

Academic Performance Audit for Required Action Districts

**Onalaska Middle School
Onalaska School District
January 20 and 21, 2011**



Academic Performance Audit for Required Action Districts

Prepared by



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Onalaska Middle School Academic Performance Audit

Introduction

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

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

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

Evaluators obtained information during a site visit on January 20 and 21, 2011. Approximately 36 people, including district and building administrators, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 11 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school improvement plans, collective bargaining agreements, student achievement data, and additional school documents.

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

Required Action Districts

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

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

Intervention Models

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

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

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

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

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

District Level Findings

District Overview

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

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

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

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

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

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

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

Challenges to Implementing the Intervention Models

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

The turnaround model calls for adopting a new governance structure and implementing a research-based instructional program aligned to state standards. Theoretically, this model is a viable option for the district but the provision of rehiring no more than 50% of the teaching staff would be difficult without union support. In addition, because the district has difficulty recruiting new staff members due to the rural location, this option may be less viable. However, this option has shown promise in other schools. If the district selects this model with input from the community and union, the district can consider a voluntary opt out first before using a

competency-based approach to determine which teachers will return. With this model, the district will have the ability to recruit teachers by providing financial incentives given improvements in student results. Teachers in neighboring area may want to take on this challenge and put in the commute.

The transformation model addresses areas critical to Onalaska Middle School's improvement (as described in the recommendations at the end of this report): developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support. Because the district is small, it is perhaps easier to develop the flexibility needed to support the changes, although sustained support can be difficult in a small district with limited resources. In addition, if staff members do not support the changes, this can create barriers to full implementation of the model.

School and Classroom Level Findings

School Overview

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

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

Table 1. School and District Demographics³

Onalaska MS	2005	2006	2007	2008	2009	2010	Change per Year (students)	2005	2006	2007	2008	2009	2010	Change per Year (students)
Enrollment			208	193	196	191	-5	893	865	846	891	878	892	2
for the school year ending:	2005	2006	2007	2008	2009	2010		2005	2006	2007	2008	2009	2010	
	Onalaska MS	Onalaska MS	Onalaska MS	Onalaska MS	Onalaska MS	Onalaska MS	Change per Year (in percentage points)	Onalaska	Onalaska	Onalaska	Onalaska	Onalaska	Onalaska	Change per Year (in percentage points)
American Indian	Onalaska MS did not exist as unique Bldg. before 2007		6.7%	5.7%	5.6%	6.8%	0.02	7.1%	7.1%	6.9%	6.7%	6.3%	5.3%	-0.33
Asian			1.0%	0.5%	1.0%	1.0%	0.05	1.6%	1.2%	0.9%	0.9%	1.1%	0.7%	-0.14
Black			0.5%	0.5%	0.5%	1.0%	0.15	1.2%	0.5%	0.5%	1.0%	1.0%	0.4%	-0.06
Hispanic			9.6%	8.3%	6.6%	12.6%	0.73	6.6%	7.7%	7.1%	8.2%	8.2%	9.2%	0.45
White			78.8%	83.4%	85.2%	77.5%	-0.21	83.5%	81.3%	81.0%	81.9%	82.0%	83.4%	0.07
Free-Reduced Meal Eligible			56.0%	56.1%	56.0%	55.7%	-0.10	34.6%	48.6%	48.5%	51.7%	46.5%	50.0%	2.11
Special Education			8.7%	12.1%	14.5%	11.3%	1.02	13.9%	14.3%	11.6%	10.9%	12.3%	11.0%	-0.61
Transitional Bilingual			0.0%	1.5%	0.5%	1.0%	0.20	0.8%	3.4%	1.2%	2.3%	1.4%	2.1%	0.05
Migrant			0.0%	0.0%	0.0%	0.0%	0.00	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	-0.05

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

Onalaska Middle School is a Title 1 Eligible school in the first step of improvement. Onalaska made Adequate Yearly Progress (AYP) in 2010, and if the school makes AYP in 2011, the school will exit federal improvement status. Figure 1 shows the three year proficiency rates on the Washington Assessment of Student Learning/and Measurement of Student Progress and the slope of improvement for Onalaska Middle School for reading and math combined compared to the state. Table 2 shows the disaggregated three year proficiency rates and improvement rate for reading and math. Overall, the percentage of students meeting minimum proficiency standards in reading and math is below the state average and the slope of improvement is below the state average.

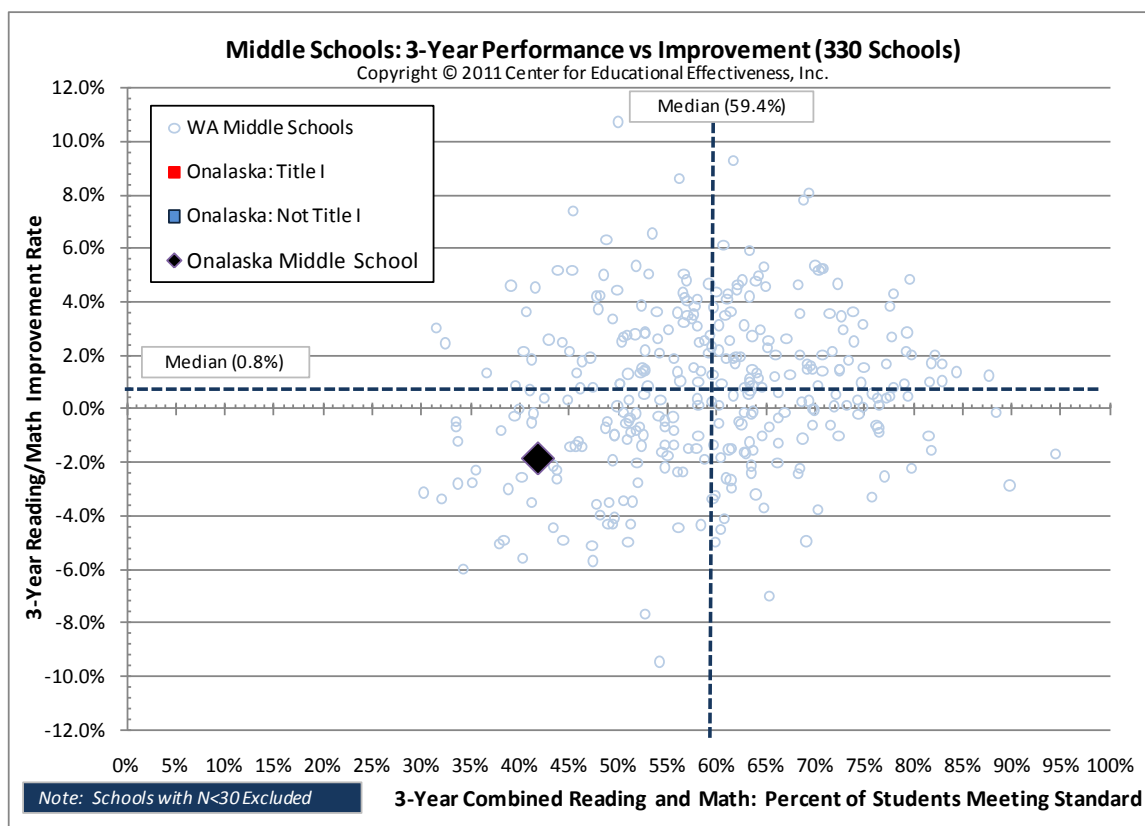


Figure 1. Reading and Math Three Year Performance versus Improvement

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

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

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

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

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

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

Survey Results

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

A summary of the survey findings appears in Figure 2. All scores are below a 4.0, indicating the factor does not exist to a high degree. The Onalaska staff members scored the *Supportive Learning Environment* (3.88) factor the highest and *Focused Professional Development* (2.90) the lowest. Students scored *Effective School Leadership* (3.74) the highest and *Communication and Collaboration* (3.0) the lowest. Parents scored *Supportive Learning Environment* (3.57) the highest and *Frequent Monitoring of Teaching and Learning* the lowest (2.91).

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

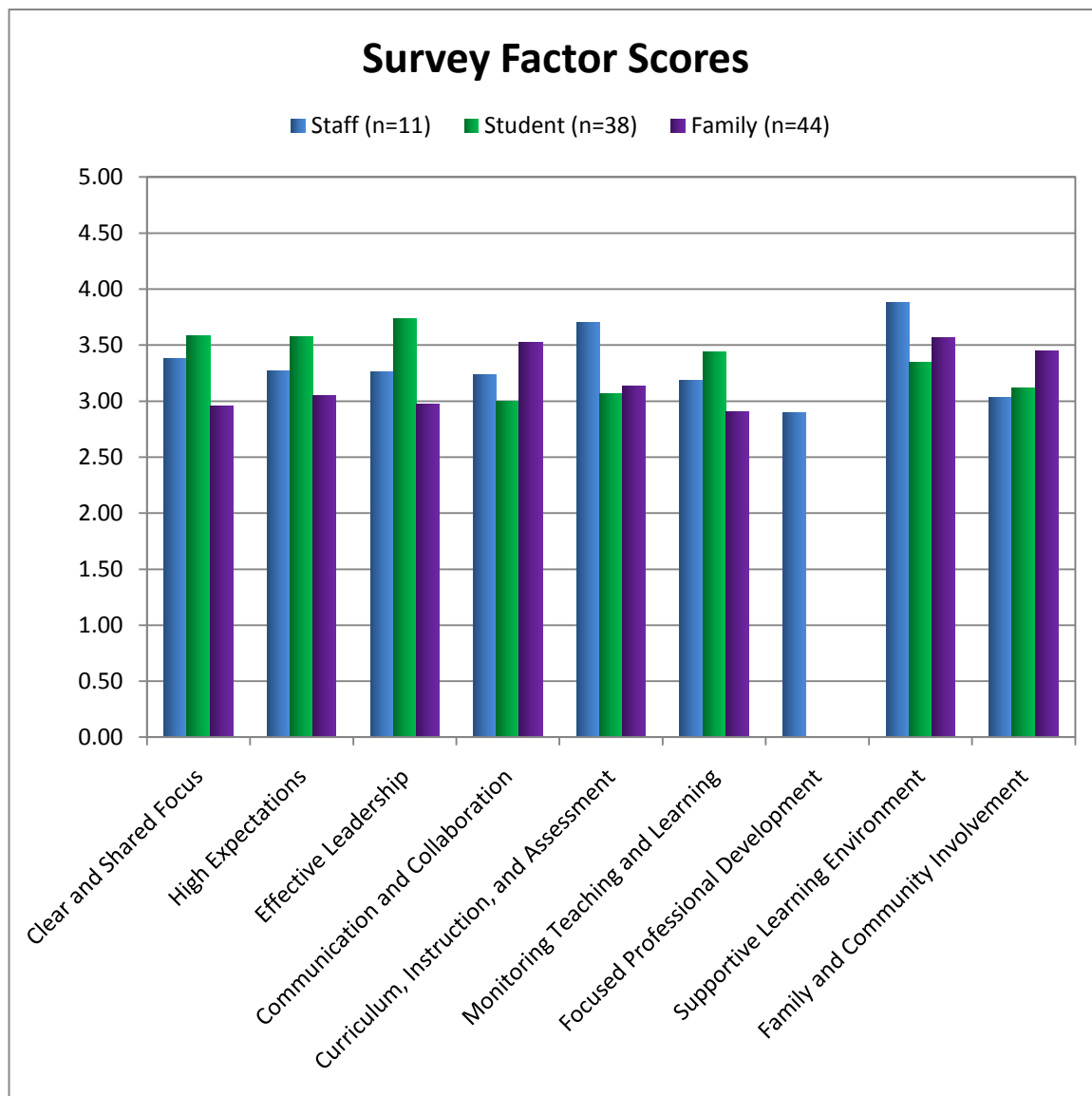


Figure 2. Survey Factor Scores

School and Classroom Practices Study Findings

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

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

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

Table 3 includes rubric scores for all the Indicators.

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

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

Clear and Shared Focus

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

Indicators	Rubric Score
Clear and Shared Focus	
Core Purpose – Student Learning	1

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

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

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

High Standards and Expectations for All Students

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

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

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

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

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

standards, and 21% agreeing that students are learning what they need to know to succeed in later grades.

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

Classroom observations using the STAR Classroom Observation Protocol™ yielded the following scores on the five essential components (3's and 4's combined): *Skills* (72%), *Knowledge* (36%), *Thinking* (45%), *Application* (18%), and *Relationships* (72%). This data suggests *Skills* and *Relationships* are relative strengths in OMS classrooms, although they still need work. The other scores show there is room for improvement in the areas of *Knowledge*, *Thinking*, and *Application*, which involve developing students' conceptual understanding, ability to think independently, and engage authentically in their own learning.

Effective School Leadership

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

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

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

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

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

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

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

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

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

High Levels of Collaboration and Communication

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

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

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

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

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

Curriculum, Instruction, and Assessments Aligned with State Standards

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

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

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

Instruction. Researchers found no evidence of an instructional framework in use at OMS. The principal has recently started discussions with the staff about the Center for Educational Leadership's Five Dimensions of Student Learning, but these have only just been introduced and have not been adopted school wide. "[The principal's] plan was to have us look at this and start to implement it in our classrooms," said one teacher. "Then this whole thing [federal school improvement grant] came up so I don't know what is going to happen." Math teachers seem to be more aware of instructional frameworks, and parents praised them for raising student math scores. Staff surveys show 82% of respondents agree that classroom learning goals and objectives are clearly defined and 73% of respondents agree that staff provides ongoing, specific, and constructive feedback to students about their learning. This contrasts with parent responses in which only 35% of respondents agree that students receive detailed feedback about the quality of the work they do.

Teachers report using various strategies to differentiate instruction in the classroom including such things as using peer tutors, re-teaching, grouping students in ability-level groups, providing extra time, assigning less work, allowing students to choose their own topics for

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

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

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

Frequent Monitoring of Learning and Teaching

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

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

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

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

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

Focused Professional Development

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

Indicators	Rubric Score
Focused Professional Development	
Planning and Implementation	2
Curriculum, Instruction, and Assessment	1

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

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

Supportive Learning Environment

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

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

Safe and orderly environment. The physical structure of the school generally provides students and staff with a safe, clean, healthy and orderly learning environment. However, there have been difficulties with the boiler in the middle school, causing the middle school and sometimes also the elementary school to close down while it is fixed. The principal explained that the middle school has lost five instructional days to the boiler issue this year, and the school does not have the resources to replace it.

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

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

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

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

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

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

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

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

High Level of Family and Community Involvement

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

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

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

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

Summary and Recommendations

A *transformation model* is the most supported model given the school and district assessment. The district leadership is supportive of a transformation model, and there are strong indications that the union would also be supportive. Although a turnaround model would also be appropriate, the strong objections from the union leaders to removing staff could present a serious barrier to moving forward with that option. The difficulties recruiting new staff members to the community pose an additional challenge.

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

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

- **Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.** There does not appear to be a clearly understood or common focus at OMS. While everyone is interested in seeing their students succeed, they are not working together toward clearly defined goals, and many people work in isolation. Without a clear and common focus in place, staff members’ efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.
- **Access support to develop a Comprehensive Human Resource Management System.** Onalaska School District personnel have had difficulty recruiting staff members to their community, and the task of creating a new teacher evaluation system stalled because it was “too overwhelming.” We recommend the district access support to develop a Comprehensive Human Resource Management System to deal with the two issues and to identify additional means the district can support administrators and teachers through the Transformation process. Additional areas to explore include induction and mentoring, self-assessment and evaluation, and recognition and retention.
- **Set high academic expectations.** OMS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. We

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

- **Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.** Aside from the math program, teachers and administrators report curricular materials are outdated, lessons are not aligned to the state standards, and there are not enough textbooks for all students. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.
- **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices.** The frequency of instructional practices aligned with research-based principles of learning is fairly low at OMS, and some teachers acknowledged a need for and interest in training focused on instruction. We recommend that administrators and staff be provided with professional development focused on instruction that strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them together after implementation.
- **Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students.** A few staff members noted the need to use data to identify students in need of assistance and to modify instruction, but the staff has had little experience in this area. Assessment data should be utilized for more than monitoring/tracking student progress and placing them in remediation. It can be used to find supports for struggling learners, to design accelerated activities for advanced learners, and to re-teach concepts when students have not mastered the material. We recommend staff receive training in collecting, analyzing and using student performance data to inform their own instruction as well as monitor student progress.
- **Develop structures and processes to support meaningful collaboration.** OMS staff currently has common planning time that is unstructured and often not effectively used. Additional training and guidance is needed as they learn to use collaboration effectively. We recommend onsite professional development and coaching to help teachers develop collaborative teams. These teams should share and critique lessons, visit each other's classrooms, and support each other in improving their instructional practice.
- **Fully implement PBIS.** OMS staff spent time and resources to consider, adopt, and be trained in the PBIS program and initially staff, parents, and students reported changes in behavior. Without full commitment to the teacher, administrator, and parent actions

required by the program, its power is diluted and the program becomes ineffective. We recommend that all staff members receive follow up training in PBIS. Further, we recommend that parents be invited to attend these trainings as well, to better inform them of their responsibilities in helping to address the behavior issues at the school. Staff members may also wish to investigate existing programs to see how PBIS has been implemented at other schools.

- **Develop and expand connections to families and community.** OMS has a set of active parents that participate in most of the school's activities and then a set of parents that are not often seen. This is not uncommon in schools. We recommend that OMS staff use the parent responses to the Family Survey as a jumping off point for learning more about what parents and the community need from the school in order to participate. In addition, more attention to getting the PTSA up and running with an active president may help to attract more parents and develop relationships with organizations that may support the school. Getting kids involved in encouraging their parents to attend school functions and PTSA meetings may also be effective, given the experience OMS had with student-led conferences. When students pressured their parents, their parents came.

Appendix A

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

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

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

X" Required "O" Permissible

Actions	Turn Around	Trans Form	In Place or Able to Put In Place	Comment
Teachers and Leaders				
Replace the principal.	X	X(O)	2	The district is prepared to implement an administrative change.
Use locally adopted competencies to measure effectiveness of staff who can work in a turnaround environment; use to screen existing and select new staff.	X		1	The existing CBA language would require clarification to assure adequate flexibility in creating staffing changes.
Screen all existing staff, rehiring no more than 50% of the school staff.	X	O	1	No legal or CBA basis exists to support a "rehiring" model or to force removal of 50% or more of the staff. For a transformation model, the district does have highly qualified teachers who could be "swapped" with incumbent staff. However, under RAD, it requires reopening the CBA, and this language can be negotiated into the contract.
Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.	X	X	1	The district tends to be limited to the immediate area in most recruiting and resources are limited. A new model allowing for greater outreach would be part of a turnaround model for the school and for the benefit of the district.
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	X	X	1	The existing evaluation model is inadequate. However, the district and the union are willing to explore a new competency model that contains some relationship to student growth (i.e., research-based competencies).

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

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

Instructional and Support Strategies (cont.)	Turn Around	Transform	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	Basic elements in place.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	0	0	N/A	
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	0	0	2	Basic elements in place although more needs to be put into place for advanced students. Supports for low achieving students need monitoring and refining.
Secondary Schools: Improve student transition from middle to high school.	0	0	2	Basic elements in place.
Secondary Schools: Establish early warning systems.	0	0	2	Basic elements in place.

Learning Time and Support				
Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.	X	X	1	Collective bargaining agreements would be required to implement increased learning time proposals and provide for associated professional development and collaboration (e.g., PLC) time to support and enhance the increased learning time. Indications are that the association would be supportive of the change.
Provide appropriate social-emotional and community-oriented services and support for students.	X	O	2	Basic elements are in place and a more cohesive approach can be developed. Community relationships require more attention and effort.
Provide ongoing mechanisms for family and community engagement.	O	X	1	PTSA in place but they are encountering significant challenges. They would benefit from working with an appropriate consultant.
Extend or restructure the school day to add time for such strategies as advisories to build relationships.	O	O	2	15 minute "Logger Breaks" three times per week already in the schedule. Could use more structuring or additional time.
Implement approaches to improve school climate and discipline.	O	O	2	PBIS system adopted but not fully implemented. Staff may need additional training and monitoring for fidelity.
Expand program to offer pre-kindergarten or full day kindergarten.	O	O	N/A	

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

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

Appendix B

Staff Survey Demographics

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

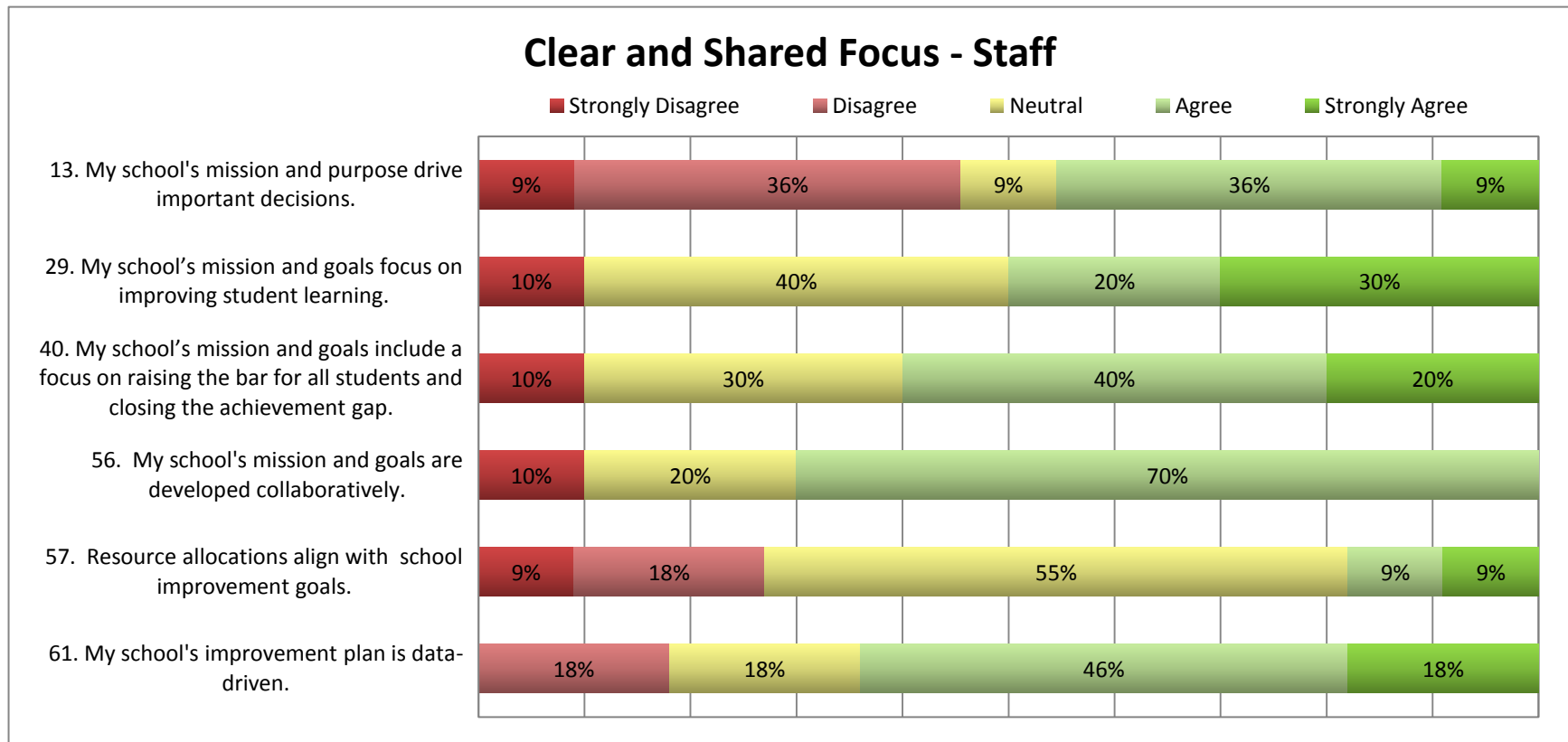
Student Survey Demographics

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

Parent Survey Demographics

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

Clear and Shared Focus



Clear and Shared Focus - Student

Strongly Disagree Disagree Neutral Agree Strongly Agree

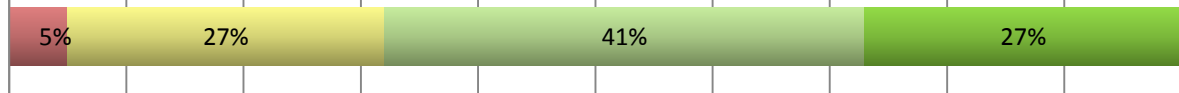
8. The main purpose of my school is to help students learn.



