instruction.• Skills and desire to address and confront unsuccessful teaching behaviors. <p>In addition to the above criteria, the District considered other pertinent information. Morton School District is about 60 miles from the closest urban area of Tacoma, where administrative jobs pay approximately 15-20% higher. Candidates who are attracted to small rural districts tend to be new administrators and lack experience and proven skills. The urgency of this RAD does not allow our district to chance selection of a new candidate who may not work well in a remote rural district of high poverty. We cannot afford to lose a year in the leadership realm.</p> <p>With these concerns in mind, the School Board and District recognized that our Dean of Students/Interventionist came to Morton this past September with extensive background and experience in school improvement, closing the achievement gap,</p>
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**OSPI School Improvement Grants
LEA Application Feedback/Response**

		<p>implementation of instructional frameworks, walkthroughs, utilizing data to inform instruction, Professional Learning Communities, and Positive Behavior Intervention and Supports. She has already signaled a need for change in challenging the excuses provided for low performing students and replacing them with high expectation for all.</p> <p>The district has determined that the most effective step to a turnaround school is in moving the current K-12 principal to a K-5 principalship and replacing the K-12 Principal with a 6-12 Principal who will initially team with the Technical Assistance Coordinator, Literacy Specialist, and Math Specialist to take charge of Instructional Improvement. With full implementation of a successful PBIS program the time required to handle student discipline will diminish and so to will the need for this level of teaming to address the Instructional Improvement.</p> <p>In order for the Principal to succeed, there will be weekly meetings with the Superintendent, TAC, Math and Literacy Specialist, and Building Leadership Team to organize, review, and evaluate SIG plan implementation with fidelity.</p> <p>See page 4 of the amended application</p>
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**OSPI School Improvement Grants
LEA Application Feedback/Response**

Evidence from Application

The Morton application indicates that the Superintendent will fill the principalship of the Morton Junior/Senior High School with existing district personnel. On page 4, response to Question 1c, the district indicates it will create a new grant funded 6-12 principal.

Provide an explanation to the following question in your application under question 1c, Teachers and Leaders.

How will the Superintendent and district determine that the principal candidate has the competencies necessary to serve as a turnaround leader? How will the district ensure that the principal has adequate support and autonomy to make needed changes quickly? It is essential to recognize that most strong principals do not have experience and history of success in this specialty. The process used to select a new principal is critically important and should include specifics on how a district will recruit a new 6-12 principal that specifically has the experience, expertise, knowledge and skill to lead a turnaround school. The competencies and/or job description used for recruitment and selection should be included in the application.

Incentives to Recruit, Place & Retain Effective Teachers

Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.

- Meets Requirements (*To be completed by SE & SI staff*)
 - The district application addresses the district's plan and intention to recruit effective teachers and the district will need to negotiate this in Year 2 implementation.
- Insufficient information (*e.g., merely repeats regulation language; does not address all parts of the requirement*) make notes in the "Evidence from Application" box.
 - List the part(s) of the required element that the LEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- Absent/does not address requirements

Evidence from Application

Refer to Morton Guidance Attachment 1 for further information regarding the requirements for teacher incentives and recruitment strategies. Design of the evaluation system is required in Year 1 of the grant; agreement between the District and Association should have been completed by March 4 and included in the application; this requirement dealing with incentives may be negotiated and implemented later in the grant.

Question 1c, Page 4: The district indicated, and the BERC Group concurred, filling positions is difficult due to the remote location of the district and the need to hire individuals with endorsements in multiple areas to teach multiple content areas. The district will reestablish and explore new ways to attract teachers to the District to increase the applicant pool in order to meet the needs of the JH/HS.

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TRANSFORMATION MODEL—New Evaluation System with Student Growth Significant Factor

Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor. (Transformation)

Meets Requirements (*To be completed by SE & SI staff*)

Insufficient information (*e.g., merely repeats regulation language; does not address all parts of the requirement*) make notes in the “Evidence from Application” box.

o The district needs to address the understanding and commitment to negotiate agreement that ALL required elements in the Transformation Model will be fully and effectively implemented as described in Evidence from Application below.

Absent/does not address requirements

The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process.

Evidence from Application

The U.S. Department of Education Guidance Fiscal Year 2010 School Improvement Grant (November 1, 2010), speaks to which of the Transformation tasks must be completed the first year and which may be implemented in later years in E-16. At a minimum, the evaluation system must be developed even though implementation may be delayed until the 2012-13 school year. The district intends to work with ESD 113 to develop a competency-based principal and teacher evaluation system that uses student growth as a significant factor.

This specific element is not required in the MOU due on March 4, 2011, though agreement to design “a system that is rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor” does need to be agreed upon in the current MOU. The MOU signed February 3, 2011 is not sufficient to meet the requirements set out in Morton Guidance-Attachment 1. The district indicated it would begin these negotiations 3 days after the receipt of the Academic Performance Audit (BERC School and Classroom Practices Study). If the district has negotiated the MOU to address the Transformation Model components, the district should immediately resubmit the MOU to date. Otherwise, the district needs to address the understanding and commitment to negotiate agreement that ALL required elements in the Transformation Model will be fully and effectively implemented by March 30, 2011. Sample MOU documents are available upon request.

Reward Effective School Staff/Remove Ineffective Staff

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

Meets Requirements (*To be completed by SE & SI staff*)

o The district will need to negotiate this required activity of identifying, rewarding or removing staff by the end of Year 2 for implementation in Year 3.

Insufficient information (*e.g., merely repeats regulation language; does not address all parts of the requirement*) make notes in the “Evidence from

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	<p>Application" box.</p> <ul style="list-style-type: none">○ List the part(s) of the required element that the LEA is missing or has not adequately described.○ Identify any language that is unclear or needs to be discussed. <p><input type="checkbox"/> Absent/does not address requirements</p>	
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Evidence from Application

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

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

INSTRUCTIONAL SUPPORT STRATEGIES		
Select and Implement Research-Based, Standards-Aligned Instructional Program		
Required Element	Completion Status/Review Comments	District Response
<p>Use data to select and implement research-based instructional program, vertically-aligned to each grade and state standards.</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> ○ Provide additional information on how core instruction for literacy and mathematics is delivered to all students. Met 3/23/11 <p><input type="checkbox"/> Absent/does not address requirements</p>	<p>The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions. All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they</p>

**OSPI School Improvement Grants
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		<p>have demonstrated mastery in their RTI Intervention courses.</p> <p>The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies.</p> <p>The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.</p> <p>The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core</p>
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**OSPI School Improvement Grants
LEA Application Feedback/Response**

		<p>curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematics deficiency.</p> <p>See pages 11-12 on amended application</p>
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Evidence from Application

The district will research standards based grading in Year 1 of the grant and move to implementation in 2012-14. The application indicates full implementation of RTI reading grades 6-12 with the intent to scale-up RTI in the area of mathematics. The district is requesting \$190,000 to align math curriculum K-12 to state standards; to examine a standards-based grading system using rubrics developed by ESD regional math coordinators; and use of formative assessments. The district also intends to purchase Corrective Math and EasyCBM to differentiate learning as the district implements a RTI framework in mathematics. The district wants to hire a math, reading, and RTI coach.

There is a lack of evidence that students have or will have access to grade level instruction based on an apparent lack of core curricular programming and based on the 2010 teacher schedule and proposed plan of action. This raises questions about the availability of standards -level rigorous instruction for students. Please provide additional information on how core instruction for reading and writing is delivered to all students.

Provide Job-Embedded Professional Development

Provide ongoing, job-embedded professional development aligned with school's comprehensive instructional program and designed with school staff.

- Meets Requirements *(To be completed by SE & SI staff)*
- Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement) make notes in the "Evidence from Application" box.
 - o The MOU needs to address expectations for ALL staff participation in the development and receipt of job-embedded professional development.
 - o Clarify in the district application a streamlined proposal limiting the number of PD experts to ensure consistency and coherency to the overall plan. Met 3/23/11
- Absent/does not address requirements

The district leadership team recognizes that a plan of this scope has many activities and touches many aspects of classroom, school and district work. In order to ensure coordination of these activities, and to provided sustained follow-up to staff members, the district will implement these supportive structures:

- 1. The district will employ a part-time technical assistance coordinator (TAC), who will work with the executive team to plan and implement staff development activities. The TAC will also actively gather formative feedback from staff and students to determine what adjustments need to be made in planned events, and how to**

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

		<p>best utilize the resources of external professional development providers.</p> <ol style="list-style-type: none">2. The district will work closely with ESD 113 staff to plan, implement and monitor RAD funded supports. The ESD will provide a staff member to be an active member of the executive team, and will serve as a technical consultant, while assisting the TAC in brokering high-quality professional development services.3. As mentioned elsewhere, the district has implemented, and will sustain a leadership team structure, which will allow for ongoing plan revision and support monitoring. These teams will be responsible for assessing the progress of the district plan, and determining if student growth (or staff capacity building) is resulting through plan activities. <p>The planned activities are directed at ensuring the 6-12 student learning increases dramatically in the next few years. All grant funded activities will require staff in this building to participate in professional development events. Much of what is planned for shared learning in the 6-12 building will also benefit PK-5 staff, and they will be encouraged to access these opportunities. Should staff from the PK-5 program be</p>
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**OSPI School Improvement Grants
LEA Application Feedback/Response**

		<p>required to attend, they will be compensated by district funds.</p> <p>The district is also planning to move from a model of 5 State Board “Waiver Days” for professional development, to weekly late starts, scheduled each Wednesday throughout the year. This model, along with coaching follow-up to externally provided training, will allow for ongoing professional development, supporting all staff across the district.</p> <p>Finally, the MOU developed in partnership with MEA will reflect the expectation that 6-12 staff will be active participants in RAD supported training, with compensation provided for extra duties and time.</p>
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Evidence from Application

Plans provided for professional development are sufficient but may not align with budget approval. The focus of this grant is for the 6-12 Junior/Senior High School. External readers of the application found elements of the plan to be confusing where it references grant funds and support at the PK- level. The district may focus on a PK-12 system but funds cannot be used to support beyond the eligible school (Section B: Question 1a; Appendix C, Research K-5, P. 28) It appears the district has identified district based funds for purchasing PK-5 reading and math materials and interventions. Ensure it is clear throughout.

Consideration of the number of experts that teaching staff will be able to work with on a daily basis is important. Recruiting and hiring or contracting with consultants that integrate RTI/formative assessment and intervention concepts with effective planning and instructional practice is important as these are all components of effective instruction impacting student learning. It is better to have a few specialists with a clear understanding of each of the diverse components of effective teaching than multiple personnel with focused expertise. Note: the district proposed the hiring or continued funding of 13 additional staff positions.

MOU needs to address professional development. It is an expectation that the professional development is not voluntary or optional but that all staff participates fully.

Continuous Instructional Use of Student Data

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

- Meets Requirements (*To be completed by SE & SI staff*)
 - Describe the tools to be utilized and streamline the access to professional development and technical assistance supports. Met 3/23/11 see

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

The district is proposing to contract with The Center for Research and Data Analysis at ESD 113 to provide staff development on collecting and utilizing student data to inform instruction, resource allocation, school operation and staffing as well as to develop tools and online reports for data analysis. EasyCBM data collected will drive the development of differentiated standards-based lesson planning and instruction. It is unclear the relationship between training offered via the ESD and through contracted individuals.

LEARNING TIME AND SUPPORT

Increased Learning Time

Required Element	Completion Status/Review Comments	District Response
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	<p><input type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>)</p> <p><input checked="" type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> ○ The MOU must address how it will pay staff for increased instructional and collaboration time, including whether this is required for all staff. ○ Amend the application to address the questions below <p>Met and approved: 3/23/11</p> <p><input type="checkbox"/> Absent/does not address requirements</p>	<p>Morton Jr/Sr High partners with ESD 113 under the 21st Century Grant to offer after-school and summer school programs that serve students in grades six through nine.</p> <p>Current programs are optional and open to any student who wishes to attend. On average, approximately 15 students attend on any given day. Students attend in order to receive help with homework and/or tutoring in a specific content area but current programs offer very little structure.</p> <p>In order to ensure that identified students have access to both core and intervention in</p>

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		<p>reading and math, the district will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as need support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses.</p> <p>Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year.</p> <p>Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.</p> <p>See page 56 of the amended application</p>
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Evidence from Application

It is unclear whether Morton School District is requesting an additional waiver for 175 day school calendar. The SIG grant requires extended learning for all students. How will the district ensure all students have a full 180 days of instruction as well as enough extended learning time to catch up to grade level standards?

While the Action Plan (p.36-38) indicates after school programming will increase student learning by 300 hours, it is unclear where the total of hours are placed, who is teaching

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the students, and whether all students and classroom teachers are engaged in the extended learning.
The needed extended learning is for “all students” as it is the “all students” category that determined the PLA and RAD designations.

Social-Emotional Supports for Students

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

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

Evidence from Application

Focused efforts to provide access to a school nurse, student assistance personnel, and AmeriCorp members to provide mentoring and academic tutoring demonstrates appropriate social-emotional and community-oriented services and support for students. The district proposes continued implementation of PBIS, training staff , developing a secondary prevention system for students with high-risk behavior and development of a system for collection of data on the success of PBIS. See Appendix D, P.32)

Family and Community Engagement

Provide ongoing mechanisms for family and community engagement.

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

**OSPI School Improvement Grants
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Evidence from Application

Collaborative processes that engaged Morton administrators, the MEA President, ESD 113 personnel, K-12 teachers, staff, parents, and community members demonstrates strong commitment to parent and community engagement. The three forums held to publicly review the Academic Audit, Required Action designation and the School Improvement Grant plan insured interested patrons had the opportunity to learn and to provide input at various stages of plan development. Tasking specific personnel with community engagement and communication demonstrates a renewed commitment to this requirement. (See Appendix D, P.32-35)

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GOVERNANCE		
Operational Flexibility		
Required Element	Completion Status/Review Comments	District Response
<p>Grant sufficient operational flexibility (e.g., staffing, calendar, and budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates.</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clarify the operational flexibility the school and principal will have to implement the model- Met 3/23/11 <p><input type="checkbox"/> Absent/does not address requirements</p>	<p>In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.</p> <p>In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.</p>

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		See page 16 of amended application
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Evidence from Application

The Morton application is based primarily upon providing support to ensure staff has the knowledge, skill and capacity to teach to grade level standards, utilize research-based practices that includes a repetitive cycle of planning, teaching, assessing, and differentiating to ensure all student receive the instruction, intervention or acceleration they need to maximize their learning. What operating flexibility will the district allow the principal and staff?

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BUDGET		
Sufficient in Scope		
Required Element	Completion Status/Review Comments	District Response
<p>Budget request is sufficient in scope to implement the selected intervention model fully and effectively in each Tier I, II or III school (Budget requests align with Section C; budget narrative supports proposed budget)</p>	<p><input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>)</p> <p><input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> o The district needs to address and justify the budget requests and question provided below and based on OSPI/District negotiation of the budget request. Met: 3/23/11 <p><input type="checkbox"/> Absent/does not address requirements</p>	<p>The Morton School district has addressed the RAD designation of the Morton Jr/Sr High as a district-wide issue, rather than one limited to that building alone. The district plans to utilize district funds to cover all preK-5 expenditures around professional development, sub coverage, extended contract days, stipends, supplies, and curriculum. Those items were initially included in the budget spreadsheet and grant narrative to show the districts commitment to addressing the systematic issues needed to turnaround low performing students. To minimize the confusion, these items have been removed from both the budget spreadsheet and grant narrative.</p> <p>We participated in an interview with OSPI School Improvement Team on March 15th with a proposed budget of \$1,144,481 (\$6502.73 per student). During this interview we were instructed to sharpen our pencils and reduce the proposed budget yet also being instructed to include three mandatory budget items totaling \$9,900. The very next day we reduced our initial proposed budget by \$423,203 to \$721,278. On March 17th we participated in a two hour conference call with members of the OSPI School Improvement Team to further negotiate budget justifications and reductions. Following this conference call we continued to review our priorities and reduce the budget to \$714,070 to close the gap between what we had proposed</p>

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per student to what OSPI informed us would be more acceptable. This proposed budget revision was emailed to the OSPI School Improvement Team on March 17th. On March 18th we received an email asking us to again review our priorities and look for ways to further reduce our proposed budget by \$50,000 to \$100,000. Our current proposed budget is \$652,822 (\$3709.22 per student) which is an overall reduction of \$491,659.

Evidence from Application

Page 4 of iGrant form package

Budget notes: throughout application reference is made to what services or purchase for K-5. SIG funds may not be used to support K-5 activities with the exception of staff attendance at professional development for which there is no cost for attendance, substitute or staff salary.

Add to budget: Annual School Classroom Practices Study and the Annual Classroom Observation Study (approximately \$8,000 per year), Advanced Achievement Gap Analysis (approximately \$1300 per year), CEE Data Package (approximately \$600/year).

Year 1: \$1,152,805 (\$6513/student)*

Year 2: \$879,388 (\$4968/student)

Year 3: \$876,557 (\$4952/student)

Total: \$2,908,750

*per student amounts based on 177 total students

Budget Narrative:

The district's budget is divided into 5 sections (**Refer to Section C RAD Budget**):

1. **District and Community:** The district is requesting \$319,000 to support staffing and expert coaching dedicated explicitly to improving communication across the district. While the BERC report points out in Recommendation #8, the need to continue to develop meaningful communication and collaboration, the district plan appears targeted towards the community, parents and family members only. Support of an external DIF or a TAC/Transformation Specialist may provide assistance to implement a district wide communication plan and structures without the need for additional staffing.
2. **School-wide Practices:** The district is requesting \$238,305 to support a:
 - a) School wide behavior system. This includes hiring an expert behavior consultant to provide on-site training and to review data monthly with the building behavior leadership team.
 - b) Student guidance system. A student assistance coordinator will assist the guidance counselor in delivering and coordinating activities to proactively address improvements in academic and career planning; increase preventative drug/alcohol education services, etc.
3. **Classroom/Instruction:** The district is requesting \$178,900 to support an expert to train teacher leaders on student engagement strategies and to provide time for teachers to conduct peer observations and collaborate using the STAR protocol. CWT/RBIS training may be an appropriate and more cost effective substitute aligned to the

**OSPI School Improvement Grants
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school's goals.

4. **Mathematics Program:** The district is requesting \$190,000 to align math curriculum K-12 to state standards; to examine a standards-based grading system using rubrics developed by ESD regional math coordinators; and use of formative assessments. The district also intends to purchase Corrective Math and easy CBM to differentiate learning as the district implements a RTI framework in mathematics. The district wants to hire a math coach and a RTI coach. Hiring of two coaches to support this effort seems duplicative. Math TACSE and support from ESD math coordinators could assist and make this a more cost effective request.
5. **Reading Program:** The district is requesting \$225,000 to purchase a new reading program at the elementary and middle school levels. SIG funds may not be used for the elementary purchase of materials. The district also intends to purchase skill based reading interventions. It is not clear whether these will be for the elementary or middle school level. The district wants to hire a .5 reading coach to support teacher PD, and data analysis. The district also wants to purchase books for the library (elem or middle school?) Reading TACSEs and support from ESD literacy coordinators could assist and make this a more cost effective request.

Budget negotiations will be discussed during the week of March 14, 2011 during and after the face to face meeting. A conference call will be set up accordingly.

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

OTHER		
Required Element	Completion Status/Review Comments	District Response
Application Alignment	<input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>) <input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box. <ul style="list-style-type: none"> ○ List the part(s) of the required element that the LEA is missing or has not adequately described. ○ Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements	
Evidence from Application		
Combine areas in the application to reduce duplication regarding the hiring of positions, roles/responsibilities and budget requests. Appears in 4 different areas which makes it difficult to track and align and some discrepancies are evident throughout. (ie, funding for TAC, reader board)		

Morton

Plan Feedback Response State Board

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

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

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

- a. **Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district:** The Morton leadership developed an inclusive and comprehensive planning process beginning with initial notification of RAD status and continuing through the presentation of the final plan to the State Board of Education. The process involved district, school, and ESD leadership at the executive/management level, and community, parents, students and staff at the data analysis, goal setting, research and planning levels. It is clear that broad ownership of the plan was created through the engagement and communication strategies employed by the executive leadership team. The result is a comprehensive plan, with goals, strategies, activities and initial evaluation criteria. Included in the plan are strategies for creating increased alignment between the two schools in Morton. The plan includes a request to fund a part-time position of Technical Assistance Contractor (TAC), who would be primarily charged with oversight of plan implementation and evaluation, and coordination between the various parties involved in implementing the RAD plan. *(See Response to Question 1b; Planning teams and Membership Appendix A; and Team Meeting Calendar, Appendix B for evidence of this process.)*
- b. **Address leadership structures:** As mentioned elsewhere, Morton leaders have taken dramatic and immediate steps to formally adopt a more broad and inclusive leadership structure. The model employed in plan development will be continued into regular operations, with a formal executive/management team and a more involved and representative leadership team. As the process continues, formal team roles and responsibilities will be developed, along with a protocol for selection and duration of team membership. *(See Response to Question 1b; Planning Teams and Membership in Appendix A for evidence of these structures)*
- c. **Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff:** The plan and revised MOU resulted in a commitment to implement this strategy. The goal is to have a formal process, which is tied to the new state evaluation criteria, reflects student learning measures and has clearly defined rubrics (scales) for performance in place by the second year of the grant. *(See MOU and Appendix E- Classroom/Instruction Action Plans, for evidence.)*
- d. **Set high academic standards:** Morton staff will respond to this recommendation by implementing a standards-based model for providing students with academic feedback, implementing an

instructional framework across the system, and accelerating closure of student learning gaps through a comprehensive Response to Intervention (RTI) model. Additionally, as part of the plan evaluation process, the leadership team will review academic outcomes to ensure that more students are on grade-level and leaving Morton schools career/college ready. (See

- e. **Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards:** One of the primary tasks of the TAC and the two part-time instructional coaches will be to facilitate the ongoing review of curriculum (both planned and taught). Additionally, the expectation of the leadership team is that instructional framework alignment, core academic content alignment and assessment alignment practices will permeate all areas of the school system, not just staff tasked with reading and mathematics instruction. *(See Appendix E; Appendix F; and Appendix G for roles of coaches and curriculum alignment activities.)*
- f. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices:** A hallmark of the Morton plan is the model of professional development and ongoing instructional support. The plan includes introductory, informational training for individuals and teams by external experts, ongoing coaching and instructional support, and development of formal learning community teams. The plan invests heavily in professional capacity building at the classroom and school leadership levels. To differentiate between the unique learning needs of various audiences, school leaders will be supported by the TAC, and peers and the instructional coaches will support teachers. *(See Appendix E; Appendix F; and Appendix G for roles of coaches.)*
- g. **Provide assistance in developing and implementing formative assessments:** The plan provides for support in the development of formative and progress monitoring assessments in literacy and mathematics. The continued expansion of the RTI model is the foundation of this work, but the instructional coaches will also be asked to assist teachers in expanding their repertoire of assessment strategies. *(See response to Question 3c, 3d, 3e, 5d; Appendix F and Appendix G for evidence.)*
- h. **Continue to develop meaningful communication and collaboration:** As mentioned earlier, the district has developed a model for increased communication and collaboration within the plan development process. This model will be continued as a vehicle for improved communication and gathering broad input regarding the plan process, progress and needs for adjustment. Formal meeting schedules as well as informal conversations will be a vital part of the planning process. Teachers will also be asked to be more formally engaged with peers as members of learning teams in the areas of RTI,

instructional framework development and reading/mathematics improvement. Finally, the district will expand their strategies for ongoing communication with parents and community members. Currently the plan includes a request for a part-time communication coordinator who will help coordinate and disseminate district information to a variety of audiences within the Morton community. *(See response to Question 3a, Appendix C- Strategy 2 for evidence.)*

- i. **Fully implement a behavior and reward program:** The Morton RAD Plan include a focus on implementing Positive Behavior Interventions and Supports (PBIS), a well researched and well supported model for clarifying and rewarding student behaviors. The PBIS model will include ongoing training for the school team, and will result in a comprehensive PBIS model's implementation at Morton. The district is contracting with an external expert for training of PBIS leaders and to conduct ongoing training and to provide feedback regarding PBIS in Morton. *(See Appendix D for evidence.)*
6. Final comments: The district leadership team feels the BERC Report was an accurate snapshot of the school and classroom practices. However, as a snapshot, it does not give the full picture of a school, its history, or the needs of the whole system. The leadership team feels our plan is a fair representation of both the recommendations contained within the BERC Report, and our shared understanding of the needs of our school system.

**Morton School District
#214
District Application**

**Competitive Improvement
Grants & Required Action
Districts**

CONTRACT	FTE	PERSONNEL / MATERIALS / SUPPLIES	ROLE / RESPONSIBILITY / STRATEGY	ORIGINAL	NEW PROPOSED	DIFFERENCE
210 Days	1.00	6-12 Principal	Continue to develop meaningful communication and collaboration	\$80,000	\$80,000	\$0
184 Days	1.00	Dean of Students		\$60,000	\$0	-\$60,000
180 Days	0.40	Woodshop Teacher				
180 Days	0.40	Spanish Teacher				
180 Days	0.40	Art Teacher				
190 Days	0.50	Student Assistance Professional / Student Guidance Counselor	Prevention, Intervention, and Treatment Collaboration/Partnership with Outside Agencies Community/Parent Education Staff Development for Teachers Student Guidance Counselor PBIS / Counseling Supplies	\$35,000 \$7,500	\$35,000 \$2,500	\$0 -\$5,000
180 Days	2.00 6.5 Hrs/Day \$11.30/Hr \$11.64/Hr \$12.10/Hr	RTI Para-Educators (Reading & Math)		\$26,736	\$26,736	\$0
120 Days	\$117/Day	Substitute Teachers		\$25,000	\$14,040	-\$10,960
120 Days	\$250 / Day	Additional Supplemental Contract Days for Teachers		\$30,000	\$0	-\$30,000
	Per Diem	4 Days - 12 Teachers - Summer Institute 2 Days - 5 Teachers - Math RTI Training		\$0	\$16,260	\$16,260

60 Days	\$250/Day	Teacher Stipends for optional professional development outside of contract days ***Must be pre-approved by building principal		\$30,000	\$15,000	-\$15,000
90 Days	\$73.45/Day	Substitute Para-Educators		\$3,673	\$6,610	\$2,937
45 Days	\$150/Day	Additional Supplemental Contract Days for Para-Educator		\$3,200	\$0	-\$3,200
	\$125/Day	4 Days - 9 Para-Educators - Summer Institute 2 Days - 9 Para-Educators - Math RTI Training		\$0	\$6,750	\$6,750
45 Days	\$125/Day	Para-Educator Stipends for optional professional development outside of contract days ***Must be pre-approved by building principal		\$4,400	\$5,625	\$1,225
1.00 Days 149	2.25 Hrs/Day \$33.33/Hr	After-School Teacher Stipends		\$10,058	\$0	-\$10,058
2.00 Days 149	2.25 Hrs/Day \$12.80/Hr	After-School Para-Educator Stipends		\$9,387	\$0	-\$9,387
149 Days	2 Buses	After-School Program Activities Transportation		\$22,570	\$22,570	\$0
2.00 10 Days	6 Hrs/Day \$33.33/Hr	Summer School Teacher		\$3,600	\$0	-\$3,600
2.00 10 Days	6 Hrs/Day \$12.80/Hr	Summer School Para-Educator		\$1,680	\$0	-\$1,680
10 Days	2 Buses	Summer School Program Activities Transportation		\$3,030	\$3,030	\$0
		CERTIFICATED FRINGE BENEFITS		\$82,097	\$48,090	-\$34,007
		CLASSIFIED FRINGE BENEFITS		\$14,723	\$13,716	-\$1,007
		ESD Contracted After-School Program		\$0	\$24,138	\$24,138
		ESD Contracted Summer School Program		\$0	\$6,120	\$6,120
	0.50	Contracted TAC (Technical Assistance Coordinator)	Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district Work with staff to Integrate the principle and strategies of the school's common pedagogical instructional framework	\$90,000	\$45,000	-\$45,000

			<p>Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices</p> <p>Coordination of assessment and data analysis</p> <p>Address leadership structures</p> <p>Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff</p> <p>Set high academic expectations</p>			
	1.00	Contracted RTI Coordinator (.5 Reading / .5 Math)		\$78,000	\$0	-\$78,000
	0.5	Contracted Literacy Specialist / Coach	<p>Provide ongoing professional development and coaching for aligning 6-12 curriculum with state standards</p> <p>Provide assistance in developing and implementing formative assessments</p>	\$45,000	\$45,000	\$0
	0.5	Contracted Mathematics Specialist / Coach	<p>Provide ongoing professional development and coaching for aligning 6-12 curriculum with state standards</p> <p>Provide assistance in developing and implementing formative assessments</p>	\$45,000	\$45,000	\$0
	2.00	Ameri-Corp Workers		\$9,000	\$9,000	\$0
		<p>PROFESSIONAL DEVELOPMENT</p> <p>CHARLOTTE DANIELSON</p> <p>Framework for Teaching</p> <p>Professional Learning Communities</p> <p>Walkthrough Observation</p> <p>Coaching</p> <p>Evaluation</p> <p>RTI</p> <p>RTI Math - Curriculum & Direct Instruction</p> <p>Formative Assessment</p> <p>Data Collection and Analysis</p>		\$80,000	\$50,000	-\$30,000