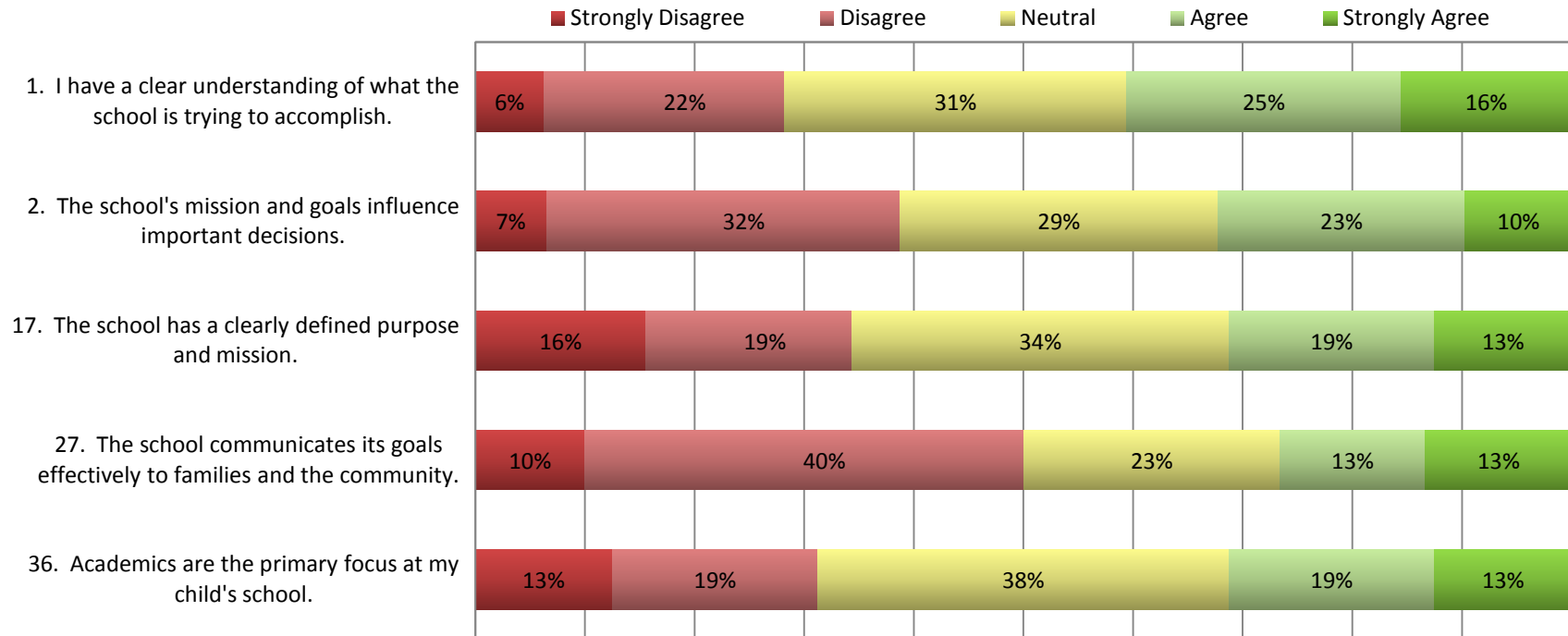
19. I understand the mission and purpose of this school.



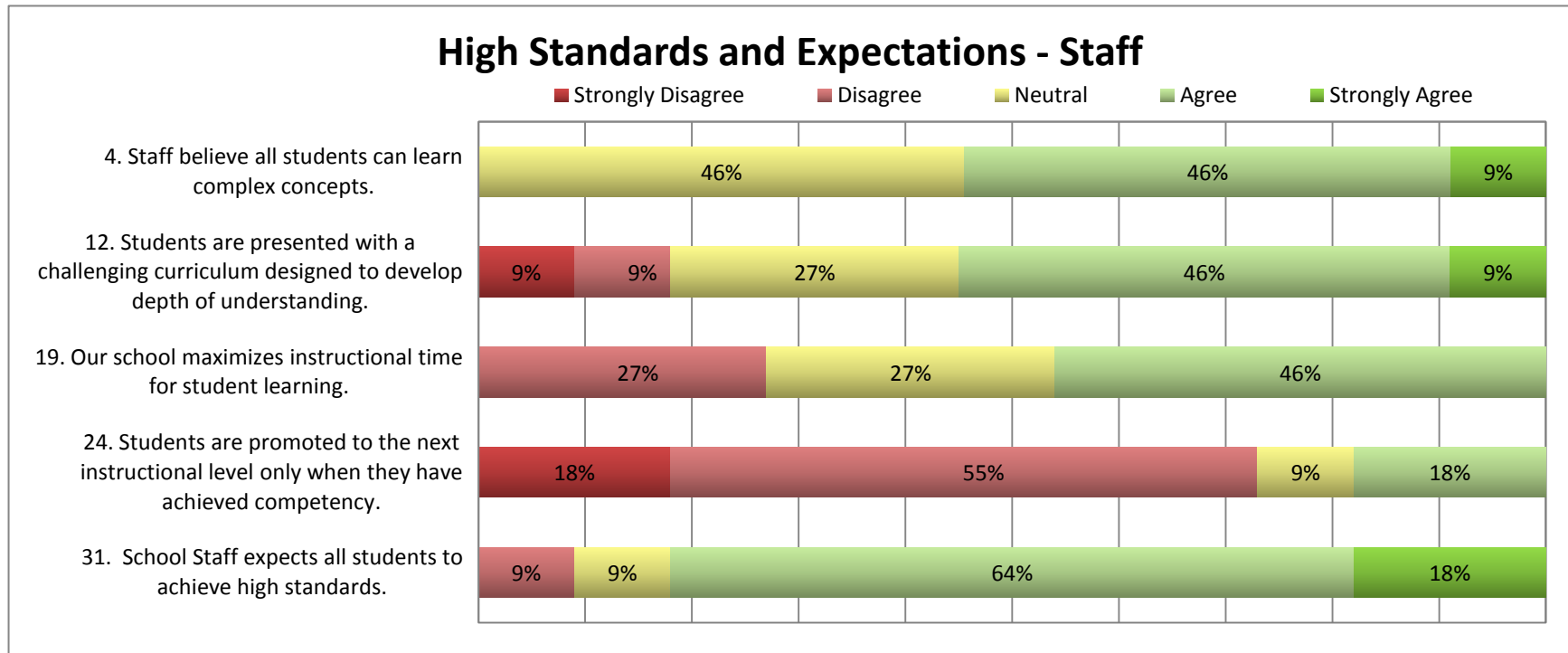
28. My teachers believe student learning is important.



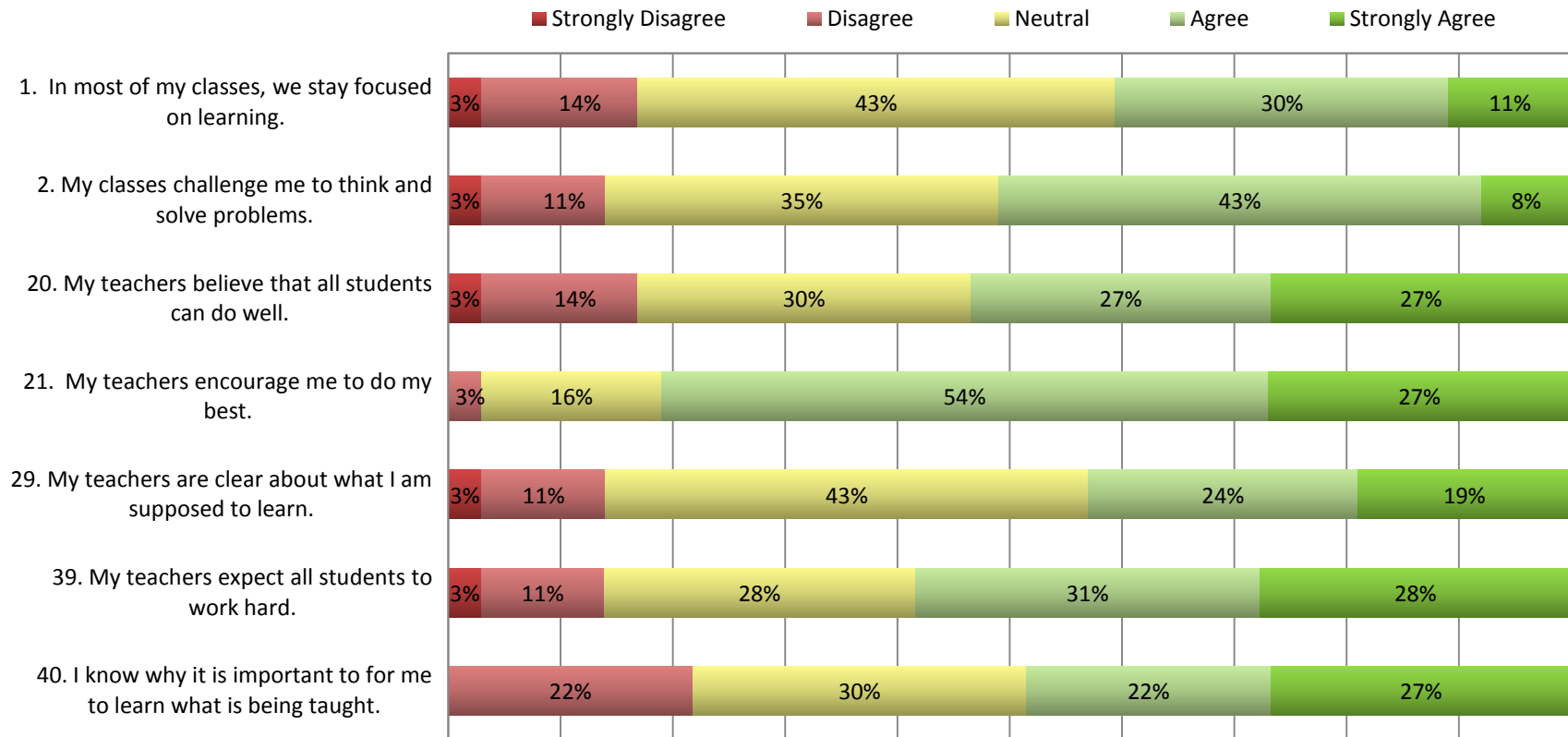
Clear and Shared Focus - Family



High Standards and Expectations

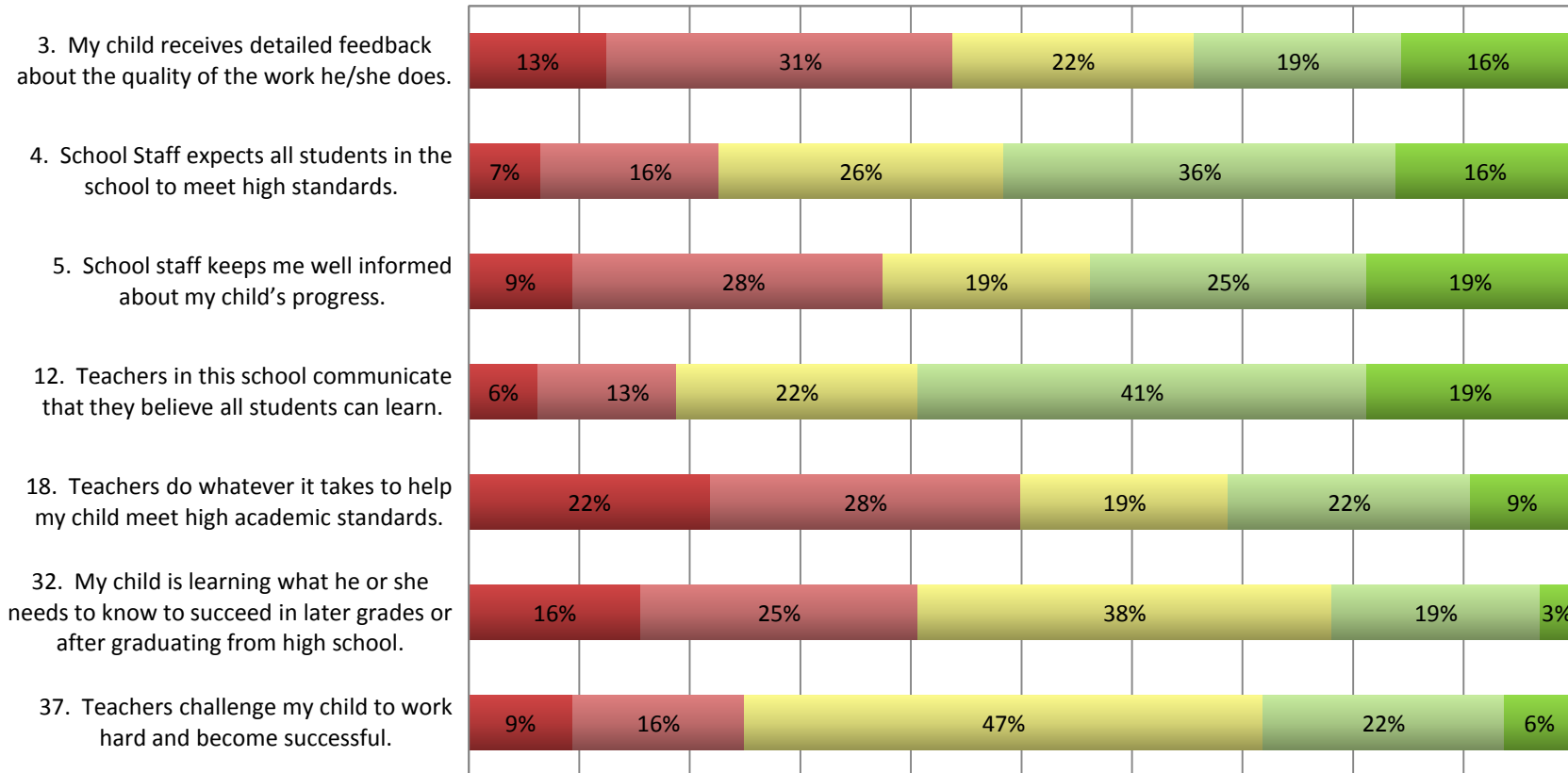


High Standards and Expectations - Student

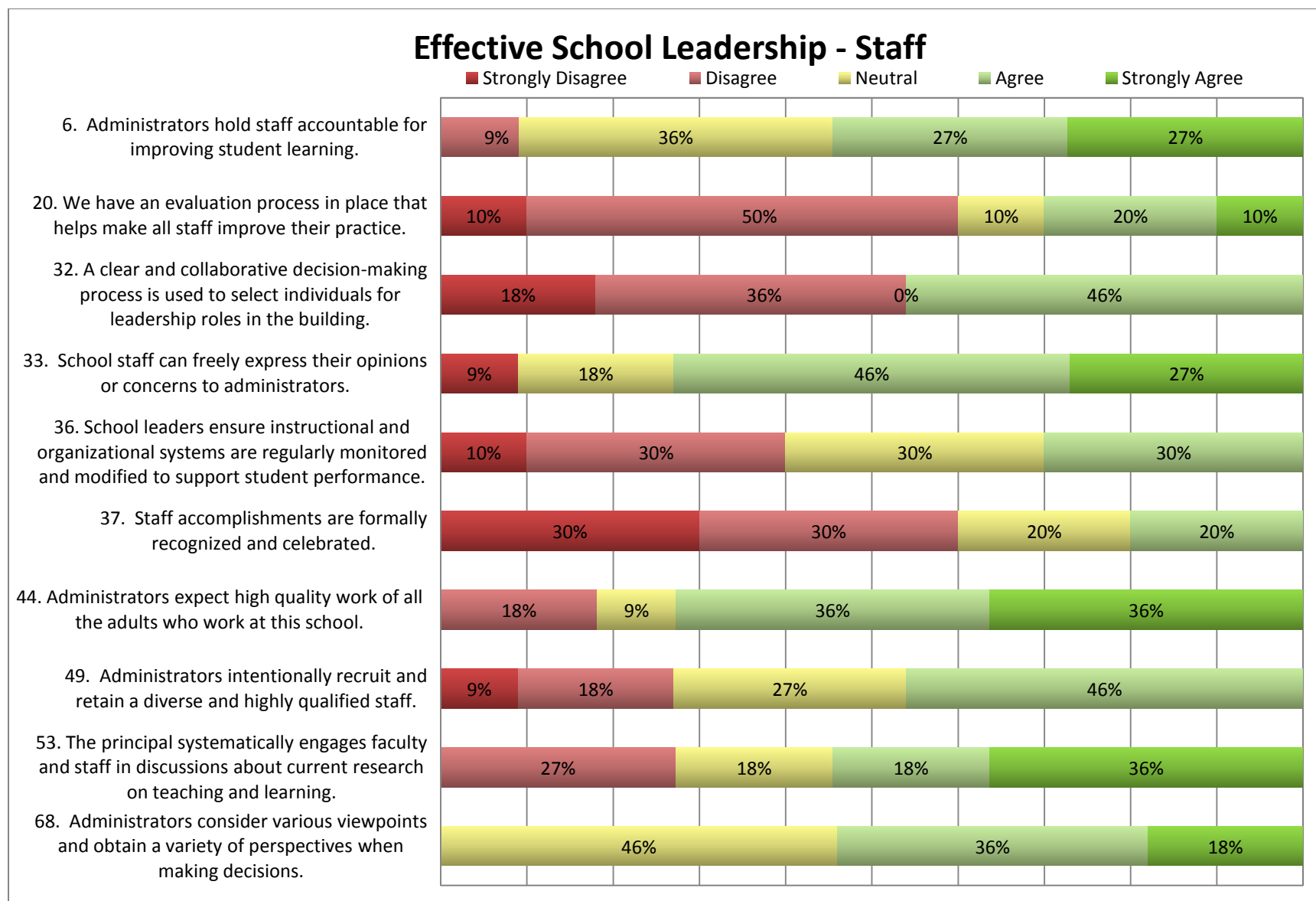


High Standards and Expectations - Family

Strongly Disagree Disagree Neutral Agree Strongly Agree



Effective School Leadership



Effective School Leadership - Student

Strongly Disagree Disagree Neutral Agree Strongly Agree

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



30. I see the principal all around the school.



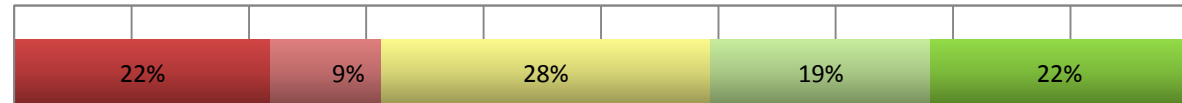
41. I know I can ask the principal for help if I need it.



Effective School Leadership - Family

Strongly Disagree Disagree Neutral Agree Strongly Agree

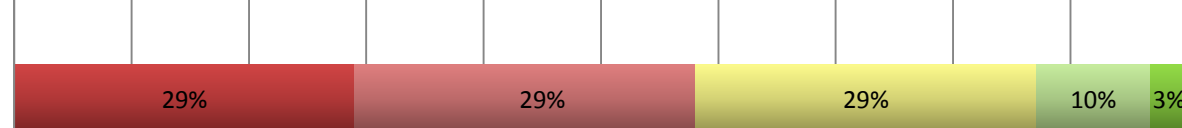
6. Administrators provide opportunities for me to express my ideas and concerns.



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).

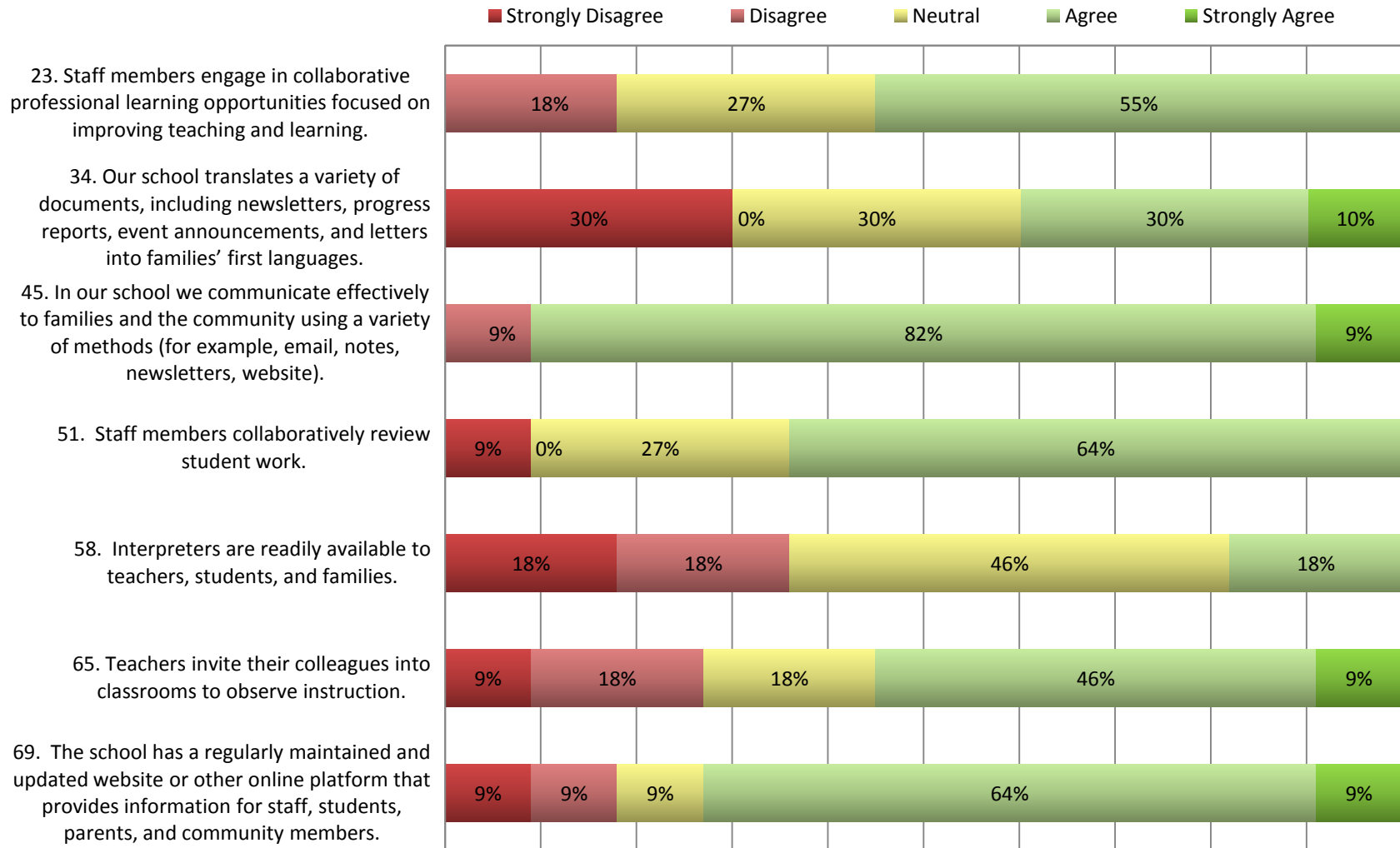


20. Administrators expect high quality work from all adults at this school.



High Levels of Communication and Collaboration

High Levels of Communication and Collaboration - Staff



High Levels of Communication and Collaboration - Student

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. My teachers talk with me about how I am doing in class.