		PBIS Positive Behavior Intervention System				
Contracted 190 Days	7 Hrs/Day \$20/Hr	* Readiness To Learn Coordinator	Liaison between Student and Families and Outside Support Agencies Identify "At-Risk" Youth who will benefit from mentorship and academic tutoring and support Provide social/emotional support to students in need Parent education and support RTL Supplies	\$26,600	\$0	-\$26,600
		Data Management System w/ ESD System		\$3,000	\$0	-\$3,000
				\$20,500	\$0	-\$20,500
Contracted 190 Days	4 Hrs/Day \$20/Hr	School/Community Coordinator:	Reports to Superintendent Reader Board, Newsletter, Web-Site, Activity Planner and Coordinator Communication Supplies	\$19,000	\$15,200	-\$3,800
				\$7,500	\$2,500	-\$5,000
Contracted 30 Days		ESD 113	Provide training and support in formative assessment, data collection, data analysis, PBIS Training and Support, and RTI Training and Support	\$50,000	\$18,000	-\$32,000
		INSTRUCTIONAL MATERIALS	RTI Reading Intervention Consumables Non-Fiction Curriculum Core Library 6-8 RTI Fluency Intervention RTI Mathematics Intervention Curriculum	\$5,000 \$0 \$0 \$30,000	\$5,000 \$0 \$10,000 \$35,000	\$0 \$0 \$10,000 \$5,000
		TECHNOLOGY	Automated Information Phone System Outside LED Reader Board Smart Boards Classroom Responders Website	\$2,591 \$50,000 \$25,000 \$37,000 \$10,000	\$2,591 \$0 \$0 \$0 \$1,000	\$0 -\$50,000 -\$25,000 -\$37,000 -\$9,000
		STUDY / EVALUATION	Annual School Classroom Practices Study and the Annual Classroom Observation Study Advanced Achievement Gap Analysis CEE Data Package	\$0 \$0 \$0	\$8,000 \$1,300 \$600	\$8,000 \$1,300 \$600
		INDIRECTS		\$58,636	\$33,446	-\$25,189

		TOTALS		\$1,144,481	\$652,822	-\$491,659
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Head Count 176

\$6,503

\$3,709

-\$2,794

YEAR 2	YEAR 3
\$83,000	\$86,000
\$0	\$0
\$35,000	\$35,000
\$2,500	\$2,500
\$27,238	\$28,314
\$14,040	\$14,040
\$0	\$0
\$16,260	\$16,260

\$15,000	\$15,000
\$6,610	\$6,610
\$0	\$0
\$6,750	\$6,750
\$5,625	\$5,625
\$0	\$0
\$0	\$0
\$22,570	\$22,570
\$0	\$0
\$0	\$0
\$3,030	\$3,030
\$48,990	\$49,890
\$13,867	\$14,190
\$24,138	\$24,138
\$6,120	\$6,120
\$45,000	\$45,000



\$0	\$0
\$45,000	\$45,000
\$45,000	\$45,000
\$9,000	\$9,000
\$40,000	\$30,000

\$0	\$0
\$0	\$0
\$0	\$0
\$15,200	\$15,200
\$2,500	\$2,500
\$18,000	\$18,000
\$5,000	\$5,000
\$0	\$0
\$2,500	\$2,500
\$5,000	\$5,000
\$885	\$885
\$0	\$0
\$0	\$0
\$0	\$0
\$0	\$0
\$8,000	\$8,000
\$1,300	\$1,300
\$600	\$600
\$30,981	\$30,727

\$604,704	\$599,749
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SBE Review Notes 3/28/11 Morton Junior Senior High ESD 113

Summary of Review

Required Elements	Adequately addressed in the RAD plan? Y/N
1. Implementation of one of the four federal intervention models.	Yes
2. A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.	Yes
3. RAD Plan: a. A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school. b. How the district intends to address the findings of the academic performance audit.	No (see pages 8-19 and RAD memo for more details)
4. Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include improving mathematics and reading student achievement and graduation rates that will enable the school to no longer be identified as a persistently lowest-achieving school.	Yes
5. A public hearing conducted by the school board on the proposed plan.	Yes
6. Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.	Yes

Audit Overview

- 14 teachers
- 160 students
- 3 superintendents in 7 years

Models Reviewed

Transformation – most likely option per audit

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

Performance and Demographics

Reading and Math Three Year Proficiency and Improvement Rate

Morton Junior and Senior High School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
49.5%	-5.55%	29.1%	-5.71%

Student Demographics		
Enrollment		
October 2009 Student Count		177
May 2010 Student Count		161
Gender (October 2009)		
Male	88	49.7%
Female	89	50.3%
Race/Ethnicity (October 2009)		
American Indian/Alaskan Native	9	5.1%
Asian	5	2.8%
Pacific Islander	1	0.6%
Asian/Pacific Islander	6	3.4%
Black	5	2.8%
Hispanic	6	3.4%
White	149	84.2%
Special Programs		
Free or Reduced-Price Meals (May 2010)	86	53.4%
Special Education (May 2010)	28	17.4%
Transitional Bilingual (May 2010)	0	0.0%
Migrant (May 2010)	0	0.0%
Section 504 (May 2010)	2	1.2%
Foster Care (May 2010)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2009-10)	79	0.6%
Annual Dropout Rate (2008-09)	11	10.9%
On-Time Graduation Rate (2008-09)	15	54.3%
Extended Graduation Rate (2008-09)	15	54.3%

Strengths:

- Rtl in reading, beginning PBIS.
- Staff commitment.

Issues:

- Poverty and drug abuse in community.
- Little interaction or collaboration between elementary and middle/high; lack of vertical curriculum alignment.
- Transition to middle school very difficult for students.
- Lack of within-school collaboration (do use four waivers days, but outside of those not much); only one staff meeting all year so far.
- Only 20 percent seniors take requisite HECB minimums for four-year public college courses; mostly lacking math and world language.
- 55 percent graduation rate (approx.).
- No school leadership team.
- Lack of rigor, low teacher expectations.
- No advanced level classes offered.
- Implementation of projects often incomplete.
- Lack of clear expectations for staff; infrequent evaluations and conversations about teaching and learning.

- Poor communication, both within school and with community.
- Materials are out of date or lacking.
- No school-wide instructional framework
- Inconsistent assessment system.
- Interventions exist, but are not evaluated and adjusted.
- Discipline is inconsistent and students interact negatively.
- Community involvement is weak.
- Very few parents agree or strongly agree that academics are the primary focus of the school.

Technical Assistance

ESD 113 assisted Onalaska with preparation of plan

Brief Summary of Plan/Strategies:

- Hiring additional staff: technical assistance coordinator, instructional coaches, school/community coordinator, student assistance professional, Para educators.
- Charlotte Danielson’s Framework for Teaching
- Extended learning day for students for targeted students to provide intervention in reading and math.
- Response to Intervention in reading and math.
- School-wide behavior improvement plan.

Budget:	Year 1	Year 2	Year 3	Total
Morton Total	\$652,822	\$571,219	\$408,014	\$1,632,055

Goals as stated in the plan:

Grade level		Mathematics	Reading
6	2009-10 (baseline)	9.7%	28.1%
	2011-12	24.8%	40.1%
	2012-13	39.9%	52.1%
	2013-14	55%	64.1%
7	2009-10 (baseline)	40%	44%
	2011-12	50%	53%
	2012-13	60%	62%
	2013-14	70%	71%
8	2009-10 (baseline)	28.6%	28.6%
	2011-12	40.6%	40.6%
	2012-13	56.6%	52.6%
	2013-14	64.6%	64.6%
10	2009-10 (baseline)	12.5%	64.7%
	2011-12	27.5%	70.7%
	2012-13	42.5%	76.7%
	2013-14	57.5%	84.7%

State Board of Education Assessment:

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

SBE Comments
District selected transformation model.

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

SBE Comments

Yes, adequate

District/LEA	Yr 1 Actual 40%	Yr. 2 Proj. 35%	Yr. 3 Proj. 25%	3 Year Total	Student Enrollment	PPE Yr 1
Onalaska SD (10%)	\$71,513	\$62,574	\$44,695	\$178,782	198	\$3,612
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

Concerns about the way the budget is being spent.

Sustainability of new staff is important but what will happen when all the new experts leave? How will they improve capacity of new staff?

Taking too long to select curriculum; lack of alignment; Instruction plan is weak.

From Morton Plan

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

Page 7

After considerable reflection upon the current capacity of the district to fully implement our proposed improvement plans, and both dynamically and systematically address the needs identified through our improvement process, it is clear additional staff and expertise will be needed. As our aim is to rapidly transform student learning, and to fully support staff through ongoing capacity building activities, we propose that the grant fund the following positions, to be filled by June, 2011:

Technical Assistance Coordinator (TAC)

This position will work with the superintendent, principals, and external partners to coordinate the development of the transformation intervention; align the various elements of the action plan; strengthen instructional leadership at the district and school levels; as well as promote and align various instructional change efforts, with a consistent focus on a common pedagogical framework (Charlotte Danielson's Framework for Teaching) to drive dramatic change in classroom instruction.

Specialists / Coaches in Literacy and Mathematics

These positions will work closely with the principal and TAC to provide ongoing professional development and coaching for aligning PK-12 curriculum with state standards. They will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. He or she will also provide instructional coaching in Direct Instruction. In addition, this person will coordinate either reading or math Professional Learning Communities (PLC) meetings, providing advice on student placement, and ordering necessary curriculum.

Morton Jr/Sr High School Principal

This position will work closely with the superintendent, TAC Specialists, Dean of Students, content specialists, RTI Coordinator, and Readiness to Learn (RTL) Coordinator to build the capacity for quality instruction through the collection of data and frequent classroom walk-throughs. In addition, this person will work to establish and/or maintain collaboration and communication with teachers, staff, students,

parents, and community members.

Student Assistance Professional

This position will work closely with principal, RTL Coordinator, school nurse, and counselor to provide students with drug and alcohol prevention, intervention, and treatment opportunities. In addition, this position will collaborate and partner with outside agencies to provide drug and alcohol education to teachers, staff, parents, and community.

Two AmeriCorps Members

These positions will work closely with the RTL Coordinator, to provide additional support for our “at-risk” youth who will benefit from mentorship and academic tutoring. In addition, the position will also provide social/emotional support to students and families as part of our RTL and After-School Programs.

Two Para-Professionals

These positions will provide direct instruction, under the supervision of a teacher, in both reading and mathematics. They will also work closely with the RTI Coordinator to manage and analyze RTI data as part of their PLC work.

School /Community Coordinator

This position will work with the superintendent and principal to create and implement a communication plan to ensure clear lines of communication between the school district and surrounding community. This will include creating and/or updating the reader board, newsletter, and website to provide real time information for everyone in the community. This person will also plan and coordinate activities to establish and maintain a collaborative sense of community between the school district and surrounding community.

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In order to ensure that identified students have access to both core and intervention in reading and math, the District will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as need support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses. Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year. Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.

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Reading:

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

The goal of the reading plan is to improve our junior high students’ understanding of reading so that by 2014, 64 percent of our sixth grade, 72 percent of our seventh grade, and 64 percent of our eighth grade students will meet standard on the Washington State Measure of Student Progress (MSP).

The District has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68 percent of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately

placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

RTI is a systematic method ensuring each student is receiving reading instruction at the level he or she needs. The Jr/Sr High School will refine the RTI program started in September, 2010, and the elementary will implement RTI in September, 2011. A new classroom reading program will be adopted at the elementary school utilizing district funds. In addition, other programs will be purchased to help students with specific needs in comprehension, phonics, and reading fluency. Teachers will be trained in the new programs, learn how to analyze student reading data, and use it to change their instruction. A half-time Literacy Specialist will be hired to help teachers teach the programs as they were designed, and facilitate teachers working together to better their teaching practices.

Mathematics:

The mathematics plan is focused on improving our junior high students' understanding of mathematics so that by 2014, 60 percent of our sixth grade, 60 percent of our seventh grade, and 65 percent of our eighth grade students meet standard on the Washington State Measure of Student Progress (MSP).

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematic deficiency.

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Based upon these criteria, the District has identified several external partners that are qualified to provide assistance in the following areas:

ESD 113:

- *Advise on creating a new staff competency model and staff evaluation system in the District:*
 - *Provide job-embedded professional development to Morton Jr/Sr High School teachers and staff.*
 - *Continue to provide school-wide training and technical assistance in the use of RTI program.*
 - *Assist in building a functional professional learning community in the school.*
 - *Assist in school-wide implementation of the Positive Behavior Intervention Support system.*
 - *Assist in identifying and implementing new strategies that allow for effective personnel recruitment for highly qualified applicants in the area of literacy, mathematics, and school improvement.*
 - *Assist in designing and effectively conducting the action planning process.*
 - *Support staff in development and use of formative student assessments.*

- Support administrators and staff in making effective use of student assessment data to drive instructional decisions and strengthen instructional leadership at district and school levels.

Charlotte Danielson's Group:

- Assist in improving instructional practices in the classroom by providing planning, training, and facilitation in the use of the Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs to all secondary school administrators and staff.
- Assist in building instructional leadership capacity of district and school administrators, promoting the effective use of classroom walkthroughs, and developing staff capacity of effective peer collaboration.

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

As noted earlier in response to Question 1b, the District will begin a collaborative action planning process involving internal stakeholders and external partners (particularly ESD 113 and the Charlotte Danielson's Group once the grant is awarded. This process will be used to conduct a more detailed review and revision of specific district and school policies and practices in a variety of areas. It will use information collected during the external and internal needs assessments, and information collected or generated by external partners or internal stakeholders as part of the planning process. Throughout the action planning process, district and school leadership (including the local school board) will review and revise (if necessary) budget and resource allocation decisions to align with other revisions in policies and practices.

Immediate priority in the action planning process will be placed on developing a revised Memorandum of Agreement (MOA) between the Morton School District and the Morton Education Association. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, and participation in student advisories. The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process. The MOA will also include a specific timeline for developing a new staff evaluation system, new personnel recruitment system, a new teacher compensation plan, and modification of the collective bargaining agreement. The timeline will ensure that all new systems and plans will be in place for the 2012-13 school year.

The action planning process will review and revise policies and practices related to:

- School schedule
- Professional development plans including job embedded professional development strategies
- After school program design (including student participation requirements)

Revised policies and practices in these areas will be completed by the beginning of the next school year in September, 2011. The action planning process will review and revise policies and practices related to the following:

Guidelines and tools for data use by administrators, staff, and support staff

- Guidelines and tools for classroom walkthroughs
- Regular communication with parents and the community
- Summer school program design (including student participation requirements)

These revised policies and practices will be completed by January, 2012.

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

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
<p>1. Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district. Morton School District personnel are emphatic that the challenges faced by the district in improving student learning and achievement reside not only at the junior and senior high school, but also at the elementary school. They believe that reform efforts and changes need to be made system-wide for lasting changes to occur. Therefore, the district must develop a plan for how they will use a combination of grant and district resources to support both schools. This plan may include how the schools will work together to become more aligned programmatically and with curriculum, instruction, and assessment. Leaders at each of the schools will need to work together on common goals for the schools and will need to provide opportunities for the two staffs to work and learn together. This action planning process would likely be assisted by the presence of a Technical Assistance Contractor (TAC) with district experience who is experienced at leading schools through this</p>	<p>Yes.</p> <p>It is not clear that the plan as outlined is for a distributed leadership model sufficiently involving current staff. It relies on hired outside experts. It did not seem that this plan would provide sufficient capacity building with current staff to ensure sustainability of improvements. The academic achievement audit placed a very strong emphasis on developing the mission and goals, but there is not a clear plan to work with the Board, staff, parents and community to develop a mission, define clear goals, and develop benchmarks for performance. The link from the mission and goals to student learning should be explicit.</p>	<p><i>Page 8</i></p> <p><i>The District will begin working with the Charlotte Danielson’s Framework for Teaching Consultant in the spring of 2011 to implement in-depth professional development in Danielson’s Framework for Teaching and classroom walkthroughs, with imbedded training and monitoring continuing through the spring of 2014. This professional development will build capacity for quality instruction and increased student learning outcomes. In order to ensure that this improvement effort is consistent and sustained over time, the District will continue the action planning process we’ve followed throughout our preparation for this grant. Our process has helped determine a clear focus on learning, identify specific goals, strategies, benchmarks, and action steps. The continuous renewal of this plan will be collaboratively created, transparent to all in the school and community, and serve as the basis for assessment of progress in the school. The plan will also be used to guide district and school decision making, particularly the strategic allocation of district and school resources.</i></p> <p><i>This action planning process will explicitly incorporate and build upon past efforts to improve Morton Jr/Sr High School and strengthen student instruction. This will include the following:</i></p> <ul style="list-style-type: none"> • <i>District Leadership Initiative to address:</i> <ul style="list-style-type: none"> ➤ <i>Staff Instruction / Student Engagement</i> ➤ <i>Parent and Family Involvement / Parent Partnerships and Trainings</i> ➤ <i>Communication and Collaboration P-12 / Vertical and Horizontal Curriculum Alignment / Professional Learning Communities / Team Building</i> ➤ <i>Student Achievement in Reading, Writing, Math, and Science / Development of Common Assessments and Classroom Based Assessments</i> ➤ <i>Development of a P-12 Strategic School Improvement Plan / Revision of current School Improvement Plan across the district</i> • <i>Response to Intervention has been fully implemented in reading at Morton Jr/Sr High School and will be implemented at Morton Elementary in the fall of 2011. Math will be implemented at Morton Jr/Sr High School in the fall of 2011, and at Morton Elementary in the fall of 2012.</i> • <i>Continued training in the Positive Behavior Intervention System (PBIS) throughout the spring</i>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
<p>planning process. It may also be appropriate to secure an on-going relationship with a TAC who can provide continuous support to district and school leaders.</p>		<p><i>of 2011, with implementation planned for fall of 2011</i></p> <p><i>Page 14-15</i> <i>In order to ensure effective collaboration between district and school leadership, the Morton Superintendent, the new Technical Assistance Coordinator; the new Jr/Sr High School Principal; the RTI Coordinator, and new Literacy and Math Specialists, will lead the initial action planning process. The process will identify specific goals, benchmarks, strategies, and action steps for implementing the Transformation Intervention Model. They will meet monthly during the school year to review data on program implementation and to make data-driven decisions regarding future resource allocations. They will also continue to use the action planning process during the course of this initiative to review and adjust benchmarks, implementation strategies, and action steps to ensure that the action plan continues to drive resource allocation decisions at the school and district levels.</i></p>
<p>2. Address leadership structures. Currently, no leadership team exists at the junior and senior high school. The process of decision-making appears to happen largely on an informal basis and teacher leaders appear to be selected in an informal process, which leads some to be unclear about how to be involved in the process if they are not selected. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and strategies up to the building principal rather than to a larger group of people. Many staff members expressed a desire to be more involved with the decision-making</p>	<p>No.</p> <p>The issue of setting high academic expectations was not clearly addressed in the plan. There was no discussion of developing common language among staff, no plan to identify other districts to investigate how high expectations are supported, and no plan to use data from high school outcomes to make decisions about course offerings for ALL students. The plan should address the need to change the culture and perception of the school to one that is rigorous and challenging.</p> <p>How does this leadership structure involve current staff? No evidence of</p>	<p><i>Page 5</i> <i>In response to the need to establish broad ownership and formal leadership structures throughout our planning process, Executive and Leadership Teams were established through our partnership with Educational Service District 113. The Executive Leadership Team is comprised of Morton administrators; the Morton Education Association (MEA) President; Educational Service District (ESD)113 Assistant Superintendents of Teaching and Learning, Student Support Services, Center for Research and Data Analysis, Special Education and Early Learning; and both ESD 113 and school-based content specialists in the areas of reading and mathematics. The Leadership Team is comprised of the Executive Leadership Team, K-12 teachers and staff, students, parents, and community members.</i></p> <p><i>Page 6</i> <i>The District will establish a dynamic and distributed leadership infrastructure that allows a greater emphasis on instruction and a greater interaction between district and school leaders, staff, and students in the classroom. This will be accomplished, in part, by creating a new, grant-funded 6-12 secondary school principal, with an additional district-funded PK-5 elementary school principal. In support of these principals, and in continuation of the structures developed during this response writing process, the District will formally establish ongoing building and district-wide leadership teams, which will be charged with utilizing data to both monitor and adjust school</i></p>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
<p>process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will entail determining what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team.</p>	<p>distributed leadership model, deciding what forms of leadership are needed, delineation of responsibilities? What is the role of the superintendent in the leadership structure? Where is the capacity building or sustainability plan?</p>	<p><i>improvement plans. The creation of the new principal position, along with ongoing professional development, such as Charlotte Danielson's Framework for Teaching, will provide strong building-based leadership focused on both the elementary and secondary schools.</i></p> <p><i>Page 12</i> <i>In order to ensure that Morton Jr/Sr High School receives ongoing, intensive technical assistance and related support to fully and effectively implement its Transformation Model, the district will expand its own capacity to provide such assistance and support. As a small rural school district, the only staff person currently available to provide educational assistance to the school is the superintendent. Within the constraints of his position, he has and will continue to provide such assistance under this proposed initiative. In addition, the superintendent, along with school administrators (the new Morton Jr/Sr High and Elementary School principals) and identified teacher leaders, will receive external training, on-site technical assistance, and coaching to build their capacity as instructional leaders within the school and district. As noted previously, the grant will fund a full-time Technical Assistance along with half-time specialists in literacy and mathematics to provide assistance and support. The specific roles and responsibilities were described earlier in response to Question 1c.</i></p> <p><i>Page 17</i> Operational Flexibility: <i>In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.</i></p> <p><i>In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over</i></p>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
		<i>the life of the RAD process.</i>
<p>3. Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff. District and school personnel will need to work closely to develop clear expectations and standards for assessing the performance of school leaders and teaching staff. Under the current system, all teaching staff are rated as satisfactory or unsatisfactory. A more comprehensive model is needed to assess performance. District and school representatives will need support in developing such a model and may benefit from investigating how other schools and districts are doing this.</p>	<p>Yes, although vague responses.</p>	<p><i>Page 6</i> <i>The District will adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and employee retention. This new model will promote high expectations for all personnel, and will hold them individually and collectively accountable for improved student learning outcomes.</i></p> <p><i>As stated in the BERC Group report, “The District tends to be limited to the immediate area in most recruiting.” This has meant there is often a limited pool of applicants for open positions. As a result, positions have been difficult to fill. Additionally, due to the small number of staff, vacancies often require locating individuals who have endorsements in multiple content areas. For example, the district recently sought to hire a Spanish teacher who was also endorsed in another area such as language arts or history, but was unsuccessful in locating suitable candidates. In fact, there were no Spanish-endorsed applicants; therefore, the district was forced to contract with a virtual Spanish teacher in order to meet student needs.</i></p> <p><i>The District is committed to implementing new approaches to successfully extend its recruitment outside the immediate area. Due to decreasing enrollment and declining budgets, there have been very few job postings over the past seven years. Therefore, we have not maintained our memberships in online posting sites or attended the annual Washington Educator Career Fair. We are currently exploring ways to reestablish career fairs and online postings as well as working with ESD 113, Association of Washington Principals (AWSP), and Washington Association of School Administrators (WASA) to ensure we reach a larger applicant pool.</i></p>
<p>4. Set high academic expectations. Morton Junior and Senior High School students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. If Morton is to be successful in</p>	<p>No.</p> <p>The issue of setting high academic expectations was not clearly addressed in the plan. There was no discussion of developing common language among staff, no plan to identify other districts to investigate how high expectations are supported, and no plan to use data from</p>	<p><i>Page 4: New principal competency: creates continuous high expectations for staff and students.</i></p> <p><i>Page 62: Contracted TAC will: Set high academic expectations</i></p>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
<p>transformation, they will need to put plans in place for how to change the culture and perception of the school from a place where there are low academic expectations to one where the school is seen as rigorous and challenging. We recommend staff members work together to identify the highest level of expectations possible for Morton students and develop common language around those expectations. We also recommend staff members identify high-achieving districts with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported. In addition, Morton personnel should use data from the high school outcomes (course offering and transcripts) section of this report in making decisions about course offerings and determining policies related to course taking.</p>	<p>high school outcomes to make decisions about course offerings for ALL students. The plan should address the need to change the culture and perception of the school to one that is rigorous and challenging.</p> <p>What is the plan to change the culture of the school to ensure all adults have high expectations?</p> <p>There is no clear plan for staff to work together to identify high expectations for ALL students and develop common language around those expectations. There was no mention of opportunities for students to take advanced classes. The responsibility for setting high expectations for students seems to lie exclusively with the K-8 principal. Specifically how will this individual build high expectations with staff, especially considering the expanded role to serving as principal of both the elementary and middle schools?</p>	
<p>5. Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards. Many interview and focus group participants maintained that math</p>	<p>Yes.</p>	<p><i>Page 7-8</i> <i>District and school leadership will be expected to emphasize instructional leadership as a priority. They also will be expected to work closely with external partners to promote vertical alignment of curriculum across all grade levels and subject areas, implement new and more effective job-embedded professional development, adopt systemic methods of evaluating the impact of professional development on classroom instruction, conduct effective</i></p>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
<p>and reading curriculum are aligned with state standards, but fewer were confident that other content areas were aligned. Much of the alignment in some subject matters appears to rely on textbooks. Curriculum must also be investigated to ensure continuity and vertical alignment from the elementary school to the junior and senior high school.</p>		<p><i>classroom walkthroughs, and employ common assessments of student learning. These efforts will be focused on ensuring a coordinated and aligned curriculum and student assessment system in the school, with a primary emphasis on quality classroom instruction.</i></p> <p><i>Page 12</i> <i>To improve our students' understanding of mathematics our plan focuses on building a cohesive system of instruction that will meet the students' needs at any level of mathematics. Part of the cohesive system will be to implement a district wide effort to align the mathematics curriculum with the WA State Standards, so that all students are receiving instruction aligned with the standards by which they are being assessed. Along with the Standards alignment we will examine a standards based grading system using common guidelines (rubrics) for Mathematics assessment developed by the Regional Mathematics coordinators and use on-going (formative) assessments to give effective feedback to students so that they will be more engaged in their own learning.</i></p> <p><i>Page 14</i> <i>This year, the school has implemented RTI in reading using newly adopted SRA Corrective Reading Curriculum in grades six through 12. In addition, the district is in the process of planning and adopting a new standards-based math intervention curriculum for implementation of RTI Math in grades six through 12 and Reading in grades PK through five for the 2011/12 school year.</i></p> <p><i>The SRA Corrective Reading Curriculum utilizes direct instruction and has been implemented and is aligned with common pedagogical framework and incorporated comprehensive professional development program. Currently, the easyCBM assessment is utilized to identify students at benchmark, strategic, and intensive levels in the area of reading. From the results of the data analysis, SRA Corrective Reading Curriculum Assessments are administered to place students at appropriate levels based on individual needs. Students are progress monitored weekly utilizing curriculum based assessments and quarterly utilizing easyCBM to ensure that students are appropriately placed and progressing at a rate that will exit them from the intervention and place them into core. These results will incorporate into a common data analysis framework carried out collaboratively by school administrators and staff with the assistance and support of ESD 113. The same data collection, analysis, and placement process will occur in the area of mathematics.</i></p>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
<p>6. Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.</p> <p>The frequency of instructional practices aligned with research-based principles of learning are fairly low according to classroom observation results, and some teachers acknowledged a need for and interest in training focused on instruction. We recommend that staff members continue to focus on instruction in a manner that draws from research-based approaches and strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them after implementation. School administrators will also need to be supported in their roles as instructional leaders at their buildings. An instructional coach may need to be employed for working with staff on a more consistent basis around instructional goals.</p>	<p>Yes</p>	<p><i>Page 7</i> <i>The District will also strengthen the capacity of administrators and staff to effectively facilitate and participate in collaborative instructional teams. In addition, the district will work to provide expanded opportunities for common teacher planning time around pedagogy and classroom instruction. This will be crucial in continuing to implement the professional learning communities and more collaborative communications.</i></p> <p><i>Page 16</i> Instructional Support Strategies: Job-Embedded Professional Development: <i>The district leadership team recognizes that a plan of this scope has many activities and touches many aspects of classroom, school and district work. In order to ensure coordination of these activities, and to provided sustained follow-up to staff members, the district will implement these supportive structures:</i></p> <ol style="list-style-type: none"> <i>1. The district will employ a part-time technical assistance coordinator (TAC), who will work with the executive team to plan and implement staff development activities. The TAC will also actively gather formative feedback from staff and students to determine what adjustments need to be made in planned events, and how to best utilize the resources of external professional development providers.</i> <i>2. The district will work closely with ESD 113 staff to plan, implement and monitor RAD funded supports. The ESD will provide a staff member to be an active member of the executive team, and will serve as a technical consultant, while assisting the TAC in brokering high-quality professional development services.</i> <i>3. As mentioned elsewhere, the district has implemented, and will sustain a leadership team structure, which will allow for ongoing plan revision and support monitoring. These teams will be responsible for assessing the progress of the district plan, and determining if student growth (or staff capacity building) is resulting through plan activities.</i> <p><i>The planned activities are directed at ensuring the 6-12 student learning increases dramatically in the next few years. All grant funded activities will require staff in this building to participate in professional development events. Much of what is planned for shared learning in the</i></p>

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		<p><i>6-12 building will also benefit PK-5 staff, and they will be encouraged to access these opportunities. Should staff from the PK-5 program be required to attend, they will be compensated by district funds.</i></p> <p><i>The district is also planning to move from a model of 5 State Board "Waiver Days" for professional development, to weekly late starts, scheduled each Wednesday throughout the year. This model, along with coaching follow-up to externally provided training, will allow for ongoing professional development, supporting all staff across the district.</i></p> <p><i>Finally, the MOU developed in partnership with MEA will reflect the expectation that 6-12 staff will be active participants in RAD supported training, with compensation provided for extra duties and time.</i></p>
<p>7. Provide assistant in developing and implementing formative assessments. Morton will also need assistance in the development and implementation of more formative assessments. Currently, the RTI model ensures continued assessment and feedback to teachers regarding reading, and plans are in place for a similar model for math, which has a planned implementation for next school year. While the English department collaborates to use state test questions as prompts for periodic formative assessments, other subject areas also need to implement formative assessments. Staff members will likely need assistance in developing these and in how to then use this data to inform and differentiate instruction to meet the academic</p>	<p>Yes... what is the plan for ensuring use of formative assessments to inform instruction?</p>	<p>Page 22</p> <p><i>Beginning with the 2010-11 school year, the easyCBM was and will continue to be administered in reading three times a year: September, January, and May. In May of 2011, the easyCBM assessment will be administered for the first time in mathematics and will then follow the same schedule. This schedule will be continued during subsequent school years. Staff will be expected to employ formative assessments in a limited manner beginning in January, 2012, and on a regular basis in September, 2012.</i></p> <p><i>The District will organize and facilitate data meetings in October of each year to analyze easyCBM and state assessment results and their implications on instruction. Similar meetings will be conducted in January and May of each year after easyCBM results are available. Several staff members in both the elementary and secondary schools have received training through ESD 113 and their partnership with Behavior Research and Teaching through the University of Oregon in how to administer the easyCBM and analyze the data. Staff will continue to receive training and support on an "as needed" basis during subsequent school years.</i></p> <p><i>The District will also contract with ESD 113 to provide formal training and ongoing technical support regarding methods for conducting regular formative assessment of students and strategies for using results from formative, interim, and summative assessments to improve instruction practices and better address student instructional needs. In addition, the District will contract with ESD113 to develop online forms, tools, and automated reports that can be used by staff to facilitate the analysis of student assessment results from the state assessment, the</i></p>

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<p>needs of individual students.</p>		<p><i>easyCBM, and their formative assessments. The ESD will also work directly with administrators and staff to help them use these forms, tools, and reports, and to modify any of these instruments to meet the specific interests or needs of particular staff.</i></p> <p><i>The results of the easyCBM and state assessments will also be reviewed and analyzed by the external evaluation team to identify patterns and trends in student academic achievement in both the elementary and secondary schools. This analysis will be incorporated into the District's ongoing action planning process to allow for changes in the design of the Transformation Intervention Model or in the allocation of additional resources or support if the school is not on target to meet its annual goals.</i></p>
<p>8. Continue to develop meaningful communication and collaboration. Many staff members at Morton discussed the need for more communication and collaboration throughout the school. In the current structure, there are few opportunities for staff to talk with one another, to plan, and to make adjustments to programs. District and school personnel should develop a plan for how more regular communication and collaboration can take place in the school. In developing such a plan it will be important to ensure that all staff members are able to participate, including certified and classified staff. One model currently in place for doing this is the reading RTI model where staff members are meeting every other week to talk</p>	<p>Yes</p>	<p>Page 9 District/Community: <i>The District plan will provide support to all other plans by supporting improved communication within the district and between the district and community members. Our team believes that most of the other system-wide supports are included in other planning areas, but a support to all plans would be to create clear systems for communication and improved structures for ensuring timely and accurate information is provided to community members, parents, and families. In our plan we will:</i></p> <ul style="list-style-type: none"> • <i>Provide staffing dedicated exclusively to improving communication</i> • <i>Get expert coaching on school communication</i> • <i>Develop a comprehensive communication plan</i> • <i>Identify indicators of effective communication and gather baseline data for each indicator</i> • <i>Implement, monitor, and evaluate a comprehensive communication plan</i> <p>Page 16 <i>In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.</i></p> <p><i>In addition to the current, informal practice of leadership</i></p>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
<p>about student data, placement, and instructional strategies.</p>		<p><i>meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.</i></p> <p><i>Page 18</i></p> <p><i>In order to ensure that the policies of the local school board are aligned with and supportive of the implementation of the Transformation Intervention Model at Morton Jr/Sr High School, the Morton Superintendent, Technical Assistance Coordinator, Building Principals, and Literacy and Math Specialists will lead an annual review of those policies with the local school board. The first review will occur in August, 2012, and will reflect results of the initial action planning process. This review will result in recommendations to the board for specific policy revisions. Subsequent annual reviews will be conducted in June of each year. In order to build clarity, commitment, and consistency in district practices, the Morton Superintendent will employ multiple methods of communication with Morton Jr/Sr High School leadership, teachers, and staff. These methods are as follows:</i></p> <ul style="list-style-type: none"> <i>• The school's leadership teams (including the principals; Technical Assistance Coordinator; and Literacy, and Math Specialists) will meet with the MEA leadership (President and other officers) on a monthly basis.</i> <i>• The superintendent (along with the Morton Jr/Sr High School Principal) will conduct an annual school meeting each August (prior to the beginning of the new school year) to update staff on the project's progress, recommit staff to the project's goals, and to reinforce their enthusiasm for the project's plans in the coming school year.</i> <i>• Semi-structured interviews will be conducted by an external evaluation team twice each year with secondary school and MEA leadership to monitor progress in achieving the Nine Characteristics of High-Performing Schools, with results reported to the superintendent.</i> <i>• A written survey will be administered to all Morton Jr/Sr High School teachers and staff twice each year with results reported to the superintendent.</i> <i>• The Building Leadership Team will hold a quarterly</i>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
		<p><i>meeting to update stakeholders regarding the implementation of improvement plans and seek feedback regarding necessary modifications of plan elements. The Leadership Team will actively seek opportunities to more deeply engage parents and members of the community in the planning process.</i></p> <ul style="list-style-type: none"> • <i>Focus groups will be conducted annually by the Technical Assistance Coordinator and the Secondary School Principal with students and their parents.</i>
<p>9. Fully implement a behavior and reward program. Over the last year, Morton staff spent time and resources to consider, adopt, and be trained in the PBIS program. Plans are in place to implement the program more fully for the next school year. Without full commitment to the teacher, administrator, and parent actions required by the program, its power is diluted and the program becomes ineffective. We recommend that all staff members become trained to use PBIS. Further, we recommend that parents be invited to attend these trainings as well, to better inform them of their responsibilities in helping to address the behavior issues at the school. Staff members may also wish to investigate existing programs to see how PBIS has been implemented at other schools. Additionally, a more consistent, fair, and open reward system should be implemented</p>	<p>Yes, however, the academic audit spoke of bullying of students by teachers, not just student to student, and a pattern of inappropriate use of behavior rewards. The plan should address not just the attitudes and behavior of students, but the entire school community in the building as well. There did not appear to be a clear plan for holding teachers accountable for their actions or consistent implementation of the PBIS. Monitoring the implementation of the PBIS plan should be a priority.</p>	<p>Page 10 School-wide: <i>The school-wide action plan is focused on increasing student behavior that is supportive of learning. Two strategies are addressed: One is to develop a school-wide behavior system that clearly defines acceptable behavior; teaches positive behavior to students; rewards good behavior; and implements the system consistently across classrooms and staff members. An expert behavior consultant will be contracted to provide on-site training to all staff throughout the year. The consultant and a behavior leadership team will work with students and staff to develop expected behaviors and a reward system. Data on the success of the plan will be reviewed monthly. The second strategy is to expand the student guidance system to provide more proactive student guidance services geared to improve academic and career planning; increase preventive drug and alcohol education services; provide education on healthy choices; and coordinate services between the school, community, and parents. A student assistance coordinator will assist the guidance counselor in delivering and coordinating these activities.</i></p> <p><i>The goal is to improve student behavior that is supportive of learning, as measured by decreasing student behavioral office referrals (baseline data to be taken April-June 2011); increase student perceptions that student behavior is handled fairly from 34 percent to 80 percent; and increase parent perceptions that teachers enforce classroom and school rules from 50 percent to 85 percent, as measured by student and parent surveys.</i></p>

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<p>at the school so that students and staff are regularly recognized for their successes. Currently, the school rewards students of the month, but rarely do students or staff know why particular students are selected.</p>		

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

SBE Comments

EasyCBM, David Matteson's writing benchmarks.

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

SBE Comments

OSPI verified that a public hearing was conducted.

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

SBE Comments

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

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

SBE Comments

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

District Application
Competitive School Improvement Grants &
Required Action Districts
Revised: April 5~~4~~, 2011+0

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

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

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

SECTION A: SCHOOLS TO BE SERVED

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.								
An LEA must identify each Tier I, Tier II, and Tier III school the LEA <i>commits</i> to serve and identify the model that the LEA will use <i>in each</i> Tier I and Tier II school.								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Morton Jr/Sr High			X					X

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

SECTION B: DESCRIPTIVE INFORMATION

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

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

The Morton School District is located in Morton, Washington, which sits in the foothills of Mt. Rainier. Morton is a community whose existence in the past relied heavily upon employment opportunities made available through both the logging and timber mill industries. In the past 10 years the logging and timber mill industries have significantly downsized and in some cases have completely ceased to exist. This shift in employment opportunities has had a significant impact on both the community and the school district. In October of 1998 the Morton School District had 518 students enrolled, 43.3 percent qualified for free/reduced lunch, and 15.6 percent received special education services. Currently, there are 300 students enrolled; 60.19 percent qualify for free/reduced lunch, and 19.67 percent receive special education services.

These demographic changes have resulted in significant cutbacks in both staffing and educational programs. The outcome of these reductions has resulted in fewer advanced courses (AP English, PreAP English, Pre-Calculus), career technical offerings (wood shop, metals, family consumer sciences), and other electives (music, art, drama). Because of this, as many as 10 percent of our high school student population attend Running Start at Centralia College East located in the community of Morton, or the New Market Skills Center located in Tumwater.

In addition, these demographics changes have led to a sense of empathy and an increase in the achievement gap ~~(between whom? free and reduced lunch? by race?)— between those who qualify for free and reduced lunch and those who do not.~~ Response to Intervention in reading was fully implemented in grades 6-12 this year to address deficiencies in students reading abilities. The efforts in providing this intervention ~~are areis~~ assisting in rapid closing of the achievement gap in reading. With the full implementation of RTI in math this next year we are ensuring that all students will have the skills necessary to achieve in rigorous course offerings. We currently have rigorous course offerings in all content areas enabling each student to adequately prepare for University Admissions, but few are successful in these courses due to skill deficiencies. We are providing and continue to plan for additional interventions to ensure each student is capable of achieving success in college preparatory courses. As students reach proficiency in reading and math, additional college preparatory courses will be added to compliment those already in place.

As the Morton School District is adjacent to another Required Action District, the leadership teams of the two districts, together with ESD 113 staff have remained in continual contact to determine if any potential exists for sharing resources and building cross-district partnerships. Although developed independently, both grant responses include classroom instructional coaching/mentoring by external staff as part of their plans to improve instruction in reading and mathematics. As a result, both district applications will seek to fund shared content specialists/coaches in

each district, which will allow for the recruitment and staffing at the full-time level. We believe this sharing of resources may lead to further opportunities for partnership later, and strengthens our ability to build capacity within our schools, where many teachers are the only instructors within their content areas.

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

Morton Jr/Sr High School has been identified as a Required Action District, based upon student achievement at the junior high school. However, the district has collected data and feedback from staff, students, parents, community, and the Baker Educational Research Consultant (BERC) Group that has identified the need to write a comprehensive improvement plan that includes grades PK through 12. Based upon our review of this data, we feel that in order to improve student learning in grades 6-12, we also need to focus improvement efforts in PK through 5.

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

The required OSPI School-level Needs Assessment/Academic Performance Audit was conducted at Morton Jr/Sr High School on January 21, 2011, and January 24, 2011, by the BERC Group. During the site visit, 49 people (including district and building administrators, board members, union leaders, teachers, staff members, counselors, parents, and students) participated in interviews and focus groups. The evaluators also conducted 12 classroom observations using the STAR Protocol to assess classroom practices.

In addition, evaluators acquired information from the school district office. Examples of materials reviewed include the following: school and district improvement plans, collective bargaining agreements, student/parent handbooks, master schedules, student achievement data, Student Learning Plan, high school graduation requirements, transcripts of graduated students, High School and Beyond Plan, activities schedules, daily announcements, and additional school documents as requested.

The BERC Group reported indicator levels of 1 (minimal, absent, or ineffective), 2 (initial, beginning, or developing), and 3 (in place at an acceptable level) for the Nine Characteristics of High Performing Schools and that “a score of 2 or below warrants attention.” Within the performance audit the report also identified nine recommendations which represented “the most critical areas to move forward in with a school improvement grant”:

1. Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district
2. Address leadership structures
3. Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff
4. Set high academic expectations
5. Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards
6. Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices
7. Provide assistance in developing and implementing formative assessments
8. Continue to develop meaningful communication and collaboration
9. Fully implement a behavior and reward program

The BERC Group report concluded in recommending the adoption of the Transformation Model at Morton Jr/Sr High School. The report specifically stated that “no legal or collective bargaining agreement basis exist[ed] to support a ‘rehiring’ model or to force removal of 50 percent or more of the staff.” In addition, it indicated that there was “limited opportunity to ‘swap’ employees with those in other schools” given that only one Jr/Sr High School exists within the Morton School District. This renders the implementation of either the Turnaround or School Closure Models unsuitable for the Morton Jr/Sr High School. One facet of the Transformation Model is the requirement to replace the building principal, if he or she has been in the role for more than two years, which is the case at the secondary level in Morton.

Teachers and Leaders: Replace Principal

In making the decision on the replacement of the principal, the Superintendent reviewed the RAD Application and Transformation Model to outline the responsibilities of the incoming principal at Morton Jr/Sr High School. The Superintendent consulted with members of the school board to explore the possibilities of filling both the K-5 and 6-12 principal positions from within. The superintendent consulted with ESD 113 personnel, the elementary staff, secondary staff, and district leadership team. From these consultations the Superintendent was able to gather input and garner support which led him to further explore research around the leadership necessary to turnaround an identified low performing school.

The Superintendent reviewed research articles and journals, including the IES Practice Guide: Turning Around Chronically Low-Performing Schools. Each review addressed the needed key components of effective leadership in a “turnaround school”. Based on these reviews, we have identified necessary experience, knowledge, and skills expected of the new 6-12 principal.

The following following are key competencies and expectations used for candidate consideration:

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

In addition to the above criteria, the District considered other pertinent information. Morton School District is about 60 miles from the closest urban area of Tacoma, where administrative jobs pay approximately 15-20% higher.

-Candidates who are attracted to small rural districts tend to be new administrators and lack experience and proven skills. The urgency of this RAD does not allow our district to chance selection of a new candidate who may not work well in a remote rural district of high poverty. We cannot afford to lose a year in the leadership realm.

With these concerns in mind, the School Board and District recognized that our Dean of Students/Interventionist came to Morton this past September with extensive background and experience in school improvement, closing the

achievement gap, implementation of instructional frameworks, walkthroughs, utilizing data to inform instruction, Professional Learning Communities, and Positive Behavior Intervention and Supports. She has already signaled a need for change in challenging the excuses provided for low performing students and replacing them with high expectation for all through consistency in classroom discipline, grading practices, high visibility in classrooms, hall and cafeteria - She is also working to establish a time for all staff to meet each weekly to examine student work and analyze data that will inform the instruction in each classroom. These are starting points to the work that will be accomplished in the next three years.

Comment [T1]: Provide 1-2 specific examples regarding how you have signaled a change in the school with regard to setting high expectations for staff and students.

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The current principal has been, and we believe will continue to be, a vital part of the implementation of a Response to Intervention framework within the district. To ensure continuity of program development, and to sustain the energy behind this existing transformation, it is proposed that the current secondary principal be placed at the elementary school. Therefore, district determined that the most effective step to a turnaround school is in moving the current K-12 principal to a K-5 principalship and replacing the K-12 Principal with a 6-12 Principal who will initially team with the Technical Assistance Coordinator, Literacy Specialist, and Math Specialist to take charge of Instructional Improvement. With full implementation of a successful PBIS program the time required to handle student discipline will diminish and so ~~to~~ will the need for this level of teaming to address the Instructional Improvement.

Comment [T2]: Note: indentation changes in this paragraph compared to the one above. Adjust as needed.

In order for the Principal to succeed, there will be weekly meetings with the Superintendent, TAC, Math and Literacy Specialist, and Building Leadership Team to organize, review, and evaluate SIG plan implementation with fidelity.

In order for the RAD plan to succeed, there will be clearly defined roles and responsibilities of each building principal and specialist. The superintendent will work with the executive leadership team to define the roles and responsibilities of each position including as well as, the process that will be utilized to evaluate each position. This will all be completed and formalized prior to the start of the 2011-12 school year.

In response to the need to establish broad ownership and formal leadership structures throughout our planning process, Executive and Leadership Teams were established through our partnership with Educational Service District 113. The Executive Leadership Team is comprised of Morton administrators; the Morton Education Association (MEA) President; Educational Service District (ESD)113 Assistant Superintendents of Teaching and Learning, Student Support Services, Center for Research and Data Analysis, Special Education and Early Learning; and both ESD 113 and school-based content specialists in the areas of reading and mathematics. The Leadership Team is comprised of the Executive Leadership Team, K-12 teachers and staff, students, parents, and community members.

To enhance the results of the needs assessment, the Leadership Team has worked to analyze data from the 2008 Healthy Youth Survey in grades six through eight and 10 through 12, Washington Education Decision Support System (WEDSS), D & F grades earned by junior and senior high school students over the past three years, attendance and discipline trends, and state assessment scores. From the analysis, areas of concerns were identified, prioritized, and action plans were developed to address prioritized needs.

In order to gather community input, the Morton School District Superintendent held three forums each with a different focus: 1) Required Action District informational summary, 2) review of the Baker Educational Research Consultants Report (BERC), and 3) review of the School Improvement Grant Plan. Throughout these forums, participants discussed needs at Morton Jr/Sr High School, intervention options available under the School Improvement Grant, need for community input and ongoing support, as well as short and long-term budget planning for current and future sustainability.

The Morton School District Superintendent has met regularly during the development of this proposal with Terry

Fagin, President of the Morton Education Association. Both he and Terry Fagin met with Tony Smith (representative with the Washington Education Association). The union leadership has expressed its support for the Transformation Model (confirmed by the BERC Group in its report).

In addition, the Superintendent met twice with all PK-12 certificated and classified staff to discuss the identification of a Required Action District; as well as the results from the BERC Group needs assessment.

The results of the BERC Group needs assessment confirmed the conclusions of the Morton Superintendent that Transformation was the most viable option for Morton Jr/Sr High School. With the recommendation of the BERC Group; the support of the teacher's union, parents, and community; the Superintendent and the Board of Directors ultimately selected the Transformation Model as the basis of this proposal for Morton Jr/Sr High School.

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

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

The District will adopt infrastructures, policies, and practices consistent with the BERC report; *Characteristics of Improved Districts: Themes from Research*; to support and complete effective implementation of the intervention at Morton Jr/Sr High School. Plans will focus on effective leadership, quality teaching and learning, support for system-wide improvement, and clear and collaborative relationships between the school, parents, and community.

The District will adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and employee retention. This new model will promote high expectations for all personnel, and will hold them individually and collectively accountable for improved student learning outcomes.

As stated in the BERC Group report, "The District tends to be limited to the immediate area in most recruiting." This has meant there is often a limited pool of applicants for open positions. As a result, positions have been difficult to fill. Additionally, due to the small number of staff, vacancies often require locating individuals who have endorsements in multiple content areas. For example, the district recently sought to hire a Spanish teacher who was also endorsed in another area such as language arts or history, but was unsuccessful in locating suitable candidates. In fact, there were no Spanish-endorsed applicants; therefore, the district was forced to contract with a virtual Spanish teacher in order to meet student needs.

The District is committed to implementing new approaches to successfully extend its recruitment outside the immediate area. Due to decreasing enrollment and declining budgets, there have been very few job postings over the past seven years. Therefore, we have not maintained our memberships in online posting sites or attended the annual Washington Educator Career Fair. We are currently exploring ways to reestablish career fairs and online postings as well as working with ESD 113, Association of Washington Principals (AWSP), and Washington Association of School Administrators (WASA) to ensure we reach a larger applicant pool.

The District will establish a dynamic and distributed leadership infrastructure that allows a greater emphasis on instruction and a greater interaction between district and school leaders, staff, and students in the classroom. This will be accomplished, in part, by creating a new, grant-funded 6-12 secondary school principal, with an additional district-funded PK-5 elementary school principal. In support of these principals, and in continuation of the structures developed during this response writing process, the District will formally establish ongoing building and district-wide leadership teams, which will be charged with utilizing data to both monitor and adjust school improvement plans.

-The creation of the new principal position, along with ongoing professional development, such as Charlotte Danielson's Framework for Teaching, will provide strong building-based leadership focused on both the elementary and secondary schools.

Comment [T3]: Is the current thinking 7-12 or 6-12?

The adoption of Charlotte Danielson's Framework for Teaching will provide staff district wide with a shared common language around effective instruction. This will initiate professional collaboration around student learning, formative assessments that are analyzed to inform and differentiate instruction, and accurate placement of students in rigorous courses with high expectations for each student regardless of their background. Data will be utilized to determine student placement, rather than their outside hardships which has been a symptom of the cultural empathy that has developed over the past 10+ years of declining enrollment and increasing poverty.

Cultural change can be difficult to achieve, but staff is committed to setting high expectations and rigor for each student, each day. The commitment of staff will initially require specialized support to overcome the resistance of ~~empathic~~ drug affected, and/or disengaged students. The building leadership will conduct frequent walkthroughs and enable staff to observe one another to look for high expectations, rigor, effective instruction, and student engagement. These walkthroughs will allow for authentic learning and accountability. As staff receives the supports that they will require, students will be challenged to accept responsibility for their own behavior and learning.

To address the responsibility of learning, Navigation 101 will be re-implemented in grades 6-12. Navigation 101 has been a part of Morton Jr/Sr High for the past 5 years, but time for it has been very limited. In addition, teacher turnover in the past 5 years has compromised the effectiveness of the program. Professional development will be provided to ensure that Navigation 101 is effectively implemented allowing for each student to reach their full potential in planning now and into the future. This training and implementation will provide staff and students with a common language in accepting individual and collective responsibility for high expectations and rigorous learning.

After considerable reflection upon the current capacity of the district to fully implement our proposed improvement plans, and both dynamically and systematically address the needs identified through our improvement process, it is clear additional staff and expertise will be needed. As our aim is to rapidly transform student learning, and to fully support staff through ongoing capacity building activities, we propose that the grant fund the following positions, to be filled by June, 2011:

Technical Assistance Coordinator (TAC)

This position will work with the superintendent, principals, and external partners to coordinate the development of the transformation intervention; align the various elements of the action plan; strengthen instructional leadership at the district and school levels; as well as promote and align various instructional change efforts, with a consistent focus on a common pedagogical framework (Charlotte Danielson's Framework for Teaching) to drive dramatic change in classroom instruction.

Specialists / Coaches in Literacy and Mathematics

These positions will work closely with the principal and TAC to provide ongoing professional development and coaching for aligning PK-12 curriculum with state standards. They will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. He or she will also provide instructional coaching in Direct Instruction. In addition, this person will coordinate either reading or math Professional Learning Communities (PLC) meetings, providing advice on student placement, and ordering necessary curriculum.

Morton Jr/Sr High School Principal

This position will work closely with the superintendent, TAC Specialists, and content specialists to build the capacity for quality instruction through the collection of data and frequent classroom walkthroughs. In addition, this person will work to establish and/or maintain collaboration and communication with teachers, staff, students, parents, and community members.

Student Assistance Professional

This position will work closely with principal, school nurse, and counselor to provide students with drug and alcohol prevention, intervention, and treatment opportunities. In addition, this position will collaborate and partner with outside agencies to provide drug and alcohol education to teachers, staff, parents, and community.

2 AmeriCorps Members

These positions will work closely with the RTL Coordinator, to provide additional support for our “at-risk” youth who will benefit from mentorship and academic tutoring. In addition, the position will also provide social/emotional support to students and families as part of our RTL and After-School Programs.

2 Para-Professionals

These positions will provide direct instruction, under the supervision of a teacher, in both reading and mathematics. They will also work closely with the RTI Teachers to manage and analyze RTI data as part of their PLC work.

School /Community Coordinator

This position will work with the superintendent and principal to create and implement a communication plan to ensure clear lines of communication between the school district and surrounding community. This will include creating and/or updating the newsletter and website to provide real time information for everyone in the community.

This person will also plan and coordinate activities to establish and maintain a collaborative sense of community between the school district and surrounding community.

The District will also strengthen the capacity of administrators and staff to effectively facilitate and participate in collaborative instructional teams. In addition, the district will work to provide expanded opportunities for common teacher planning time around pedagogy and classroom instruction. This will be crucial in continuing to implement the professional learning communities and more collaborative communications.

District and school leadership will be expected to emphasize instructional leadership as a priority. They also will be expected to work closely with external partners to promote vertical alignment of curriculum across all grade levels and subject areas, implement new and more effective job-embedded professional development, adopt systemic methods of evaluating the impact of professional development on classroom instruction, conduct effective classroom walkthroughs, and employ common assessments of student learning. These efforts will be focused on ensuring a coordinated and aligned curriculum and student assessment system in the school, with a primary emphasis on quality

classroom instruction.

The District will continue working with the Center for Research and Data Analysis at ESD 113 to collect additional data on student performance. Training and technical assistance will be provided in order to establish performance expectations for staff around the establishment of daily objectives and the use of formative student assessment strategies. The District will work with ESD 113 to improve the capacity of district and school administrators to use student data in making decisions about resource allocation, school operation, and staffing. ESD 113 will also work with teachers and staff on utilizing data to inform and differentiate instruction in order to meet the academic needs of individual students.

The District will begin working with the Charlotte Danielson's Framework for Teaching Consultant in the spring of 2011 to implement in-depth professional development in Danielson's Framework for Teaching and classroom walkthroughs, with imbedded training and monitoring continuing through the spring of 2014. This professional development will build capacity for quality instruction and increased student learning outcomes. In order to ensure that this improvement effort is consistent and sustained over time, the District will continue the action planning process we've followed throughout our preparation for this grant. Our process has helped determine a clear focus on learning, identify specific goals, strategies, benchmarks, and action steps. The continuous renewal of this plan will be collaboratively created, transparent to all in the school and community, and serve as the basis for assessment of progress in the school. The plan will also be used to guide district and school decision making, particularly the strategic allocation of district and school resources.

This action planning process will explicitly incorporate and build upon past efforts to improve Morton Jr/Sr High School and strengthen student instruction. This will include the following:

- District Leadership Initiative to address:
 - Staff Instruction / Student Engagement
 - Parent and Family Involvement / Parent Partnerships and Trainings
 - Communication and Collaboration P-12 / Vertical and Horizontal Curriculum Alignment / Professional Learning Communities / Team Building
 - Student Achievement in Reading, Writing, Math, and Science / Development of Common Assessments and Classroom Based Assessments
 - Development of a P-12 Strategic School Improvement Plan / Revision of current School Improvement Plan across the district
- Response to Intervention has been fully implemented in reading at Morton Jr/Sr High School and will be implemented at Morton Elementary in the fall of 2011. Math will be implemented at Morton Jr/Sr High School in the fall of 2011, and at Morton Elementary in the fall of 2012.
- Continued training in the Positive Behavior Intervention System (PBIS) throughout the spring of 2011, with implementation planned for fall of 2011

The superintendent has obtained the commitment and support for the full and effective implementation of the Transformation Intervention Model from both the school board and the MEA. The Board of Directors approved the required action plan at the February, 2011, school board meeting. The MEA President also has signed a Memorandum of Agreement (MOA) regarding the commitment of the union toward this initiative.

The district and Morton association negotiated a new comprehensive MOA addressing the requirements of the RAD plan as well as, provisions to continue dialoguing as new items may surface that require additions and/or amendments to the original MOA. The MOA was negotiated in less than 8 hours which is an indicator of the relationship that exists between the district and MEA. The MOA was ratified and signed on March 30, 2011.

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

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

The Morton School District has NO Tier I schools.