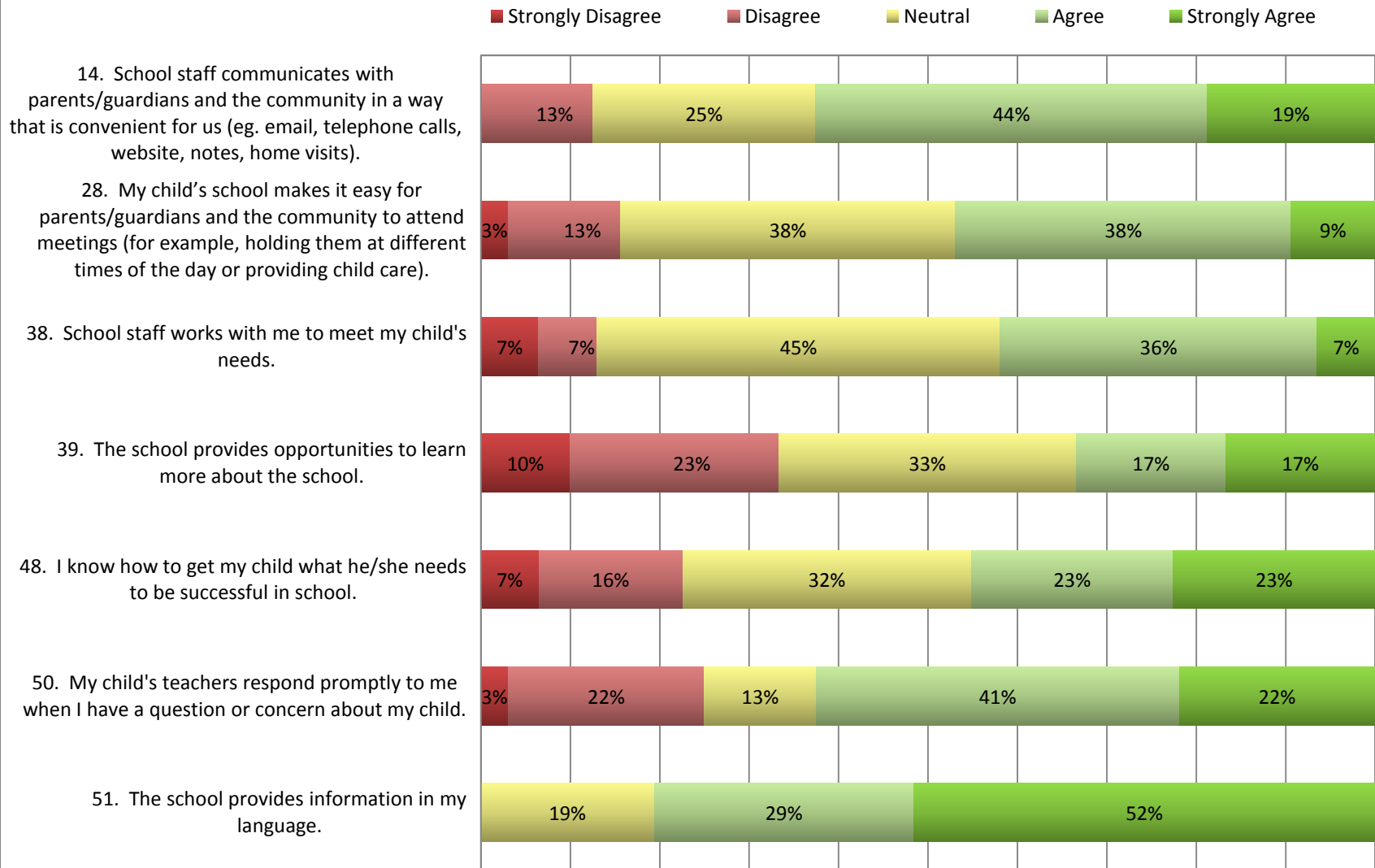
9. Interpreters are available for me and my family if we need them.



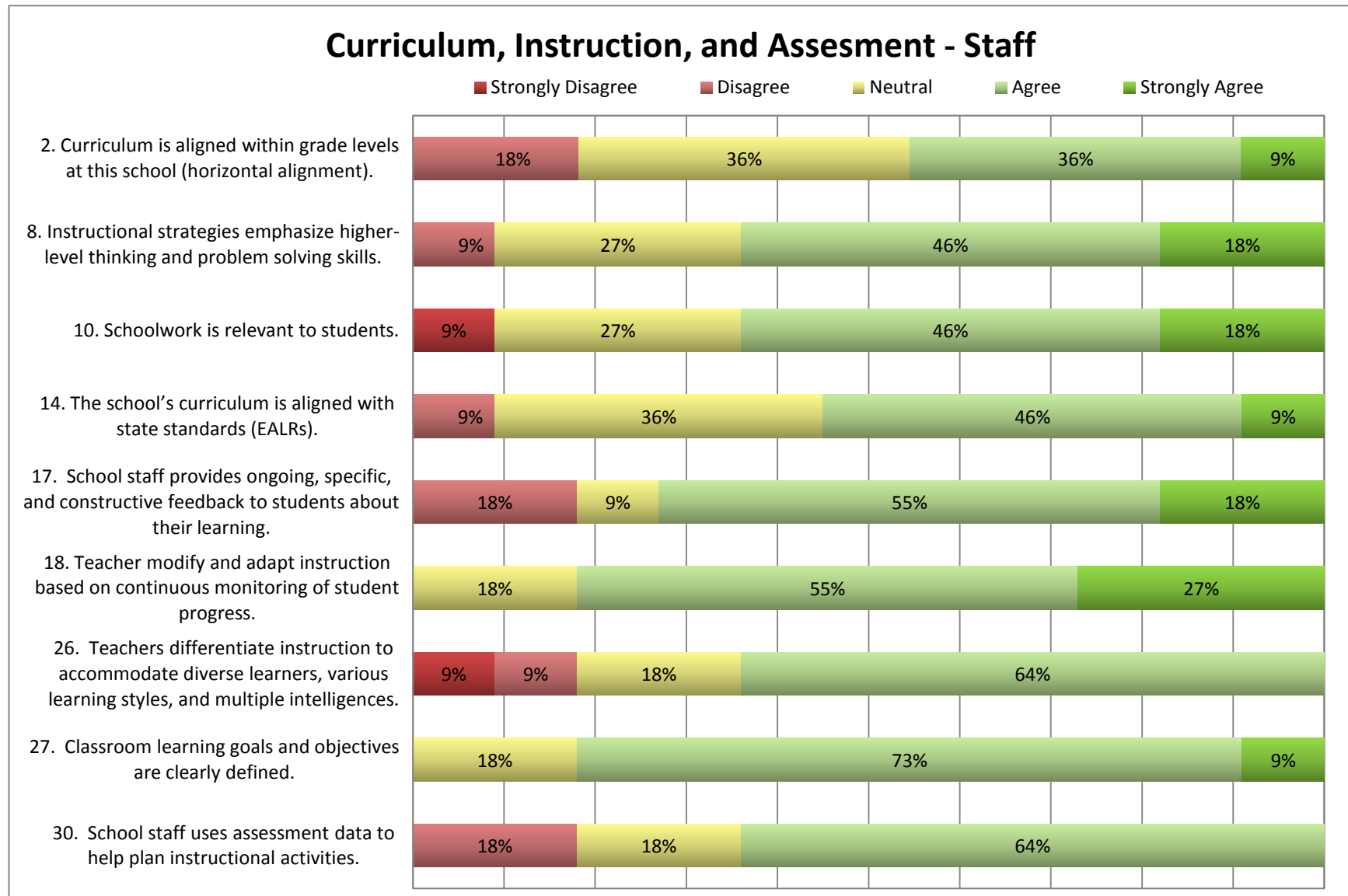
42. My parents or guardians have a good idea about what goes on at school.



High Levels of Communication and Collaboration - Family



Curriculum, Instruction, and Assessment



46. Teachers have good understanding of the state standards in the areas they teach.



52. Teachers use assessment methods that are ongoing and aligned with core content.



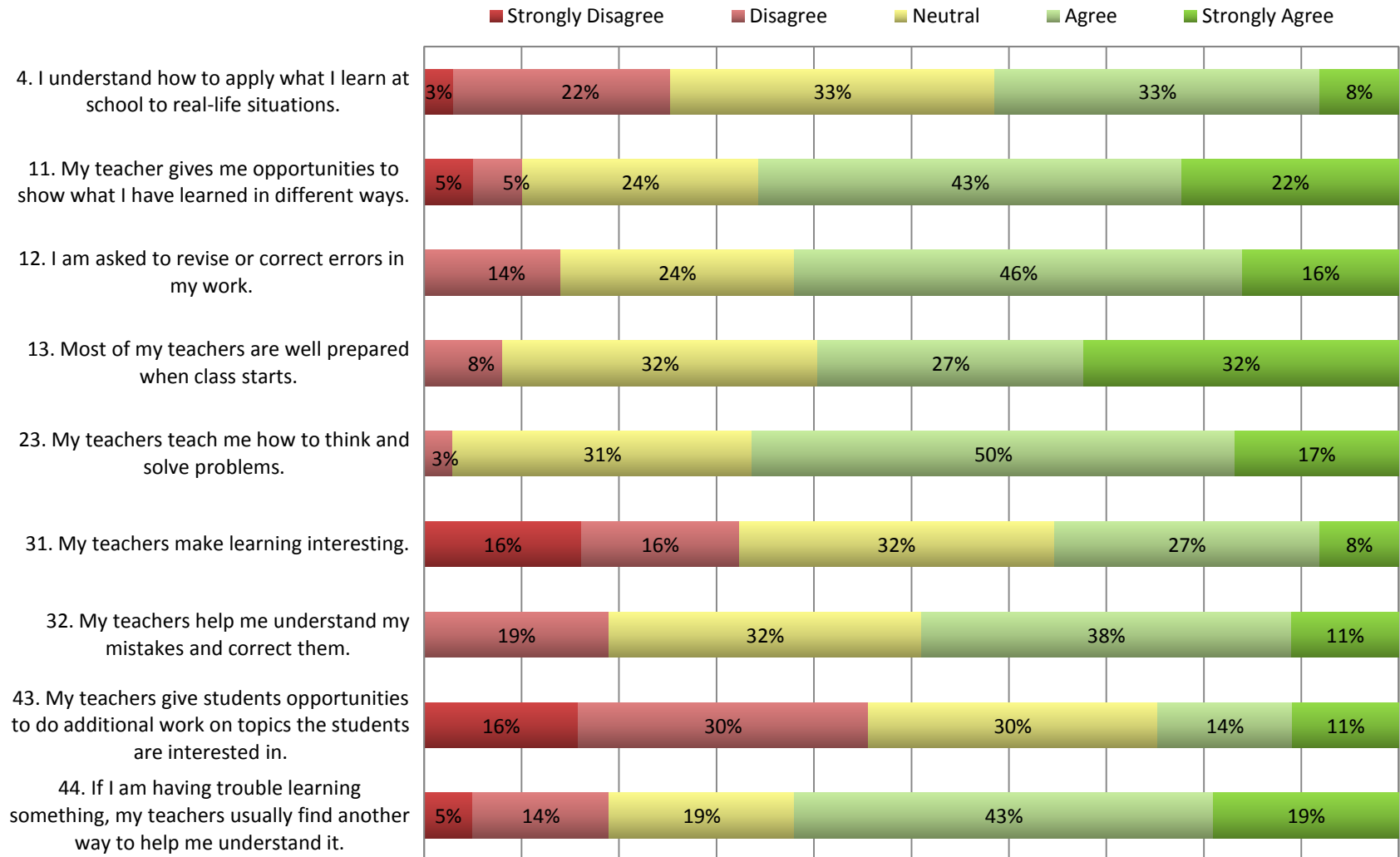
59. Curriculum is aligned across grade levels at this school. (vertical alignment)

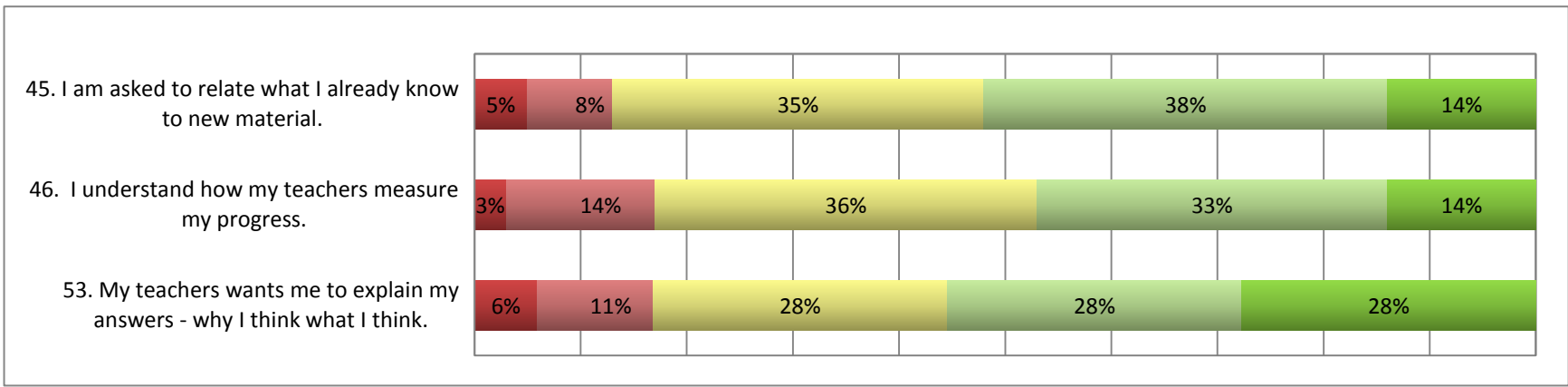


67. School staff has a common understanding of what constitutes effective instruction.

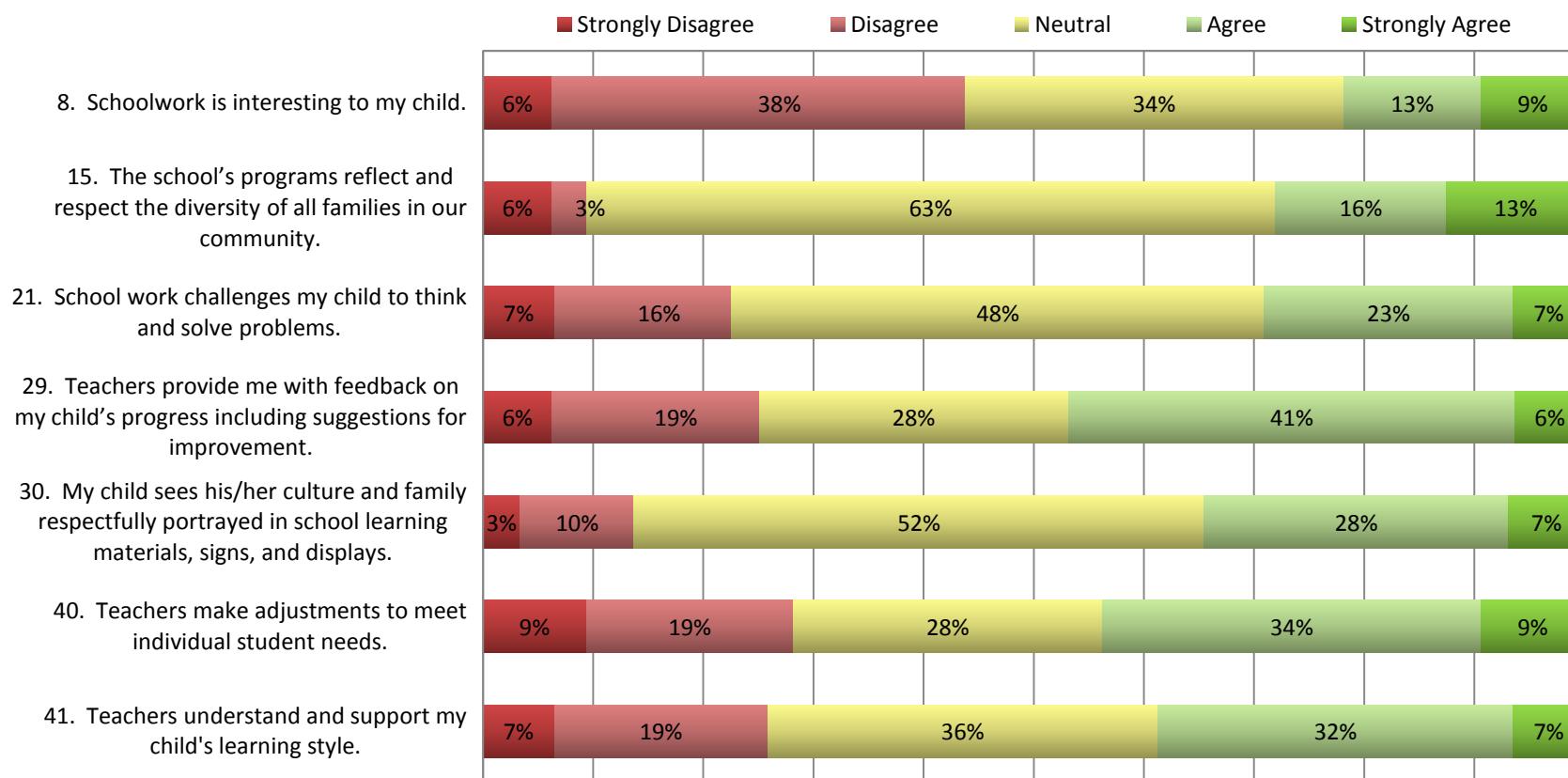


Curriculum, Instruction, and Assessment - Student





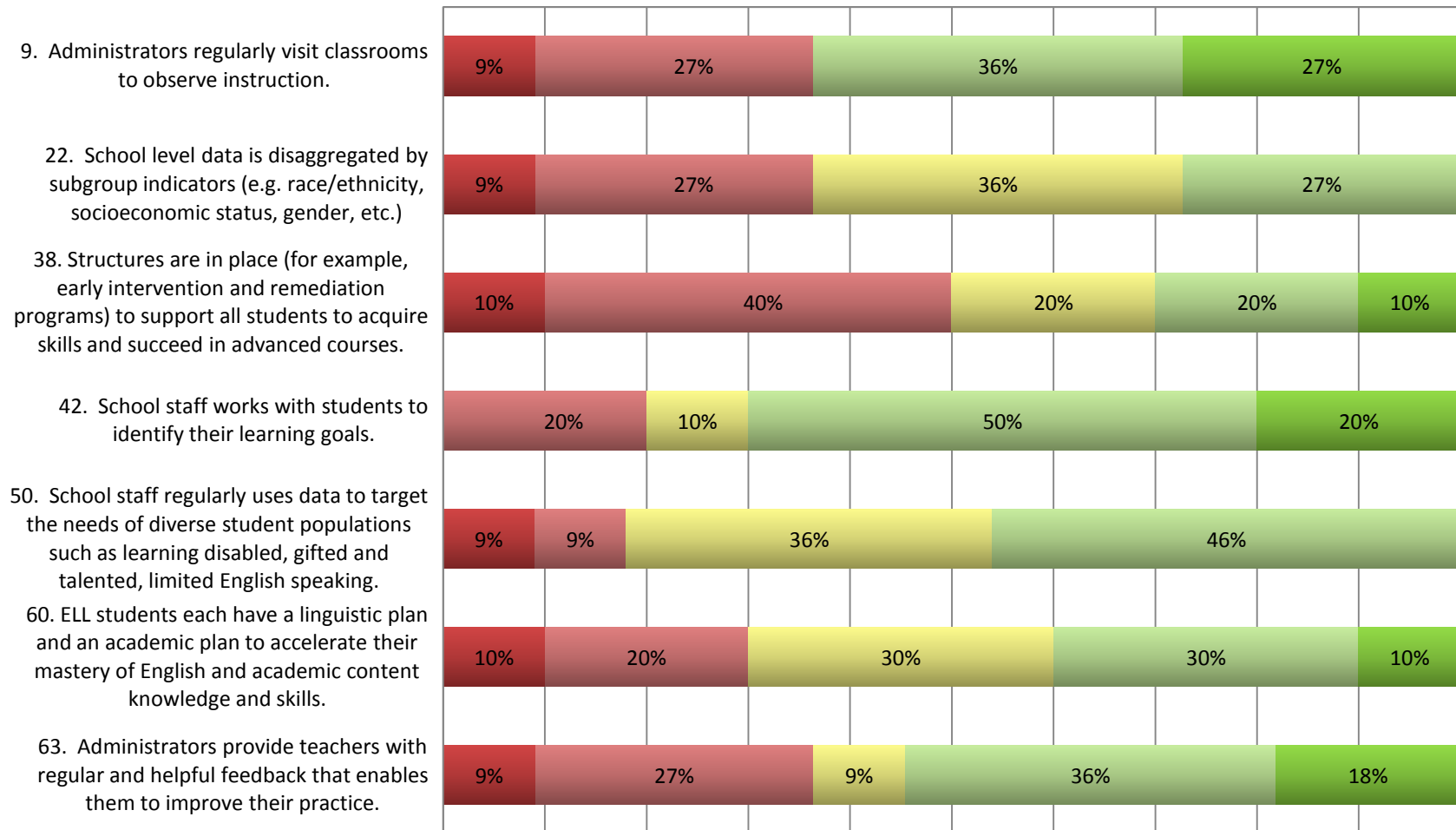
Curriculum, Instruction, and Assessment - Family