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

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

The District has selected to implement the Transformation Model within their plan. As stated elsewhere in this response, an extensive planning process involving numerous stakeholders has resulted in the action plans, which do the following:

- Align with the requirements of the Transformation Model
- Respond to the recommendations of the School Educational Audit
- Utilize the major components of the Transformation Template
- Are based on data and community needs
- Are tied to research and best practices
- Are focused at five levels:
 - District and Community
 - School-wide practices
 - Classroom/Instruction
 - Mathematics Program
 - Reading Program

A summary of the major components of these plans follows:

District/Community:

The District plan will provide support to all other plans by supporting improved communication within the district and between the district and community members. Our team believes that most of the other system-wide supports are included in other planning areas, but a support to all plans would be to create clear systems for communication and improved structures for ensuring timely and accurate information is provided to community members, parents, and families. In our plan we will:

- Provide staffing dedicated exclusively to improving communication

- Get expert coaching on school communication
- Develop a comprehensive communication plan
- Identify indicators of effective communication and gather baseline data for each indicator
- Implement, monitor, and evaluate a comprehensive communication plan

School-wide:

The school-wide action plan is focused on increasing student behavior that is supportive of learning. Two strategies are addressed: One is to develop a school-wide behavior system that clearly defines acceptable behavior; teaches positive behavior to students; rewards good behavior; and implements the system consistently across classrooms and staff members. An expert behavior consultant will be contracted to provide on-site training to all staff throughout the year. The consultant and a behavior leadership team will work with students and staff to develop expected behaviors and a reward system. Data on the success of the plan will be reviewed monthly. The second strategy is to expand the student guidance system to provide more proactive student guidance services geared to improve academic and career planning; increase preventive drug and alcohol education services; provide education on healthy choices; and coordinate services between the school, community, and parents. A student assistance coordinator will assist the guidance counselor in delivering and coordinating these activities.

The goal is to improve student behavior that is supportive of learning, as measured by decreasing student behavioral office referrals (baseline data to be taken April-June 2011); increase student perceptions that student behavior is handled fairly from 34 percent to 80 percent; and increase parent perceptions that teachers enforce classroom and school rules from 50 percent to 85 percent, as measured by student and parent surveys.

Increased Student Learning

Morton Jr/Sr High partners with ESD 113 under the 21st Century Grant to offer after-school and summer school programs that serve students in grades six through nine. Current programs are optional and open to any student who wishes to attend. On average, approximately 15 students attend on any given day. Students attend in order to receive help with homework and/or tutoring in a specific content area but current programs offer very little structure.

In order to ensure that identified students have access to both core and intervention in reading and math, the district will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as [needing](#) support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses. Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year. Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.

Instruction/Classroom:

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

The instructional goal is to increase the percent of classrooms scored as demonstrating “Powerful Teaching and Learning” through use of the STAR Protocol from 33 percent at somewhat/vary in 2011, to 55 percent in 2012, 77 percent in 2013, and 100 percent in 2014.”

Reading:

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

The goal of the reading plan is to improve our junior high students’ understanding of reading so that by 2014, 64 percent of our sixth grade, 72 percent of our seventh grade, and 64 percent of our eighth grade students will meet standard on the Washington State Measure of Student Progress (MSP).

The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

RTI is a systematic method ensuring each student is receiving reading instruction at the level he or she needs. The Jr/Sr High School will refine the RTI program started in September, 2010, and the elementary will implement RTI in September, 2011. A new classroom reading program will be adopted at the elementary school utilizing district funds. In addition, other programs will be purchased to help students with specific needs in comprehension, phonics, and reading fluency. Teachers will be trained in the new programs, learn how to analyze student reading data, and use it to change their instruction. A half-time Literacy Specialist will be hired to help teachers teach the programs as they were designed, and facilitate teachers working together to better their teaching practices.

Mathematics:

The mathematics plan is focused on improving our junior high students’ understanding of mathematics so that by

2014, 60 percent of our sixth grade, 60 percent of our seventh grade, and 65 percent of our eighth grade students meet standard on the Washington State Measure of Student Progress (MSP).

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematic deficiency.

In addition, Corrective Mathematics and easyCBM will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction as we implement a Response ~~To~~ Intervention program for mathematics.

To improve our students' understanding of mathematics our plan focuses on building a cohesive system of instruction that will meet the students' needs at any level of mathematics. Part of the cohesive system will be to implement a district wide effort to align the mathematics curriculum with the WA State Standards, so that all students are receiving instruction aligned with the standards by which they are being assessed. Along with the Standards alignment we will examine a standards based grading system using common guidelines (rubrics) for Mathematics assessment developed by the Regional Mathematics coordinators and use on-going (formative) assessments to give effective feedback to students so that they will be more engaged in their own learning.

We believe teachers need to have professional development that will help them change their classroom practice and learn how to differentiate instruction so that students can be challenged at the level of instruction they need. To provide ongoing meaningful professional development, our plan is to hire a Mathematics Specialist/Coach to help identify appropriate professional development, share models of effective practice, provide feedback to classroom teachers on classroom instruction, and guide and direct the K-12 Mathematics team.

Further details regarding these plans can be found in Appendix B, at the end of this document.

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

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

In order to ensure that Morton Jr/Sr High School receives ongoing, intensive technical assistance and related support to fully and effectively implement its Transformation Model, the district will expand its own capacity to provide such assistance and support. As a small rural school district, the only staff person currently available to provide educational assistance to the school is the superintendent. Within the constraints of his position, he has and will continue to provide such assistance under this proposed initiative. In addition, the superintendent, along with school administrators (the new Morton Jr/Sr High and Elementary School principals) and identified teacher leaders, will receive external training, on-site technical assistance, and coaching to build their capacity as instructional leaders within the school and district. As noted previously, the grant will fund a full-time Technical Assistance along with half-time specialists in literacy and mathematics to provide assistance and support. The specific roles and

responsibilities were described earlier in response to Question 1c.

Both the external and internal needs assessments indicated the need for expertise and assistance from external partners to address several areas. The identification of these specific areas was also guided by assessment data, the Healthy Youth Survey, attendance and discipline trends, D and F lists, the BERC Group needs assessment (The Nine Characteristics of High Performing Schools), as well as staff, parents, student, and community feedback. Because the District needed a diverse range of expertise, it was decided that multiple external partners would be more appropriate than a single external lead partner. In identifying its external partners, the District will consider the following five criteria with the first three being the most important:

- Use of research in instructional best practices
- History of effective institutional collaborations
- Experience with successful school improvement efforts
- Knowledge of Washington State 22 educational standards
- Previous familiarity with the Morton Schools

Based upon these criteria, the District has identified several external partners that are qualified to provide assistance in the following areas:

ESD 113:

- Advise on creating a new staff competency model and staff evaluation system in the District
- Provide job-embedded professional development to Morton Jr/Sr High School teachers and staff
- Continue to provide school-wide training and technical assistance in the use of RTI program
- Assist in building a functional professional learning community in the school
- Assist in school-wide implementation of the Positive Behavior Intervention Support system
- Assist in identifying and implementing new strategies that allow for effective personnel recruitment for highly qualified applicants in the area of literacy, mathematics, and school improvement
- Assist in designing and effectively conducting the action planning process
- Support staff in development and use of formative student assessments
- Support administrators and staff in making effective use of student assessment data to drive instructional decisions and strengthen instructional leadership at district and school levels.

Charlotte Danielson's Group:

- Assist in improving instructional practices in the classroom by providing planning, training, and facilitation in the use of the Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs to all secondary school administrators and staff.
- Assist in building instructional leadership capacity of district and school administrators, promoting the effective use of classroom walkthroughs, and developing staff capacity of effective peer collaboration.

The services provided by each external partner will be assessed on an ongoing basis throughout the year and will be formally reviewed at the end of each year. Each contract will include specific deliverables and standards for services. Failure to meet standards or provide specified deliverables will result in the selection of a new external partner or the use of Office of Superintendent of Public Instruction (OSPI) and [District Secondary Education](#) and School Improvement [Accountability \(DSIASE & SI\)](#) to provide those services.

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

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

This year, the school has implemented RTI in reading using newly adopted SRA Corrective Reading Curriculum in grades six through 12. In addition, the district is in the process of planning and adopting a new standards-based math intervention curriculum for implementation of RTI Math in grades six through 12 and Reading in grades PK through five for the 2011/12 school year.

The SRA Corrective Reading Curriculum utilizes direct instruction and has been implemented and is aligned with common pedagogical framework and incorporated comprehensive professional development program. Currently, the easyCBM assessment is utilized to identify students at benchmark, strategic, and intensive levels in the area of reading. From the results of the data analysis, SRA Corrective Reading Curriculum Assessments are administered to place students at appropriate levels based on individual needs. Students are progress monitored weekly utilizing curriculum based assessments and quarterly utilizing easyCBM to ensure that students are appropriately placed and progressing at a rate that will exit them from the intervention and place them into core. These results will incorporate into a common data analysis framework carried out collaboratively by school administrators and staff with the assistance and support of ESD 113. The same data collection, analysis, and placement process will occur in the area of mathematics.

The District has adopted RTI in reading, which is now fully implemented in grades six through 12. The District is currently in the process of planning for professional development, curriculum adoption, and implementation of RTI in Math for grades six through 12 and Reading for grades PK through five. Additional professional development will be provided in Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs. Both strategies are designed to target and improve instruction to more effectively meet the learning needs of all students. The model's action planning process will build on the District's efforts with these two programs to move administrators, teachers, and staff from awareness and understanding of the two programs to the use of both programs, as regular and common practices.

In recent years, the District has developed partnerships with several community agencies including the following:

- TrueNorth (substance prevention/intervention/treatment)
- White Pass Community Services Coalition (low income assistance and advocacy)
- Centralia College East
- New Market Skills Center
- Cascade Mental Health

These partnerships will be used to ensure that the individual agency resources, policies, practices, and programs are aligned with and support the elements of the Transformation Intervention Model at Morton Jr/Sr High School.

In order to ensure effective collaboration between district and school leadership, the Morton Superintendent, the new

Technical Assistance Coordinator; the new Jr/Sr High School Principal; and new Literacy and Math Specialists, will lead the initial action planning process. The process will identify specific goals, benchmarks, strategies, and action steps for implementing the Transformation Intervention Model. They will meet monthly during the school year to review data on program implementation and to make data-driven decisions regarding future resource allocations. They will also continue to use the action planning process during the course of this initiative to review and adjust benchmarks, implementation strategies, and action steps to ensure that the action plan continues to drive resource allocation decisions at the school and district levels.

In order to fully implement the required action plan, the need to distribute leadership among each staff member to include para-professionals, teachers, administrators, and content and instructional specialists will be critical. Currently informal Professional Learning Communities (PLC's) are in place around RTI reading and student assistance where staff and administration work collaboratively to ensure equal distribution of leadership and allow for ability to build capacity. This next year all staff will participate in professional development to formalize PLC's and the work that is carried out within them. Staff will each participate and collaborate with the building principal, TAC, literacy specialist, math specialist, and/or student assistance counselor in one or more PLC's. Staff will select and be encouraged to participate in PLC work around their content area and will be supported in participating in PLC work outside of their content area. Morton will utilize PLC's as a vehicle for distributing leadership and building capacity to continue the work that is initiated through the temporary support of the grant funded TAC, literacy and math specialists.

Grant funded specialists will team with district leadership to carry out PLC work with a clear mission and objective, measurable goals that will then be carried into district wide PLC work with each staff member. The specialists will initially direct the work of the individually focused PLC's around:

- Reading
- Math
- Effective Instruction
- Navigation and Student Accountability for Learning
- PBIS and Student Accountability for Behavior
- Development of a Comprehensive Teacher/Principal Evaluation System

Specialist direction will fade away allowing for staff to assume the leadership roles that will be necessary to continue the work that is carried out in years one, two, and three. To support this work as well as, to ensure adequate time for current and future professional development needs, data meetings, curriculum alignment, teacher/principal evaluation development, and teacher collaboration the district has committed to implementing a weekly late start.

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

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

As noted earlier in response to Question 1b, the District will begin a collaborative action planning process involving internal stakeholders and external partners (particularly ESD 113 and the Charlotte Danielson's Group) once the grant is awarded. This process will be used to conduct a more detailed review and revision of specific district and school policies and practices in a variety of areas. It will use information collected during the external and internal needs assessments, and information collected or generated by external partners or internal stakeholders as part of the planning process. Throughout the action planning process, district and school leadership (including the local school board) will review and revise (if necessary) budget and resource allocation decisions to align with other revisions in policies and practices.

Immediate priority in the action planning process will be placed on developing a revised Memorandum of Agreement (MOA) between the Morton School District and the Morton Education Association. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, and participation in student advisories. The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process. The MOA will also include a specific timeline for developing a new staff evaluation system, new personnel recruitment system, a new teacher compensation plan, and modification of the collective bargaining agreement. The timeline will ensure that all new systems and plans will be in place for the 2012-13 school year.

The action planning process will review and revise policies and practices related to:

- School schedule
- Professional development plans including job-embedded professional development strategies
- After-school program design (including student participation requirements)

Revised policies and practices in these areas will be completed by the beginning of the next school year in September, 2011. The action planning process will review and revise policies and practices related to the following:

- Guidelines and tools for data use by administrators, staff, and support staff
- Guidelines and tools for classroom walkthroughs
- Regular communication with parents and the community
- Summer school program design (including student participation requirements)

These revised policies and practices will be completed by January, 2012.

In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.

In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.

Instructional Support Strategies: Job-Embedded Professional Development:

The district leadership team recognizes that a plan of this scope has many activities and touches many aspects of classroom, school and district work. In order to ensure coordination of these activities, and to provide sustained follow-up to staff members, the district will implement these supportive structures:

1. The district will employ a part-time technical assistance coordinator (TAC), who will work with the executive team to plan and implement staff development activities. The TAC will also actively gather formative feedback from staff and students to determine what adjustments need to be made in planned events, and how to best utilize the resources of external professional development providers.
2. The district will work closely with ESD 113 staff to plan, implement and monitor RAD funded supports. The ESD will provide a staff member to be an active member of the executive team, and will serve as a technical consultant, while assisting the TAC in brokering high-quality professional development services.
3. As mentioned elsewhere, the district has implemented, and will sustain a leadership team structure, which will allow for ongoing plan revision and support monitoring. These teams will be responsible for assessing the progress of the district plan, and determining if student growth (or staff capacity building) is resulting through plan activities.

The planned activities are directed at ensuring the 6-12 student learning increases dramatically in the next few years.

All grant funded activities will require staff in this building to participate in professional development events. Much of what is planned for shared learning in the 6-12 building will also benefit PK-5 staff, and they will be encouraged to access these opportunities. Should staff from the PK-5 program be required to attend, they will be compensated by district funds.

The district is also planning to move from a model of 5 State Board “Waiver Days” for professional development, to weekly late starts, scheduled each Wednesday throughout the year. This model, along with coaching follow-up to externally provided training, will allow for ongoing professional development, supporting all staff across the district.

Finally, the MOU developed in partnership with MEA will reflect the expectation that 6-12 staff will be active participants in RAD supported training, with compensation provided for extra duties and time.

Instructional Support Strategies: Implementing Research Based Models:

The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade ~~level instruction~~ [level instruction](#) once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over

many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematics deficiency.

Operational Flexibility:

In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.

In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.

Transformation Model: New Evaluation System:

The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process.

As noted earlier, the action planning process will also consider several system-wide programs and practices to ensure that these are aligned with and supportive of the implementation of the Transformation Intervention Model at Morton Jr/Sr High School. These are listed in response to Question 1b. The resulting action plan will include specific benchmarks, strategies, and action steps which expand upon these practices (particularly regarding the Charlotte Danielson's Framework to Teaching) to move staff to regularly incorporate these principles and programs, thereby improving their instructional practices.

In order to ensure that the policies of the local school board are aligned with and supportive of the implementation of the Transformation Intervention Model at Morton Jr/Sr High School, the Morton Superintendent, Technical Assistance Coordinator, Building Principals, and Literacy and Math Specialists will lead an annual review of those policies with the local school board. The first review will occur in August, 2012, and will reflect results of the initial action planning process. This review will result in recommendations to the board for specific policy revisions. Subsequent annual reviews will be conducted in June of each year. In order to build clarity, commitment, and consistency in district practices, the Morton Superintendent will employ multiple methods of communication with Morton Jr/Sr High School leadership, teachers, and staff. These methods are as follows:

- The school’s leadership teams (including the principals; Technical Assistance Coordinator; and Literacy, and Math Specialists) will meet with the MEA leadership (President and other officers) on a monthly basis.
- The superintendent (along with the Morton Jr/Sr High School Principal) will conduct an annual school meeting each August (prior to the beginning of the new school year) to update staff on the project’s progress, recommit staff to the project’s goals, and to reinforce their enthusiasm for the project’s plans in the coming school year.
- Semi-structured interviews will be conducted by an external evaluation team twice each year with secondary school and MEA leadership to monitor progress in achieving the Nine Characteristics of High-Performing Schools, with results reported to the superintendent.
- A written survey will be administered to all Morton Jr/Sr High School teachers and staff twice each year with results reported to the superintendent.
- The Building Leadership Team will hold a quarterly meeting to update stakeholders regarding the implementation of improvement plans and seek feedback regarding necessary modifications of plan elements. The Leadership Team will actively seek opportunities to more deeply engage parents and members of the community in the planning process.
- Focus groups will be conducted annually by the Technical Assistance Coordinator and the Secondary School Principal with students and their parents.

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

The first strategy that the District will use to sustain successful reforms at Morton Jr/Sr High School, after the funding period ends, will be to revise the collective bargaining agreement with the MEA surrounding staff recruitment, compensation, and evaluation policies of the District. These revisions will allow the District to maintain higher expectations for all Morton Jr/Sr High School administrators, staff, and support staff, and to more effectively hold them accountable for meeting these standards. These recruitment and compensation revisions will also allow the District to expand its pool of applicants, making it more likely that skilled administrators, teachers, and other staff can be placed in the school.

A second strategy for sustaining successful reforms will focus on changes in the teaching and learning environment. This will include changes in the class schedule to allow greater and more focused instruction in core subjects, including literacy and math. Changes will be made in the annual calendar to promote time for regular peer collaboration by teachers on pedagogy and instruction. In response to student needs, the RTI program will be fully implemented in both reading and mathematics to ensure effective differentiation in instructional resources. It will also involve design changes in the after-school and summer school programs to ensure a primary focus on instruction. After-school and summer program policies will be changed to ensure that students with high instructional needs are mandated to participate.

A third strategy for sustaining successful reforms will involve targeting resources during the funding period on building the skills of administrators, teachers, and staff. This capacity-building will occur during formal staff training, job-embedded professional development, on-site technical assistance, and collaborative meetings with peers. Ultimately, this will enable staff to do the following:

- Align routine instructional practices around a common pedagogical framework (Charlotte Danielson’s Framework for Teaching and Classroom Walkthroughs) and the state standards
- Incorporate proven best practices (Charlotte Danielson’s Framework for Teaching and Classroom Walkthroughs) into instruction

- Make regular and effective use of student assessment data for instructional decisions
- Work effectively with their peers in the school to continuously revise instructional practices to address emerging needs of their students

As a fourth strategy for sustaining successful reforms, the District will develop and refine written guidelines, tools, and forms to support various aspects of pedagogy and instructional practice in the school. This will include instruments that can be used to collaboratively analyze curriculum and design lessons, ensure vertical alignment of curriculum across grade levels, critically assess the effectiveness of professional development activities, guide district and school administrators during classroom walkthroughs, and make effective use of student assessment data for instructional decisions. This also will include surveys of secondary students, asking them to assess the quality of teaching in their classes.

The District recognizes that some new costs incurred during the funding period must be sustained after the funding period ends to continue successful reforms at Morton Jr/Sr High School. This includes salaries and benefits for the new Morton Jr/Sr High School Principal, for some continued on-site instructional assistance, and for qualified staff in the After-School and Summer Program. The District will also need to maintain the automated information phone system, school community coordinator, and RTI intervention and vocational course offerings. In order to ensure that needed funds are available at the end of the funding period and avoid a “funding cliff” at the conclusion of the grant, the District will make long-term fund allocation plans as part of the annual budget review process building potential during the first year of the funding period. This will include making decisions about future reallocation's of local funding or formula-funded state or federal funding. This also may involve seeking external funding from other government or private funding sources. Early budgetary planning, updated and sustained throughout the course of the funding period, will minimize the likelihood of funding disruptions when the funding period ends.

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

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

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

School: Morton Jr/Sr High School Intervention: Transformation

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

- Notes:**
1. **Completion of the Washington Transformation/Turnaround Template for each school will serve as the response to Question #4; no additional response is required.**
 2. **Applications from Required Action Districts must also include the dates for addressing requirements for collective bargaining agreements established in state legislation (E2SSB 6696), as applicable.**

Please see the appendices at the end of this document for detailed timelines and action plans.

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

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

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

ANNUAL GOALS		
Grade Level	Reading in State Assessment	Mathematics in State Assessment
6	Percentage of students meeting standard was 28.1% in 2009-10. That percentage will increase to: 40.1 % in 2011-12 52.1 % in 2012-13 64.1 % in 2013-14	Percentage of students meeting standard was 9.7% in 2009-10. That percentage will increase to: 24.8% in 2011-12 39.9% in 2012-13 55% in 2013-14
7	Percentage of students meeting standard was	Percentage of students meeting standard was

	44.0% in 2009-10. That percentage will increase to: 53% in 2011-12 62% in 2012-13 71% in 2013-14	40.0% in 2009-10. That percentage will increase to: 50% in 2011-12 60% in 2012-13 70% in 2013-14
8	Percentage of students meeting standard was 28.6% in 2009-10. That percentage will increase to: 40.6% in 2011-12 52.6% in 2012-13 64.6% in 2013-14	Percentage of students meeting standard was 28.6% in 2009-10. That percentage will increase to: 40.6% in 2011-12 56.6% in 2012-13 64.6% in 2013-14
10	Percentage of students meeting standard was 64.7% in 2009-10. That percentage will increase to: 70.7% in 2011-12 76.7% in 2012-13 84.7% in 2013-14	Percentage of students meeting standard was 12.5% in 2009-10. That percentage will increase to: 27.5% in 2011-12 42.5% in 2012-13 57.5% in 2013-14

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

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

The District will use two approaches to determine if students in Morton Jr/Sr High School are on track to reach annual goals. First, the district will use easyCBM as an interim assessment that can also promote student-focused, data-driven decisions. Second, the District will support and mandate the use of staff-generated formative assessments on a regular and ongoing basis. These assessments will allow staff to collaboratively assess the effectiveness of its pedagogical practices, instructional strategies, and curriculum units, and continuously make appropriate adjustments. It will also allow staff to accurately identify and effectively address student strengths, needs, and weaknesses.

Beginning with the 2010-11 school year, the easyCBM was and will continue to be administered in reading three times a year: September, January, and May. In May of 2011, the easyCBM assessment will be administered for the first time in mathematics and will then follow the same schedule. This schedule will be continued during subsequent school years. Staff will be expected to employ formative assessments in a limited manner beginning in January, 2012, and on a regular basis in September, 2012.

The District will organize and facilitate data meetings in October of each year to analyze easyCBM and state assessment results and their implications on instruction. Similar meetings will be conducted in January and May of each year after easyCBM results are available. Several staff members in both the elementary and secondary schools have received training through ESD 113 and their partnership with Behavior Research and Teaching through the University of Oregon in how to administer the easyCBM and analyze the data. Staff will continue to receive training and support on an "as needed" basis during subsequent school years.

The District will also contract with ESD 113 to provide formal training and ongoing technical support regarding methods for conducting regular formative assessment of students and strategies for using results from formative, interim, and summative assessments to improve instruction practices and better address student instructional needs. In

addition, the District will contract with ESD113 to develop online forms, tools, and automated reports that can be used by staff to facilitate the analysis of student assessment results from the state assessment, the easyCBM, and their formative assessments. The ESD will also work directly with administrators and staff to help them use these forms, tools, and reports, and to modify any of these instruments to meet the specific interests or needs of particular staff.

Comment [T4]: OSPI contracts with Riverside to offer this support. RADs can use interim assessments in reading and mathematics 3x/year using their online data platform (Data Director) at \$4.50 per student. Check with Shannon Edwards at OSPI in SE & SI for more information.

The results of the easyCBM and state assessments will also be reviewed and analyzed by the external evaluation team to identify patterns and trends in student academic achievement in both the elementary and secondary schools. This analysis will be incorporated into the District’s ongoing action planning process to allow for changes in the design of the Transformation Intervention Model or in the allocation of additional resources or support if the school is not on target to meet its annual goals.

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

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

Not Applicable

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

Not Applicable

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

In developing this application, the District consulted extensively with ESD 113 staff, school administrators, teachers and staff, parents, students, community, union leadership, and the Morton School Board through both external and internal needs assessments described in response to Question 1b.

Morton (RAD) Planning Calendar

Date	Time	Team/Who	Activity
12/1/10		Superintendent	Received Certified Letter from OSPI, recommends placement as RAD
12/7/10	1:30	Exec Team	First meeting to review letter and draft calendar
12/13/10	1:00	Admin Team	OSPI Webinar: Overview of RAD/SIG Process
12/5/10 - 12/16/10		Admin Team	Brainstorming sessions

1/5/11		Superintendent	Received Certified Letter, Notification of Tier II Status
1/5/11	9:00 - 3:00	Exec Team	Pre-planning session
1/6/11		Superintendent	Submission of SIG, Statement of Interest
1/7/11		MEA/WEA Uniserve	Review of SIG process and MEA roles
1/7/11		Superintendent	Confirmation email, Statement of Interest
1/7/11		Superintendent	Parent Letter Mailed Home (6-12 students)
1/12/11		Superintendent	Letter from OSPI, Confirmation of SBE determination of RAD status
1/13/11	1:00-4:00	Exec Team	Plan for Jan 28th, review status
1/13/11	6:00 PM	Superintendent	Parent/Community Forum
1/19/11 - 1/21/11	All Day	Superintendent	Contact Leadership Team and determine final membership
1/19/11	8:00-3:00	Math Team	RTI Math curriculum review of Essentials for Algebra and Corrective Math
1/19/11	8:00-3:00	Superintendent	Student input and RAD information
1/19/11	3:00-4:00	Exec Team	OSPI Webinar
1/19/11	6:00 PM	Superintendent	Presentation of RAD plan status and activity log to School Board
1/ 21/11 & 1/24/11	8:00-5:00	BERC Group	Site Audit
1/26/11	1:00-4:00	Exec Team	Joint meeting with Onalaska, explore possible collaboration
1/28/11	8:00-12:00	Leadership Team	Presentation by BERC Group, results of site audit
2/3/11	8:00-12:00	Leadership Team	Review data, prioritize needs, initial goals
2/3/11	12:00-4:00	Exec Team	Review results from Leadership Team, craft initial goals, propose initial strategies, plan for community
February (Varies)		Superintendent	Meeting with MEA to review MOA
2/9/11	7:00 PM	Exec Team	Community Forum (BERC Report Review)
2/16/11	8:00-11:00	Leadership Team	Feedback on goals and proposed strategies
2/16/11	11:00-4:00	Exec Team	Clean and prepare, near final copy of RAD plan
2/22/11	1:00-4:00	Exec Team	Prepare final copy of RAD plan for editor to revise
2/22/11	7:00 PM	Leadership Team	Community Forum- feedback on final RAD plan elements
2/23/11	1:00-4:00	Exec Team	Finalization of RAD Plan

2/24/11	All Day	Patti Pattison	Final RAD Plan review and clean-up
2/28/11	6:00PM	Leadership Team	School Board meeting to review and approve RAD plan
3/2/11		Superintendent & Business Manager	Finalize RAD Plan in iGrants

The District will continue to consult with all of these stakeholder groups throughout the implementation of the Transformation Intervention Model at Morton Jr/Sr High School using seven communication methods. These methods are also described in response to Questions 3c & 3d.

- First, monitoring the transformation implementation will rely upon one-on-one discussions with selected stakeholder groups to review implementation of the intervention. The Morton Superintendent will meet with members of the Morton School Board every month. The District’s new Technical Assistance Coordinator will meet with school superintendent, building administrators, and MEA leadership on a monthly basis.
- Second, this one-on-one communication will be supplemented by semi-structured interviews conducted twice each year by the external evaluation team with each of these stakeholder groups.
- Third, a survey will be administered to all teachers and staff to assess the implementation of the intervention model. This survey will be administered twice each year.
- Fourth, the Morton Jr/Sr High School Principal and Technical Assistance Coordinator will conduct semi-structured focus group meetings at the end of the year with secondary school students and (separately) with their parents.
- Fifth, the Building Leadership Team will hold bi-annual meetings to update and engage parents and members of the community.
- Sixth, to improve communication between the district and parents and community, the District will implement the school messenger automated phone service to communicate meetings, schedules, and other information to parents and members of the community. With only a small percentage of families having regular access to email or the internet, this additional forms of communication are vital to ensure all parents and community members are well informed.
- Finally, the Morton Superintendent, along with the Jr/Sr High School Principal, will conduct an annual school meeting in August (prior to the start of school). The external evaluation team will work with district and school leaders to develop short, written summaries of the results of the one-on-one meetings, interviews, focus groups, and school meetings. In addition, the team will compile, analyze, and summarize the results of the bi-annual teacher/staff surveys. This information will be incorporated into the ongoing action planning process and into the interim and annual reports of the evaluation team. This information will identify changes in the implementation process and develop recommendations to ensure full and effective implementation of the Transformation Intervention Model at Morton Jr/Sr High School.

This is feedback that we prepared prior to our presentation and it is included in hopes of better ensuring that we have addressed all areas of concern.

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

1. The BERC Report was used as an overarching framework for our data collection, goal setting, research and action planning process. The BERC report consisted of school-wide data organized around the Nine Characteristics of High Performing Schools, and Classroom Instructional data, framed by the STAR/PTL Protocol. Our process expanded upon these two levels of data collection and analysis, as they did not provide a comprehensive picture of the district or school. The data collected to support our planning process, and the subsequent planning activities were sorted into the following levels:
 - a. District/Community
 - b. School-wide
 - c. Classroom/Instruction
 - d. Mathematics
 - e. Reading
2. The BERC Report was used as a primary source of data. Our teams sorted and analyzed the findings of the BERC Report as appropriate to determine areas of focus and as a springboard for the research and planning process. For example, the District/Community and School-wide teams selected portions of the Nine Characteristics report to analyze, and the Classroom/Instruction team focused primarily on the STAR/PTL report as primary data. Within these reports, there were both rubric scores, which helped focus the groups further, and narrative, which helped to expand the groups' field of research.
3. The BERC Report was used as a secondary source of data. Parents, community members, staff, and students were invited to comment on the findings of the BERC Report during the planning process. Their input was used to help focus the planning process on areas of greatest concern within the Morton community. A jigsaw process was used during the planning process to engage participants in analysis of the BERC Report, and to solicit their recommendations for targeted improvement strategies.
4. The BERC Report will be used as a means of measuring the influence and success (or need for improvement) of plan components. As base-line data, the BERC Report reflects the status of the district and school at the start of this process. These data will be used to measure progress annually, and to evaluate growth at these milestones throughout the plan implementation process.
5. The BERC Report was used as a resource for plan implementation strategies. The final report contains nine recommendations, and implied a tenth recommendation. The team was primarily focused upon the recommendation for Federal reform model that was recommended by the BERC Group. In informal conversations the leadership team learned that the recommended model was Transformation, as Turn Around seemed overly disruptive and difficult to implement in a small, rural community. The nine recommendations are included in the district improvement plan as follows:
 - a. **Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district:** The Morton leadership developed an inclusive and comprehensive planning process beginning with initial notification of RAD status and continuing through the presentation of the final plan to the State Board of Education. The process involved district, school, and ESD leadership at the executive/management level, and community, parents, students and staff at the data analysis, goal setting, research and planning levels. It is clear that broad ownership of the plan was created through the engagement and communication strategies employed by the executive leadership team. The result is a comprehensive plan, with goals, strategies, activities and initial evaluation criteria. Included in the plan are strategies for creating increased alignment between the two schools in Morton. The plan includes a request to fund a part-time position of Technical Assistance Contractor (TAC), who would be primarily charged with

oversight of plan implementation and evaluation, and coordination between the various parties involved in implementing the RAD plan. (See *Response to Question 1b; Planning teams and Membership Appendix A; and Team Meeting Calendar, Appendix B for evidence of this process.*)

- b. **Address leadership structures:** As mentioned elsewhere, Morton leaders have taken dramatic and immediate steps to formally adopt a more broad and inclusive leadership structure. The model employed in plan development will be continued into regular operations, with a formal executive/management team and a more involved and representative leadership team. As the process continues, formal team roles and responsibilities will be developed, along with a protocol for selection and duration of team membership. (See *Response to Question 1b; Planning Teams and Membership in Appendix A for evidence of these structures*)
- c. **Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff:** The plan and revised MOU resulted in a commitment to implement this strategy. The goal is to have a formal process, which is tied to the new state evaluation criteria, reflects student learning measures and has clearly defined rubrics (scales) for performance in place by the second year of the grant. (See *MOU and Appendix E- Classroom/Instruction Action Plans, for evidence.*)
- d. **Set high academic standards:** Morton staff will respond to this recommendation by implementing a standards-based model for providing students with academic feedback, implementing an instructional framework across the system, and accelerating closure of student learning gaps through a comprehensive Response to Intervention (RTI) model. Additionally, as part of the plan evaluation process, the leadership team will review academic outcomes to ensure that more students are on grade-level and leaving Morton schools career/college ready.
- e. **Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards:** One of the primary tasks of the TAC and the two part-time instructional coaches will be to facilitate the ongoing review of curriculum (both planned and taught). Additionally, the expectation of the leadership team is that instructional framework alignment, core academic content alignment and assessment alignment practices will permeate all areas of the school system, not just staff tasked with reading and mathematics instruction. (See *Appendix E; Appendix F; and Appendix G for roles of coaches and curriculum alignment activities.*)
- f. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices:** A hallmark of the Morton plan is the model of professional development and ongoing instructional support. The plan includes introductory, informational training for individuals and teams by external experts, ongoing coaching and instructional support, and development of formal learning community teams. The plan invests heavily in professional capacity building at the classroom and school leadership levels. To differentiate between the unique learning needs of various audiences, school leaders will be supported by the TAC, and peers and the instructional coaches will support teachers. (See *Appendix E; Appendix F; and Appendix G for roles of coaches.*)
- g. **Provide assistance in developing and implementing formative assessments:** The plan provides for support in the development of formative and progress monitoring assessments in literacy and mathematics. The continued expansion of the RTI model is the foundation of this work, but the instructional coaches will also be asked to assist teachers in expanding their repertoire of assessment strategies. (See *response to Question 3c, 3d, 3e, 5d; Appendix F and Appendix G for evidence.*)
- h. **Continue to develop meaningful communication and collaboration:** As mentioned earlier, the district has developed a model for increased communication and collaboration within the plan

development process. This model will be continued as a vehicle for improved communication and gathering broad input regarding the plan process, progress and needs for adjustment. Formal meeting schedules as well as informal conversations will be a vital part of the planning process. Teachers will also be asked to be more formally engaged with peers as members of learning teams in the areas of RTI, instructional framework development and reading/mathematics improvement. Finally, the district will expand their strategies for ongoing communication with parents and community members. Currently the plan includes a request for a part-time communication coordinator who will help coordinate and disseminate district information to a variety of audiences within the Morton community. *(See response to Question 3a, Appendix C- Strategy 2 for evidence.)*

- i. **Fully implement a behavior and reward program:** The Morton RAD Plan include a focus on implementing Positive Behavior Interventions and Supports (PBIS), a well researched and well supported model for clarifying and rewarding student behaviors. The PBIS model will include ongoing training for the school team, and will result in a comprehensive PBIS model's implementation at Morton. The district is contracting with an external expert for training of PBIS leaders and to conduct ongoing training and to provide feedback regarding PBIS in Morton. *(See Appendix D for evidence.)*
6. **Final comments:** The district leadership team feels the BERC Report was an accurate snapshot of the school and classroom practices. However, as a snapshot, it does not give the full picture of a school, its history, or the needs of the whole system. The leadership team feels our plan is a balanced representation of both the recommendations contained within the BERC Report, and our shared understanding of the needs of our school system.

ATTACHED

Appendix A- Planning teams and membership

Appendix B- Team meeting calendar

Appendix C- District/Community Action Plans

Appendix D- School-Wide Action plans

Appendix E- Classroom/Instruction Action Plans

Appendix F- Mathematics Action Plans

Appendix G- Reading Action Plans

Appendix H- Teacher Evaluation

Appendix A- Planning teams and membership

EXECUTIVE TEAM

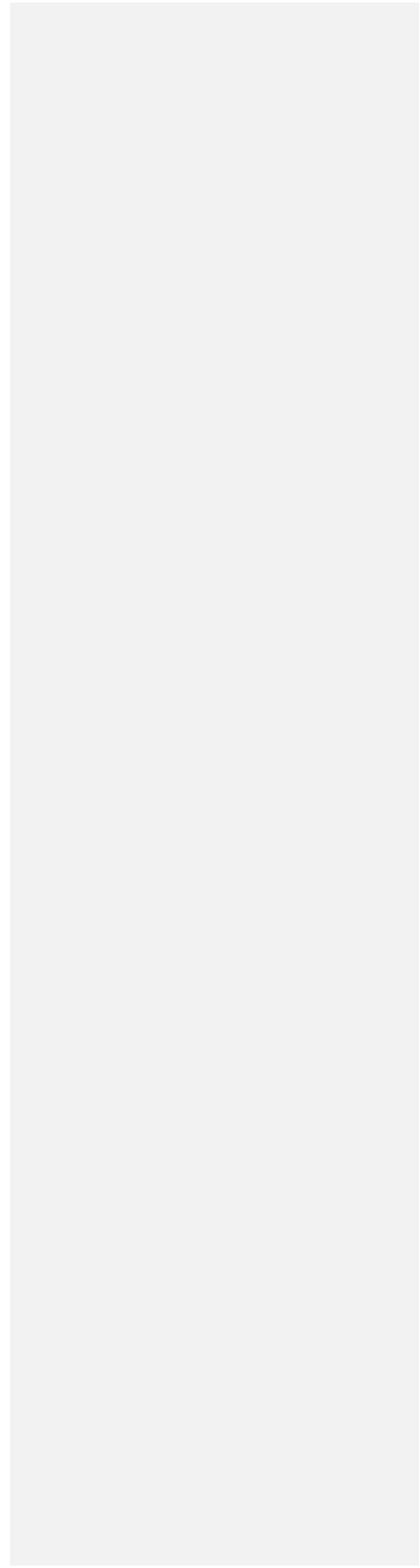
Tom Manke	Superintendent
Josh Brooks	Current K-12 Principal
Angela Bacon	Current Dean of Students
Terry Fagin	MEA President
Dana Anderson	ESD 113 Assistant Superintendent of Curriculum, Instruction, Assessment, and School District Improvement Planning
Mike Hickman	ESD 113 Assistant Superintendent of Support Services
Todd Johnson	ESD 113 Director of Center for Research and Data Analysis
Erin Riffe	ESD 113 Director and Program Administrator
Kathy Dornhecker	ESD 113 Regional Math Coordinator
Cheryl Vance	ESD 113 Literacy Content Specialist
Carol Boyer	ESD 113 Literacy Content Specialist
Sheila Chaney	ESD 113 Special Programs Content Specialist

DISTRICT LEADERSHIP TEAM

Tom Manke	Superintendent	District / Community Team
Mike Hickman	ESD 113 Assistant Superintendent	District / Community Team
Stacey Loflin	School Board Member	District / Community Team
Bri Ramsey	Parent	District / Community Team
Krishna Eveland	Parent	District / Community Team

Sheila Chaney	ESD 113 Special Programs Content Specialist	School Team
Erin Riffe	ESD 113 Director of Special Programs	School Team
Polly Fuchs	Special Education Teacher	School Team
Bridget Doran	Counselor	School Team
Cheryl Low	Readiness To Learn Coordinator	School Team
Mary Jane Meltz	True North Student Assistance Professional	School Team
Becky Turnbull	ESD 113 Director of Special Education	School Team
Toni Nelson	White Pass Community Coalition	School Team
Angela Bacon	Current Dean of Students	Instruction Team
Terry Fagin	MEA President	Instruction Team
Dana Anderson	ESD 113 Assistant Superintendent of T & L	Instruction Team
Mike Fairhart	Community Member	Instruction Team
Alicia Ettenhofer	Student	Instruction Team
Robin Wright	Science Teacher	Instruction Team
Josh Brooks	Current K-12 Principal	Reading Team
Cheryl Vance	ESD 113 Literacy Content Specialist	Reading Team
Carol Boyer	ESD 113 Literacy Content Specialist	Reading Team
Rhonda Krolczyk	Elementary Teacher	Reading Team
Patti Pattison	Language Arts Teacher	Reading Team
Chris Merriman	PSE President	Reading Team
Matt Wood	Student	Reading Team
Kathy Dornhecker	ESD 113 Regional Math Coordinator	Math Team
Chad Winkler	Math Teacher	Math Team
Mike Courner	Community Member	Math Team

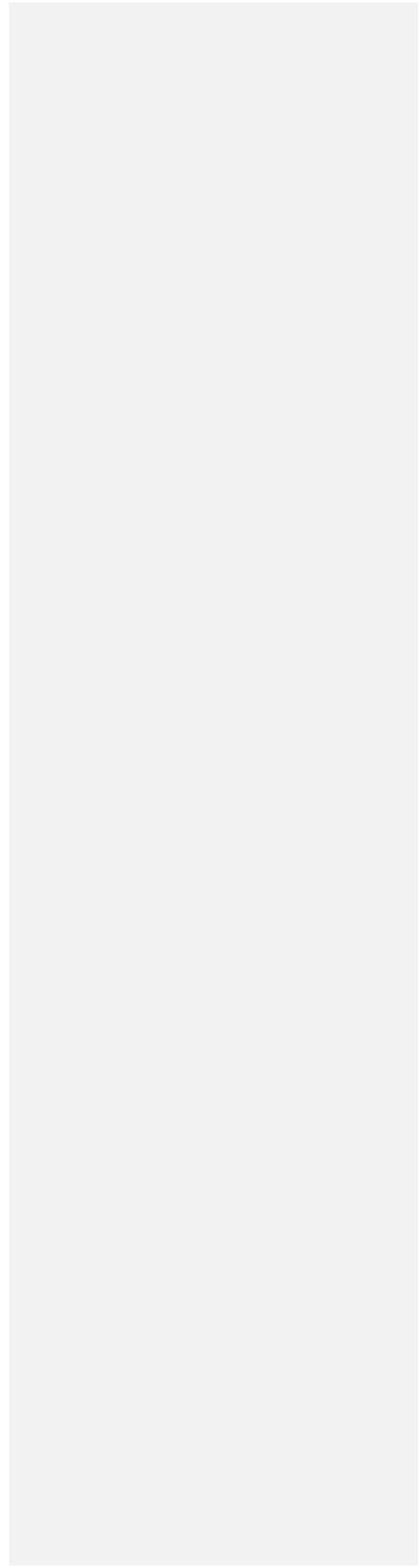
April Lundy	Parent	Math Team
Kayla Reynolds	Student	Math Team
Jacob Schmidt	Student	Math Team



Appendix B- Team meeting calendar

Date	Time	Team/Who	Activity
12/1/10		Superintendent	Received Certified Letter from OSPI, recommends placement as RAD
12/7/10	1:30	Exec Team	First meeting to review letter and draft calendar
12/13/10	1:00	Admin Team	OSPI Webinar: Overview of RAD/SIG Process
12/5/10 - 12/16/10		Admin Team	Brainstorming sessions
1/5/11		Superintendent	Received Certified Letter, Notification of Tier II Status
1/5/11	9:00 - 3:00	Exec Team	Pre-planning session
1/6/11		Superintendent	Submission of SIG, Statement of Interest
1/7/11		MEA/WEA Uniserve Meeting	Review of SIG process and MEA roles
1/7/11		Superintendent	Confirmation email, Statement of Interest
1/7/11		Superintendent	Parent Letter Mailed Home (6-12 students)
1/12/11		Superintendent	Letter from OSPI, Confirmation of SBE determination of RAD status
1/13/11	1:00-4:00	Exec Team	Plan for Jan 28th, review status
1/13/11	6:00 PM	Superintendent	Parent/Community Forum
1/19/11 - 1/21/11	All Day	Superintendent	Contact Leadership Team and determine final membership
1/19/11	8:00-3:00	Math Team	RTI Math curriculum review of Essentials for Algebra and Corrective Math
1/19/11	8:00-3:00	Superintendent	Student input and RAD information
1/19/11	3:00-4:00	Exec Team	OSPI Webinar
1/19/11	6:00 PM	Superintendent	Presentation of RAD plan status and activity log to School Board
1/ 21/11 & 1/24/11	8:00-5:00	BERC Group	Site Audit
1/26/11	1:00-4:00	Exec Team	Joint meeting with Onalaska, explore possible collaboration
1/28/11	8:00-12:00	Leadership Team	Presentation by BERC Group, results of site audit
2/3/11	8:00-12:00	Leadership Team	Review data, prioritize needs, initial goals
2/3/11	12:00-4:00	Exec Team	Review results from Leadership Team, craft initial goals,

			propose initial strategies, plan for community forum
February		Superintendent	Meeting with MEA to review MOA
2/9/11	7:00 PM	Exec Team	Community Forum (BERC Report Review)
2/16/11	8:00-11:00	Leadership Team	Feedback on goals and proposed strategies
2/16/11	11:00-4:00	Exec Team	Clean and prepare, near final RAD copy of plan
2/22/11	1:00-4:00	Exec Team	Prepare final copy of RAD plan for editor to revise
2/22/11	7:00 PM	Leadership Team	Community forum- feedback on final RAD plan elements
2/23/11	1:00-4:00	Exec Team	Finalization of RAD Plan
2/24/11	All Day	Patti Pattison	Final RAD Plan review and RAD clean-up
2/28/11	6:00PM	Leadership Team	School Board meeting to review and approve RAD plan
3/2/11		Superintendent & Business Manager	Finalize RAD Plan in iGrants



Appendix C- District/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:	Who is Responsible?	Timeline:	Resources Needed	Monitoring Effectiveness
Steps to be taken What will occur?	Who is involved? Who will provide leadership? Who will provide work?	When will this strategy or action begin and end?	What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	How will we know if this is working?
Determine whether existing principal has been in position for 2 or more years. (C1)	Superintendent	January 2011	Time to meet and review needs	Superintendent determines placement possibility for current principal
Review needs of building leadership (C1, H17)	Superintendent School Board	January 2011	Time to meet and review needs	Superintendent development of district needs and proposed initial plan
Analyze strengths of existing staff and determine if it is	Superintendent	January 2011	Time during board meeting (executive session)	Decision regarding possibility of placement of existing staff, or posting new position.

necessary to post new position (K2)	School Board			
Gather input and feedback from community and staff (D3, I10, I11, J5, J6)	Superintendent PK-12 Staff Parents Community	January - February 2011	Community forums and survey results (BERC Report)	Prioritized needs from community forums
Develop plan for re-assignment of existing staff (H1,	Superintendent School Board	April 2011	Time to develop plan	Plan is developed
Communicate with affected staff (G2, I10, I11,	Superintendent	April 2011	Time during staff meeting (2 hours)	Staff are informed of change
Develop success criteria for new placement and communicate with new building leadership (H17, I8, K2)	Superintendent	April 2011	Time to establish and communicate	New evaluation criteria are not included in this process, but new principals are given focal points for their roles.
Fund new principal position (B4)	Superintendent School Board	2011-2012 academic year (and ongoing through grant). Supported by district funds after conclusion of grant period	\$80,000 (ongoing)	Funds are provided through grant
Research, evaluate and determine	School/District Leadership Team	April 2011	Time to research, evaluate, and	Recommendations for new building configurations, including plans for aligning

appropriate configuration of buildings (i.e., K-5 vs K-6) (B3, B4, J1)			determine (6 hours) Waiver Day	staff and students (if changes are recommended)
Develop transition plan (if appropriate) and support students and staff in building realignment (B3, B4,H12, J3, J5)	School/District Leadership Team	May 2011	Time to develop transition plan (6 hours) Waiver Day	Plan is developed and students/staff are prepared to move to new building configuration
Post, screen and select Technical Assistance Coordinator (B4, B5, A1-A4)	Superintendent	May 2011	Time to develop job description, posting and recruitment of staff. Position: \$45,000 (ongoing)	Coordinator is placed in role and begins to support RAD Plan implementation efforts
Evaluate and monitor effectiveness of current leadership configuration (H1-H9, J8, I7)	Superintendent School Board	Annually in May of each Year	Principal Evaluation Criteria	Leadership is provided feedback regarding role and support for school-improvement efforts

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Goal area: District/Community

Goal(s): To increase communication between school staff members and all stakeholder groups (students, families, community), as measured by an increase in community-wide perception regarding effective district communication (instrument, baseline and goals to be determined).

Strategy: Develop a comprehensive communications plan, and provide staffing dedicated to improving communications

Activities: Steps to be taken	Who is Responsible? Who is involved?	Timeline: When will this	Resources Needed What existing and new resources will	Monitoring Effectiveness How will we know if this is working?
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What will occur?	Who will provide leadership? Who will provide work?	strategy or action begin and end?	be used to accomplish the strategy? (Include \$\$\$)	
Develop posting for communications specialist (D1, D3)	District Leadership Team (Superintendent)	June, 2011	Sample postings and job descriptions	Posting is created
Recruit, screen and select district communications specialist (D1, D3)	District Leadership Team (Superintendent)	August, 2011	Funding for Communications Specialist \$15,200 (ongoing)	Specialist is hired
Identify indicators of effective communications and gather baseline data for each indicator.	Communications Specialist Focus Group	October 2011	Website analytics Survey Tools Analysis and presentation of data	Baseline data is collected
Engage stakeholders in feedback and problem solving to determine focus areas for improvement (J3)	Communications Specialist Focus Group	October, 2011	Focus group meeting	Goals and strategies are developed
Identify multiple, targeted communications strategies (i.e., print, web, phone calling system, electronic etc.) (J5)	Communications specialist Focus Group	December, 2011	Website - \$1000 Phone auto-dialer - \$2591 (initial) -\$750 (year 2 & 3)	Tools are selected and initial training is provided.
Solicit expert	Communications	December, 2011	WA School Public Relations	Strategies for plan are identified

coaching from groups like WA School Public Relations Association (E1-E8)	specialist		Association	
Develop Comprehensive Communications Plan	Communications specialist	January, 2012	2-3 hours of leadership team time	Plan is developed and shared with staff
Provide professional development and staff support to implement communications plan (I11)	Communications specialist	January, 2012- Ongoing	Staff time on professional development calendar	Training is provided and staff begin to use new tools
Gather feedback and monitor plan elements	Communications Specialist	Annually (April-May)	Survey instrument Other data sources Leadership Team Meeting (2-3 hours)	Community input demonstrates improved communication
Revise and adjust plan as needed.	Communications specialist	Annually (June)	Leadership team meeting	Plan is revised and included in following year activities

TOTAL GRANT BUDGET \$143,791.00

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix D- School-Wide Action Plans



Goal area: Increase supportive learning environment for students

Goal(s) : Improve student behaviors that are supportive of learning as measured by decreasing student behavioral incidents requiring office discipline referrals (baseline office discipline referrals data to be taken Apr-June); increasing student perceptions that student behavior is handled fairly from 34% to 80%; and increasing parent perceptions that teachers enforce classroom and school rules from 50% to 85%, as measured by student and parent surveys.

Strategy: Continue to develop Positive Behavior Support System (PBIS)

- Staff training and development of school and classroom behavior system for all students, staff, and settings.
- Develop a secondary prevention system for students with at-risk behavior and students with high-risk behavior.
- Develop a system to collect data on the success of the PBS system.

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Four staff members attend the remaining 4 of 6 days of training in PBS at the ESD. Complete assignments between training. Consider whether or not Behavior Leadership Team (BLT) needs expansion . (G1-6; I1, I3, I6, I10)	BLT ESD Behavior Consultant Dr. Flint Simonsen	March 2011 to August 2011	Planning	Staff sign-in Team-developed plan for implementation
Calendar meetings (30 min.) two/month for the remainder of this school year and next school year. (E6-7; G3; K1)	BLT Principal	March 2011- June 2011		Schedule of meetings

<p>Establish the use of Schoolwide Information Service (SWIS) to record and analyze office discipline referrals (ODRs).</p> <ul style="list-style-type: none"> • Modify ODR form • Train all staff to establish consistent definition of behaviors • Identify 3 people to have access to SWIS and engage in orientation training • Enter all ODRs into SWIS for baseline, weekly Apr-June <p>(G3)</p>	<p>3 persons selected to have access to SWIS S. Chaney (ESD) Principal</p>	<p>March-June 2011 2 hours for training on SWIS Staff meeting</p>	<p>Contact SWIS for access (db is free after March) S. Chaney, ESD facilitator for SWIS</p>	<p>ODRs SWIS reports on ODRs</p>
<p>Contract with Behavior Consultant for 3 days - see activities below.</p> <p>(E1, E5, E6, E7, E8)</p>	<p>Morton SD Dr. Flint Simonsen</p>	<p>3 days April-June</p>	<p>3 days x 1500 = \$4500</p>	<p>Contract</p>
<p>Evaluate current PBIS implementation using Schoolwide Evaluation Tool (SET).</p> <p>(G3, A3)</p>	<p>Behavior Consultant ESD staff members Chaney & Perkins, ESD</p>	<p>April or May 2011 - 1 day</p>		<p>SET evaluation report</p>
<p>Provide training for all staff in PBS. Engage staff and some students in determining positive behaviors for all classrooms and school settings/events. (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)</p>	<p>Behavior Consultant All MMS/MHS teachers and paraprofessionals</p>	<p>May or June 2011 - 1 day</p>		<p>Behavior expectations for classroom, areas, events</p>
<p>Report to BLT on results of SET evaluation. Plan with BLT for implementation activities, training, and consulting for the following year.</p> <p>(G3, A3)</p>	<p>Behavior Consultant BLT</p>	<p>May or June 2011 - 1 day</p>		<p>Implementation plan and schedule</p>
<p>Contract with Behavior Consultant for 14 days - see activities below (E1, E5, E6, E7, E8)</p>	<p>Morton SD Dr. Flint Simonsen</p>	<p>14 days Aug. 2011-June 2012</p>	<p>14 x 1500 = \$21,000</p>	<p>Contract</p>

Contract with U. of Oregon for year-long license to use SWIS db. Submit License Agreement and School Information Form. (E5, G3)	Morton SD S. Chaney, ESD	August 2012	\$250 (year 2 & 3)	License agreement
Engage a group of staff and students in determining a reward system for student positive behavior. Solicit rewards from community groups. (K11, I11, D3)	BLT Students	August 2012		
Enter office discipline referrals weekly. (G3)	Designated person	Sept. 2011 - June 2012		SWIS student data
Review with MMS/MHS teachers and paraprofessionals the expectations of PBS and behavior definitions, model how to teach positive behavior to students, and plan for implementation by staff. (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	Behavior Consultant MMS/MHS staff	August 2011 1 day		Sign-in sheets Plan for implementation
BLT meets 2x/month to review SWIS data and problem-solve. (G3)	BLT	30 min. meeting twice a month during late start		Meeting agendas and minutes
Behavior consultant visits 3 times a year for 3 days each to engage in the following activities: <ul style="list-style-type: none"> Facilitate, observe, and give feedback to BLT on data/problem solving meetings Provide part or whole staff training (2 hrs each visit) on strategies for at-risk (yellow zone) and high risk (red zone) students Observe in classrooms and consult with teachers who have challenging students Conduct a meeting with parents and students to explain the behavior system Conduct SET Nov. and May and give feedback (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	Behavior Consultant BLT All staff Selected teachers	3 days November, 2011 3 days February, 2012 3 days May, 2012		Sign-in sheets SET evaluation reports

Selected staff will contact behavior consultant as planned by consultant and BLT. (A3; E7)	BLT Behavior Consultant	equivalent of 3 days as planned throughout year	Included above	Minutes from contacts
Conduct student and parent survey of perceptions about school discipline procedures and staff consistency (as stated in goal). (D3; K10; I7-9)	Administration BLT	Spring 2012		Report from survey
Year 2 Continue focusing on fine-tuning school-wide behavior and building capacity to serve students in yellow zone (at-risk) and red zone (high risk). (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	MMS staff BLT Behavior Consultant	2012-2013	7 x 1500 = \$10,500 (Year 2)	
Year 3 Focus on fine-tuning school-wide behavior and building capacity to serve students in yellow zone (at-risk) and red zone (high risk), and on building capacity for school staff to take over responsibilities for maintaining the system. (G1-6; K 3, K4, K5-7, K11; I1, I3-11; B1-4; A2-3; E5-7)	MMS staff BLT Behavior Consultant	2013-2014	4 x 1500 = \$6,000 (Year 3)	

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Goal(s): Increase student graduation rate from 53% in 2009 to 80% in 2013.

Strategy: Provide more support for career and academic planning, and personal/social behavior.

- Improve effectiveness of student career and college planning through Navigation 101 classes in MS/HS and awareness activities..
- Increase services from True North drug and alcohol counselors to include more preventive services to MS/HS.
- Coordinate services between the school and community agencies.

Strategy: Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.