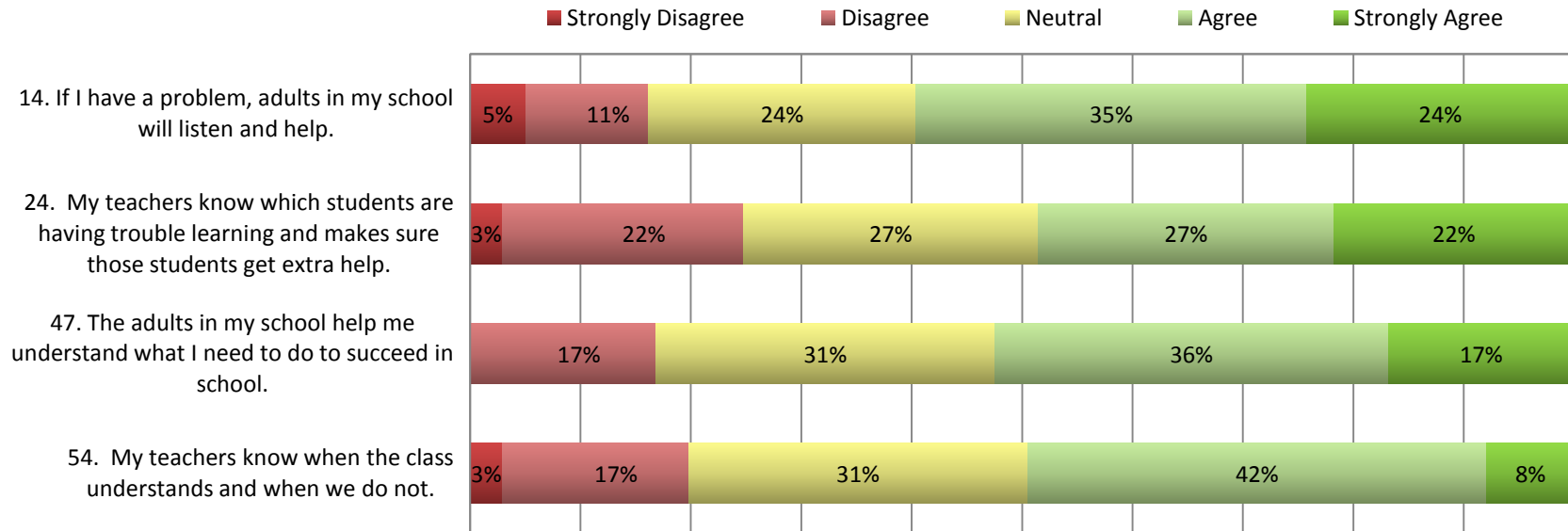
Frequent Monitoring of Learning and Teaching

Frequent Monitoring of Learning and Teaching - Staff

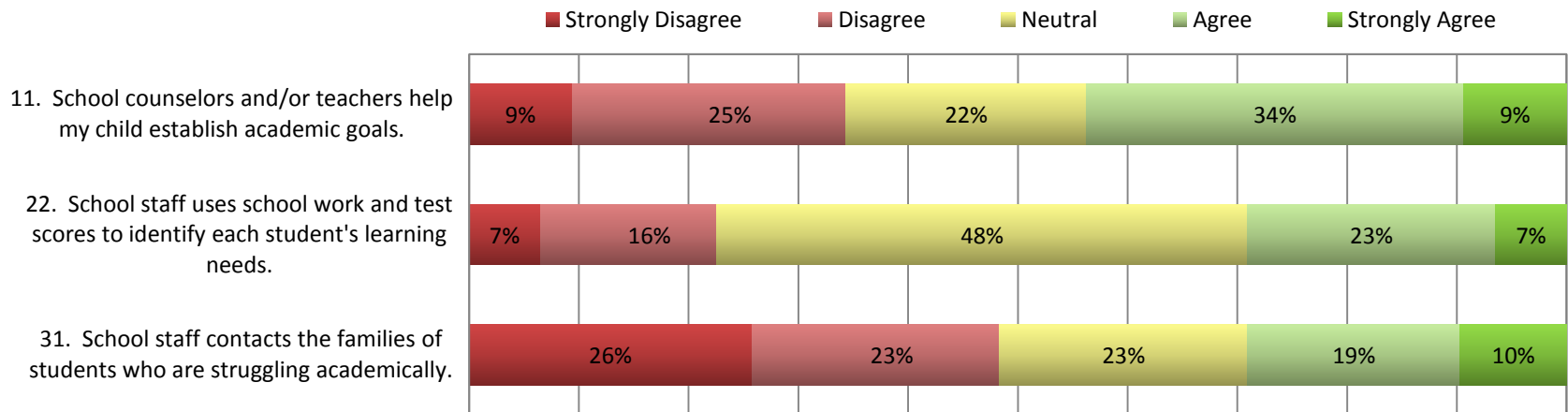
■ Strongly Disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly Agree



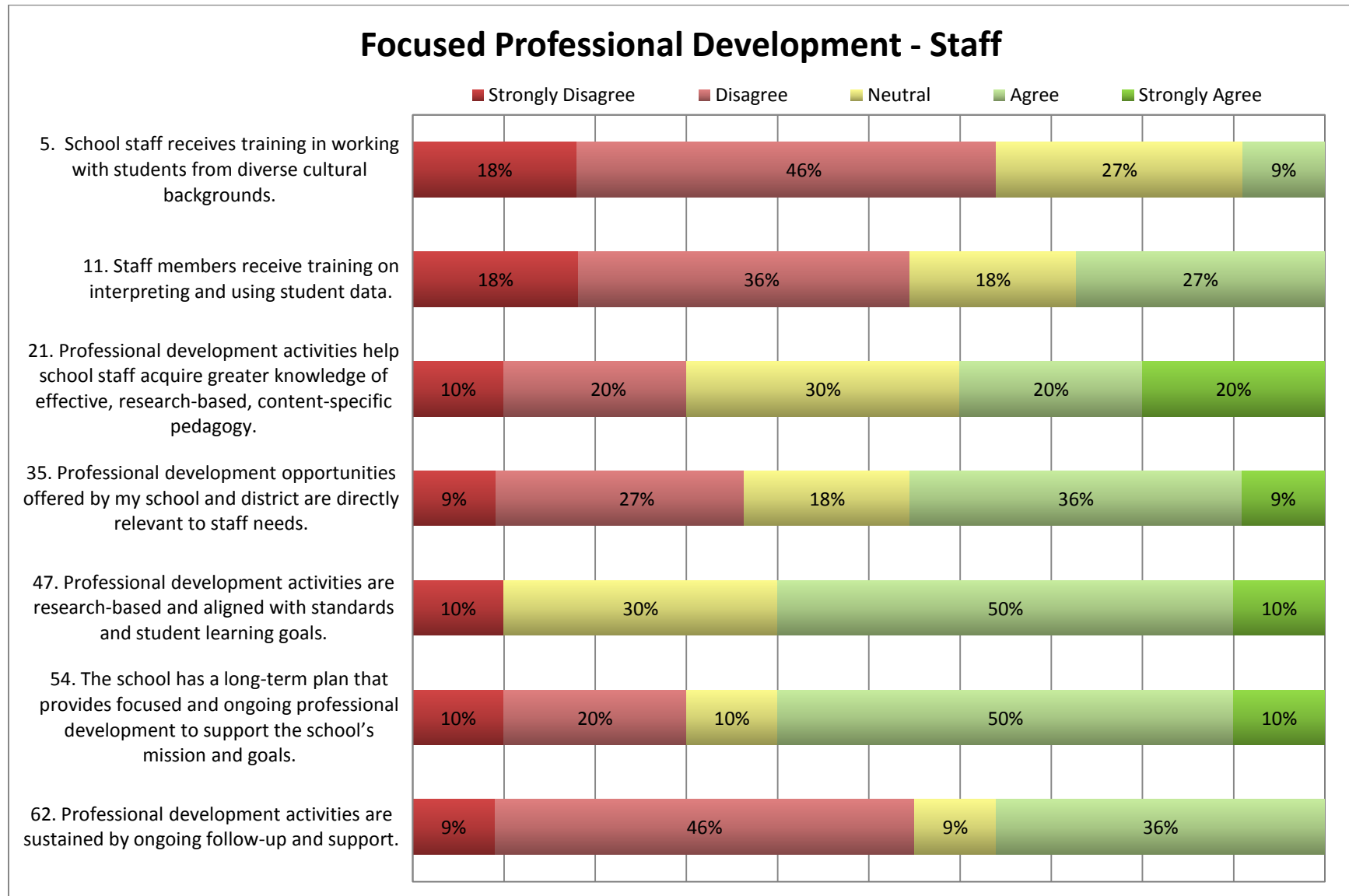
Frequent Monitoring of Learning and Teaching - Student



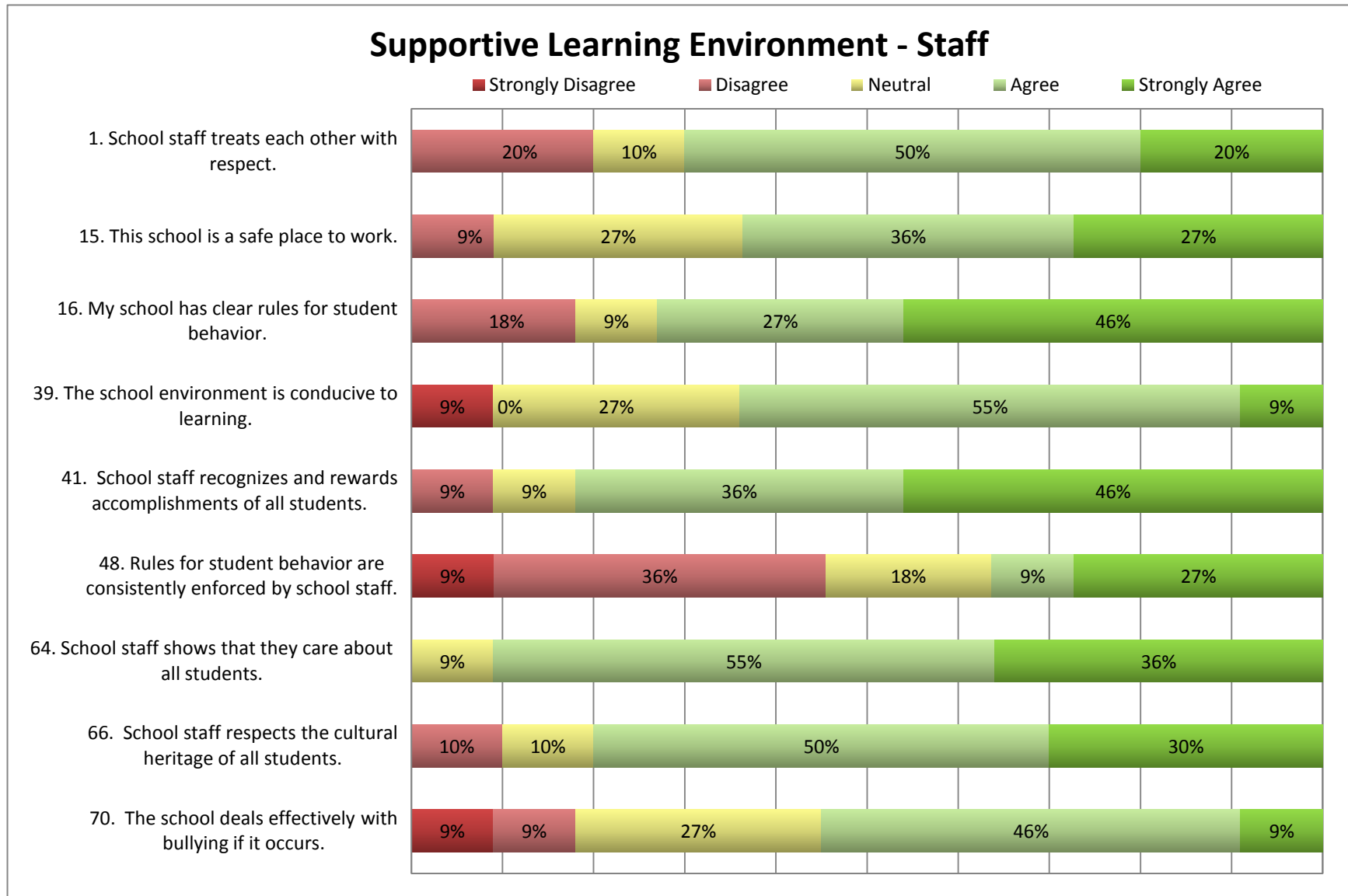
Frequent Monitoring of Learning and Teaching - Family



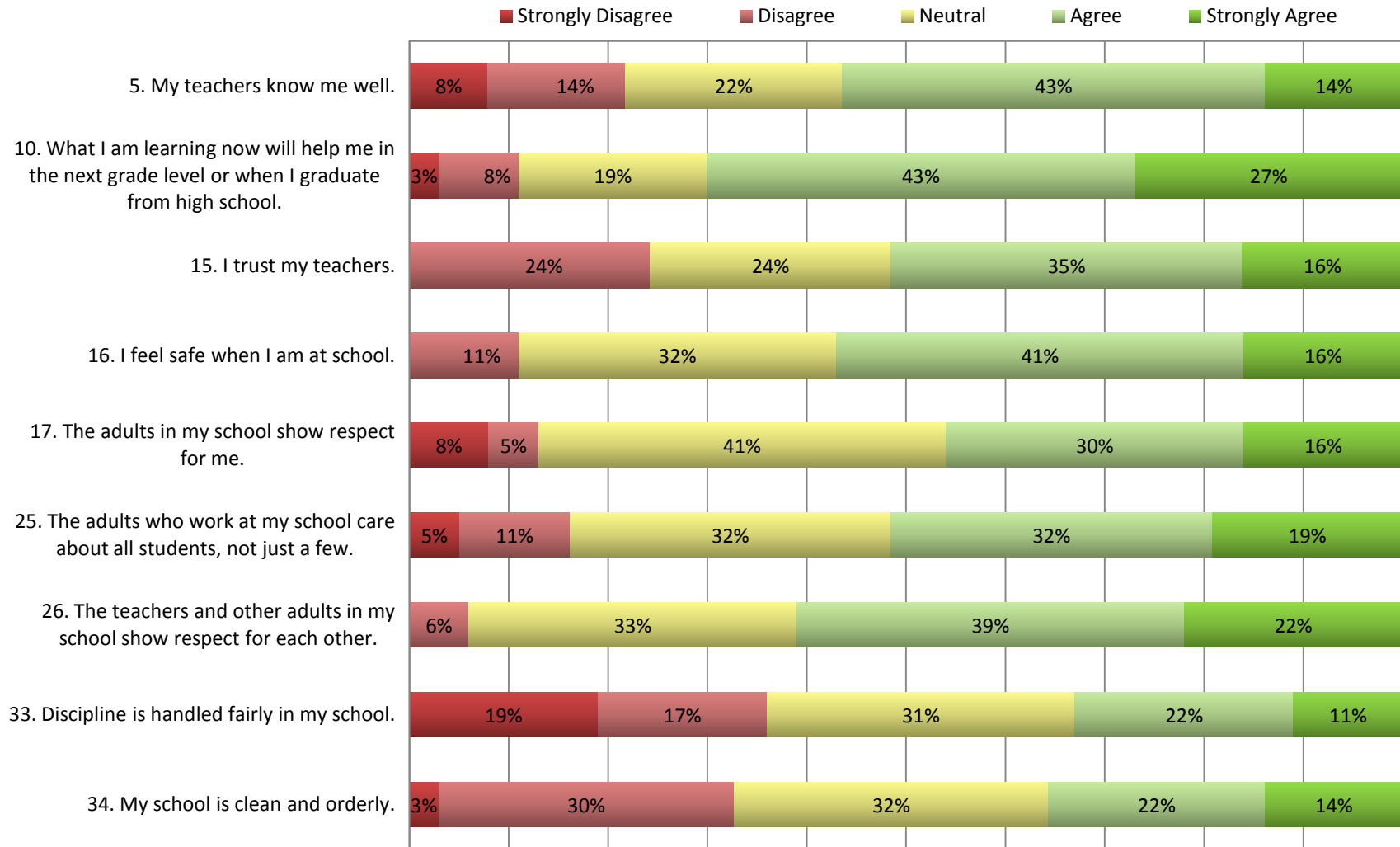
Focused Professional Development

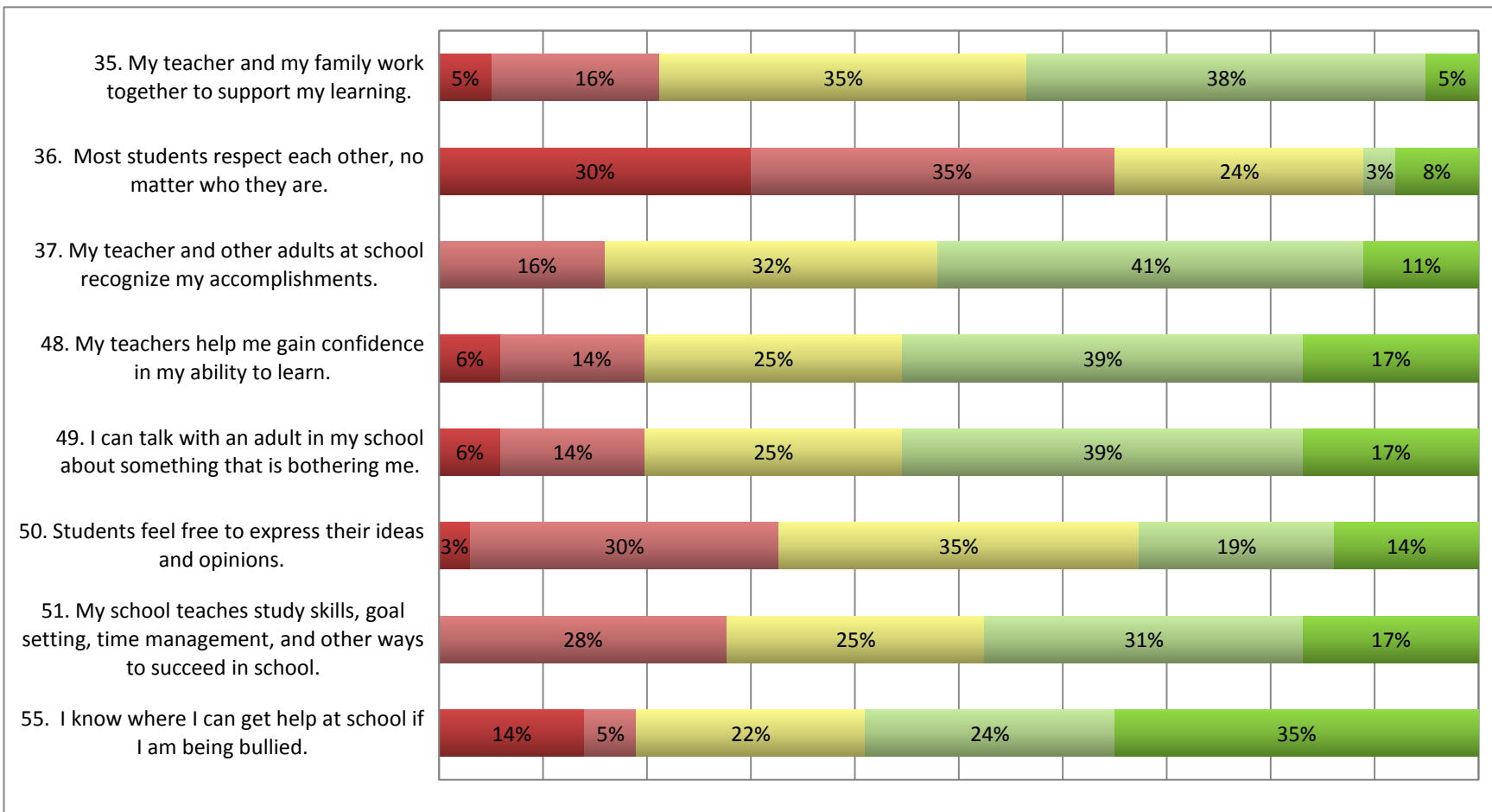


Supportive Learning Environment



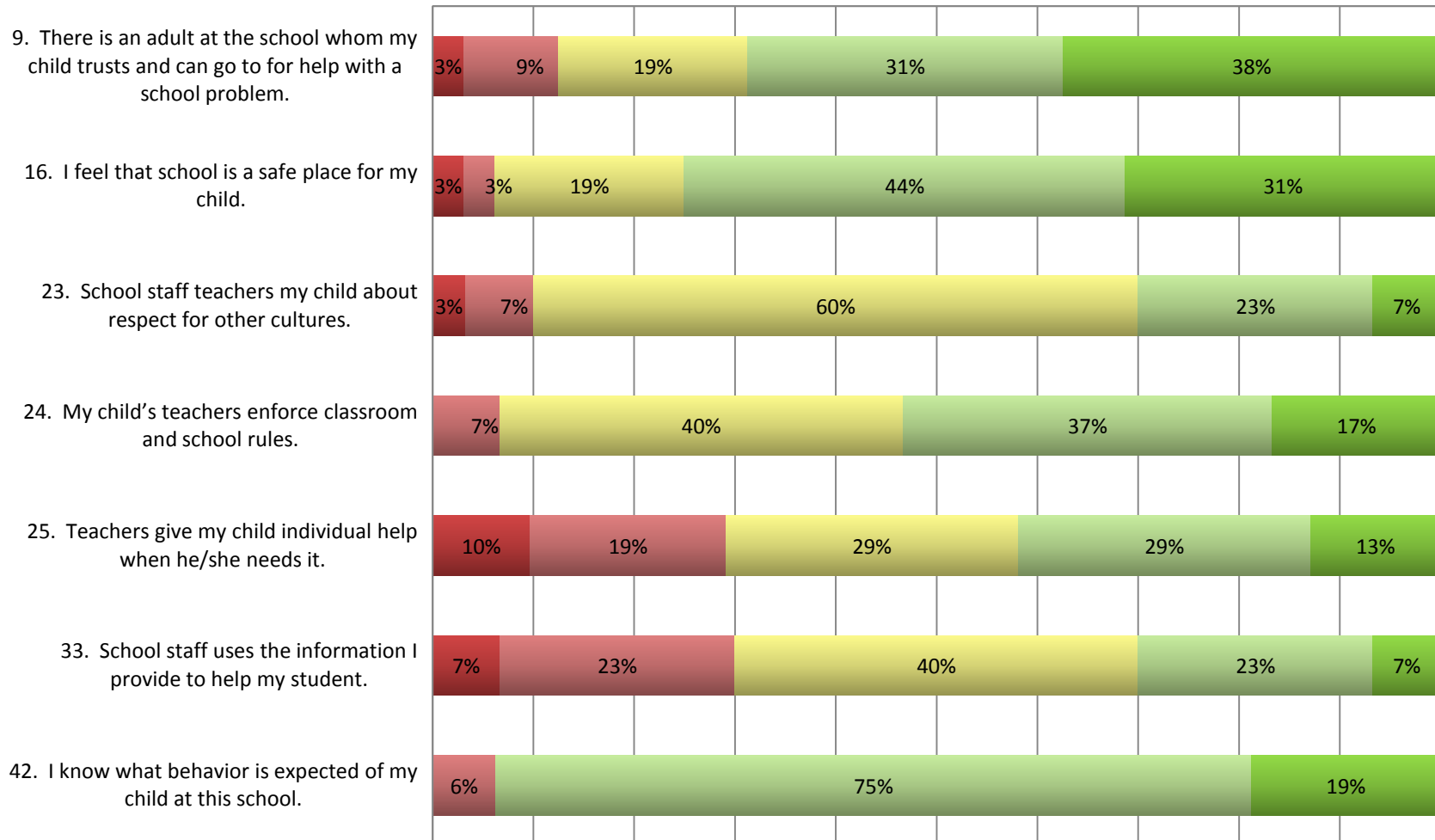
Supportive Learning Environment - Student