Activities	Who is responsible?	Timeline	Resources Needed	Monitoring Effectiveness
<p>Review Readiness to Learn funding and, if necessary, replace funding to maintain Readiness to Learn Coordinator.</p> <p>(K10, D3, J3, J5, J6)</p>	Morton SD	May 2011		
<p>Create a 0.5 FTE Student Assistance Specialist position for MMS to counsel students on graduation requirements and career/college paths; monitor and track credit planning; assist with student transitions from elementary to MS and MS to HS; coordinate college-bound scholarships for MS students; assist with assessment coordination and implementation; and coordinate services between agencies, communities, and parents.</p> <p>(K10, D3, J3, J5, J6)</p> <p>Increase hours of True North drug and alcohol counselor to include one intervention period and one period for proactive student interventions.</p> <p>(E1-E8)</p>	Morton SD	August 2011-June 2012	<p>\$35,000 (ongoing)</p> <p>2 days training with guidance counselor</p>	Evaluation
<p>Two Americorps workers will mentor and tutor at-risk students at throughout the school day, at lunch, and after school.</p> <p>(J8, J6)</p>	Morton SD	<p>August 2011-June 2012</p> <p>9 hrs/day, 4 school days/wk</p>	\$9,000 (ongoing)	<p>Evaluations</p> <p>Schedule</p> <p>Student records</p>

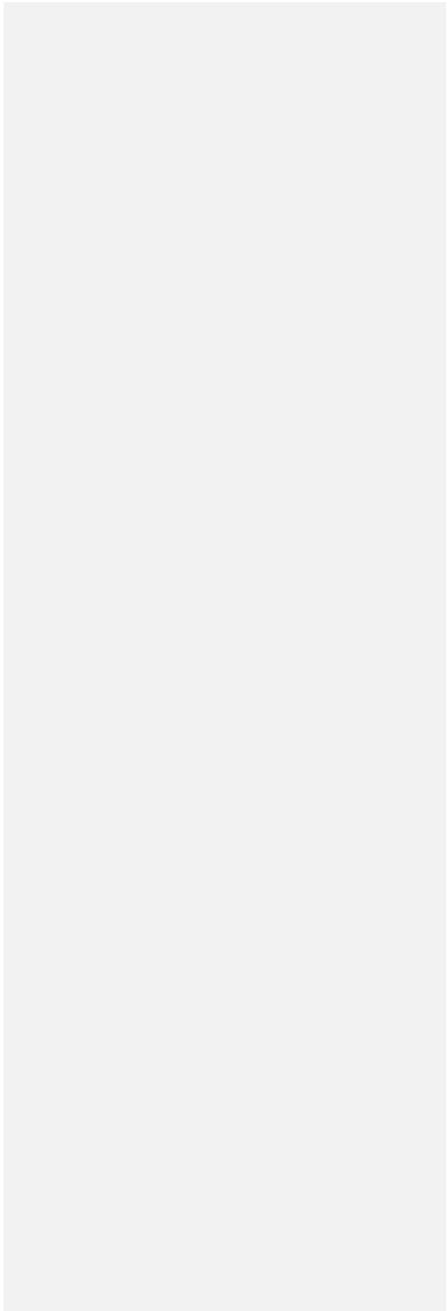
Add 5 days of planning to guidance counselor to plan additional counseling activities. (K10, D3, J3, J5, J6)	Morton SD Guidance Counselor	August 2011-June 2012		Observation, plans produced
Provide services of school nurse to address sexual health, self respect, boundaries and healthy choices. (E1-E8)	Morton SD Community agency staff	August 2011-June 2012		Evaluation
Improve the effectiveness of the Navigation 101 program <ul style="list-style-type: none"> • Provide professional development for guidance counselor and teachers • Make a site visit to a school implementing Nav 101 effectively • Coach teachers in delivery of curriculum • Provide followup services with students on plans (I1, I3, I6, I8, I9)	Guidance Counselor Teachers	August 2011-June 2012	Late Start Time	Evaluate student plans Observations
Coordinate a college and career fair for students and parents on a Saturday, with a meal. Seek community involvement. (D3, J3, J5)	Guidance Counselor Student assistance specialist	November 2011	\$1500	Observation Evaluation by participants
Obtain materials and supplies for at-risk students. (K6)	Guidance counselor	August 2011-June 2012	\$1000	Purchase orders, receipts
Research and acquire research-based curricula to provide social skills groups for	Guidance counselor	August 2011-June 2012		Purchase orders

at-risk students. (K9, K6)				
Create a team to research the effectiveness of different extended learning time models. The team will recommend extended learning opportunities to be implemented during the 2011-2012 school year and in the summer of 2012. (J1-J8)	Team designated by Principal and Superintendent, Erin Riffe, ESD	May-June 2011 August 2011-June 2012		Extended Learning Plan
Implement Recommended After School/Summer School Programs After School Programming to increase student learning by 300 hours & Summer School Programming to increase student learning by 65 hours (J4-J8)	Superintendent, Erin Riffe, ESD 113	September 2011- Ongoing	SUMMER SCHOOL 2 Teachers x 10 Days x 6 hours x 35 = \$4,200 2 Paras x 10 Days x 6 hours x 16.00 = \$1,920 2 School Buses = \$3,030 AFTER SCHOOL 1 Teacher x 149 x 2.25 x \$40 = \$13,410 2 Paras x 149 x 2.25 x 16 = \$10,728	Progress toward goal (see above), measured annually, and support model adjusted as needed.

			2 School Buses = \$22,570	
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TOTAL GRANT BUDGET \$102,358

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template



Appendix E- Classroom/Instruction Action Plans



Goal area: Instruction

Goal(s): To ensure quality instruction in every classroom, increase student engagement, and increase student learning outcomes each day, in every class, as measured by the Star Observation Protocol. Our goal is to increase the percent of classrooms scored as demonstrating “Powerful Teaching and Learning” from 33% at somewhat/vary in 2011, to 55% in 2012, 77% in 2013, and 100% in 2014. (K3-K9; K11)

Strategy: Adopt and Implement a Research-Based Instructional Framework PK-12

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Select contractor and develop implementation plan (E1-E8)	Morton Executive Team	April 2011	Contract- \$23,000	Contractor is selected and a plan is developed
Provide initial facilitator training (I1, I3, I8)	BERC Group	May 2011 (ongoing)		Facilitators are trained and are prepared to assist with institute
Summer Institute (4 days)	All Staff BERC Group	August 2011 (and following Augusts)		Staff evaluation surveys report satisfaction with results

(I1)				
Site/Peer Visits (3 per year)	Cohorts of teachers, BERC Group	October 2011- June 2014		Cohort meeting minutes, reflections from site visitation teams
(I6;I9-I11)				
PLC Activities	Coaches and Facilitators	October 2012 - June 2014	Late Start	PLC Readiness survey
(I1, I3; I4-6; I10, I11)				Feedback from facilitators and BERC Support Team
Mentorship/coaching (Years 2 and3)	Morton Team	October 2012-June 2014	Release time and Stipend	Feedback from coaches
(I3)				

TOTAL GRANT BUDGET: \$23,000.00

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix F- Mathematics Action Plans



Goal area: Mathematics

Goal(s): The Mathematics plan is focused on improving our Middle School Students’ understanding of Mathematics so that by 2014, 60% of our sixth grade, 60% of our seventh grade, and 65% of our eighth grade students meet standard on the WA State Measure of Student Progress.(MSP)

Strategy: Align current K-12 mathematics materials to the state standards to ensure a seamless curriculum for mathematics and develop a cohesive assessment system to include standards based report cards and assessment tools that will determine students’ level of understanding, drive instruction and differentiation, and incorporate interventions.

Activities:	Who is Responsible?	Timeline:	Resources Needed	Monitoring Effectiveness
Steps to be taken What will occur?	Who is involved? Who will provide leadership? Who will provide work?	When will this strategy or action begin and end?	What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	How will we know if this is working?
Hire Mathematics Specialist/ RTI Coach (.5 FTE) (I1, I2, I3, I4, I5, I6, I7, I9, I10, I11, J1, J3, J6, J7, J8, K1, K4, K5, K7, K9, K10, K11)	Involved: District Administration, ESD Math coach	April 2011-- Post May 2011--Hire	\$45,000 (ongoing)	Based on results of student MSP data, Easy CBM data, observation changes, teacher survey, student survey

<p>On going PD that raises the level of understanding and level of application of sound instructional strategies and best practices in Mathematics.</p> <p>(K4, K6, K8, K9, K10, K11, I1, I3, I4, I5, I6, I7, I9, I10, I11)</p>	<p>Admin</p> <p>All K-12 Mathematics staff</p> <p>Math Coach</p>	<p>Begins now and is ongoing</p>	<p>Late Start</p>	<p>Classroom observations, teacher survey, student survey</p>
<p>Professional development to use the Easy CBM data collected and to drive differentiated instruction w/n the reg. classroom. Prepare standards based lessons that include differentiation. (K4, K6, K8, K9, I1, I3, J1)</p>	<p>All staff</p> <p>Admin</p> <p>Math Coach</p>	<p>Beginning of 2011-2012 school year</p> <p>Ongoing throughout the school year</p>	<p>Late Start</p>	<p>Evidence of Differentiated Instruction based upon assessment data will be evident during classroom observations, easy CBM data</p>
<p>Work with other committees</p> <p>To determine which assessment tools to adopt and review research based intervention programs and successful implementation of such programs (K1, K5, K7, J1, J2, J4, J7, J8 I5, I10, I11)</p>	<p>Chad Winkler and other sub-committee leaders</p> <p>District team: admin, teachers, sped ed (Polly). Janet (ESD)</p> <p>School Board</p>	<p>Feb. 11, 2011 and end by 6/2011.</p> <p>By end of May '11—adopt program June 2011</p>	<p>Intervention Curriculum</p> <p>\$35,000</p>	<p>Consensus on a chosen assessment tool and a recommendation of an intervention program to adopt.</p>

Provide PD for intervention programs all teachers for beginning implementation. (K6, K8, K9, I1, I3, I6)	District Contractor Administration all staff Math Coach Instructional Aide	June to August 2011 By Aug15, 2011		All teachers will be trained and ready to use the product by first day of the 2011 school year.
Monitor for consistent school wide implementation and application of the assessment and intervention tools. Analyze collected data. Refine the program as needed (K5, K7, I7)	District Admin, ESD partners Math Coach	2011-2012 and continuing	Late Start	Evaluate assessment data Refine the program
Research moving towards Standards Based Grading Report Card for K-12. (K5, K7, I1, I3)	Admin, Math (MS, HS, and ES) Math Specialist / Coach	Dec. 2010-2011	District wide team formed to develop SBRC for each school for the district with reps from all schools. Late Start	Decision about the change in reporting system, plan for implementation
Implementation of Standards Based Grading, create rubrics and report card, communicate with the community	Admin, Math (MS, HS, and ES) Math Specialist / Coach	2012-2014	District wide SBRC team	Evaluation of assessment data and student course attainment

TOTAL GRANT BUDGET \$80,000

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix G- Reading Action Plans



Goal area: READING

Goal(s): To improve student reading scores on MSP and HSPE

	FROM	TO:
Graduation Year	2010 Reading Score	2014 Reading Score
Class of 2012	64.7	82
Class of 2014	28.6	65
Class of 2016	28.1	64
Class of 2017	37.0	68.5
Class of 2018	59.1	79.5

Strategy: Continue the implementation of Reading RTI model

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

	Who will provide work?		the strategy? (Include \$\$\$)	
Publicize, screen and select additional para-professionals to support RTI Reading Plan (2.0 FTE) K9, K6	Involved: District Administration	April 2011-- Post Position May 2011--Hire	2 x 6.5 x 11.30 x 180 = \$26,736	Each instructor's mastery scores will be at 80% for all students in group
Hire Literacy Specialist/Coach (.5 FTE) (I1, I2, I3, I4, I5, I6, I9, I10, I11, J1, J3, J6, J7, J8, K1, K4, K5, K7, K9, K10, K11)	Involved: District Administration, current coach, Literacy Specialist / Coach	April 2011-- Post Position May 2011--Hire	\$45,000 (ongoing)	Based on results of student reading data
PLC/Collaboration time via 2 hour late start weekly (I10, III)	Involved: All RTI instructors Leadership: Literacy Specialist . Coach Work: All RTI instructors	April 2011--30 minute collaboration time twice a month August 2011--45 minutes per week	Establishment of late start	Each instructor's mastery scores will be at 80% for all students in group
Coordinate Literacy RTI program, General education English content area literacy programs (I1)	Involved: All literacy instructors and content area teachers Leadership: ESD Literacy Content Specialist Work: All literacy instructors and content area teachers	June 2011 -- plan and schedule all trainings, create monitoring and walk-through systems.. August 2011 -- assist coaches in establishing and facilitating PLCs. Monthly April 2011- June 2014		All components of literacy improvement will be coordinated ensuring adherence to this plan.
Continue use of RTI decoding and comprehension materials	Involved: Literacy Specialist	June 2011--choose and purchase fluency	RTI Intervention	All instructional staff and students have their own materials for all classes

currently in use. Purchase a fluency program and consumables for existing programs (K6, K9, K5)	/ Coach Leadership and Work: Literacy Specialist / Coach	intervention materials, purchase consumables	\$5000 Fluency Intervention \$10,000	
Direct Instruction training (11-4, 16, 17, 110)	Involved: Teachers, Paraprofessionals, Substitute teachers and para-professionals Leadership: Literacy Specialist / Coach Work: SRA trainer	August 2011--1 day training December --1 day follow-up	Late Start	RTI Coach in reading will conduct walkthroughs using SRA forms to ensure fidelity to program. Each intervention group's mastery test scores will be analyzed at PLCs to determine if each instructor is teaching to mastery in each unit for all students.
Purchase General Education curriculum for grades 6-8 incorporating non-fiction strategies (K4, K8, K9, K6, K7)	Involved: Literacy Specialist / Coach, English teachers, reading coach Leadership: Literacy Specialist / Coach Work: All involved above	April 2011--Begin review of curricula June 2011--Purchase non-fiction curriculum		Non-fiction reading strategies are used in all content classes school-wide as measured by walkthroughs by administration and Literacy Specialist.
Train English teachers and all other content area teachers in non-fiction strategies (K4, K8, K9, K6, K7)	Involved: Literacy Specialist / Coach, English teachers, reading coach Leadership: Literacy Specialist / Coach Work: Curriculum company trainer	June 2011--Arrange training date August 2011--Training September 2011 -- implement curriculum	Late Start	Principal walk-through data on use of strategies in content area classes will be analyzed monthly in building-wide PLC
Refine data collection system	Involved/Leadership/Work: Literacy Specialist / Coach,	April 2011--Purchase	SRA Database \$700	All reading data are consolidated into one program

(E1-E8)	ESD Data Specialist, ESD data entry	SRA data system Initiate use of system -- November 2011	ESD support-- \$9,000	
Train instructors on data analysis (I3, I5, I6, I10)	Involved: All instructors, ESD data person Leadership: ESD Work: ESD, All reading, English instructors	September 2011-- ESD set up data program November 2011-- training for instructors November 2011 -- implement entire system	Included in above ESD support fee	All literacy instructors participate in PLC/Collaboration data analysis as measured by sign-in sheets at each PLC
Training on Differentiating Instruction in General Education English classes (K6, K9)	Involved: All instructional staff Leadership: Literacy Specialist/Coach Work: Literacy Specialist / Coach	September 2011-- search for trainings/trainer January 2012 -- all staff trained	Late Start	All teachers participate in training measured by sign-in sheets. Administrators and specialist/coaches collect data during General Education Classroom walkthroughs. Walkthrough data will be analyzed monthly in building-wide PLCs.
Continue vertical alignment of David Matteson's writing benchmarks by extending to middle school (K4, K8, K9, K6, K7)	Involved: Middle school English teacher(s) Leadership: Literacy Specialist/Coach, ESD Literacy Content Specialists,	January 2013 -- Training February 2013 -- Implementation with students	Late Start	Middle school English teacher(s) will participate in writing collaboration with elementary teachers and will establish anchor papers for grades 6-8.

		January 2014 -- Development of Anchor Papers		
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TOTAL GRANT BUDGET \$96,436

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

Appendix H- Teacher / Principal Evaluation



Goal area: Staff Evaluation

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

Strategy: Complete an evaluation system that includes all of the components of the new state guidelines with rubrics understood
(A1-A4; C1, C2, H1-H22)

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Identify the Union Negotiators, other stakeholders, and Administrators to be involved, and set calendar of dialogues for planning (A1-A4)	Superintendent Union President WEA	April-May 2011	Time to gather team members	Teams are set and calendar is agreed upon.
Training for Team in process (H5)	Superintendent, Principal, WEA	May-June, 2011		All understand the needed components of the evaluations
Develop the Evaluation Template and rubrics. (H1-H8)	Superintendent, Association Leaders, Principal, WEA	Sept-January 2011-12		Template completed
Training for principal and leadership team on classroom observation rubrics	Superintendent, Association Leaders,	December 2011- February 2012	Rubrics, External trainer Full day of initial training (ongoing for principal and staff)	Members report they are prepared to observe classrooms and document instruction aligned with new tools.

(H5, I4, I6, I9)	Principal, WEA			
Pilot Observation protocol with 3 volunteer Teachers (H5; H2-H7; H11)	Principal, Union, 3 teachers	February-May 2012		Team is prepared for pilot
Review Evaluation Tool with Jr/Sr High teachers (H4, H5, H8, H11)	Principal, Superintendent	May In-service day 2012	Introductory presentation, materials for all staff	Staff are aware of new process and concerns are addressed
Develop plan for those not meeting Performance Standards (H16-22)	Superintendent, Association Leadership, Principal, WEA	February-June 2012	Documentation and protocols	Plans templates are created
Formal adoption of MOU (H1, H11; H17-H19)	Superintendent, Association Leaders, WEA	February 2012	MOU	MOU is adopted
Implement New Evaluation Tool with all Teachers (H1-H22)	Superintendent, Principal	Sept-May 2012-13	Orientation in Summer Institute	Process is implemented
Monitor and Evaluate new performance based system (H9)	Superintendent, Association Leaders, WEA	May 2012, 2013, 2014	Data from teacher evaluations, time for leadership team to analyze results	Evaluation system is refined as needed

TOTAL \$0

Note: Letter-Number pairs in parenthesis represent the alignment to the Transformation/Turnaround Planning Template

SECTION C: BUDGET

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

Instructions:

1. Summary of the Proposed Three-Year Budget

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

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

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

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

Proposed Three-Year Budget - Amounts

Building	Tier	Model	Year 1	Year 2	Year 3	Total
District	N/A	N/A	\$0	\$0	\$0	\$0
School #1	II	Transformation	\$644,812	\$644,812	\$644,812	\$1,934,436
School #2			\$0	\$0	\$0	\$0
School #3			\$0	\$0	\$0	\$0
School #4			\$0	\$0	\$0	\$0
School #5			\$0	\$0	\$0	\$0
School #6			\$0	\$0	\$0	\$0
Totals	N/A	N/A	\$0	\$0	\$0	\$0

Proposed Three-Year Budget - Narrative

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

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

BUDGET NARRATIVE

Budgetary Process Updates:

The Morton School district has addressed the RAD designation of the Morton Jr/Sr High as a district-wide issue, rather than one limited to that building alone. The district plans to utilize district funds to cover all preK-5 expenditures around professional development, sub coverage, extended contract days, stipends, supplies, and curriculum. Those items were initially included in the budget spreadsheet and grant narrative to show the districts commitment to addressing the systematic issues needed to turnaround low performing students. To minimize the confusion, these items have been removed from both the budget spreadsheet and grant narrative.

We participated in an interview with OSPI School Improvement Team on March 15th with a proposed budget of \$1,144,481 (\$6502.73 per student). During this interview we were instructed to sharpen our pencils and reduce the proposed budget yet also being instructed to include three mandatory budget items totaling \$9,900. The very next day we reduced our initial proposed budget by \$423,203 to \$721,278. On March 17th we participated in a two hour conference call with members of the OSPI School Improvement Team to further negotiate budget justifications and reductions. Following this conference call we continued to review our priorities and reduce the budget to \$714,070 to close the gap between what we had proposed per student to what OSPI informed us would be more acceptable. This proposed budget revision was emailed to the OSPI School Improvement Team on March 17th. On March 18th we received an email asking us to again review our priorities and look for ways to further reduce our proposed budget by \$50,000 to \$100,000. We have analyzed our priorities once again and have reduced the budget by an additional \$644,812. Our current proposed budget is \$644,812 (\$3663.70 per student) which is an overall reduction of \$499,669.

The District has selected to implement the Transformation Model within their RAD plan. An extensive planning process involving numerous stakeholders has resulted in the action plans, which do the following:

- Align with the requirements of the Transformation Model
- Respond to the recommendations of the School Educational Audit
- Utilize the major components of the Transformation Template
- Are based on data and community needs
- Are tied to research and best practices
- Are focused at five levels:
 - District and Community
 - School-wide practices
 - Classroom/Instruction
 - Mathematics Program
 - Reading Program

A summary of the major components of these plans follows:

District/Community:

The District plan will provide support to all other plans by supporting improved communication within the district and between the district and community members. Our team believes that most of the other system-wide supports are included in other planning areas, but a support to all plans would be to create clear systems for communication and improved structures for ensuring timely and accurate information is provided to community members, parents, and

families. In our plan we will:

- Provide staffing dedicated exclusively to improving communication
- Get expert coaching on school communication
- Develop a comprehensive communication plan
- Identify indicators of effective communication and gather baseline data for each indicator
- Implement, monitor, and evaluate a comprehensive communication plan

TOTAL: \$143,791.00

School-wide:

The school-wide action plan is focused on increasing student behavior that is supportive of learning. Two strategies are addressed: One is to develop a school-wide behavior system that clearly defines acceptable behavior; teaches positive behavior to students; rewards good behavior; and implements the system consistently across classrooms and staff members. An expert behavior consultant will be contracted to provide on-site training to all staff throughout the year. The consultant and a behavior leadership team will work with students and staff to develop expected behaviors and a reward system. Data on the success of the plan will be reviewed monthly. The second strategy is to expand the student guidance system to provide more proactive student guidance services geared to improve academic and career planning; increase preventive drug and alcohol education services; provide education on healthy choices; and coordinate services between the school, community, and parents. A student assistance coordinator will assist the guidance counselor in delivering and coordinating these activities.

The goal is to improve student behavior that is supportive of learning, as measured by decreasing student behavioral office referrals (baseline data to be taken April-June 2011); increase student perceptions that student behavior is handled fairly from 34 percent to 80 percent; and increase parent perceptions that teachers enforce classroom and school rules from 50 percent to 85 percent, as measured by student and parent surveys.

Morton Jr/Sr High partners with ESD 113 under the 21st Century Grant to offer after-school and summer school programs that serve students in grades six through nine. Current programs are optional and open to any student who wishes to attend. On average, approximately 15 students attend on any given day. Students attend in order to receive help with homework and/or tutoring in a specific content area but current programs offer very little structure.

In order to ensure that identified students have access to both core and intervention in reading and math, the district will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as need support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses. Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year. Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.

TOTAL: \$102,358.00

Instruction/Classroom:

The classroom instruction action plan is focused on creating common practices among teachers that will support

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

The instructional goal is to increase the percent of classrooms scored as demonstrating “Powerful Teaching and Learning” through use of the STAR Protocol from 33 percent at somewhat/vary in 2011, to 55 percent in 2012, 77 percent in 2013, and 100 percent in 2014.”

TOTAL: \$23,000.00

Reading:

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

The goal of the reading plan is to improve our junior high students’ understanding of reading so that by 2014, 64 percent of our sixth grade, 72 percent of our seventh grade, and 64 percent of our eighth grade students will meet standard on the Washington State Measure of Student Progress (MSP).

The district has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68% of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

RTI is a systematic method ensuring each student is receiving reading instruction at the level he or she needs. The Jr/Sr High School will refine the RTI program started in September, 2010, and the elementary will implement RTI in September, 2011. A new classroom reading program will be adopted at the elementary school utilizing district funds. In addition, other programs will be purchased to help students with specific needs in comprehension, phonics, and

reading fluency. Teachers will be trained in the new programs, learn how to analyze student reading data, and use it to change their instruction. A half-time Literacy Specialist will be hired to help teachers teach the programs as they were designed, and facilitate teachers working together to better their teaching practices.

TOTAL: \$96,436.00

Mathematics:

The mathematics plan is focused on improving our junior high students' understanding of mathematics so that by 2014, 60 percent of our sixth grade, 60 percent of our seventh grade, and 65 percent of our eighth grade students meet standard on the Washington State Measure of Student Progress (MSP).

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematic deficiency.

In addition, Corrective Mathematics and easyCBM will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction as we implement a Response To Intervention program for mathematics.

To improve our students' understanding of mathematics our plan focuses on building a cohesive system of instruction that will meet the students' needs at any level of mathematics. Part of the cohesive system will be to implement a district wide effort to align the mathematics curriculum with the WA State Standards, so that all students are receiving instruction aligned with the standards by which they are being assessed. Along with the Standards alignment we will examine a standards based grading system using common guidelines (rubrics) for Mathematics assessment developed by the Regional Mathematics coordinators and use on-going (formative) assessments to give effective feedback to students so that they will be more engaged in their own learning.

We believe teachers need to have professional development that will help them change their classroom practice and learn how to differentiate instruction so that students can be challenged at the level of instruction they need. To provide ongoing meaningful professional development, our plan is to hire a Mathematics Specialist/Coach to help identify appropriate professional development, share models of effective practice, provide feedback to classroom teachers on classroom instruction, and guide and direct the K-12 Mathematics team.

TOTAL: \$80,000

TOTAL BUDGET: \$445,585 + \$206,827 (Sub Days, Ext Contract, Stipends, Benefits, Indirects) = \$652,412

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

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

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

- o 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.
- o Implement the selected school intervention model in each Tier I and Tier II school the district commits to serve.
- o Conduct district-level activities designed to support implementation of the selected school intervention models in identified Tier I and Tier II schools.
- o Support school improvement activities at the school or district level for each identified Tier III school.

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

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

District: MORTON

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total									\$0

Building Name: MORTON JR/SR HIGH SCHOOL (Complete Separate Proposed Budget for Each Building)

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

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	\$0	\$160,300	\$45,721	\$61,806	\$55,000	\$263,513	\$0	\$0	\$619,376
Indirects - \$58,806	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$33,036
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Grand Total	\$652,412
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Building Name: _____ (Complete Separate Proposed Budget for Each Building)

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

	Object 0	Object 2	Object 3	Object 4	Object 5	Object 7	Object 8	Object 9	Total
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total for Activity	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grand Total									\$0

PERSONNEL / MATERIALS / SUPPLIES	ROLE / RESPONSIBILITY / STRATEGY	ORIGINAL	NEW PROPOSED	DIFFERENCE	YEAR 2	YEAR 3
6-12 Principal	Continue to develop meaningful communication and collaboration	\$80,000	\$80,000	\$0	83,000	86,000
Dean of Students		\$60,000	\$0	-\$60,000	0	\$0
Woodshop Teacher						
Spanish Teacher						
Art Teacher						
Student Assistance Professional / Student Guidance Counselor	Prevention, Intervention, and Treatment	\$35,000	\$35,000	\$0	35000	\$35,000
	Collaboration/Partnership with Outside Agencies Community/Parent Education					
	Staff Development for Teachers Student Guidance Counselor					
	PBIS / Counseling Supplies	\$7,500	\$2,500	-\$5,000	2500	\$2,500
RTI Para-Educators (Reading & Math)		\$26,736	\$26,736	\$0	27,238	28,314
Substitute Teachers		\$25,000	\$14,040	-\$10,960	14040	14040
Additional Supplemental Contract Days for Teachers		\$30,000	\$0	-\$30,000	0	\$0
4 Days - 12 Teachers - Summer Institute 2 Days - 5 Teachers - Math RTI Training		\$0	\$16,260	\$16,260	16260	\$16,260
Teacher Stipends for optional professional development outside of contract days ***Must be pre-approved by building principal		\$30,000	\$15,000	-\$15,000	15000	\$15,000
Substitute Para-Educators		\$3,673	\$6,610	\$2,937	6610	6610
Additional Supplemental Contract Days for Para-Educator		\$3,200	\$0	-\$3,200	0	\$0
4 Days - 9 Para-Educators - Summer Institute 2 Days - 9 Para-Educators - Math RTI Training		\$0	\$6,750	\$6,750	6750	6750

Para-Educator Stipends for optional professional development outside of contract days ***Must be pre-approved by building principal		\$4,400	\$5,625	\$1,225	5625	5625
After-School Teacher Stipends		\$10,058	\$0	-\$10,058	0	\$0
After-School Para-Educator Stipends		\$9,387	\$0	-\$9,387	0	\$0
After-School Program Activities Transportation		\$22,570	\$22,570	\$0	22570	\$22,570
Summer School Teacher		\$3,600	\$0	-\$3,600	0	\$0
Summer School Para-Educator		\$1,680	\$0	-\$1,680	0	\$0
Summer School Program Activities Transportation		\$3,030	\$3,030	\$0	3030	\$3,030
CERTIFICATED FRINGE BENEFITS		\$82,097	\$48,090	-\$34,007	\$48,990	\$49,890
CLASSIFIED FRINGE BENEFITS		\$14,723	\$13,716	-\$1,007	\$13,867	\$14,190
ESD Contracted After-School Program		\$0	\$24,138	\$24,138	24138	24138
ESD Contracted Summer School Program		\$0	\$6,120	\$6,120	6120	6120
Contracted TAC (Technical Assistance Coordinator)	<p>Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district</p> <p>Work with staff to Integrate the principle and strategies of the school's common pedagogical instructional framework</p> <p>Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices</p> <p>Coordination of assessment and data analysis</p> <p>Address leadership structures</p> <p>Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff</p>	\$90,000	\$45,000	-\$45,000	45000	\$45,000

	Set high academic expectations					
Contracted RTI Coordinator (.5 Reading / .5 Math)		\$78,000	\$0	-\$78,000	0	\$0
Contracted Literacy Specialist / Coach	Provide ongoing professional development and coaching for aligning 6-12 curriculum with state standards Provide assistance in developing and implementing formative assessments	\$45,000	\$45,000	\$0	45,000	\$45,000
Contracted Mathematics Specialist / Coach	Provide ongoing professional development and coaching for aligning 6-12 curriculum with state standards Provide assistance in developing and implementing formative assessments	\$45,000	\$45,000	\$0	45,000	\$45,000
Ameri-Corp Workers		\$9,000	\$9,000	\$0	9000	9000
PROFESSIONAL DEVELOPMENT CHARLOTTE DANIELSON Framework for Teaching Professional Learning Communities Walkthrough Observation Coaching Evaluation RTI RTI Math - Curriculum & Direct Instruction Formative Assessment Data Collection and Analysis PBIS Positive Behavior Intervention System		\$80,000	\$50,000	-\$30,000	40000	30000
* Readiness To Learn Coordinator	Liaison between Student and Families and Outside Support Agencies Identify "At-Risk" Youth who will benefit from mentorship and academic tutoring and support Provide social/emotional support to students in need Parent education and support RTL Supplies	\$26,600	\$0	-\$26,600	0	0
		\$3,000	\$0	-\$3,000	0	0