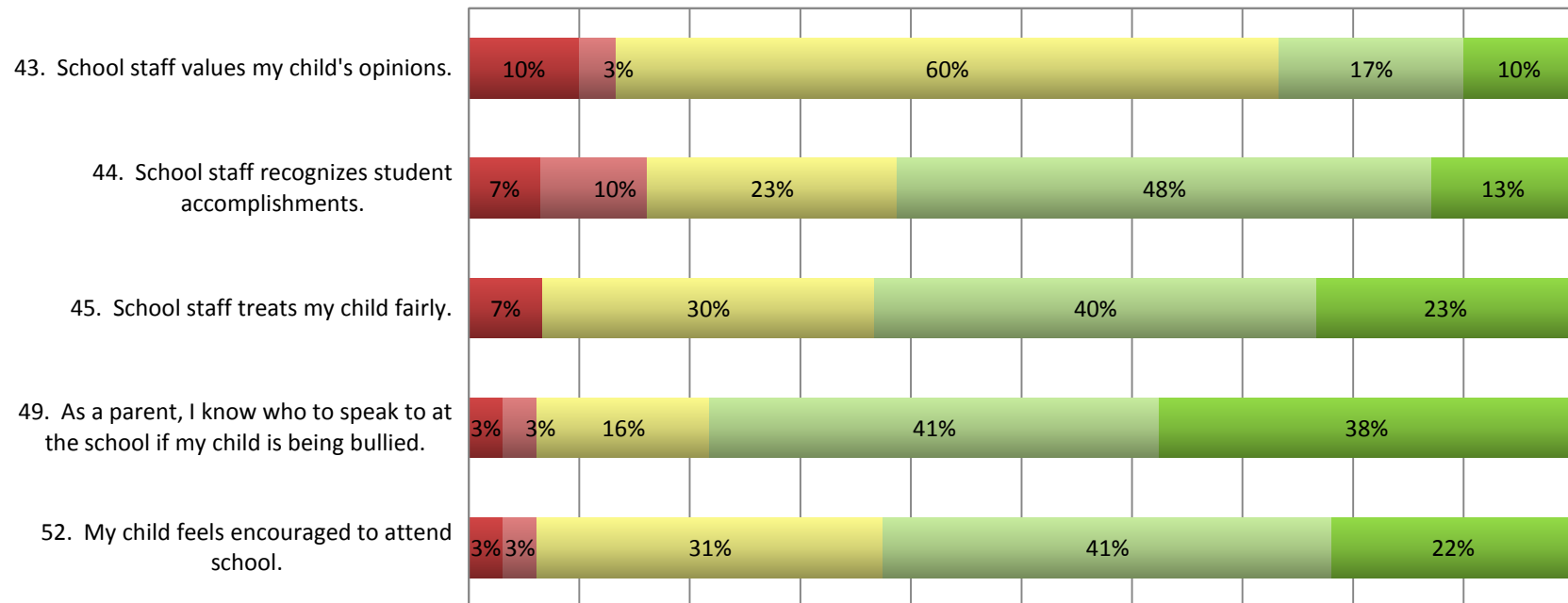




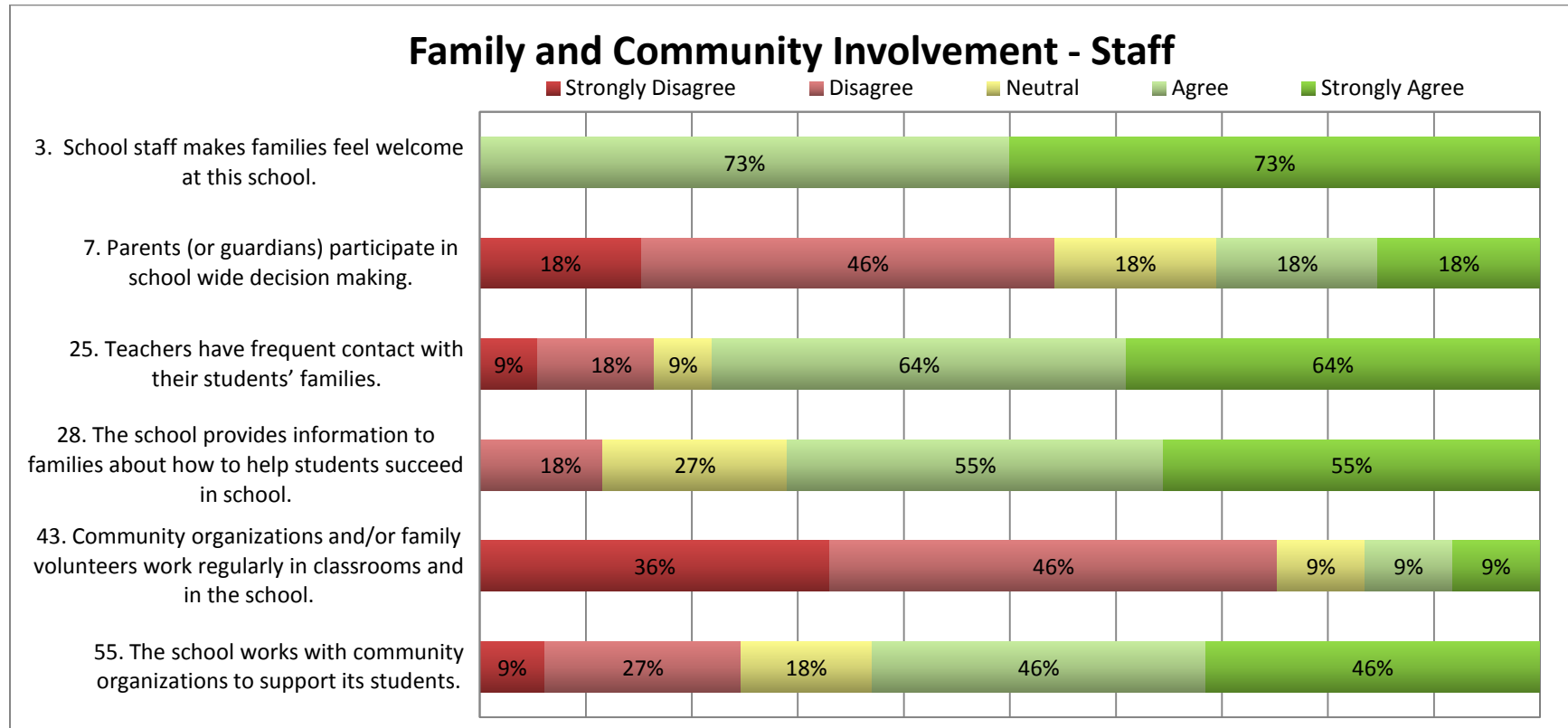
Supportive Learning Environment - Family

Strongly Disagree Disagree Neutral Agree Strongly Agree

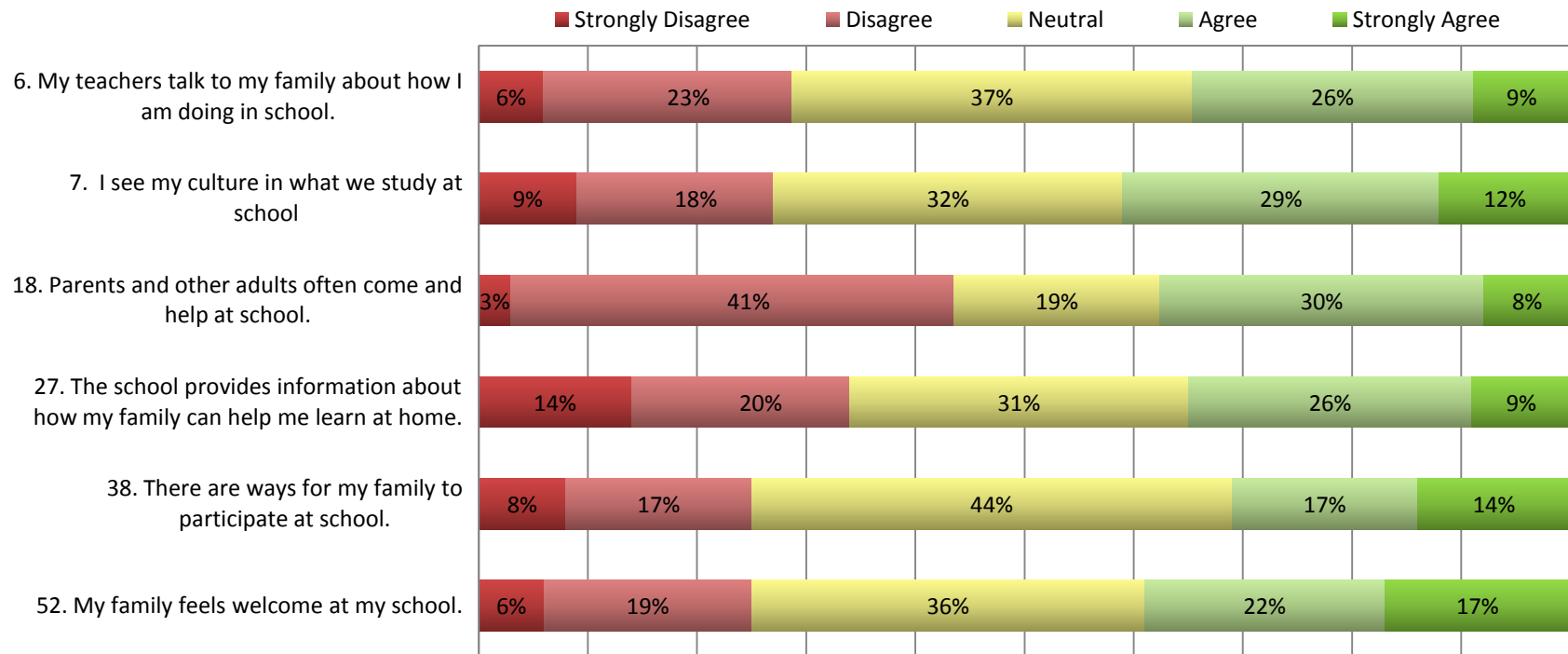




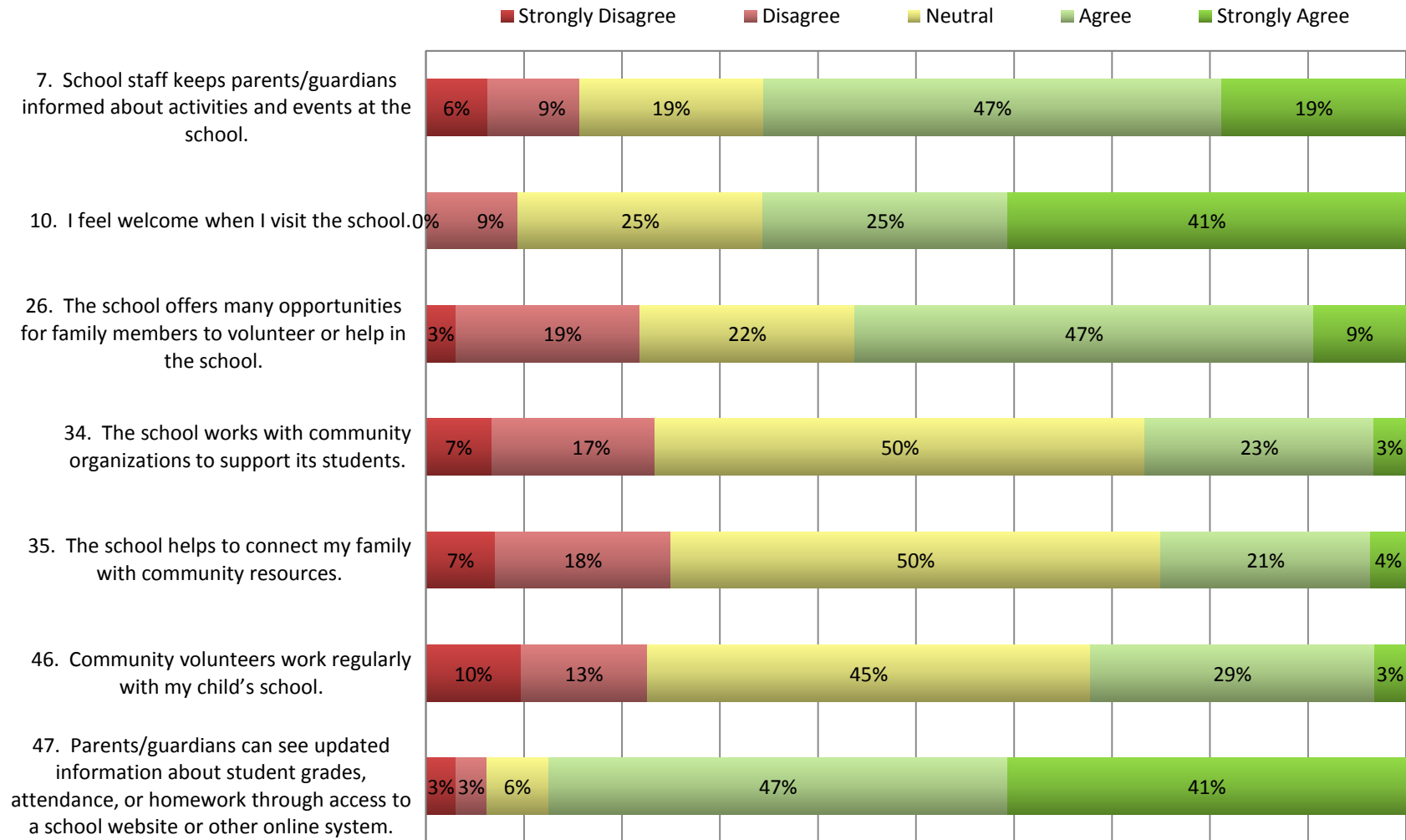
Family and Community Involvement



Family and Community Involvement - Student



Family and Community Involvement - Family



STAR Report for Required Action Districts

**Onalaska Middle School
Onalaska School District
January 20 and 21, 2011**



STAR Report for Required Action Districts

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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

District and School Improvement and Accountability
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Office of Superintendent of Public Instruction
Old Capitol Building
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Olympia, WA 98504-7200

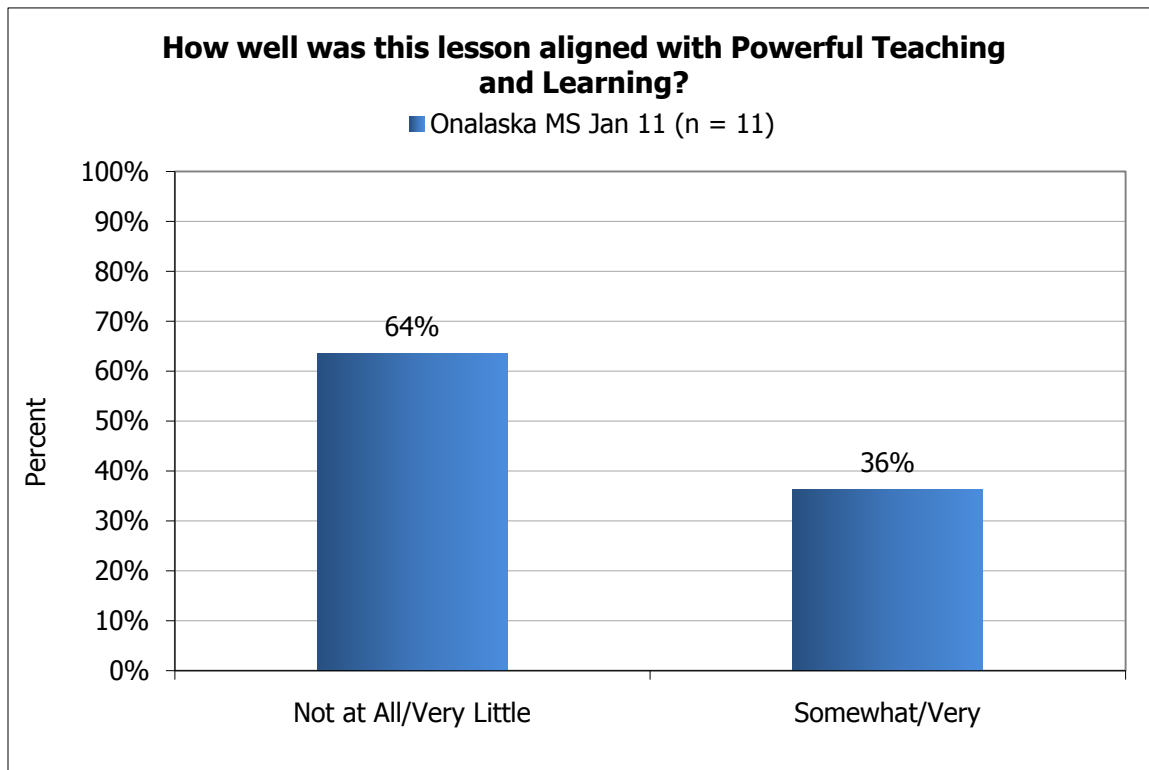
STAR Classroom Observation Study

Introduction

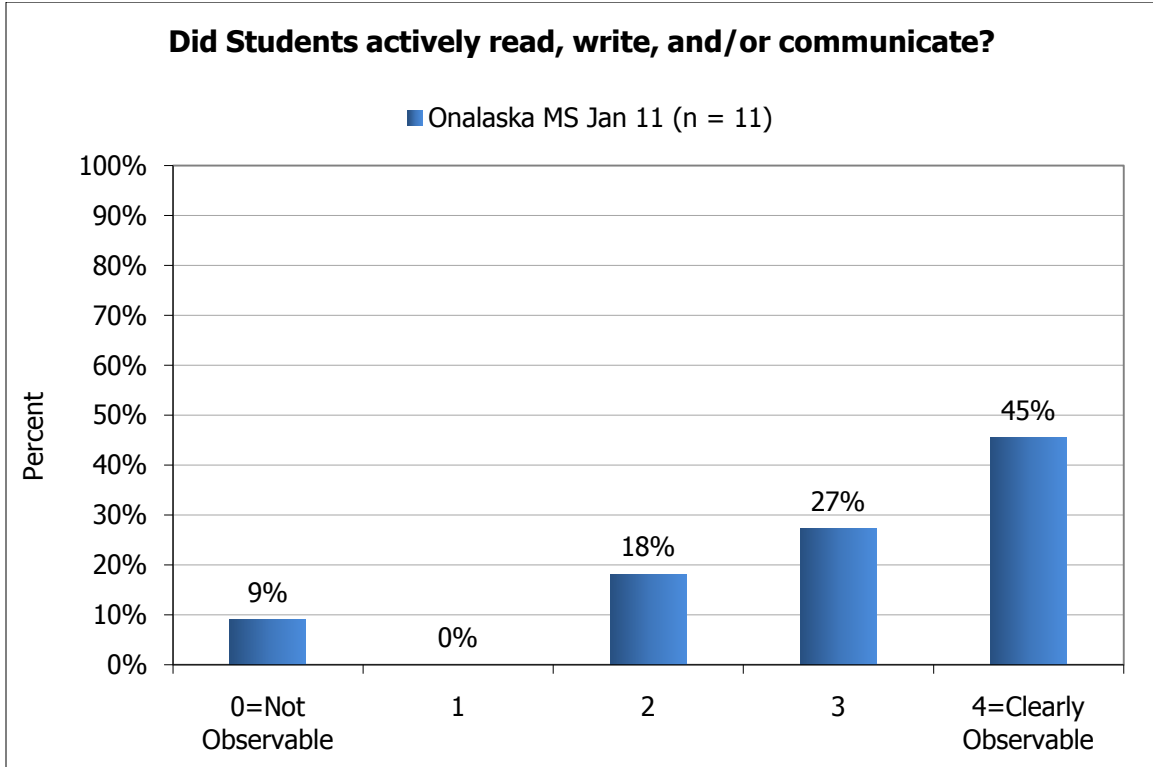
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the 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 Onalaska Middle School's classroom observation. The results for the Essential Components are shown on pages 2 through 4, and the results for the Indicators are on page 5. A summary and recommendations are included at the end of the report.