Data Management System w/ ESD System		\$20,500	\$0	-\$20,500	0	\$0
School/Community Coordinator:	Reports to Superintendent	\$19,000	\$15,200	-\$3,800	15,200	15,200
	Reader Board, Newsletter, Web-Site, Activity Planner and Coordinator					
	Communication Supplies	\$7,500	\$2,500	-\$5,000	2500	\$2,500
ESD 113	Provide training and support in formative assessment, data collection, data analysis, PBIS Training and Support, and RTI Training and Support	\$50,000	\$18,000	-\$32,000	18000	\$18,000
INSTRUCTIONAL MATERIALS	RTI Reading Intervention Consumables	\$5,000	\$5,000	\$0	5000	\$5,000
	Non-Fiction Curriculum Core Library 6-8	\$0	\$0	\$0	0	\$0
	RTI Fluency Intervention	\$0	\$10,000	\$10,000	2500	\$2,500
	RTI Mathematics Intervention Curriculum	\$30,000	\$35,000	\$5,000	5000	\$5,000
TECHNOLOGY	Automated Information Phone System	\$2,591	\$2,591	\$0	885	\$885
	Outside LED Reader Board	\$50,000	\$0	-\$50,000	0	\$0
	Smart Boards	\$25,000	\$0	-\$25,000	0	\$0
	Classroom Responders	\$37,000	\$0	-\$37,000	0	\$0
	Website	\$10,000	\$1,000	-\$9,000	0	\$0
STUDY / EVALUATION	Annual School Classroom Practices Study and the Annual Classroom Observation Study	\$0	\$8,000	\$8,000	8000	\$8,000
	Advanced Achievement Gap Analysis	\$0	\$1,300	\$1,300	1300	\$1,300
	CEE Data Package	\$0	\$600	\$600	600	600
INDIRECTS		\$58,636	\$33,446	-\$25,189	\$30,571	\$30,317
TOTALS		\$1,144,481	\$652,822	-\$491,659	\$604,294	\$599,338

Head Count 176 6502.73205 3709.21772 -\$2,794

SBE Review Notes 3/28/11 Morton Junior Senior High ESD 113

Summary of Review

Required Elements	Adequately addressed in the RAD plan? Y/N
1. Implementation of one of the four federal intervention models.	Yes
2. A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.	Yes
3. RAD Plan: a. A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school. b. How the district intends to address the findings of the academic performance audit.	No (see pages 8-19 and RAD memo for more details)
4. Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include improving mathematics and reading student achievement and graduation rates that will enable the school to no longer be identified as a persistently lowest-achieving school.	Yes
5. A public hearing conducted by the school board on the proposed plan.	Yes
6. Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.	Yes

Audit Overview

- 14 teachers
- 160 students
- 3 superintendents in 7 years

Models Reviewed

Transformation – most likely option per audit

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

Performance and Demographics

Reading and Math Three Year Proficiency and Improvement Rate

Morton Junior and Senior High School			
Reading		Math	
3-Year Proficiency	3-Year Improvement Rate	3-Year Proficiency	3-Year Improvement Rate
49.5%	-5.55%	29.1%	-5.71%

Student Demographics		
Enrollment		
October 2009 Student Count		177
May 2010 Student Count		161
Gender (October 2009)		
Male	88	49.7%
Female	89	50.3%
Race/Ethnicity (October 2009)		
American Indian/Alaskan Native	9	5.1%
Asian	5	2.8%
Pacific Islander	1	0.6%
Asian/Pacific Islander	6	3.4%
Black	5	2.8%
Hispanic	6	3.4%
White	149	84.2%
Special Programs		
Free or Reduced-Price Meals (May 2010)	86	53.4%
Special Education (May 2010)	28	17.4%
Transitional Bilingual (May 2010)	0	0.0%
Migrant (May 2010)	0	0.0%
Section 504 (May 2010)	2	1.2%
Foster Care (May 2010)	0	0.0%
Other Information (more info)		
Unexcused Absence Rate (2009-10)	79	0.6%
Annual Dropout Rate (2008-09)	11	10.9%
On-Time Graduation Rate (2008-09)	15	54.3%
Extended Graduation Rate (2008-09)	15	54.3%

Strengths:

- Rtl in reading, beginning PBIS.
- Staff commitment.

Issues:

- Poverty and drug abuse in community.
- Little interaction or collaboration between elementary and middle/high; lack of vertical curriculum alignment.
- Transition to middle school very difficult for students.
- Lack of within-school collaboration (do use four waivers days, but outside of those not much); only one staff meeting all year so far.
- Only 20 percent seniors take requisite HECB minimums for four-year public college courses; mostly lacking math and world language.
- 55 percent graduation rate (approx.).
- No school leadership team.
- Lack of rigor, low teacher expectations.
- No advanced level classes offered.
- Implementation of projects often incomplete.
- Lack of clear expectations for staff; infrequent evaluations and conversations about teaching and learning.

- Poor communication, both within school and with community.
- Materials are out of date or lacking.
- No school-wide instructional framework
- Inconsistent assessment system.
- Interventions exist, but are not evaluated and adjusted.
- Discipline is inconsistent and students interact negatively.
- Community involvement is weak.
- Very few parents agree or strongly agree that academics are the primary focus of the school.

Technical Assistance

ESD 113 assisted Onalaska with preparation of plan

Brief Summary of Plan/Strategies:

- Hiring additional staff: technical assistance coordinator, instructional coaches, school/community coordinator, student assistance professional, Para educators.
- Charlotte Danielson’s Framework for Teaching
- Extended learning day for students for targeted students to provide intervention in reading and math.
- Response to Intervention in reading and math.
- School-wide behavior improvement plan.

Budget:	Year 1	Year 2	Year 3	Total
Morton Total	\$652,822	\$571,219	\$408,014	\$1,632,055

Goals as stated in the plan:

Grade level		Mathematics	Reading
6	2009-10 (baseline)	9.7%	28.1%
	2011-12	24.8%	40.1%
	2012-13	39.9%	52.1%
	2013-14	55%	64.1%
7	2009-10 (baseline)	40%	44%
	2011-12	50%	53%
	2012-13	60%	62%
	2013-14	70%	71%
8	2009-10 (baseline)	28.6%	28.6%
	2011-12	40.6%	40.6%
	2012-13	56.6%	52.6%
	2013-14	64.6%	64.6%
10	2009-10 (baseline)	12.5%	64.7%
	2011-12	27.5%	70.7%
	2012-13	42.5%	76.7%
	2013-14	57.5%	84.7%

State Board of Education Assessment:

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

SBE Comments

District selected transformation model.

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

SBE Comments

Yes, adequate

District/LEA	Yr 1 Actual 40%	Yr. 2 Proj. 35%	Yr. 3 Proj. 25%	3 Year Total	Student Enrollment	PPE Yr 1
Onalaska SD (10%)	\$71,513	\$62,574	\$44,695	\$178,782	198	\$3,612
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

Concerns about the way the budget is being spent.

Sustainability of new staff is important but what will happen when all the new experts leave? How will they improve capacity of new staff?

Taking too long to select curriculum; lack of alignment; Instruction plan is weak.

From Morton Plan

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

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After considerable reflection upon the current capacity of the district to fully implement our proposed improvement plans, and both dynamically and systematically address the needs identified through our improvement process, it is clear additional staff and expertise will be needed. As our aim is to rapidly transform student learning, and to fully support staff through ongoing capacity building activities, we propose that the grant fund the following positions, to be filled by June, 2011:

Technical Assistance Coordinator (TAC)

This position will work with the superintendent, principals, and external partners to coordinate the development of the transformation intervention; align the various elements of the action plan; strengthen instructional leadership at the district and school levels; as well as promote and align various instructional change efforts, with a consistent focus on a common pedagogical framework (Charlotte Danielson's Framework for Teaching) to drive dramatic change in classroom instruction.

Specialists / Coaches in Literacy and Mathematics

These positions will work closely with the principal and TAC to provide ongoing professional development and coaching for aligning PK-12 curriculum with state standards. They will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. He or she will also provide instructional coaching in Direct Instruction. In addition, this person will coordinate either reading or math Professional Learning Communities (PLC) meetings, providing advice on student placement, and ordering necessary curriculum.

Morton Jr/Sr High School Principal

This position will work closely with the superintendent, TAC Specialists, Dean of Students, content specialists, RTI Coordinator, and Readiness to Learn (RTL) Coordinator to build the capacity for quality instruction through the collection of data and frequent classroom walk-throughs. In addition, this person will work to establish and/or maintain collaboration and communication with teachers, staff, students,

parents, and community members.

Student Assistance Professional

This position will work closely with principal, RTL Coordinator, school nurse, and counselor to provide students with drug and alcohol prevention, intervention, and treatment opportunities. In addition, this position will collaborate and partner with outside agencies to provide drug and alcohol education to teachers, staff, parents, and community.

Two AmeriCorps Members

These positions will work closely with the RTL Coordinator, to provide additional support for our “at-risk” youth who will benefit from mentorship and academic tutoring. In addition, the position will also provide social/emotional support to students and families as part of our RTL and After-School Programs.

Two Para-Professionals

These positions will provide direct instruction, under the supervision of a teacher, in both reading and mathematics. They will also work closely with the RTI Coordinator to manage and analyze RTI data as part of their PLC work.

School /Community Coordinator

This position will work with the superintendent and principal to create and implement a communication plan to ensure clear lines of communication between the school district and surrounding community. This will include creating and/or updating the reader board, newsletter, and website to provide real time information for everyone in the community. This person will also plan and coordinate activities to establish and maintain a collaborative sense of community between the school district and surrounding community.

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In order to ensure that identified students have access to both core and intervention in reading and math, the District will continue to partner with ESD 113 under the 21st Century Grant to redesign, support, and provide additional staffing to create a required extended learning opportunity for those students whom have been identified as need support in reading and/or mathematics in grades 6-12. Students will be identified through easyCBM, classroom and curriculum assessments, weekly grade checks, and transcript analysis of failed courses. Identified students will extend their learning day by 2.15 hours Monday through Thursday beginning in the third week of school and continue through the end of the school year.

Intervention instruction will be offered in both reading and mathematics, credit recovery will be provided through APEX online learning, and tutoring will be available for students in higher levels and/or other content areas. Summer school will provide a compacted two weeks of intervention in reading and/or math, credit recovery, and enrichment course offerings. To support students being required to attend one or both of the extended learning opportunities, the district plans to provide snacks, meals, and transportation.

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Reading:

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

The goal of the reading plan is to improve our junior high students’ understanding of reading so that by 2014, 64 percent of our sixth grade, 72 percent of our seventh grade, and 64 percent of our eighth grade students will meet standard on the Washington State Measure of Student Progress (MSP).

The District has implemented a model of RTI, which currently is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in reading. This year, for the first time, the district implemented screening assessments for students K-12, and found that 68 percent of students in grades 6-12 were not reading at grade-level. As a result, the course offering structure was altered to provide core plus strategic or intensive interventions for the students not reading at standard. This change was made in August 2010, and has resulted in rapid growth of student reading proficiency. Although currently students in intensive intervention are not accessing the core English courses, the goal has been to provide rapid interventions and return students to core grade level instruction once their reading deficiencies have been addressed. Frequent progress monitoring ensures that students are accurately

placed, advancing at a rapid rate, and exiting from the RTI interventions.

All benchmark and advanced students have full access to the core curriculum which employs writing, reading comprehension strategies and differentiated, engaging literature. Students in interventions are placed in those same core classes once they have demonstrated mastery in their RTI Intervention courses.

The clear plan for RTI is early screening of students for reading deficiencies, diagnosis of their reading challenges, and placing students in appropriate interventions, allowing them to remain in the core curriculum, while supporting them in returning to the reading trend-line with their peers. Due to a lack of systemic interventions and supports over many years, many students are currently well below grade-level in reading by the time they reach middle school, and their reading challenges have resulted in frequent behavioral problems and credit deficiencies. The district has begun to implement structures which will close the reading proficiency gap among students. The model of RTI at the secondary level will continue to evolve as student-learning gaps narrow, and resources to support students K-12 are consistently implemented.

RTI is a systematic method ensuring each student is receiving reading instruction at the level he or she needs. The Jr/Sr High School will refine the RTI program started in September, 2010, and the elementary will implement RTI in September, 2011. A new classroom reading program will be adopted at the elementary school utilizing district funds. In addition, other programs will be purchased to help students with specific needs in comprehension, phonics, and reading fluency. Teachers will be trained in the new programs, learn how to analyze student reading data, and use it to change their instruction. A half-time Literacy Specialist will be hired to help teachers teach the programs as they were designed, and facilitate teachers working together to better their teaching practices.

Mathematics:

The mathematics plan is focused on improving our junior high students' understanding of mathematics so that by 2014, 60 percent of our sixth grade, 60 percent of our seventh grade, and 65 percent of our eighth grade students meet standard on the Washington State Measure of Student Progress (MSP).

The district will implement a model of RTI, which is focused on ensuring students in grades 6-12 progress rapidly toward grade-level proficiency in mathematics. This change will be made in the fall 2011, and will result in rapid growth of student math proficiency. Students placed in intensive mathematics interventions will also access the core Math courses. Thus, ensuring all students will not only have access to the core curriculum which employs grade level standard instruction, but will receive RTI intervention to address their mathematic deficiency.

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Based upon these criteria, the District has identified several external partners that are qualified to provide assistance in the following areas:

ESD 113:

- *Advise on creating a new staff competency model and staff evaluation system in the District:*
 - *Provide job-embedded professional development to Morton Jr/Sr High School teachers and staff.*
 - *Continue to provide school-wide training and technical assistance in the use of RTI program.*
 - *Assist in building a functional professional learning community in the school.*
 - *Assist in school-wide implementation of the Positive Behavior Intervention Support system.*
 - *Assist in identifying and implementing new strategies that allow for effective personnel recruitment for highly qualified applicants in the area of literacy, mathematics, and school improvement.*
 - *Assist in designing and effectively conducting the action planning process.*
 - *Support staff in development and use of formative student assessments.*

- Support administrators and staff in making effective use of student assessment data to drive instructional decisions and strengthen instructional leadership at district and school levels.

Charlotte Danielson's Group:

- Assist in improving instructional practices in the classroom by providing planning, training, and facilitation in the use of the Charlotte Danielson's Framework for Teaching and Classroom Walkthroughs to all secondary school administrators and staff.
- Assist in building instructional leadership capacity of district and school administrators, promoting the effective use of classroom walkthroughs, and developing staff capacity of effective peer collaboration.

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

As noted earlier in response to Question 1b, the District will begin a collaborative action planning process involving internal stakeholders and external partners (particularly ESD 113 and the Charlotte Danielson's Group once the grant is awarded. This process will be used to conduct a more detailed review and revision of specific district and school policies and practices in a variety of areas. It will use information collected during the external and internal needs assessments, and information collected or generated by external partners or internal stakeholders as part of the planning process. Throughout the action planning process, district and school leadership (including the local school board) will review and revise (if necessary) budget and resource allocation decisions to align with other revisions in policies and practices.

Immediate priority in the action planning process will be placed on developing a revised Memorandum of Agreement (MOA) between the Morton School District and the Morton Education Association. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, and participation in student advisories. The district will develop and adopt an MOU, which incorporates all required elements of the Transformation model. Bargaining activities are planned to take place between March 21st and March 29th, which will allow for the completion of this process. The MOA will also include a specific timeline for developing a new staff evaluation system, new personnel recruitment system, a new teacher compensation plan, and modification of the collective bargaining agreement. The timeline will ensure that all new systems and plans will be in place for the 2012-13 school year.

The action planning process will review and revise policies and practices related to:

- School schedule
- Professional development plans including job embedded professional development strategies
- After school program design (including student participation requirements)

Revised policies and practices in these areas will be completed by the beginning of the next school year in September, 2011. The action planning process will review and revise policies and practices related to the following:

Guidelines and tools for data use by administrators, staff, and support staff

- Guidelines and tools for classroom walkthroughs
- Regular communication with parents and the community
- Summer school program design (including student participation requirements)

These revised policies and practices will be completed by January, 2012.

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

New section in red:

This is feedback that we prepared prior to our presentation and it is included in hopes of better ensuring that we have addressed all areas of concern.

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

- 1. The BERC Report was used as an overarching framework for our data collection, goal setting, research and action planning process. The BERC report consisted of school-wide data organized around the Nine Characteristics of High Performing Schools, and Classroom Instructional data, framed by the STAR/PTL Protocol. Our process expanded upon these two levels of data collection and analysis, as they did not provided a comprehensive picture of the district or school. The data collected to support our planning process, and the subsequent planning activities were sorted into the following levels:
 - a. District/Community*
 - b. School-wide*
 - c. Classroom/Instruction*
 - d. Mathematics*
 - e. Reading**
- 2. The BERC Report was used as a primary source of data. Our teams sorted and analyzed the findings of the BERC Report as appropriate to determine areas of focus and as a springboard for the research and planning process. For example, the District/Community and School-wide teams selected portions of the Nine Characteristics report to analyze, and the Classroom/Instruction team focused primarily on the STAR/PTL report as primary data. Within these reports, there were both rubric scores, which helped focus the groups further, and narrative, which helped to expand the groups' field of research.*
 - 3. The BERC Report was used as a secondary source of data. Parents, community members, staff, and students were invited to comment on the findings of the BERC Report during the planning process. Their input was used to help focus the planning process on areas of greatest concern within the Morton community. A jigsaw process was used during the planning process to engage participants in analysis of the BERC Report, and to solicit their recommendations for targeted improvement strategies.*
 - 4. The BERC Report will be used as a means of measuring the influence and success (or need for improvement) of plan components. As base-line data, the BERC Report reflects the status of the district and school at the start of this process. These data will be used to measure progress annually, and to evaluate growth at these milestones throughout the plan implementation process.*
 - 5. The BERC Report was used as a resource for plan implementation strategies. The final report contains nine recommendations, and implied a tenth recommendation. The team was primarily focused upon the recommendation for Federal reform model that was recommended by the BERC Group. In informal conversations the leadership team learned that the recommended model was Transformation, as Turn Around seemed overly disruptive and difficult to implement in a small, rural community. The nine recommendations are included in the district improvement plan as follows:
 - a. Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district:*** *The Morton leadership developed an inclusive and comprehensive planning process beginning with initial notification of RAD status and continuing through the presentation of the final plan to the State Board of Education. The process involved district, school, and ESD leadership at the executive/management level, and community, parents, students and staff at the data analysis, goal setting, research and planning levels. It is clear that broad ownership of the plan was created through the engagement and communication strategies employed by the executive leadership team. The result is a comprehensive plan, with goals, strategies, activities and initial evaluation criteria. Included in the plan are strategies for creating increased alignment between the two schools in Morton. The plan includes a request to fund a part-time position of Technical Assistance Contractor (TAC), who would**

be primarily charged with oversight of plan implementation and evaluation, and coordination between the various parties involved in implementing the RAD plan. (See Response to Question 1b; Planning teams and Membership Appendix A; and Team Meeting Calendar, Appendix B for evidence of this process.)

- b. **Address leadership structures:** As mentioned elsewhere, Morton leaders have taken dramatic and immediate steps to formally adopt a more broad and inclusive leadership structure. The model employed in plan development will be continued into regular operations, with a formal executive/management team and a more involved and representative leadership team. As the process continues, formal team roles and responsibilities will be developed, along with a protocol for selection and duration of team membership. (See Response to Question 1b; Planning Teams and Membership in Appendix A for evidence of these structures)
- c. **Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff:** The plan and revised MOU resulted in a commitment to implement this strategy. The goal is to have a formal process, which is tied to the new state evaluation criteria, reflects student learning measures and has clearly defined rubrics (scales) for performance in place by the second year of the grant. (See MOU and Appendix E- Classroom/Instruction Action Plans, for evidence.)
- d. **Set high academic standards:** Morton staff will respond to this recommendation by implementing a standards-based model for providing students with academic feedback, implementing an instructional framework across the system, and accelerating closure of student learning gaps through a comprehensive Response to Intervention (RTI) model. Additionally, as part of the plan evaluation process, the leadership team will review academic outcomes to ensure that more students are on grade-level and leaving Morton schools career/college ready.
- e. **Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards:** One of the primary tasks of the TAC and the two part-time instructional coaches will be to facilitate the ongoing review of curriculum (both planned and taught). Additionally, the expectation of the leadership team is that instructional framework alignment, core academic content alignment and assessment alignment practices will permeate all areas of the school system, not just staff tasked with reading and mathematics instruction. (See Appendix E; Appendix F; and Appendix G for roles of coaches and curriculum alignment activities.)
- f. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices:** A hallmark of the Morton plan is the model of professional development and ongoing instructional support. The plan includes introductory, informational training for individuals and teams by external experts, ongoing coaching and instructional support, and development of formal learning community teams. The plan invests heavily in professional capacity building at the classroom and school leadership levels. To differentiate between the unique learning needs of various audiences, school leaders will be supported by the TAC, and peers and the instructional coaches will support teachers. (See Appendix E; Appendix F; and Appendix G for roles of coaches.)
- g. **Provide assistance in developing and implementing formative assessments:** The plan provides for support in the development of formative and progress monitoring assessments in literacy and mathematics. The continued expansion of the RTI model is the foundation of this work, but the instructional coaches will also be asked to assist teachers in expanding their repertoire of assessment strategies. (See response to Question 3c, 3d, 3e, 5d; Appendix F and Appendix G for evidence.)
- h. **Continue to develop meaningful communication and collaboration:** As mentioned earlier, the district has developed a model for increased communication and collaboration within the plan development process. This model will be continued as a vehicle for improved communication and gathering broad input regarding the plan process, progress and needs for adjustment. Formal meeting schedules as well as informal conversations will be a vital part of the planning process. Teachers will also be asked to be more formally engaged with peers as members of learning teams in the areas of RTI,

instructional framework development and reading/mathematics improvement. Finally, the district will expand their strategies for ongoing communication with parents and community members. Currently the plan includes a request for a part-time communication coordinator who will help coordinate and disseminate district information to a variety of audiences within the Morton community. (See response to Question 3a, Appendix C- Strategy 2 for evidence.)

- i. **Fully implement a behavior and reward program:** The Morton RAD Plan include a focus on implementing Positive Behavior Interventions and Supports (PBIS), a well researched and well supported model for clarifying and rewarding student behaviors. The PBIS model will include ongoing training for the school team, and will result in a comprehensive PBIS model's implementation at Morton. The district is contracting with an external expert for training of PBIS leaders and to conduct ongoing training and to provide feedback regarding PBIS in Morton. (See Appendix D for evidence.)*
- 6. Final comments: The district leadership team feels the BERC Report was an accurate snapshot of the school and classroom practices. However, as a snapshot, it does not give the full picture of a school, its history, or the needs of the whole system. The leadership team feels our plan is a balanced representation of both the recommendations contained within the BERC Report, and our shared understanding of the needs of our school system.*

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
<p>1. Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district. Morton School District personnel are emphatic that the challenges faced by the district in improving student learning and achievement reside not only at the junior and senior high school, but also at the elementary school. They believe that reform efforts and changes need to be made system-wide for lasting changes to occur. Therefore, the district must develop a plan for how they will use a combination of grant and district resources to support both schools. This plan may include how the schools will work together to become more aligned</p>	<p>Yes.</p> <p>It is not clear that the plan as outlined is for a distributed leadership model sufficiently involving current staff. It relies on hired outside experts. It did not seem that this plan would provide sufficient capacity building with current staff to ensure sustainability of improvements. The academic achievement audit placed a very strong emphasis on developing the mission and goals, but there is not a clear plan to work with the Board, staff, parents and community to develop a mission, define clear goals, and develop benchmarks for performance. The link from the mission and goals to student learning should be</p>	<p><i>New section in red page 16:</i></p> <p><i>In order to fully implement the required action plan, the need to distribute leadership among each staff member to include para-professionals, teachers, administrators, and content and instructional specialists will be critical. Currently informal Professional Learning Communities (PLC's) are in place around RTI reading and student assistance where staff and administration work collaboratively to ensure equal distribution of leadership and allow for ability to build capacity. This next year all staff will participate in professional development to formalize PLC's and the work that is carried out within them. Staff will each participate and collaborate with the building principal, TAC, literacy specialist, math specialist, and/or student assistance counselor in one or more PLC's. Staff will select and be encouraged to participate in PLC work around their content area and will be supported in participating in PLC work outside of their content area. Morton will utilize PLC's as a vehicle for distributing leadership and building capacity to continue the work that is initiated through the temporary support of the grant funded TAC, literacy and math specialists.</i></p> <p><i>Grant funded specialists will team with district leadership to carry out PLC work with a clear mission and objective, measureable goals that will then be carried into district wide PLC work with each staff member. The specialists will initially direct the work of the individually focused PLC's around:</i></p> <ul style="list-style-type: none"> <i>• Reading</i> <i>• Math</i> <i>• Effective Instruction</i>

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<p>programmatically and with curriculum, instruction, and assessment. Leaders at each of the schools will need to work together on common goals for the schools and will need to provide opportunities for the two staffs to work and learn together. This action planning process would likely be assisted by the presence of a Technical Assistance Contractor (TAC) with district experience who is experienced at leading schools through this planning process. It may also be appropriate to secure an on-going relationship with a TAC who can provide continuous support to district and school leaders.</p>	<p>explicit.</p>	<ul style="list-style-type: none"> • <i>Navigation and Student Accountability for Learning</i> • <i>PBIS and Student Accountability for Behavior</i> • <i>Development of a Comprehensive Teacher/Principal Evaluation System</i> <p><i>Specialist direction will fade away allowing for staff to assume the leadership roles that will be necessary to continue the work that is carried out in years one, two, and three. To support this work as well as, to ensure adequate time for current and future professional development needs, data meetings, curriculum alignment, teacher/principal evaluation development, and teacher collaboration the district has committed to implementing a weekly late start.</i></p> <p><i>Page 8</i> <i>The District will begin working with the Charlotte Danielson’s Framework for Teaching Consultant in the spring of 2011 to implement in-depth professional development in Danielson’s Framework for Teaching and classroom walkthroughs, with imbedded training and monitoring continuing through the spring of 2014. This professional development will build capacity for quality instruction and increased student learning outcomes. In order to ensure that this improvement effort is consistent and sustained over time, the District will continue the action planning process we’ve followed throughout our preparation for this grant. Our process has helped determine a clear focus on learning, identify specific goals, strategies, benchmarks, and action steps. The continuous renewal of this plan will be collaboratively created, transparent to all in the school and community, and serve as the basis for assessment of progress in the school. The plan will also be used to guide district and school decision making, particularly the strategic allocation of district and school resources.</i></p> <p><i>This action planning process will explicitly incorporate and build upon past efforts to improve Morton Jr/Sr High School and strengthen student instruction. This will include the following:</i></p> <ul style="list-style-type: none"> • <i>District Leadership Initiative to address:</i> <ul style="list-style-type: none"> ➤ <i>Staff Instruction / Student Engagement</i> ➤ <i>Parent and Family Involvement / Parent Partnerships and Trainings</i> ➤ <i>Communication and Collaboration P-12 / Vertical and Horizontal Curriculum Alignment / Professional Learning Communities / Team</i>

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		<p><i>Building</i></p> <ul style="list-style-type: none"> ➤ <i>Student Achievement in Reading, Writing, Math, and Science / Development of Common Assessments and Classroom Based Assessments</i> ➤ <i>Development of a P-12 Strategic School Improvement Plan / Revision of current School Improvement Plan across the district</i> <ul style="list-style-type: none"> • <i>Response to Intervention has been fully implemented in reading at Morton Jr/Sr High School and will be implemented at Morton Elementary in the fall of 2011. Math will be implemented at Morton Jr/Sr High School in the fall of 2011, and at Morton Elementary in the fall of 2012.</i> • <i>Continued training in the Positive Behavior Intervention System (PBIS) throughout the spring of 2011, with implementation planned for fall of 2011</i> <p><i>Page 14-15</i></p> <p><i>In order to ensure effective collaboration between district and school leadership, the Morton Superintendent, the new Technical Assistance Coordinator; the new Jr/Sr High School Principal; the RTI Coordinator, and new Literacy and Math Specialists, will lead the initial action planning process. The process will identify specific goals, benchmarks, strategies, and action steps for implementing the Transformation Intervention Model. They will meet monthly during the school year to review data on program implementation and to make data-driven decisions regarding future resource allocations. They will also continue to use the action planning process during the course of this initiative to review and adjust benchmarks, implementation strategies, and action steps to ensure that the action plan continues to drive resource allocation decisions at the school and district levels.</i></p>
<p>2. Address leadership structures. Currently, no leadership team exists at the junior and senior high school. The process of decision-making appears to happen largely on an informal basis and teacher leaders appear to be selected in an informal process, which leads some to be</p>	<p>Yes.</p> <p>The issue of setting high academic expectations was not clearly addressed in the plan. There was no discussion of developing common language among staff, no plan to identify other districts to investigate how high expectations</p>	<p><i>Page 5</i></p> <p><i>In response to the need to establish broad ownership and formal leadership structures throughout our planning process, Executive and Leadership Teams were established through our partnership with Educational Service District 113. The Executive Leadership Team is comprised of Morton administrators; the Morton Education Association (MEA) President; Educational Service District (ESD)113 Assistant Superintendents of Teaching and Learning, Student Support Services, Center for Research and Data Analysis, Special Education and Early Learning; and both ESD 113 and school-based content specialists in the areas of reading and mathematics. The Leadership</i></p>