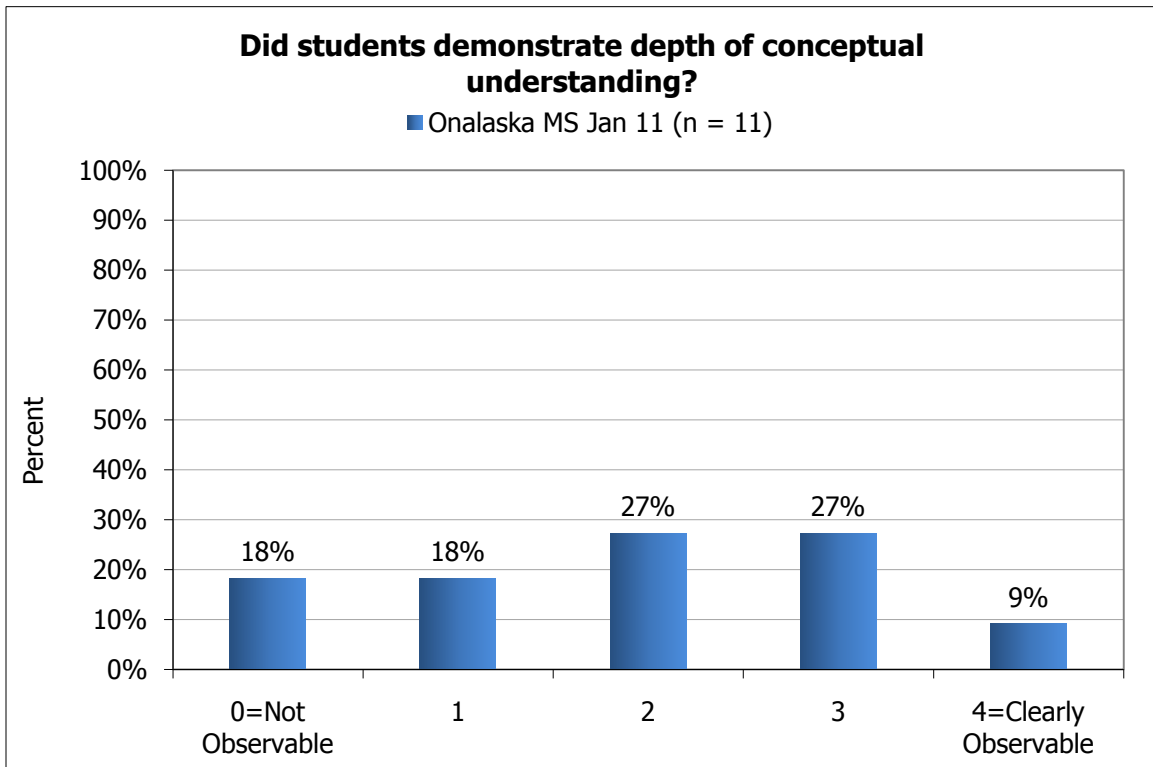
Overall Results



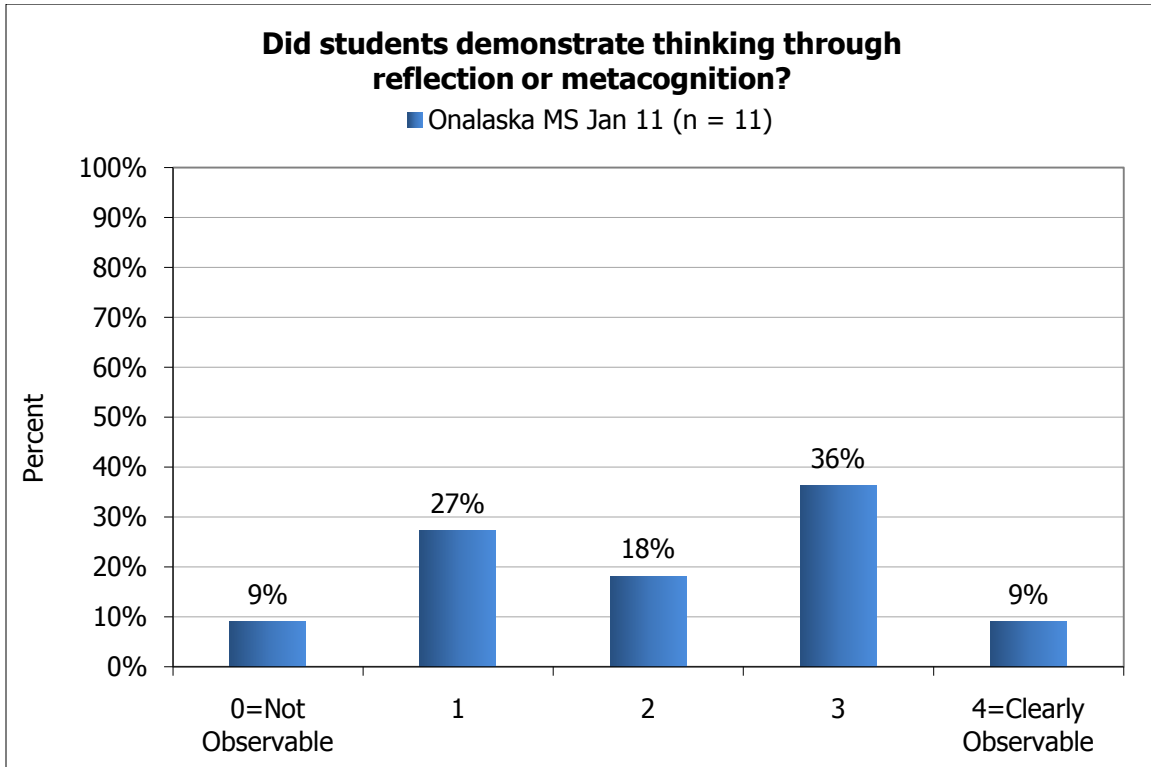
Skills: Essential Component Results



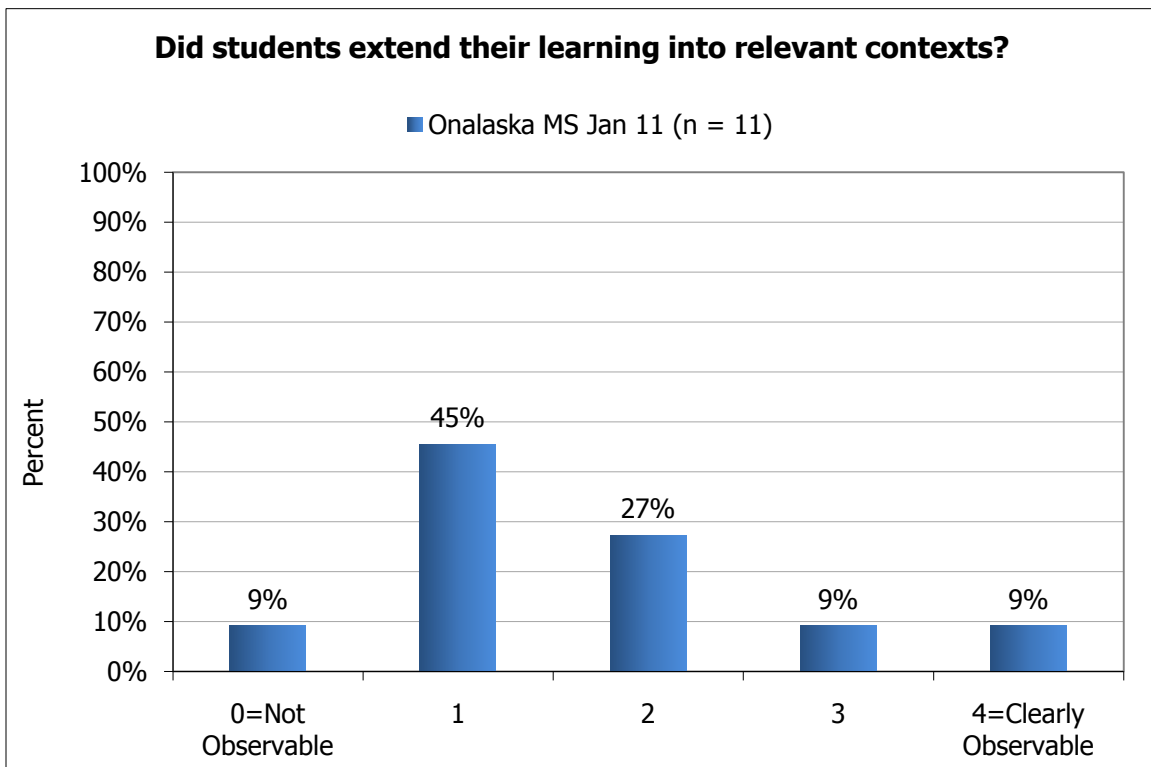
Knowledge: Essential Component Results



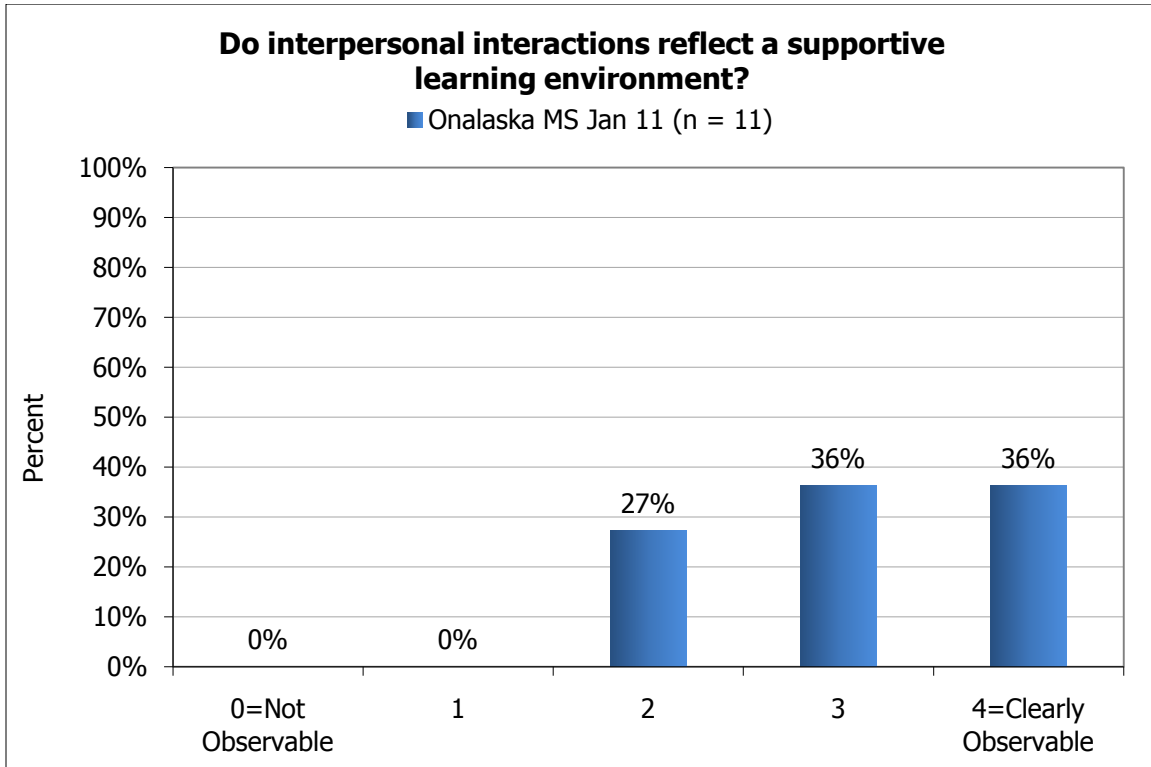
Thinking: Essential Component Results



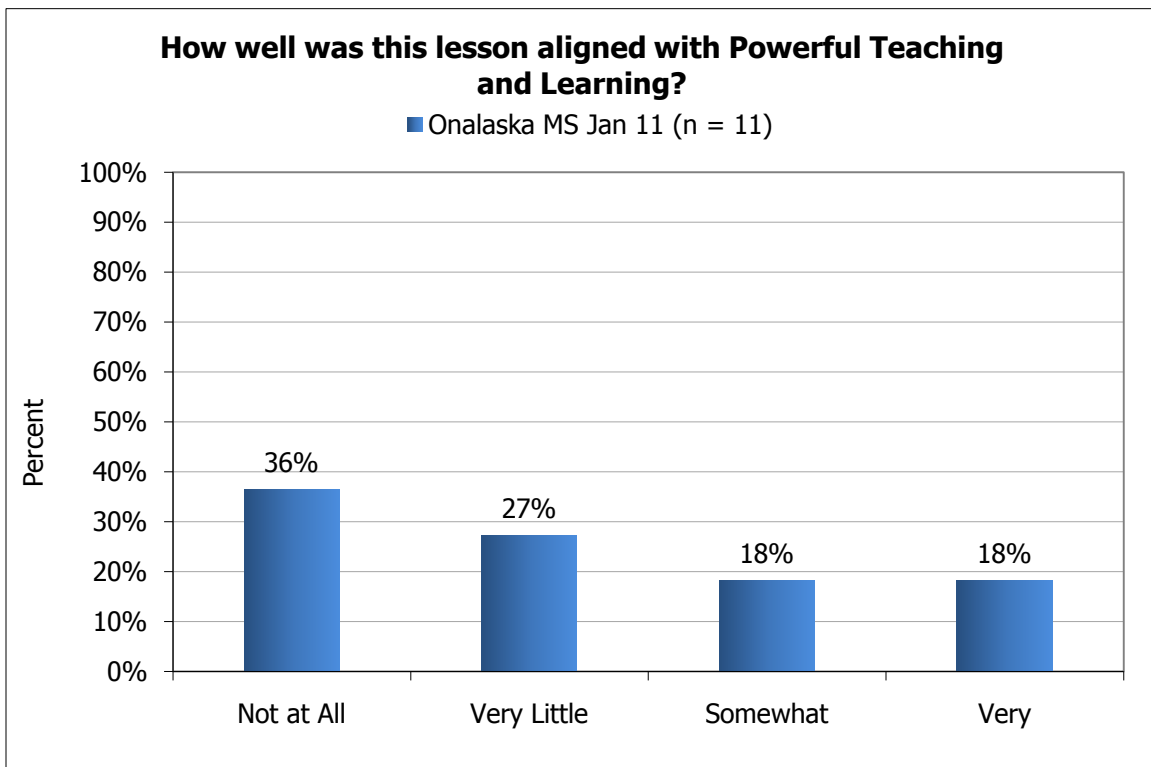
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

<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%	9%	18%	27%	45%
				73%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	9%	9%	18%	27%	36%
				64%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	9%	9%	18%	18%	45%
				64%	
<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.	18%	0%	36%	9%	36%
				45%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	36%	9%	9%	36%	9%
				45%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	27%	9%	27%	27%	9%
				36%	
<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.	27%	9%	9%	45%	9%
				55%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	18%	18%	18%	36%	9%
				45%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	9%	55%	27%	0%	9%
				9%	
<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.	45%	9%	27%	9%	9%
				18%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	27%	45%	18%	9%	0%
				9%	
12. Students produce a product and/or performance for an audience beyond the class.	100%	0%	0%	0%	0%
				0%	
<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%	18%	45%	36%
				82%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	27%	36%	27%	9%	0%
				9%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	9%	55%	27%	9%	0%
				9%	

Summary and Recommendations

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

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

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

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

STAR Classroom Observation Reflection Page

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

General observations, comments, questions regarding the data:

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

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

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

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

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

What should we do next? _____

Additional Notes

1District 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

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Onalaska Middle School	530624003062		X					X

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

SECTION B: DESCRIPTIVE INFORMATION

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

Applicant	Mandatory Questions in Section B
Districts applying for competitive <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.

Question #1a: Is the District applying to serve a Tier I or Tier II school identified by the State? **YES**

If “Yes” continue with Question #1b; if “No” continue to Question #6a.

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

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

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

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

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

In order to utilize the information, we established a Leadership Design Team that has teacher and classified representation from all school buildings, parent and community roles, administrators, and ESD 113 Instructional Support personnel. The

work of this team was to identify key areas of need, as identified in the BERC report. This 20 member team divided the information into *Instructional Needs; Math Needs; Reading Needs; District/Community Connections; and School-Wide Needs*. Each group developed Goals, Strategies and Action Plans to effectively address identified needs. These plans were reviewed by all team members as they were developed.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

With this evidence of success in mind, the district has determined that the most effective step to a turnaround school is in moving the current K-5 principal into a K-5 and a 6-8 Instruction Principal who is solely in charge of *Instructional Improvement* in both buildings. Since most building principals spend up to 60-70% of the day

handling student discipline issues, our plan would shift these roles to a Dean of Students, fully freeing up the Instructional Principal for the critical turnaround leadership needed at this time.

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

- **DEAN OF STUDENTS FOR BEHAVIORAL SUPPORT:** The elementary and middle school has commenced with training in Positive Behavior Intervention Systems (PBIS), but has lacked the personnel resources for full operation. To support the principal, a dean of students in charge of PBIS will be added to the leadership team. It is expected that this position will be supplementary for the balance of this grant. Once all of the components of a strong PBIS system are in place, the principal and staff leaders will be able to sustain this important piece. The job qualifications for the Dean of Students will be similar to those of the Instruction Principal, as all staff must embrace and adhere to the expectations of this grant. It will be important for the Dean of Students to first role model the administrative standards, then to approach intervention for behaviors.
- **PARENT-STUDENT LEARNING SUPPORT FACILITATOR:** An individual will be put in position to assist students and parents in better connections with student learning through social-emotional interventions, to conduct parent and family nights for learning supports, to coordinate extended learning, and to establish other avenues to connect families around learning. This position will be to address all non-academic barriers students may possess in their school experience, including disruptions from home life that impact learning.
- **RESPONSE TO INTERVENTION (RTI) FACILITATOR:** An individual will direct all of the efforts in supporting students in the RTI program, which is already in a beginning stage. This person will dis-aggregate student learning and behavioral data, work with teachers in quick responses to interventions, and keep parents, students and staff informed on progress.
- **DEPENDENCY INTERVENTION AGENCY:** A local substance abuse and counseling intervention agency has agreed to contract with the district to provide prevention, intervention, and rehabilitation to students who are hindered in learning by substance use. The Healthy Youth Survey identifies this as an important need for the students. This agency is in partnerships with other districts in our region and has demonstrated success in helping youth.
- **EXPERT COACHES IN READING, MATH AND GENERAL INSTRUCTION:** These positions will work closely with the principal, RTI facilitator and building leadership team to provide ongoing professional development and coaching, and to support the alignment of PK-12 curriculum with state standards. The coaches will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. These positions will be in partnership with Morton School District, the RAD district immediately east of Onalaska. The coaches will be supported in their roles by ESD 113 staff.
- **INCREASED LEARNING AND EXTENDED LEARNING OPPORTUNITIES:** The Principal and the staff are examining and adjusting the daily schedule to increase daily learning times for all students. Efforts will be made to expand learning into times throughout the day. In addition, the Middle School will collaborate with the High School staff to add CTE electives, thus making better learning opportunities for all and allowing class loads at the Middle School to be reduced, which will give more attention to students. The starting time of the day will be moved earlier and one less passing time will be needed, as they move to a 6-period day from a 7-period day. This will increase learning contact and reduce one day interruption.

The middle school will partner with the existing 21st Century program for extended after-school and summer learning for students' accelerated learning needs. The program will be staffed with certified teachers and

paraprofessionals who target reading and math improvement. These programs will be available for all students and especially target students who are struggling with learning acquisition.

- **MIDDLE SCHOOL LEADERSHIP TEAM TO DEVELOP CLEAR BLUEPRINT FOR PROFESSIONAL DEVELOPMENT:** We will have a blueprint for professional development that aligns with this grant. Some of this will be in a cooperative with Morton School District, where we have common goals and strategies, in order to maximize the availability of trainers and use of the funds.
- **UNION COLLABORATION:** The union agreed to bargain in good faith all components of this work to establish the needed progress, including Teacher Principal Evaluation, required training and in-service, length of day, student discipline, need for transfers, and appropriate compensations for required work.

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

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

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

There are NO schools identified for Tier I in Onalaska.

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

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

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

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

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

District/Community:

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

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

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

Strategies:

- 1) Increase parent involvement and skills in supporting their child's education.
- 2) Establish a district-wide process to develop mission/vision statements.
- 3) Provide school-wide and targeted interventions to address non-academic barriers to learning.
- 4) Adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with this work.

School-wide:

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

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

Strategies:

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

Instruction/Classroom:

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

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

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

Strategies:

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

Reading:

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

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

Strategies:

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

Mathematics:

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

To improve our students’ understanding of mathematics our plan centers on the use of standards-based grading and the creation of common assessments aligned with the state performance expectations to evaluate students on what they know. Detailed knowledge of what the students know in light of the standards provides the teachers with consistent opportunities to provide strong feedback to students regarding their mastery of standards and content. The middle school will

implement this change in September of 2011. In addition, Corrective Mathematics and the Measures of Academic Progress will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction in Mathematics.

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

Strategies:

- 1) Use standards based grading, and create common assessments that are aligned with state performance expectations to provide feedback to students regarding each student's mastery of content.
- 2) Establish a K-12 Math Leadership Team to align curriculum and build a shared understanding of student learning benchmarks.
- 2) Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.

Increased Learning and Extended Learning Opportunities:

Increased Learning

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

Extended Learning

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

Strategies:

- 1) The principal and staff will work with the current schedule to increase learning time for all students.
- 2) Work with teachers, parents and students to increase learning time on task according to each Student Learning Plan.
- 3) Collaborate with classroom teachers for needed extended learning practice after school, utilizing the Student Learning Plan to monitor support and progress.

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

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

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

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

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

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

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

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

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

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

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

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

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

The Onalaska Board of Directors and district administration will review all policies, procedures, and practices that will fully support the implementation of interventions. These will include, but are not limited to: Principal job duties and job description; teacher and principal evaluation; union agreements regarding length of work day, contract status, school-wide discipline plan, requests for transfer, and evaluations; design of shared decision making; and community/parenting partnerships.

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

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

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

- 1) The professional development blueprint will include skill development that will be monitored for continued and improved use by all staff through both internal and external observers and coaches. Key features are:
 - Align their routine instructional practices around a common pedagogical framework (Powerful Teaching and Learning STAR protocol) and the state standards.
 - Incorporate proven best practices (Powerful Teaching and Learning) into their instruction.
 - Make regular and effective use of student assessment data for instructional decisions.
 - Work effectively with their peers in the school to continuously revise their instructional practices to address emerging needs of their students.

- 2) PBIS will be a regular inclusion in all school practice after the three year implementation. This will establish clear and on-going accountability for staff and students in behavior expectations.
- 3) RTI will be integrated into the daily practices of every teacher within three years, which will provide all students with close monitoring and give quick feedback to parents, students, and other teachers on the student's level of performance and progress made.
- 4) Curriculum and supplemental materials will be in place to properly support all students prior to funding end. In addition, the curriculum will be vertically aligned in K-12 during the 3-year period.
- 5) The math, reading, and instructional leadership teams will work closely with elementary and high school staff to make sure that children come up from the elementary maximized for learning, and then arrive at the high school with the acquisition of expected skills and learning.
- 6) The district will continue to maintain close collaboration with ESD 113 for instructional improvement and will continue to seek support and guidance in sustained improvements with data analysis past the three year point. Sustained improvement will be evaluated through student data examination.
- 7) The school will continue the semi-annual parent surveys. The surveys will be similar to the BERC surveys of parents to provide feedback in our delivery and inclusion of parents in this partnership regarding their children.
- 8) There will be revisions to the collective bargaining agreement with the teachers' union and to staff recruitment, compensation, and evaluation policies of the district. These revisions will allow the district to maintain higher expectations for all Onalaska Middle School administrators, staff, and support staff, and to more effectively hold them accountable for meeting these standards. These recruitment and compensation revisions will also allow the district to expand its pool of applicants, making it more likely that skilled administrators, teachers, and other staff can be placed in the school.
- 9) There will be changes in the class schedule to allow greater and more focused instruction in core subjects, including literacy and math. Changes will be made in the annual calendar to promote time for regular peer collaboration by teachers on pedagogy and instruction.
- 10) This work will result in design changes in the after-school and summer school programs to ensure a primary focus on instruction. After-school and summer programs policies will be changed to ensure that students with high instructional needs are mandated to participate.

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

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

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

Months	District/ Community	School-wide	Instruction/ Classroom	Reading	Math	Teacher/ Principal Evaluation
January 2011	Explore principal placement options					
February 2011	Gather leadership feedback					
March 2011	Prepare for possible leadership transition					
April 2011	Mission, vision and purpose team Principal leadership plan Post “Dean of Students” Initial staffing planning	Develop contract for PBIS Training Finalize Contract with PBIS Consultant	Select Provider, Overview for all staff,	Assemble Reading Leadership Team and begin process of adopting 6-8 reading curriculum Corrective Reading Interv. PD and purchase of materials	Purchase MAP Form K-12 math team	Develop Initial Plan
May 2011	Mission, vision and purpose team Select “Dean of Students”	Evaluate implementation of PBIS using Schoolwide Evaluation Tool 2.0 (SET) Engage teachers in PD on awareness of PBIS	Choose facilitators	Curriculum Adoption and PD for the chosen core curriculum Hire Reading Coach	Hire a math coach	Select team members Initial training on process
June 2011	Mission, vision and purpose		Gather baseline data	Restructure Schedule of	Math endorsement	

	team Begin staffing for summer school		Leadership team analysis of data Develop PD plan for year	reading classes (6-8) and interv. classes (6-8)	program begins Standards Based Grading Professional Development	
July 2011		Post, screen and select: Parent/community learning coordinator RTI/PBIS Coordinator				
August 2011	Compassionate training (1 day at the Institute) Review plan for mission and beliefs Select materials for extended learning interventions	PD staff for PBIS, classroom management and teaching skills (institute Aug 22-26) Review schoolwide behavior plan (staff, students and community)	Summer institute (4-5 days), all staff (Aug 22-26)		Begin creating common assessments	
September 2011	Screening for at risk students Placement in after-school program	Select PBIS Coach Begin use of SWIS data tracking for behavior	Ongoing training and peer observation (all staff)	Development of an assessment system	Continue creating common assessments Professional development on effective feedback (continued with math coach) K-12 math team meets	Begin development of evaluation template/rubrics
October 2011	Begin After-school program, including transportation	Community PBIS Night	Ongoing training and peer observation (all staff)		Professional development on differentiated instruction	

			Form SBRC Team		(continued with math coach) K-12 math team meets	
November 2011		Evaluation of PBIS implementation, PD for staff, observation in classrooms and consultation with Behavior Leadership Team by consultant	Ongoing training and peer observation (all staff) Initial Standards Based Grading Overview for staff		Continue creating common assessments K-12 math team meets	
December 2011			Ongoing training and peer observation (all staff)		K-12 math team meets	Draft evaluation template/rubrics
January 2012	Review plan for mission and beliefs		Ongoing training and peer observation (all staff) Identify SBRC Pilot Classrooms		Continue creating common assessments K-12 math team meets	Select pilot teachers
February 2012		Evaluation of PBIS implementation, PD for staff, observation in classrooms and consultation with Behavior Leadership Team by consultant	Ongoing training and peer observation (all staff)		K-12 math team meets	Pilot with three classrooms Training for principal (ongoing)
March 2012			Ongoing training and peer observation (all staff) Draft Report Card Standards		Continue creating common assessments K-12 math team meets	Pilot continues

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

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

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

School: _____ **Intervention:** _____

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

Notes:

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

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

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

Math Goal:

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

Reading Goal:

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

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

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

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

The MAP will be administered three times per year: September, January, and May in reading and math. Staff will be expected to begin using formative assessments in September 2011. The principal will organize and facilitate data meetings

in October of each year to analyze MAP and state assessment results and their implications for instruction. Similar meetings will be conducted in January and May of each year after MAP results are available.