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<p>unclear about how to be involved in the process if they are not selected. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and strategies up to the building principal rather than to a larger group of people. Many staff members expressed a desire to be more involved with the decision-making process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will entail determining what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team.</p>	<p>are supported, and no plan to use data from high school outcomes to make decisions about course offerings for ALL students. The plan should address the need to change the culture and perception of the school to one that is rigorous and challenging.</p> <p>How does this leadership structure involve current staff? No evidence of distributed leadership model, deciding what forms of leadership are needed, delineation of responsibilities? What is the role of the superintendent in the leadership structure? Where is the capacity building or sustainability plan?</p>	<p><i>Team is comprised of the Executive Leadership Team, K-12 teachers and staff, students, parents, and community members.</i></p> <p><i>Page 6</i> <i>The District will establish a dynamic and distributed leadership infrastructure that allows a greater emphasis on instruction and a greater interaction between district and school leaders, staff, and students in the classroom. This will be accomplished, in part, by creating a new, grant-funded 6-12 secondary school principal, with an additional district-funded PK-5 elementary school principal. In support of these principals, and in continuation of the structures developed during this response writing process, the District will formally establish ongoing building and district-wide leadership teams, which will be charged with utilizing data to both monitor and adjust school improvement plans. The creation of the new principal position, along with ongoing professional development, such as Charlotte Danielson's Framework for Teaching, will provide strong building-based leadership focused on both the elementary and secondary schools.</i></p> <p><i>Page 12</i> <i>In order to ensure that Morton Jr/Sr High School receives ongoing, intensive technical assistance and related support to fully and effectively implement its Transformation Model, the district will expand its own capacity to provide such assistance and support. As a small rural school district, the only staff person currently available to provide educational assistance to the school is the superintendent. Within the constraints of his position, he has and will continue to provide such assistance under this proposed initiative. In addition, the superintendent, along with school administrators (the new Morton Jr/Sr High and Elementary School principals) and identified teacher leaders, will receive external training, on-site technical assistance, and coaching to build their capacity as instructional leaders within the school and district. As noted previously, the grant will fund a full-time Technical Assistance along with half-time specialists in literacy and mathematics to provide assistance and support. The specific roles and responsibilities were described earlier in response to Question 1c.</i></p> <p><i>Page 17</i> Operational Flexibility: <i>In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily</i></p>

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		<p><i>basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.</i></p> <p><i>In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.</i></p> <p><i>New section page 5 in red:</i> <i>The current principal has been, and we believe will continue to be, a vital part of the implementation of a Response to Intervention framework within the district. To ensure continuity of program development, and to sustain the energy behind this existing transformation, it is proposed that the current secondary principal be placed at the elementary school. Therefore, district determined that the most effective step to a turnaround school is in moving the current K-12 principal to a K-5 principalship and replacing the K-12 Principal with a 6-12 Principal who will initially team with the Technical Assistance Coordinator, Literacy Specialist, and Math Specialist to take charge of Instructional Improvement. With full implementation of a successful PBIS program the time required to handle student discipline will diminish and so will the need for this level of teaming to address the Instructional Improvement.</i></p> <p><i>In order for the Principal to succeed, there will be weekly meetings with the Superintendent, TAC, Math and Literacy Specialist, and Building Leadership Team to organize, review, and evaluate SIG plan implementation with fidelity.</i></p> <p><i>In order for the RAD plan to succeed, there will be clearly defined roles and responsibilities of each building principal and specialist. The superintendent will work with the executive leadership team to define the roles and responsibilities of each position including the process that will be utilized to evaluate each position. This will all be completed and formalized prior to the start of the 2011-12 school year.</i></p>
3. Collaboratively develop a competency-	Yes, although vague responses.	Page 6 <i>The District will adopt a new competency model to align</i>

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<p>based model for assessing the performance of school leaders and teaching staff. District and school personnel will need to work closely to develop clear expectations and standards for assessing the performance of school leaders and teaching staff. Under the current system, all teaching staff are rated as satisfactory or unsatisfactory. A more comprehensive model is needed to assess performance. District and school representatives will need support in developing such a model and may benefit from investigating how other schools and districts are doing this.</p>		<p><i>personnel recruitment, induction, evaluation, professional development, and employee retention. This new model will promote high expectations for all personnel, and will hold them individually and collectively accountable for improved student learning outcomes.</i></p> <p><i>As stated in the BERC Group report, “The District tends to be limited to the immediate area in most recruiting.” This has meant there is often a limited pool of applicants for open positions. As a result, positions have been difficult to fill. Additionally, due to the small number of staff, vacancies often require locating individuals who have endorsements in multiple content areas. For example, the district recently sought to hire a Spanish teacher who was also endorsed in another area such as language arts or history, but was unsuccessful in locating suitable candidates. In fact, there were no Spanish-endorsed applicants; therefore, the district was forced to contract with a virtual Spanish teacher in order to meet student needs.</i></p> <p><i>The District is committed to implementing new approaches to successfully extend its recruitment outside the immediate area. Due to decreasing enrollment and declining budgets, there have been very few job postings over the past seven years. Therefore, we have not maintained our memberships in online posting sites or attended the annual Washington Educator Career Fair. We are currently exploring ways to reestablish career fairs and online postings as well as working with ESD 113, Association of Washington Principals (AWSP), and Washington Association of School Administrators (WASA) to ensure we reach a larger applicant pool.</i></p>
<p>4. Set high academic expectations. Morton Junior and Senior High School students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. If Morton is to be successful in transformation, they will need to put plans in place for how to change the culture and</p>	<p>Yes</p> <p>The issue of setting high academic expectations was not clearly addressed in the plan. There was no discussion of developing common language among staff, no plan to identify other districts to investigate how high expectations are supported, and no plan to use data from high school outcomes to make decisions about course offerings for ALL students. The</p>	<p><i>Page 4: New principal competency: creates continuous high expectations for staff and students.</i></p> <p><i>Page 62: Contracted TAC will: Set high academic expectations</i></p> <p><i>New section in red page 2:</i> <i>In addition, these demographics changes have led to a sense of empathy and an increase in the achievement gap between those who qualify for free and reduced lunch and those who do not. Response to Intervention in reading was fully implemented in grades 6-12 this year to address deficiencies in students reading abilities. The efforts in providing this intervention are assisting in rapid closing of the achievement gap in reading. With the full implementation of RTI in math this next year we are ensuring that all students will</i></p>

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<p>perception of the school from a place where there are low academic expectations to one where the school is seen as rigorous and challenging. We recommend staff members work together to identify the highest level of expectations possible for Morton students and develop common language around those expectations. We also recommend staff members identify high-achieving districts with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported. In addition, Morton personnel should use data from the high school outcomes (course offering and transcripts) section of this report in making decisions about course offerings and determining policies related to course taking.</p>	<p>plan should address the need to change the culture and perception of the school to one that is rigorous and challenging.</p> <p>What is the plan to change the culture of the school to ensure all adults have high expectations?</p> <p>There is no clear plan for staff to work together to identify high expectations for ALL students and develop common language around those expectations. There was no mention of opportunities for students to take advanced classes. The responsibility for setting high expectations for students seems to lie exclusively with the K-8 principal. Specifically how will this individual build high expectations with staff, especially considering the expanded role to serving as principal of both the elementary and middle schools?</p>	<p><i>have the skills necessary to achieve in rigorous course offerings. We currently have rigorous course offerings in all content areas enabling each student to adequately prepare for University Admissions, but few are successful in these courses due to skill deficiencies. We are providing and continue to plan for additional interventions to ensure each student is capable of achieving success in college preparatory courses. As students reach proficiency in reading and math, additional college preparatory courses will be added to compliment those already in place.</i></p> <p><i>New section in red page 5: With these concerns in mind, the School Board and District recognized that our Dean of Students/Interventionist came to Morton this past September with extensive background and experience in school improvement, closing the achievement gap, implementation of instructional frameworks, walkthroughs, utilizing data to inform instruction, Professional Learning Communities, and Positive Behavior Intervention and Supports. She has already signaled a need for change in challenging the excuses provided for low performing students and replacing them with high expectation for all through consistency in classroom discipline, grading practices, high visibility in classrooms, hall, and cafeteria She is also working to establish a time for all staff to meet each weekly to examine student work and analyze data that will inform the instruction in each classroom. These are starting points to the work that will be accomplished in the next three years.</i></p> <p><i>New section in red page 6: The adoption of Charlotte Danielson’s Framework for Teaching will provide staff district wide with a shared common language around effective instruction. This will initiate professional collaboration around student learning, formative assessments that are analyzed to inform and differentiate instruction, and accurate placement of students in rigorous courses with high expectations for each student regardless of their background. Data will be utilized to determine student placement, rather than their outside hardships which has been a symptom of the cultural empathy that has developed over the past 10+ years of declining</i></p>

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		<p><i>enrollment and increasing poverty.</i></p> <p><i>Cultural change can be difficult to achieve, but staff is committed to setting high expectations and rigor for each student, each day. The commitment of staff will initially require specialized support to overcome the resistance of empathic, drug affected, and/or disengaged students. The building leadership will conduct frequent walkthroughs and enable staff to observe one another to look for high expectations, rigor, effective instruction, and student engagement. These walkthroughs will allow for authentic learning and accountability. As staff receives the supports that they will require, students will be challenged to accept responsibility for their own behavior and learning.</i></p> <p><i>To address the responsibility of learning, Navigation 101 will be re-implemented in grades 6-12. Navigation 101 has been a part of Morton Jr/Sr High for the past 5 years, but time for it has been very limited. In addition, teacher turnover in the past 5 years has compromised the effectiveness of the program. Professional development will be provided to ensure that Navigation 101 is effectively implemented allowing for each student to reach their full potential in planning now and into the future. This training and implementation will provide staff and students with a common language in accepting individual and collective responsibility for high expectations and rigorous learning.</i></p>
<p>5. Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards. Many interview and focus group participants maintained that math and reading curriculum are aligned with state standards, but fewer were confident that other content areas were aligned. Much of the alignment in some subject matters appears to rely on textbooks. Curriculum must also be investigated to ensure continuity and vertical alignment from the</p>	<p>Yes.</p>	<p><i>Page 7-8</i> <i>District and school leadership will be expected to emphasize instructional leadership as a priority. They also will be expected to work closely with external partners to promote vertical alignment of curriculum across all grade levels and subject areas, implement new and more effective job-embedded professional development, adopt systemic methods of evaluating the impact of professional development on classroom instruction, conduct effective classroom walkthroughs, and employ common assessments of student learning. These efforts will be focused on ensuring a coordinated and aligned curriculum and student assessment system in the school, with a primary emphasis on quality classroom instruction.</i></p> <p><i>Page 12</i> <i>To improve our students' understanding of mathematics our plan focuses on building a cohesive system of instruction that will meet the students' needs at any level of mathematics. Part of the cohesive system will be to implement a district wide effort to align the mathematics curriculum with the WA State Standards, so that all</i></p>

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<p>elementary school to the junior and senior high school.</p>		<p><i>students are receiving instruction aligned with the standards by which they are being assessed. Along with the Standards alignment we will examine a standards based grading system using common guidelines (rubrics) for Mathematics assessment developed by the Regional Mathematics coordinators and use on-going (formative) assessments to give effective feedback to students so that they will be more engaged in their own learning.</i></p> <p><i>Page 14</i> <i>This year, the school has implemented RTI in reading using newly adopted SRA Corrective Reading Curriculum in grades six through 12. In addition, the district is in the process of planning and adopting a new standards-based math intervention curriculum for implementation of RTI Math in grades six through 12 and Reading in grades PK through five for the 2011/12 school year.</i></p> <p><i>The SRA Corrective Reading Curriculum utilizes direct instruction and has been implemented and is aligned with common pedagogical framework and incorporated comprehensive professional development program. Currently, the easyCBM assessment is utilized to identify students at benchmark, strategic, and intensive levels in the area of reading. From the results of the data analysis, SRA Corrective Reading Curriculum Assessments are administered to place students at appropriate levels based on individual needs. Students are progress monitored weekly utilizing curriculum based assessments and quarterly utilizing easyCBM to ensure that students are appropriately placed and progressing at a rate that will exit them from the intervention and place them into core. These results will incorporate into a common data analysis framework carried out collaboratively by school administrators and staff with the assistance and support of ESD 113. The same data collection, analysis, and placement process will occur in the area of mathematics.</i></p>
<p>6. Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices. The frequency of instructional practices aligned with research-based principles of learning are fairly low</p>	<p>Yes</p>	<p><i>Page 7</i> <i>The District will also strengthen the capacity of administrators and staff to effectively facilitate and participate in collaborative instructional teams. In addition, the district will work to provide expanded opportunities for common teacher planning time around pedagogy and classroom instruction. This will be crucial in continuing to implement the professional learning communities and more collaborative communications.</i></p> <p><i>Page 16</i> Instructional Support Strategies: Job-Embedded Professional Development:</p>

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<p>according to classroom observation results, and some teachers acknowledged a need for and interest in training focused on instruction. We recommend that staff members continue to focus on instruction in a manner that draws from research-based approaches and strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them after implementation. School administrators will also need to be supported in their roles as instructional leaders at their buildings. An instructional coach may need to be employed for working with staff on a more consistent basis around instructional goals.</p>		<p><i>The district leadership team recognizes that a plan of this scope has many activities and touches many aspects of classroom, school and district work. In order to ensure coordination of these activities, and to provided sustained follow-up to staff members, the district will implement these supportive structures:</i></p> <ol style="list-style-type: none"> <i>1. The district will employ a part-time technical assistance coordinator (TAC), who will work with the executive team to plan and implement staff development activities. The TAC will also actively gather formative feedback from staff and students to determine what adjustments need to be made in planned events, and how to best utilize the resources of external professional development providers.</i> <i>2. The district will work closely with ESD 113 staff to plan, implement and monitor RAD funded supports. The ESD will provide a staff member to be an active member of the executive team, and will serve as a technical consultant, while assisting the TAC in brokering high-quality professional development services.</i> <i>3. As mentioned elsewhere, the district has implemented, and will sustain a leadership team structure, which will allow for ongoing plan revision and support monitoring. These teams will be responsible for assessing the progress of the district plan, and determining if student growth (or staff capacity building) is resulting through plan activities.</i> <p><i>The planned activities are directed at ensuring the 6-12 student learning increases dramatically in the next few years. All grant funded activities will require staff in this building to participate in professional development events. Much of what is planned for shared learning in the 6-12 building will also benefit PK-5 staff, and they will be encouraged to access these opportunities. Should staff from the PK-5 program be required to attend, they will be compensated by district funds.</i></p> <p><i>The district is also planning to move from a model of 5 State Board "Waiver Days" for professional development, to weekly late starts, scheduled each Wednesday throughout the year. This model, along with coaching follow-up to externally provided training, will allow for ongoing professional development, supporting all staff across the district.</i></p>

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		<i>Finally, the MOU developed in partnership with MEA will reflect the expectation that 6-12 staff will be active participants in RAD supported training, with compensation provided for extra duties and time.</i>
<p>7. Provide assistant in developing and implementing formative assessments. Morton will also need assistance in the development and implementation of more formative assessments. Currently, the RTI model ensures continued assessment and feedback to teachers regarding reading, and plans are in place for a similar model for math, which has a planned implementation for next school year. While the English department collaborates to use state test questions as prompts for periodic formative assessments, other subject areas also need to implement formative assessments. Staff members will likely need assistance in developing these and in how to then use this data to inform and differentiate instruction to meet the academic needs of individual students.</p>	<p>Yes... what is the plan for ensuring use of formative assessments to inform instruction?</p>	<p>Page 22 <i>Beginning with the 2010-11 school year, the easyCBM was and will continue to be administered in reading three times a year: September, January, and May. In May of 2011, the easyCBM assessment will be administered for the first time in mathematics and will then follow the same schedule. This schedule will be continued during subsequent school years. Staff will be expected to employ formative assessments in a limited manner beginning in January, 2012, and on a regular basis in September, 2012.</i></p> <p><i>The District will organize and facilitate data meetings in October of each year to analyze easyCBM and state assessment results and their implications on instruction. Similar meetings will be conducted in January and May of each year after easyCBM results are available. Several staff members in both the elementary and secondary schools have received training through ESD 113 and their partnership with Behavior Research and Teaching through the University of Oregon in how to administer the easyCBM and analyze the data. Staff will continue to receive training and support on an "as needed" basis during subsequent school years.</i></p> <p><i>The District will also contract with ESD 113 to provide formal training and ongoing technical support regarding methods for conducting regular formative assessment of students and strategies for using results from formative, interim, and summative assessments to improve instruction practices and better address student instructional needs. In addition, the District will contract with ESD113 to develop online forms, tools, and automated reports that can be used by staff to facilitate the analysis of student assessment results from the state assessment, the easyCBM, and their formative assessments. The ESD will also work directly with administrators and staff to help them use these forms, tools, and reports, and to modify any of these instruments to meet the specific interests or needs of particular staff.</i></p> <p><i>The results of the easyCBM and state assessments will also be reviewed and analyzed by the external evaluation team to identify patterns and trends in student academic achievement in both the elementary and secondary schools. This analysis will be incorporated into the District's ongoing action planning process to allow for changes in the</i></p>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
		<i>design of the Transformation Intervention Model or in the allocation of additional resources or support if the school is not on target to meet it annual goals.</i>
<p>8. Continue to develop meaningful communication and collaboration. Many staff members at Morton discussed the need for more communication and collaboration throughout the school. In the current structure, there are few opportunities for staff to talk with one another, to plan, and to make adjustments to programs. District and school personnel should develop a plan for how more regular communication and collaboration can take place in the school. In developing such a plan it will be important to ensure that all staff members are able to participate, including certified and classified staff. One model currently in place for doing this is the reading RTI model where staff members are meeting every other week to talk about student data, placement, and instructional strategies.</p>	<p>Yes</p>	<p><i>Page 9</i> District/Community: <i>The District plan will provide support to all other plans by supporting improved communication within the district and between the district and community members. Our team believes that most of the other system-wide supports are included in other planning areas, but a support to all plans would be to create clear systems for communication and improved structures for ensuring timely and accurate information is provided to community members, parents, and families. In our plan we will:</i></p> <ul style="list-style-type: none"> • <i>Provide staffing dedicated exclusively to improving communication</i> • <i>Get expert coaching on school communication</i> • <i>Develop a comprehensive communication plan</i> • <i>Identify indicators of effective communication and gather baseline data for each indicator</i> • <i>Implement, monitor, and evaluate a comprehensive communication plan</i> <p><i>Page 16</i> <i>In a small school system like Morton, there are many opportunities for formal and informal dialog regarding plan implementation status and adjustments. The district superintendent and school leadership interact on a daily basis as the district office is located in the same building as the middle and high school. In addition to the proximity of the district office, it is important to note that there are no managerial layers between the superintendent and the building administrator. This allows for rapid adjustments to plans and proposed improvement initiatives.</i></p> <p><i>In addition to the current, informal practice of leadership meetings and dialog, the district will sustain the structures of an executive planning team, and a collaborative leadership team. As the process of planning moves toward implementation, these teams will develop short-term plans (90 Day Plans), and convene monthly to review the status of plan activities (monitoring the plan), and evaluating the results of plan activities (evaluate the plan), and adjust strategies and resources as needed. These groups will continue to have a leadership/decision-making role over the life of the RAD process.</i></p> <p><i>Page 18</i> <i>In order to ensure that the policies of the local school board</i></p>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
		<p><i>are aligned with and supportive of the implementation of the Transformation Intervention Model at Morton Jr/Sr High School, the Morton Superintendent, Technical Assistance Coordinator, Building Principals, and Literacy and Math Specialists will lead an annual review of those policies with the local school board. The first review will occur in August, 2012, and will reflect results of the initial action planning process. This review will result in recommendations to the board for specific policy revisions. Subsequent annual reviews will be conducted in June of each year. In order to build clarity, commitment, and consistency in district practices, the Morton Superintendent will employ multiple methods of communication with Morton Jr/Sr High School leadership, teachers, and staff. These methods are as follows:</i></p> <ul style="list-style-type: none"> <i>• The school's leadership teams (including the principals; Technical Assistance Coordinator; and Literacy, and Math Specialists) will meet with the MEA leadership (President and other officers) on a monthly basis.</i> <i>• The superintendent (along with the Morton Jr/Sr High School Principal) will conduct an annual school meeting each August (prior to the beginning of the new school year) to update staff on the project's progress, recommit staff to the project's goals, and to reinforce their enthusiasm for the project's plans in the coming school year.</i> <i>• Semi-structured interviews will be conducted by an external evaluation team twice each year with secondary school and MEA leadership to monitor progress in achieving the Nine Characteristics of High-Performing Schools, with results reported to the superintendent.</i> <i>• A written survey will be administered to all Morton Jr/Sr High School teachers and staff twice each year with results reported to the superintendent.</i> <i>• The Building Leadership Team will hold a quarterly meeting to update stakeholders regarding the implementation of improvement plans and seek feedback regarding necessary modifications of plan elements. The Leadership Team will actively seek opportunities to more deeply engage parents and members of the community in the planning process.</i> <i>• Focus groups will be conducted annually by the Technical Assistance Coordinator and the Secondary School Principal with students and their parents.</i>
9. Fully implement a behavior and reward	Yes, however, the academic audit spoke	Page 10 School-wide:

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Morton Plan (italics indicates the text is directly quoted from the plan)
<p>program. Over the last year, Morton staff spent time and resources to consider, adopt, and be trained in the PBIS program. Plans are in place to implement the program more fully for the next school year. Without full commitment to the teacher, administrator, and parent actions required by the program, its power is diluted and the program becomes ineffective. We recommend that all staff members become trained to use PBIS. Further, we recommend that parents be invited to attend these trainings as well, to better inform them of their responsibilities in helping to address the behavior issues at the school. Staff members may also wish to investigate existing programs to see how PBIS has been implemented at other schools. Additionally, a more consistent, fair, and open reward system should be implemented at the school so that students and staff are regularly recognized for their successes. Currently, the school rewards students of the month, but rarely do students or staff know why particular students are selected.</p>	<p>of bullying of students by teachers, not just student to student, and a pattern of inappropriate use of behavior rewards. The plan should address not just the attitudes and behavior of students, but the entire school community in the building as well. There did not appear to be a clear plan for holding teachers accountable for their actions or consistent implementation of the PBIS. Monitoring the implementation of the PBIS plan should be a priority.</p>	<p><i>The school-wide action plan is focused on increasing student behavior that is supportive of learning. Two strategies are addressed: One is to develop a school-wide behavior system that clearly defines acceptable behavior; teaches positive behavior to students; rewards good behavior; and implements the system consistently across classrooms and staff members. An expert behavior consultant will be contracted to provide on-site training to all staff throughout the year. The consultant and a behavior leadership team will work with students and staff to develop expected behaviors and a reward system. Data on the success of the plan will be reviewed monthly. The second strategy is to expand the student guidance system to provide more proactive student guidance services geared to improve academic and career planning; increase preventive drug and alcohol education services; provide education on healthy choices; and coordinate services between the school, community, and parents. A student assistance coordinator will assist the guidance counselor in delivering and coordinating these activities.</i></p> <p><i>The goal is to improve student behavior that is supportive of learning, as measured by decreasing student behavioral office referrals (baseline data to be taken April-June 2011); increase student perceptions that student behavior is handled fairly from 34 percent to 80 percent; and increase parent perceptions that teachers enforce classroom and school rules from 50 percent to 85 percent, as measured by student and parent surveys.</i></p>

4. Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include improving

mathematics and reading student achievement and graduation rates that will enable the school to no longer be identified as a persistently lowest-achieving school.

SBE Comments

EasyCBM, David Matteson's writing benchmarks.

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

SBE Comments

OSPI verified that a public hearing was conducted.

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

SBE Comments

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

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

SBE Comments

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

Morton

Plan Feedback Response State Board

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

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

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

- a. **Conduct an action planning process to develop a vision and specific goals and strategies for systemic improvement within the district:** The Morton leadership developed an inclusive and comprehensive planning process beginning with initial notification of RAD status and continuing through the presentation of the final plan to the State Board of Education. The process involved district, school, and ESD leadership at the executive/management level, and community, parents, students and staff at the data analysis, goal setting, research and planning levels. It is clear that broad ownership of the plan was created through the engagement and communication strategies employed by the executive leadership team. The result is a comprehensive plan, with goals, strategies, activities and initial evaluation criteria. Included in the plan are strategies for creating increased alignment between the two schools in Morton. The plan includes a request to fund a part-time position of Technical Assistance Contractor (TAC), who would be primarily charged with oversight of plan implementation and evaluation, and coordination between the various parties involved in implementing the RAD plan. *(See Response to Question 1b; Planning teams and Membership Appendix A; and Team Meeting Calendar, Appendix B for evidence of this process.)*
- b. **Address leadership structures:** As mentioned elsewhere, Morton leaders have taken dramatic and immediate steps to formally adopt a more broad and inclusive leadership structure. The model employed in plan development will be continued into regular operations, with a formal executive/management team and a more involved and representative leadership team. As the process continues, formal team roles and responsibilities will be developed, along with a protocol for selection and duration of team membership. *(See Response to Question 1b; Planning Teams and Membership in Appendix A for evidence of these structures)*
- c. **Collaboratively develop a competency-based model for assessing the performance of school leaders and teaching staff:** The plan and revised MOU resulted in a commitment to implement this strategy. The goal is to have a formal process, which is tied to the new state evaluation criteria, reflects student learning measures and has clearly defined rubrics (scales) for performance in place by the second year of the grant. *(See MOU and Appendix E- Classroom/Instruction Action Plans, for evidence.)*
- d. **Set high academic standards:** Morton staff will respond to this recommendation by implementing a standards-based model for providing students with academic feedback, implementing an

instructional framework across the system, and accelerating closure of student learning gaps through a comprehensive Response to Intervention (RTI) model. Additionally, as part of the plan evaluation process, the leadership team will review academic outcomes to ensure that more students are on grade-level and leaving Morton schools career/college ready. (See

- e. **Provide ongoing professional development and coaching for aligning K-12 curriculum with state standards:** One of the primary tasks of the TAC and the two part-time instructional coaches will be to facilitate the ongoing review of curriculum (both planned and taught). Additionally, the expectation of the leadership team is that instructional framework alignment, core academic content alignment and assessment alignment practices will permeate all areas of the school system, not just staff tasked with reading and mathematics instruction. *(See Appendix E; Appendix F; and Appendix G for roles of coaches and curriculum alignment activities.)*
- f. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices:** A hallmark of the Morton plan is the model of professional development and ongoing instructional support. The plan includes introductory, informational training for individuals and teams by external experts, ongoing coaching and instructional support, and development of formal learning community teams. The plan invests heavily in professional capacity building at the classroom and school leadership levels. To differentiate between the unique learning needs of various audiences, school leaders will be supported by the TAC, and peers and the instructional coaches will support teachers. *(See Appendix E; Appendix F; and Appendix G for roles of coaches.)*
- g. **Provide assistance in developing and implementing formative assessments:** The plan provides for support in the development of formative and progress monitoring assessments in literacy and mathematics. The continued expansion of the RTI model is the foundation of this work, but the instructional coaches will also be asked to assist teachers in expanding their repertoire of assessment strategies. *(See response to Question 3c, 3d, 3e, 5d; Appendix F and Appendix G for evidence.)*
- h. **Continue to develop meaningful communication and collaboration:** As mentioned earlier, the district has developed a model for increased communication and collaboration within the plan development process. This model will be continued as a vehicle for improved communication and gathering broad input regarding the plan process, progress and needs for adjustment. Formal meeting schedules as well as informal conversations will be a vital part of the planning process. Teachers will also be asked to be more formally engaged with peers as members of learning teams in the areas of RTI,

instructional framework development and reading/mathematics improvement. Finally, the district will expand their strategies for ongoing communication with parents and community members. Currently the plan includes a request for a part-time communication coordinator who will help coordinate and disseminate district information to a variety of audiences within the Morton community. *(See response to Question 3a, Appendix C- Strategy 2 for evidence.)*

- i. **Fully implement a behavior and reward program:** The Morton RAD Plan include a focus on implementing Positive Behavior Interventions and Supports (PBIS), a well researched and well supported model for clarifying and rewarding student behaviors. The PBIS model will include ongoing training for the school team, and will result in a comprehensive PBIS model's implementation at Morton. The district is contracting with an external expert for training of PBIS leaders and to conduct ongoing training and to provide feedback regarding PBIS in Morton. *(See Appendix D for evidence.)*
6. Final comments: The district leadership team feels the BERC Report was an accurate snapshot of the school and classroom practices. However, as a snapshot, it does not give the full picture of a school, its history, or the needs of the whole system. The leadership team feels our plan is a fair representation of both the recommendations contained within the BERC Report, and our shared understanding of the needs of our school system.