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

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

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

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

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

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

	Progress Monitoring (PM)	Common Classroom Assessments		Students
June	Easycbm- Benchmark Testing Fluency and Comprehension	Common Classroom Assessments	LAP End of Year Testing: (Selected Students) Woodcock Johnson – Reading Key Math - Math	All Students

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

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

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

If “No,” continue to Question #8.

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

Not Applicable

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

Not Applicable

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

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

As described earlier (see section 1B above), the first Leadership Team meeting engaged stakeholders in a data carousel to analyze the BERC Audit and STAR Protocol reports, student achievement data in mathematics and reading, and

community contextual data, including the county Health Youth Survey. The first meeting resulted in a clear set of prioritized concerns, and some suggestions for initial goals and potential strategies to attain the goals.

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

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

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

Calendar of meetings and team activities:

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

2/4/11	1-4	Executive Team	#1 Mtg. Strategies & Set Goals: prioritized needs
2/10/11	7:30-9:30	Community Prayer Group	Supt. presented BERC report and grant planning to group
2/11/11	8-11	Design Leadership Team	#2Mtg: Revise Strategies/Goals; Set Action Plans
2/11/11	1-4	Executive Team	#2 Mtg:: Revise Strategies/Goals; Set Action Plans
2/16/11	12:30-3:30	Middle School Staff	Review Grant Plan Components and Detail
2/18/11	8-11	Design Leadership Team	#3 Mtg: Finalize Grant Plans; Prep for Summaries
2/18/11	1-4	Executive Team	#3 Mtg: Review Final Plan to submit to community
2/19/11	7-9	Onalaska Men's Group	Supt. presented BERC report and grant planning to group
2/22/11	3-4	Middle School Staff	Superintendent Presents Grant Plan to MS Staff
2/23/11	5-6	Ex/Design Leadership Team	4th Mtg: Review Plan Prior to Community Forum
2/23/11	6:30-8:00	Ex/Design Leadership Team	Present Plan to the Community
2/24/11	All Day	Sue Roden	Proof read grant for wording/grammar/missing parts
2/28/11	6:00	Supt. to School Board	Presented Grant to the School Board, Approval vote of 5-0
3/2/11		Superintendent	Submit Grant to OSPI via iGrants

APPENDICES

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

Appendix A- District and Community Action Plans



Goal area: District/Community

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

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

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

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

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

and determine appropriate configuration of buildings (i.e., current bell schedule) G5	Leadership Team		evaluate, and determine	for bell schedule and possible connections between middle school and high school
Evaluate and monitor effectiveness of current leadership configuration C1	Superintendent School Board	Annually in May of each Year	Principal Evaluation Criteria	Leadership is provided feedback regarding role and support for school-improvement efforts



Goal area: Extended Learning Time Action Plan

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

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

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

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Select instructors and paraprofessional assistants (math & reading) for summer and school year	principal and leadership team, 21st Century partners	June - Aug, 2011	Supplemental contracts: Teachers Summer \$9,600	Staff are selected

programs (C3, C4, C5, C7)			School yr \$27,000 Paraprofessionals Summer \$1,600 School yr \$9,600	
Select assessment to identify at-risk students (J2, J5, J6, J7, J8)	RTI coordinator, classroom teachers, SST, parents, principal	Sept - Oct 2011	Screening data, different data sources, mtg. time, calendar MAPS, EasyCBM, classroom based assessments	Assessment tools are selected and students are identified for program services
Select supplemental materials (paper and electronic based) (J1, J4,)	Principal, Content instructors	Aug. - Sept. 2011	ESD 113, intervention curriculum, computer lab access (technology)	Resources are identified to supplement student learning in after school program
Create an extended day schedule for at-risk students (B4, I11,)	Principal, Leadership Team, 21st Century partners	Sept. - Oct. 2011	2-3 planning sessions	Schedule is created, students are placed and services begin
Provide students transportation home after school on Activity Buses and for Summer Program (B4)	Transportation Director	September - June 2012 June-July 2012	2 buses \$50,000	Students needing transportation are served.
Evaluate Program effectiveness, and adjust as needed (J8)	Principal, Leadership Team, 21st Century partners, parents, students	Report Card data	Surveys, Classroom generated report cards,	Quarterly assessments, student and family surveys, and report cards will show student learning gains.



Goal area: Clear and Shared Focus

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

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

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



Goal area: Supportive Learning Environment

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

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

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

				Disciplinary records
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Appendix B: School-wide Action Plans



Goal area: School-wide

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

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

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Contract with behavior consultant to provide training, consultation, and evaluation (7 days) to develop the Positive Behavior Intervention System (PBIS). B2, E1-8	Onalaska SD Behavior consultant	14 days April 2011- June 2012	\$10,000	Contract
Establish Dean of Students for Behavior Support position (1.0 FTE, Can be TOSA) to support the principal in PBIS system development. A1-4, B2, C2-5, G1-6	Onalaska SD	2011-2012	\$105,000	Evaluation
Establish Parent/Community Learning Coordinator position (1.0 FTE) to assist students and parents to	Onalaska SD	2011-2012	\$85,000	Evaluation Data on student connections to community service

develop better connections with student learning through social-emotional interventions, parent and family nights for learning supports, extended learning coordination, and other avenues to connect families around learning. A1-4, B2, C2-5, F1-2, G1-6				agencies Data on family involvement Data on parent perceptions Data on student participation in extended learning opportunities
Establish .5 FTE RTI/PBIS Coordinator (Can be TOSA) to direct the efforts in supporting students in the RTI and PBIS intervention programs. This position will dis-aggregate student learning and behavioral data, work with teachers in quick responses to interventions, and will keep parents, students and staff informed on progress. A1-4, B2 C2-5, F1-2, G1-6	Onalaska SD	2011-2012	\$42,5000	Evaluation Data on students achieving academic standards Data on office discipline referrals
Establish Teacher Standards and Expectations for all staff in role-modeling and working with students. G1-6,H1,7,17, I1-11	Principal and all staff	August Summer Institute		Parent Surveys and Spring BERC Audit report
Establish Behavior Leadership Team (BLT). Schedule meetings for 2/month this year, next school year B2,A1-4	Principal BLT	April – June 2011		Schedule
Conduct SET evaluation for baseline discipline referral data; orient staff, student, and community members on PBIS implementation; plan training, consultation with Behavior Leadership Team (BLT). B2-3, G1-6, I1-11, K3-11	Behavior consultant BLT ESD staff OMS staff Students/community	2 days Spring 2011	\$1050 for staff stipends	SET evaluation report Staff sign-in Evaluations Training plan for 2011-2012
Provide professional development for staff on positive behavior intervention system, classroom management, teaching of	Behavior consultant OMS staff	1 day Summer 2011	Teacher stipends to attend training and class costs - \$3000	Staff sign-in Evaluations Schedule for teaching positive behavior to students

behavior to students. B2, G1-6, I1-11, K3-11				
Coordinate PBIS Community Night to provide information to parents and community about positive behavior intervention program. D2-7, G2	Parent/Community Learning Coordinator, RTI/PBIS Coordinator	October 2011		Participant evaluations
Establish Student Leadership Training at OMS. B2 Move to Year 2	RTI/PBIS Coordinator	Sept 2011 - June 2012 Monthly		Student survey Record of activities and participation
Implement PBIS with students. B2-3, D5, G1-6	All staff, RTI/PBIS Coordinator	2011-2012		SWIS reports
Enter office discipline referral (ODRs) data into School-wide Information System (SWIS) and Check-In, Check-Out (CICO). G1-6	Office staff RTI/PBIS Coordinator	2011-2012	SWIS/CICO license \$300	SWIS reports
Convene Behavior Leadership Team (BLT) once per month with agenda to evaluate implementation, problem-solve behavior patterns. B2-3, G1-6	BLT RTI/PBIS Coordinator	2011-2012	\$600 for stipends	Agendas and minutes
Evaluate PBIS implementation using Schoolwide Evaluation Tool (SET2.1) Data Team Meeting Planning for upcoming focus trainings/consults Observe/consult 1 day on teachers with students with challenging behavior Training ½ day for staff B2-3, G1-6, I1-11, K3-11	Behavior consultant BLT RTI/PBIS Coordinator Selected teachers All staff	1 days November 2011 1 day February 2012 1 day May 2012	\$240 substitute \$1050 for stipends	SET evaluation Data team agendas Sign-ins and evaluations of training
Staff will confer with behavior consultant by telephone or other technology available throughout the year. G1-6	Behavior consultant BLT RTI/PBIS Coordinator Administration	8 hours (1 day)		Agenda and minutes
Train RTI/PBIS coordinator	RTI/PBIS Coordinator	1 day		Check-In, Check-

on implementation of Check-In, Check-Out (CICO) system. Implement Check-In, Check-Out (CICO) with students B2-3, G1-6, I1-11, K3-11	Behavior consultant for training (1 day)	2011-2012		Out documents and records
Survey students and parents to determine perceptions of satisfaction with behavior system implementation D1-7, G1-6	Parent/Community Learning Coordinator RTI/PBIS Coordinator	May 2012		Survey report

Appendix C: Classroom/Instruction Action Plans



Goal area: Evaluating Staff

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

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

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Identify the Union Negotiators, other stakeholders, and Administrators to be involved, and set calendar of dialogues for planning H-1	Superintendent Union President WEA	April-May 2011		Teams are set and calendar is agreed upon.
Training for Team in process H-2	Superintendent, Principal, WEA	May-June, 2011	One day of subs and a trainer \$1,200	All understand the needed components of the

				Evaluations
Develop the Evaluation Template and rubrics. H11	Superintendent, Union, Principal, WEA	Sept-January 2011-12	Substitutes (6 days times 4) \$3000	Template completed
Pilot Evaluation Template with 3 volunteer Teachers	Principal, Union, 3 teachers	February-May 2012	One day training for 3 volunteer teachers and a union representative Subs \$500	Teachers are identified and pilot process begins
Training for principal	Principal and External Support Provider	February- Ongoing	3 days of training/support = \$1,500 Online training = \$50/year	Principal is prepared to implement new evaluation system
Review Evaluation Tool with MS teachers H5, 11-12	Principal, Superintendent	May In-service day 2012	1/2 day initial overview with staff Possible external facilitator	Staff report understanding of proposed evaluation tool
Develop plan for those exceeding and those not meeting Performance Standards H16-22	Superintendent, Union, Principal, WEA	February-June 2012	2-3 days for team to create protocols	Update to MOU/MOA to include language related to supports and incentives for staff.
Implement New Evaluation Tool with all Teachers H1-22	Superintendent, Principal	Sept-May 2012- 13	Orientation in Summer Institute 2012	New evaluation system is implemented
Review and adjustment of system as needed	Superintendent, Union, Principal, WEA	May (annually)	Survey of staff, principal report, district evaluation summary	Adjustments of process as needed



Goal area: Instruction

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

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

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Form instructional Leadership Team (A1, A2, A3, F1, F2,	Current Exec Team	February 2011		Team is formed
Choose Framework (We recommend 5Ds) (A4, B1,	Leadership Team	February 2011	Summary of instructional frameworks	Staff agreement with adopted framework
Contact Provider and Develop Implementation Plan (B3, B4, E1, E2, E3, E4, E5, E6	Scott Fenter	End of February	\$15,000/year (Covers expenses for provider’s training and ongoing facilitation (one year)	Contract is issued
Provide an initial awareness training (one day or ½ day) (D4, D6, G2, G4, G5, I1,	Provider	Prior to May		Staff evaluation and feedback after initial training
Gather K-8 Baseline Data (G3,	Provider	Prior to end of school	Survey instruments, trained observers	Data is collected
Analyze baseline data within the 5-D’s, with a focus on learning needs	Leadership Team	Prior to end of school	Baseline reports	Team has determined focus for year based upon

of diverse learners and use of assessment in classroom instruction (D1, D2, I3, K6, K7				initial data collection
Craft support and professional training plan based upon school needs (I1, I3, I4, I7, I9, K3, K4,	Provider and Leadership Team	June, 2011	External Facilitator	Plan is presented to Improvement team and approved
Consider development of new instructional support plan (Differentiation of instruction)(K1, K5, K6)	Leadership Team	June 2011	Research on differentiated instruction and possible training resources	Possible plan is created
Identification and Training of Onalaska Facilitators/Team Leaders (A1, A2, A3, B2, I8)	Leadership Team will identify Provider will provide training	August 2011	Training by provider	Facilitators identified, training provided
Provide second-level deeper overview training (4-5 Days) (I1, I3, I4,K4,	Provider	August Institute	Training by provider and local facilitators. Budget: As part of institute, staff time (4 Days) = $\$250 \times 12 \times 4 = \$12,000$ (spread across other plans)	Staff report a basic understanding of framework
Peer Observation Cycles (I6, I8, I9, I10)	Initially lead by provider, then co-lead by provider and facilitators, then lead by facilitators	3 cycles per year	Release time for staff (3 teams of 4) Substitutes = $4 \times 125 \times 3 = \$1,800$	Staff feedback after training cycle indicates increased understanding of framework.
Learning Team Discussions and selection of Instructional Framework Focal Points (I8, I9, I11, K2	Lead by facilitators	Monthly team meetings	1-2 hour meeting with leadership team	Framework focal points selected
Ongoing Collaboration among team members (I5, I6, I9, K1	Lead by facilitators	Monthly team meetings	PLC time- Either as part of regular staff collaboration, or supported by after school planning time.	Staff application of instructional framework into classroom lessons

Mentoring and Coaching Support for Teachers (I8, I9, K8)	External Coaches	Ongoing as needed (40 days/year?)	Funding for Coach: 40*\$600/Day \$24,000	Coaches selected and support provided as needed
Gather Annual Classroom Data and Prepare Reports (D3,E6, E8, K5, K10)	Provider	Spring of each year	Mid-year and end of year evaluation	Plan continues to move forward, instructional framework is implemented, teacher growth is observed by external evaluators



Goal area: Instruction

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

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

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Identify leadership team (K1,	Current Executive Team	October 2011	Time for first meetings	Team is identified
Provide initial training to staff, “Why change grading?”	ESD 113 Content Specialists	November 2011	3 hours of staff time (release time)	Staff can explain 4 challenges in current grading practices
Purchase support materials, “Transforming Classroom Grading”	Leadership Team	January 2012	12 Books and 3 hours of staff time (early release?)	PLC teams plan for study is created, staff report outcomes of reading
Identify potential ‘First adopters’, and develop support plan	Leadership Team	January 2012	Leadership team meeting agenda (1 hour)	Pilot/core teachers are identified

Define reporting standards	ESD 113 and Leadership Team	March 2012	3 team meetings Participant stipend	Core content report card standards are developed (at minimum)
Determine benchmark assessments aligned with reporting standards	ESD 113 and Leadership Team	April 2012	Support from content area coaches, initial assessment tools 15-20 hours of staff time	Benchmark assessments developed Teachers pilot and apply benchmark assessments
Update Skyward to reflect standards report card (for pilot classrooms)	ESD 113 Student Records Coordinators	May 2012	3-6 hours with student records coordinators	Report card is ready for data entry and printing
Provide training and support to pilot teachers	ESD 113 Student Records Coordinators	January - June 2012	1-3 hours staff time	Staff are prepared to enter report card data
Develop communication plan for parents/community	Leadership team	April 2012	2-3 hours of time with leadership team	Communication materials, website and other resources prepared
Pilot first standards based report card (Math or Reading?)	Leadership Team and Pilot Teachers	June 2012	2-3 hours of support for staff in entry of final standards based 'grades'	Report card is printed
Evaluate pilot project	Leadership Team	June 2012	2-3 hours with leadership team Parent Survey	Feedback is analyzed adjustments are recommended
Develop implementation plan for other classrooms/content areas	Leadership Team	August 2012	2-3 hours with leadership team	Plan is created to expand to other content areas
All hours needed for these actions	Leadership Team Pilot Teachers	October 2011 to August 2012	44 hours for above cells \$,1408	All instructional efforts and plans complete and operational

Appendix D: Mathematics Improvement Plan



Goal area: Mathematics

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

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

Activities: Steps to be taken What will occur? (potential turn around strands)	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
Hire Math Coach (K1, K4, K5, K9, K11, I1, I2, I3, I4, I5, I6, I7 I9, I10, I11, J1, J7, J8, K10, J3, J6)	Scott Fenter/ MS Principal/ ESD	Look at candidates qualifications spring 2011 so that in place by summer 2011	-money to hire a math coach \$45,000 -staff time to observe each other along with the math coach	change in MAP assessment scores, teacher survey, classroom observation changes, student survey
Professional Development on Standards Based Grading (K4, K5, I1, I3, J8)	Math Coach Jamie Niemi and Dave Stingley	start summer of 2011	Staff time \$7000 (2 staff 5 days in the summer and 1 day/month)	MSP assessment results, student monitoring of their goals
Professional Development and Time to Create Common Assessments (K1, K5, K7, I1, I3, I5, I10, I11, J8)	Math Coach Jamie Niemi and Dave Stingley and HS staff	start summer of 2011 and ongoing through school year of 2011-2012	Staff time \$6000 (2 staff-2 days in the summer Math Coach time	Common assessment data
Professional Development on providing effective feedback (K5, K7, I1)	Math Coach Jamie Niemi and Dave Stingley	Coach shares through coaching starting in fall of 2011 and follow ups based on common assessments		common assessment data, observation changes, teacher survey, student survey
Purchase the Measures of Academic Progress (MAP) to provide comprehensive	Principal or Scott	Spring of 2011 to have a student data before school year ends, ongoing	-Purchasing it for each student -training of how to use the data (3 staff- 3days) \$2250	MAP assessment results, student monitoring of their goals

assessment data on students (K5, K7)			-trainer \$1500 \$10./child 180 students total.= \$1800.00 supplies: \$2,000	
Professional Development on how to Differentiate and offer opportunities for double-dipping students (time to re-test and re-learn)-re-evaluate how students are leveled (K6, K8, K9, I1, I3, J1, J2, J4, J7, J8, J3, J6)	RTI team Math Coach	start fall of 2011 and ongoing refinements as common assessments are developed	start fall of 2011 and ongoing refinements of differentiation as common assessments are developed Staff time \$6750 (3 staff-1 day/month) Math Coach (9 days) Math intervention materials: \$15,000 Instructional Aid- LAP funded 1 hr after school remediation staffed (In Extended Learning Plan)	common assessment data, observation changes, teacher survey, student survey
K-12 mathematics committee to manage the transitions between schools and grades and unify the curriculum to know the trajectory of learning (K1, I4, I5, I6, I9, I10, I11, K10)	Math Coach District mathematics staff	Form the committee in spring 2011. Regular meetings starting in the fall 2011 and ongoing with specific focus	-Monthly meetings (6 staff-0.5 day/month) \$6750 Math Coach (4.5 days) -Binders and materials for data \$250 -Online collaborative space (section of Ony website)	common assessment data, observation changes, teacher survey, student survey

Appendix E: Reading Improvement Plan



Goal area: Reading

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

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

Activities: Steps to be taken What will occur?	Who is Responsible? Who is involved? Who will provide leadership? Who will provide work?	Timeline: When will this strategy or action begin and end?	Resources Needed What existing and new resources will be used to accomplish the strategy? (Include \$\$\$)	Monitoring Effectiveness How will we know if this is working?
0.5 Reading Coach (I1, I2, I3, I4, I5, I6, I9, I10, I11, J1, J3, J6, J7, J8, K1, K4, K5, K7, K9, K10, K11)	Principal, ESD staff	Spring 2011	\$45,000	Coach is selected, initial meetings with staff begin
Reading Leadership Team Identified (G1, G2, G3, G6, I1, I3, J1, J3, J4, J6, J7, J8)	Principal, ESD staff, Reading Coach	Spring 2011	1-3 hours (initially)	Team is selected, meeting schedule is created
Reading Curriculum Research/adoption (J1, J2)	Principal Reading/RTI Leadership Team	Spring 2011	Research materials and adoption process 2-3 hours of staff time 1-3 days of substitutes \$ 1,600 Materials adopted \$20,000	Materials are selected, training plan is created
Professional Development for newly adopted reading curriculum (I1, I3, I4, I5, I6, K1, K4, K5, K7)	Principal Reading/RTI Leadership Team	Spring/summer 2011	Staff training time- 20 hours initially (coaching to follow) \$2,500	Introductory training provided
Restructure the schedule for a reading classes (B4, D4, D5, I11, J2, J7, K2)	Principal Reading/RTI Leadership Team	Fall 2011	2-3 hours for leadership team	Course schedule is created
Develop an assessment system including, intensive, strategic and benchmark students (I1, I3, I5, I10, I11, J8, K1, K5, K7)	Reading Leadership Team	Spring 2011	\$ for subs: \$2,500 *Meet 4 times per year	Assessment plan is created, recommendations for assessment tools, initial training plan is developed
Adopt Intervention	Reading Leadership	Spring 2011 - fully	\$15,000	Intervention

curriculum: Corrective Reading (J1, J2)	Team	implemented Fall 2011		materials are adopted
Professional Development for Corrective Reading (I1, I3, I4, I5, I6, K1, K4, K5, K7)	Principal Reading Leadership Team	Spring 2011	PD supplied by SRA staff (June 2011) Corrective Reading Teacher/Student materials	Placement Tests/Progress monitoring
Restructure the schedule for RTI classes (D4, D5, I11, J2, J7, K2)	Principal and Reading Leadership Team	Spring 2011	2-3 hours of leadership team planning time	Schedule is created
Use of placement/monitoring assessments and data for Corrective Reading (I1, I3, I5, I10, I11, J8, K1, K5, K7)	All reading/intervention teachers	Spring 2011 - fully implemented Fall 2011	Staff time- 6 hours, supported by coach	Assessments completed, students are placed in initial groups

SECTION C: BUDGET

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

Instructions:

1. Summary of the Proposed Three-Year Budget

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

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

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

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

Proposed Three-Year Budget - Amounts

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

Totals	N/A	N/A	\$0	\$0	\$0	\$0
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Proposed Three-Year Budget - Narrative

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

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

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

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

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

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

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

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

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

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

District: _Onalaska School District, Onalaska Middle School

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

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

Summary of Review

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

Audit Overview

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

Models Reviewed

Transformation – recommended option by Audit

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

Performance and Demographics

Reading and Math Three Year Proficiency and Improvement Rate

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

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

Strengths

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

Issues

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

Technical Assistance

ESD 113 assisted Onalaska with preparation of plan

Brief Summary of Plan/Strategies:

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

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

Goals as stated in the Plan:

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

State Board of Education Assessment:

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

SBE Comments:

District selected the transformation model

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

SBE Comments:

Yes, adequate

District/LEA	Yr 1 Actual 40%	Yr. 2 Proj. 35%	Yr. 3 Proj. 25%	3 Year Total	Student Enrollment	PPE Yr 1
Onalaska SD (10%)	\$71,513	\$62,574	\$44,695	\$178,782	198	\$3,612
Onalaska MS	\$643,621	\$563,168	\$402,264	\$1,609,053		
Onalaska Total	\$715,134	\$625,742	\$446,959	\$1,787,835		
Onalaska Request	Yr 1 Request	Yr 2 Request	Yr 3 Request	3 Year Total		\$4,720

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

3. RAD Plan:

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

SBE Comments:

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

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

Page 5

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

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

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

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

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

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

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

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

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

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Onalaska Plan (italics indicates the text is directly quoted from the plan)
<p>in place, staff members' efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.</p>	<p>clearer.</p> <p>By the end of three years is too late for the work to be done. Needs to be more specific about the action planning process. This is not a planning grant – more realistic set of strategies and a clearer plan for increased instructional time. When will the daily schedule be changed? Sounds like it will be figured out after the grant is awarded.</p>	<p><i>development through mentoring and coaching, a school-wide approach to improving behavior, and district partnerships to more fully engage with the community.</i></p> <p><i>Small rural school districts, such as Onalaska, lack the support resources of larger districts. Our strengths in small schools are in our ability to bring about rapid change, to build meaningful relationships with students and community members, and to personalize the learning experience for all learners. Our challenges tend to be related to limited community resources and having few individuals within the system with full-time responsibility for monitoring and managing the complexities of implementation of improvement efforts. For example, Onalaska is an unincorporated community in Lewis County. As a result we have no formal local government with whom we can partner. Additionally, the superintendent, as the only certificated person in the district office, must manage the district and lead these proposed instructional improvement efforts.</i></p>
<p>2. Access support to develop a Comprehensive Human Resource Management System. Onalaska School District personnel have had difficulty recruiting staff members to their community, and the task of creating a new teacher evaluation system stalled because it was “too overwhelming.” We recommend the district access support to develop a Comprehensive Human Resource Management System to deal with the two issues and to identify additional means the district can support administrators and teachers through the Transformation process. Additional areas to explore include induction and mentoring, self-assessment and</p>	<p>No.</p> <p>There doesn't appear to be a specific plan for recruiting and hiring new teachers. Overall this part of the plan is not specific enough. Readers were concerned that there may not be sufficient staff capacity once the contractors leave in three years.</p> <p>It was not clear when the new evaluation system will be implemented. Need details on this as this is an important component.</p> <p>This MOA will describe a new</p>	<p><i>Page 6</i> <i>The District will adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with this work. This new model will promote high expectations for all personnel and will hold them individually and collectively accountable for improved outcomes of students. MOU's are negotiated with the union to establish clear expectations for required training and for future evaluations. These are uploaded as separate documents.</i></p> <p><i>Page 9</i> <i>We believe that by working together we can help improve student and parent involvement in the educational process.</i></p> <p><i>Strategies:</i></p> <ol style="list-style-type: none"> <i>1) Increase parent involvement and skills in supporting their child's education.</i> <i>2) Establish a district-wide process to develop mission/vision statements.</i> <i>3) Provide school-wide and targeted interventions to address non-academic barriers to learning.</i> <i>4) Adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with</i>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Onalaska Plan (italics indicates the text is directly quoted from the plan)
evaluation, and recognition and retention.	more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, involvement, and participation in student advisories.	<p><i>this work.</i></p> <p><i>Page 13</i> <i>Immediate priority in the action planning process will be placed on developing a Memorandum of Agreement (MOA) between the Onalaska School District and the Onalaska Education Association. This MOA will describe a new more rigorous teacher competency model and new expectations of teachers regarding peer collaboration, professional development, involvement, and participation in student advisories. The MOA also will include a specific timeline for developing a new staff evaluation system, new personnel recruitment system, a new teacher compensation plan, and modification of the collective bargaining agreement. The timeline will ensure that all new systems and plans will be in place for the 2012-13 school year.</i></p> <p><i>Page 14</i> <i>There will be revisions to the collective bargaining agreement with the teachers' union and to staff recruitment, compensation, and evaluation policies of the district. These revisions will allow the district to maintain higher expectations for all Onalaska Middle School administrators, staff, and support staff, and to more effectively hold them accountable for meeting these standards. These recruitment and compensation revisions will also allow the district to expand its pool of applicants, making it more likely that skilled administrators, teachers, and other staff can be placed in the school.</i></p>
3. Set high academic expectations. OMS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. We recommend staff members work together to identify the highest level of expectations possible for OMS students and develop common	No. There is no clear plan for staff to work together to identify high expectations for ALL students and develop common language around those expectations. There was no mention of opportunities for students to take advanced classes. The responsibility for setting high	<p><i>Page 6: new instructional principal competencies:</i> <u><i>The Following are key competencies and expectations used for candidate consideration:</i></u> ➤ <i>An ability to signal and communicate change with clear purpose.</i> ➤ <i>Able to put forth the message that business as usual will not be accepted.</i> ➤ <i>Demonstrates skills as a dynamic instructional leader who is visible in the classrooms.</i> ➤ <i>Creates continuous high expectations for staff and students.</i></p> <p><i>Page 6: K-5 principal</i> <i>With these concerns in mind, the School Board and District recognized that our current K-5</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	Onalaska Plan (italics indicates the text is directly quoted from the plan)
<p>language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for students to take advanced classes. We recommend staff members identify high-achieving middle schools with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported.</p>	<p>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>Do not see a plan for staff to work together to identify high expectations for students and develop common language around those expectations. No opportunities for students to take advanced classes. Responsibility for high expectations seems to lie exclusively with the K-8 principal. This may be too big of a job for one individual principal to cover both the elementary and middle schools, and specifically how will high expectations be built with staff?</p>	<p><i>Principal has been fully succeeding in all of the above competencies in her building, where in one year she has established a turnaround school. In the first year she successfully moved her building from not making AYP to the first year of Safe Harbor. She signaled this change with clear focus on intense use of RTI, careful data monitoring, Professional Learning Communities, and promotion of teacher-leaders within each grade. She has maximized all resources to target instructional improvement. She has developed an atmosphere of shared leadership and accountability for change. She has consistently addressed unsuccessful teaching behaviors. She has clearly established high expectations for all staff and students.</i></p> <p>Page 13 <i>The high school principal will work closely with the middle school principal and staff to find ways to allow students in the middle school to benefit from CTE and other high school classes that will afford middle school students expanded career experience and challenging coursework.</i></p>
<p>4. Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing. Aside from the math program, teachers and administrators report curricular materials are outdated, lessons are not aligned to the state</p>	<p>No.</p> <p>The timeline is not aggressive enough for rapid turnaround. Many things are scheduled to be completed by the end of the three year grant. There was no description of a gap</p>	<p>Page 14</p> <p>4) <i>Curriculum and supplemental materials will be in place to properly support all students prior to funding end. In addition, the curriculum will be vertically aligned in K-12 during the 3-year period.</i></p> <p>5) <i>The math, reading, and instructional leadership teams will work closely with elementary and high school staff to make sure that children come up from the elementary maximized for learning, and then</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	Onalaska Plan (italics indicates the text is directly quoted from the plan)
<p>standards, and there are not enough textbooks for all students. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.</p>	<p>analysis for reading and math. We highly encourage the District to adopt curricula and instructional materials that are aligned to the standards early in the process, not at the end. Not a rapid enough timeline - will be done by the end of the three-year grant? By the end of the funding is not soon enough.</p> <p>“RTI will be integrated into the daily practice by the end of the three years...”</p> <p>No gap analysis offered.</p>	<p><i>arrive at the high school with the acquisition of expected skills and learning.</i></p> <p><i>Page 15 planned activities:</i> <i>Adopting 6-8 reading curriculum</i> <i>Intervention PD and purchase</i> <i>Curriculum adoption and PD for chosen core.</i></p>
<p>5. Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices. The frequency of instructional practices aligned with research-based principles of learning is fairly low at OMS, and some teachers acknowledged a need for and interest in training focused on instruction. We recommend that administrators and staff be provided with professional development focused on instruction that strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a</p>	<p>Yes.</p> <p>How are they developing capacity within the current staff?</p> <p>Glad to see focus on differentiation.</p>	<p><i>Page 9-11</i> <i>The classroom instruction action plan is focused on creating common practices among teachers that will support increased levels of student engagement in classroom learning activities. The plan includes: contracting with recognized experts in the field to provide training and ongoing support; providing time for teachers to observe each other and talk about what they are learning; and specialized training for a select group of teacher leaders. Our belief is that by focusing on improving teacher instructional practice we will help reduce student off-task behaviors, increase student engagement in classroom learning, and raise standards for all students in all content areas.</i></p> <p><i>We also believe teachers need to have professional development that will help them change their classroom practice and learn how to differentiate instruction so that students can be challenged at the level of instruction they need. Finally, our plan will include support for changing current grading practices across all content areas. We feel the move toward</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	Onalaska Plan (italics indicates the text is directly quoted from the plan)
<p>consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them together after implementation.</p>		<p><i>standards-based grading, as described in the reading and mathematics reports, would be appropriate for all subject areas.</i></p> <p><i>The Instructional Goal is "To improve instruction K-12, with a middle school focus, as measured by the Powerful Teaching and Learning STAR Protocol. Our target is for 90% of classrooms to be aligned with Powerful Teaching and Learning by 2014."</i></p> <p><i>Strategies:</i></p> <ol style="list-style-type: none"> <i>1) Adopt and fully implement the UW 5-Dimensions Instructional Framework K-12.</i> <i>2) Provide training in how to best meet educational needs of diverse learners (all students).</i> <i>3) Ensure professional development and implementation of standards-based assessment and grading.</i> <p><u><i>Reading:</i></u></p> <p><i>The reading action plan centers around Response to Intervention (RTI) and the improvement of middle school reading curriculum, instruction, and assessment. Reading is the key to being successful in all other classes, and we believe increasing student reading skills and student enjoyment of reading will have far-reaching effects in each student's life.</i></p> <p><i>RTI is a systematic method to ensure that each student is receiving reading instruction at the level s/he needs. The middle school will implement an RTI program in September 2011. This is based on research collected by the Reading Leadership Team in Spring 2011. A new classroom reading program will be adopted at the middle school. In addition, other programs will be purchased to help students with specific needs in comprehension, decoding, and reading fluency. Teachers will be trained in the new programs and shown how to analyze student reading data and use it to change their instruction. A half-time reading coach will be hired to help teachers teach the programs as they were designed and to facilitate teachers working together to better their teaching practices.</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	Onalaska Plan (italics indicates the text is directly quoted from the plan)
		<p><i>Strategies:</i></p> <ol style="list-style-type: none"> 1) <i>Adopt Curriculum, assessment and instructional reading model that is aligned to state standards and will provide meaningful feedback to students.</i> 2) <i>Implement RTI in Reading</i> 3) <i>Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.</i> <p><u><i>Mathematics:</i></u></p> <p><i>The Mathematics goal is to improve our middle school students' understanding of mathematics resulting in 61.7 percent of 6th grade, 65 percent of 7th grade, and 59.2 percent of 8th grade students meeting standard on the Washington State Measure of Student Progress (MSP) by 2014.</i></p> <p><i>To improve our students' understanding of mathematics our plan centers on the use of standards-based grading and the creation of common assessments aligned with the state performance expectations to evaluate students on what they know. Detailed knowledge of what the students know in light of the standards provides the teachers with consistent opportunities to provide strong feedback to students regarding their mastery of standards and content. The middle school will implement this change in September of 2011. In addition, Corrective Mathematics and the Measures of Academic Progress will be purchased to help differentiate learning and offer opportunities for students to receive additional instruction in Mathematics.</i></p> <p><i>Professional development and collaboration of our teachers is vital to the success of our students' achievement in mathematics. We are starting a K-12 mathematics leadership committee to help align the curriculum and build a shared understanding of how students learn mathematics and to ensure all students are receiving instruction aligned with the State standards. Also, two of our middle school teachers will earn additional mathematics endorsements to strengthen their preparation and further support our mathematics program. Finally a half-time mathematics coach will be hired to identify appropriate professional development, model classroom lessons, provide</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	Onalaska Plan (italics indicates the text is directly quoted from the plan)
		<i>feedback to teachers on classroom instruction, and guide and direct the K-12 mathematics committee.</i> <i>Strategies:</i> 1) <i>Use standards based grading, and create common assessments that are aligned with state performance expectations to provide feedback to students regarding each student's mastery of content.</i> 2) <i>Establish a K-12 Math Leadership Team to align curriculum and build a shared understanding of student learning benchmarks.</i> 3) <i>Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.</i>
<p>6. Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students. A few staff members noted the need to use data to identify students in need of assistance and to modify instruction, but the staff has had little experience in this area. Assessment data should be utilized for more than monitoring/tracking student progress and placing them in remediation. It can be used to find supports for struggling learners, to design accelerated activities for advanced learners, and to re-teach concepts when students have not mastered the material. We recommend staff receive training in collecting, analyzing, and using student performance data to inform their own instruction as well as monitor student progress.</p>	<p>Yes, however this is a capacity issue. How will current staff build their expertise?</p> <p>The plan seems to be all remediation focused and nothing about highly capable learners.</p>	<p><i>Page 6 – new principal competencies: Ability to lead in the use of student data for determining gaps of instruction and in the student learning.</i></p> <p><i>Page 7</i> RESPONSE TO INTERVENTION (RTI) FACILITATOR: <i>An individual will direct all of the efforts in supporting students in the RTI program, which is already in a beginning stage. This person will dis-aggregate student learning and behavioral data, work with teachers in quick responses to interventions, and keep parents, students and staff informed on progress.</i></p> <p>EXPERT COACHES IN READING, MATH AND GENERAL INSTRUCTION: <i>These positions will work closely with the principal, RTI facilitator and building leadership team to provide ongoing professional development and coaching, and to support the alignment of PK-12 curriculum with state standards. The coaches will also provide assistance in developing and implementing formative assessments that will provide data to guide instruction and increase student learning. These positions will be in partnership with Morton School District, the RAD district immediately east of Onalaska. The coaches will be supported in their roles by ESD 113 staff.</i></p> <p><i>Page 10</i> <i>RTI is a systematic method to ensure that each student is receiving reading instruction at the level s/he needs. The middle school will implement an RTI program in September 2011.</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	Onalaska Plan (italics indicates the text is directly quoted from the plan)
		<p><i>The middle school will implement an RTI program in September 2011. This is based on research collected by the Reading Leadership Team in Spring 2011. A new classroom reading program will be adopted at the middle school. A new classroom reading program will be adopted at the middle school. In addition, other programs will be purchased to help students with specific needs in comprehension, decoding, and reading fluency. Teachers will be trained in the new programs and shown how to analyze student reading data and use it to change their instruction. A half-time reading coach will be hired to help teachers teach the programs as they were designed and to facilitate teachers working together to better their teaching practices.</i></p> <p>Page 13 <i>The professional development blueprint will include skill development that will be monitored for continued and improved use by all staff through both internal and external observers and coaches. Key features are:</i></p> <ul style="list-style-type: none"> • <i>Align their routine instructional practices around a common pedagogical framework (Powerful Teaching and Learning STAR protocol) and the state standards.</i> • <i>Incorporate proven best practices (Powerful Teaching and Learning) into their instruction.</i> • <i>Make regular and effective use of student assessment data for instructional decisions.</i> • <i>Work effectively with their peers in the school to continuously revise their instructional practices to address emerging needs of their students.</i>
<p>7. Develop structures and processes to support meaningful collaboration. OMS staff currently has common planning time that is unstructured and often not effectively used. Additional training and guidance is needed as they learn to use collaboration effectively. We recommend onsite professional development and coaching to help</p>	<p>Yes, but there is not much evidence of structures or processes to support collaboration. When will collaboration occur? On what topics? Who will lead the process? Who checks to see if it is happening? They want time for collaboration, but no structure and</p>	<p>Page 11 <i>Professional development and collaboration of our teachers is vital to the success of our students' achievement in mathematics. We are starting a K-12 mathematics leadership committee to help align the curriculum and build a shared understanding of how students learn mathematics and to ensure all students are receiving instruction aligned with the State standards. Also, two of our middle school teachers will earn additional mathematics endorsements to strengthen their preparation and further support our mathematics program. Finally a half-time mathematics coach will be hired to identify appropriate professional</i></p>

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<p>teachers develop collaborative teams. These teams should share and critique lessons, visit each other's classrooms, and support each other in improving their instructional practice.</p>	<p>process to support it being meaningful. No discussion of collaborative teams.</p>	<p><i>development, model classroom lessons, provide feedback to teachers on classroom instruction, and guide and direct the K-12 mathematics committee.</i></p> <p><i>Strategies:</i></p> <ol style="list-style-type: none"> <i>1) Use standards based grading, and create common assessments that are aligned with state performance expectations to provide feedback to students regarding each student's mastery of content.</i> <i>2) Establish a K-12 Math Leadership Team to align curriculum and build a shared understanding of student learning benchmarks.</i> <i>3) Collaborate with the teachers in the extended learning program after school regarding support for Student Learning Plans.</i> <p><i>Page 14</i></p> <p><i>There will be changes in the class schedule to allow greater and more focused instruction in core subjects, including literacy and math. Changes will be made in the annual calendar to promote time for regular peer collaboration by teachers on pedagogy and instruction.</i></p>
<p>8. Fully implement PBIS. OMS staff spent time and resources to consider, adopt, and be trained in the PBIS program and initially staff, parents, and students reported changes in behavior. Without full commitment to the teacher, administrator, and parent actions required by the program, its power is diluted and the program becomes ineffective. We recommend that all staff members receive follow up training in PBIS. Further, we recommend that parents be invited to attend these trainings as well, to better inform them of their responsibilities in helping to address the behavior issues at the school. Staff members may also wish to investigate existing</p>	<p>No.</p> <p>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</p>	<p><i>Page 9</i></p> <p><i>Review of student and parent survey data, behavioral incident reports, and the Healthy Youth Survey indicates the need to promote a more supportive learning environment at Onalaska Middle School. The focus of the school-wide plan is on clarifying student behavior expectations, teaching positive behavior to students, rewarding students who engage in positive behavior, and implementing the behavior system consistently in all classrooms and settings. In addition, the BERC report clearly identifies the need to establish more supportive and caring staff interactions toward students.</i></p> <p><i>Activities include targeted professional development for all staff and the creation of a position for a Dean of Students to assist with positive student behavior. A Parent/Community Learning Facilitator (shown under "District-Community") will assist students and parents to improve connections with student learning through social-emotional interventions, parent and family nights for learning supports, extended learning coordination, and other avenues that connect</i></p>

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<p>programs to see how PBIS has been implemented at other schools.</p>	<p>implementation of the PBIS plan should be a priority and include monitoring teacher behavior as well as students.</p>	<p><i>families around learning.</i></p> <p><i>Strategies:</i></p> <ol style="list-style-type: none"> <i>1) Build on and fully implement Positive Behavior Intervention System.</i> <i>2) Establish focused professional development for staff in promoting compassionate and supportive learning environments.</i> <i>3) Develop shared leadership towards improving learning, collaboration, and accountability.</i> <p><i>Page 12</i></p> <p><i>At the school-wide level, the district will be engaging with professional developers and systems leaders who have a proven record of transformation in the area of Positive Behavior Interventions Systems. When funded, our grant will provide the resources necessary for our school staff to receive training, technical assistance, and ongoing support from Dr. Flint Simonsen in the area of PBIS. Dr. Simonsen is an Associate Professor of Counseling, Educational and Developmental Psychology at Eastern Washington University. He has worked extensively with over 100 schools in Washington in their efforts to implement school-wide positive behavior support, and has worked closely with schools in the ESD 113 area.</i></p> <p><i>Page 21</i></p> <p><i>To monitor progress on our school climate/behavior work-plans, the District will review information from three sources to determine if students are meeting goals to promote an environment that is supportive of learning. Office discipline referrals will be reviewed on a monthly basis by the Behavior Leadership Team to determine if disciplinary incidents are decreasing and analyze patterns of student behavior that may call for adjustment in the positive behavior plan. The results of student and parent perception surveys will be examined each spring to determine whether students and parents perceive that students are more respectful of each other and teachers are enforcing school rules fairly. The School-Wide Evaluation Tool (SET 2.0) will be administered each spring to provide information on progress toward implementation of a comprehensive system of promoting positive behavior among students.</i></p>

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<p>9. Develop and expand connections to families and community. OMS has a set of active parents that participate in most of the school's activities and then a set of parents that are not often seen. This is not uncommon in schools. We recommend that OMS staff use the parent responses to the Family Survey as a jumping off point for learning more about what parents and the community need from the school in order to participate. In addition, more attention to getting the PTSA up and running with an active president may help to attract more parents and develop relationships with organizations that may support the school. Getting kids involved in encouraging their parents to attend school functions and PTSA meetings may also be effective, given the experience OMS had with student-led conferences. When students pressured their parents, their parents came.</p>	<p>Yes, although they did not address how to learn what parents and the community need from the school in order to participate.</p>	<p><i>Page 9</i> <i>The district/community action plan is to bring students, parents, teachers, and community members together to create a plan to address issues of compassionate classrooms, learning barriers, and community and parent involvement in order to create a clear and shared focus across the Onalaska School District.</i></p> <p><i>This plan includes renewing and extending the Onalaska School District mission and belief statements. We will be expanding opportunities for parent involvement by hiring a Parent-Student Learning Support Facilitator to help parents support their child's education and address non-academic barriers to student achievement.</i></p> <p><i>We believe that by working together we can help improve student and parent involvement in the educational process.</i></p> <p><i>Strategies:</i> 1) <i>Increase parent involvement and skills in supporting their child's education.</i> 2) <i>Establish a district-wide process to develop mission/vision statements.</i> 3) <i>Provide school-wide and targeted interventions to address non-academic barriers to learning.</i> 4) <i>Adopt a new competency model to align personnel recruitment, induction, evaluation, professional development, and retention with this work.</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
MAP, MSP/HSPE, staff generated curriculum specific formative assessments, Gates MacGinitie, various placement tests.

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

SBE Comments
OSPI verified that a public hearing was conducted.

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

SBE Comments

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

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

SBE Comments

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

Onalaska

Plan Feedback Response State Board

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

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

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

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

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

- e. **Provide ongoing professional development and coaching for instructional leaders and classroom teachers in effective classroom practices:** The Onalaska plan will include support by instructional coaches in the areas of mathematics, reading and implementing the instructional framework. Additionally the school leaders will be supported by school improvement staff at ESD 113. The role of the coaches will (among other activities) be to provide follow-up to initial training, facilitate curriculum and assessment alignment strategies, and to provide mentoring and coaching in classrooms regarding effective practices. (*See response to question 1c and Appendices D and E for further evidence.*)
- f. **Train staff members to use student data to inform and differentiate instruction to meet academic needs of individual students:** The plan includes partnership with ESD 113's research and evaluation division to assist staff in the gathering, presentation, and analysis of student data. The instructional coaches will also provide ongoing support on the role of differentiation in the classroom, while the Response to Interventions system will provide a framework for differentiation within the school system. (*See response to question 3e and 5a for further evidence.*)
- g. **Develop structures and processes to support meaningful communication and collaboration:** Coaching is a major component of the Onalaska plan. The coaches will initially facilitate, but eventually only support, teacher teams in the areas of RTI, reading and mathematics improvement. Teachers and school leaders will be equipped with tools to establish team norms, build protocols for collaboration and develop structures for decision-making by the coaches and ESD staff. (*See 3a for examples of staff collaboration.*)
- h. **Fully implement a PBIS:** The Onalaska RAD Plan include a focus on implementing Positive Behavior Interventions and Supports (PBIS), a well researched and well supported model for clarifying and rewarding student behaviors. The PBIS model will include ongoing training for the school team, and will result in a comprehensive PBIS model's implementation at Onalaska. The district is contracting with an external expert for training of PBIS leaders and to conduct ongoing training and to provide feedback regarding PBIS in Onalaska. (*See response to question 3b for further evidence.*)
- i. **Develop and expand connections to families and community:** The Onalaska team used the parent and community survey as part of our

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

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

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