

School and Classroom Practices Study for Required Action Districts

Soap Lake Middle and High School
Soap Lake School District
January 26 and 27, 2011



School and Classroom Practices Study for Required Action Districts

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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Soap Lake Middle and High School School and Classroom Practices Study

Introduction

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

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

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

Evaluators obtained information during a site visit on January 26 and 27, 2011. Approximately 48 people, including district and building administrators, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, evaluators conducted 15 classroom observations to determine the extent to which Powerful Teaching and Learning™ was present in the school. Finally, evaluators accessed additional information about the school and district, including school and district improvement plans, collective bargaining agreements, salary allocation model, student achievement data, and additional school documents.

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

Required Action Districts

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

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

Intervention Models

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

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

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

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

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

District Level Findings

District Overview

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

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

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

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

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

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

Challenges to Implementing the Intervention Models

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

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

The transformation model addresses areas critical to Soap Lake Middle School and High School's improvement (as described in the recommendations at the end of this report): developing teacher and principal leader effectiveness, implementing instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility

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

School and Classroom Level Findings

School Overview

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

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

Table 1.
School and District Demographics³

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

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

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

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

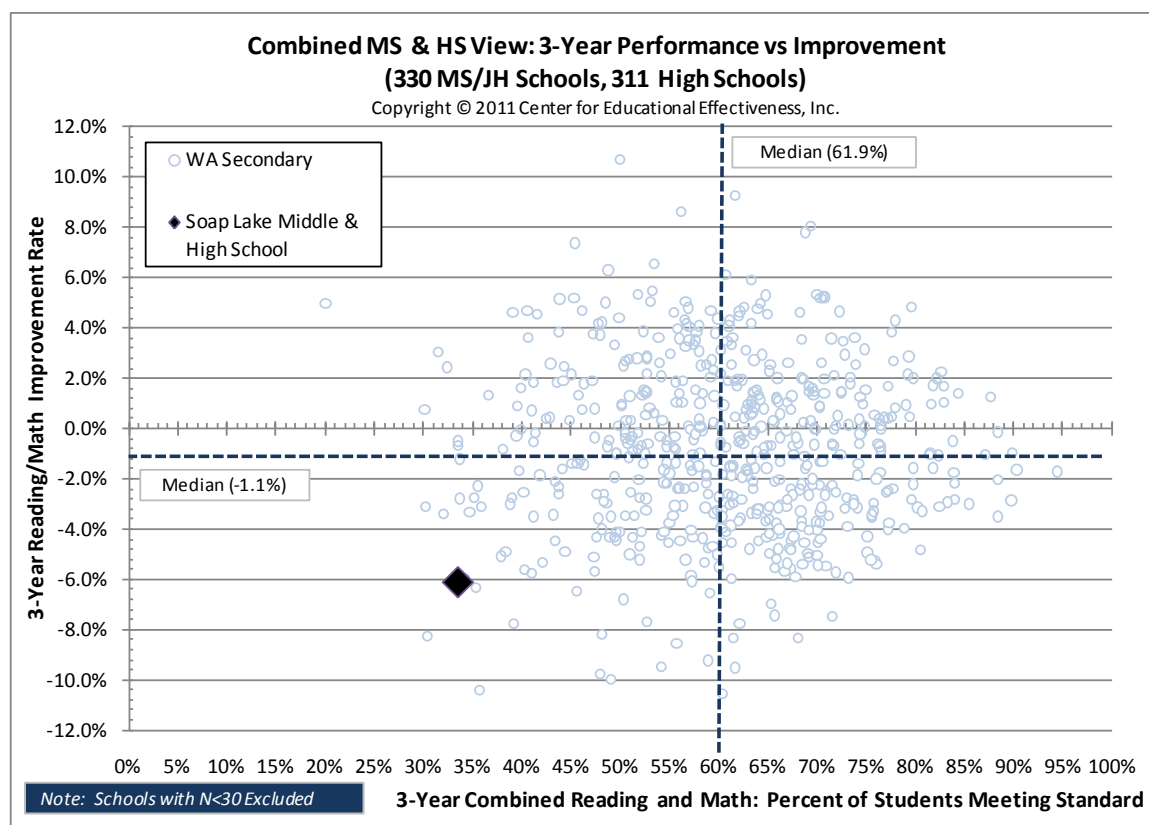


Figure 1. Combined Reading and Math Improvement and Performance

Table 2.

Reading and Math Three Year Proficiency and Improvement Rate

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

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

High School Outcomes Data

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

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

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

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

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

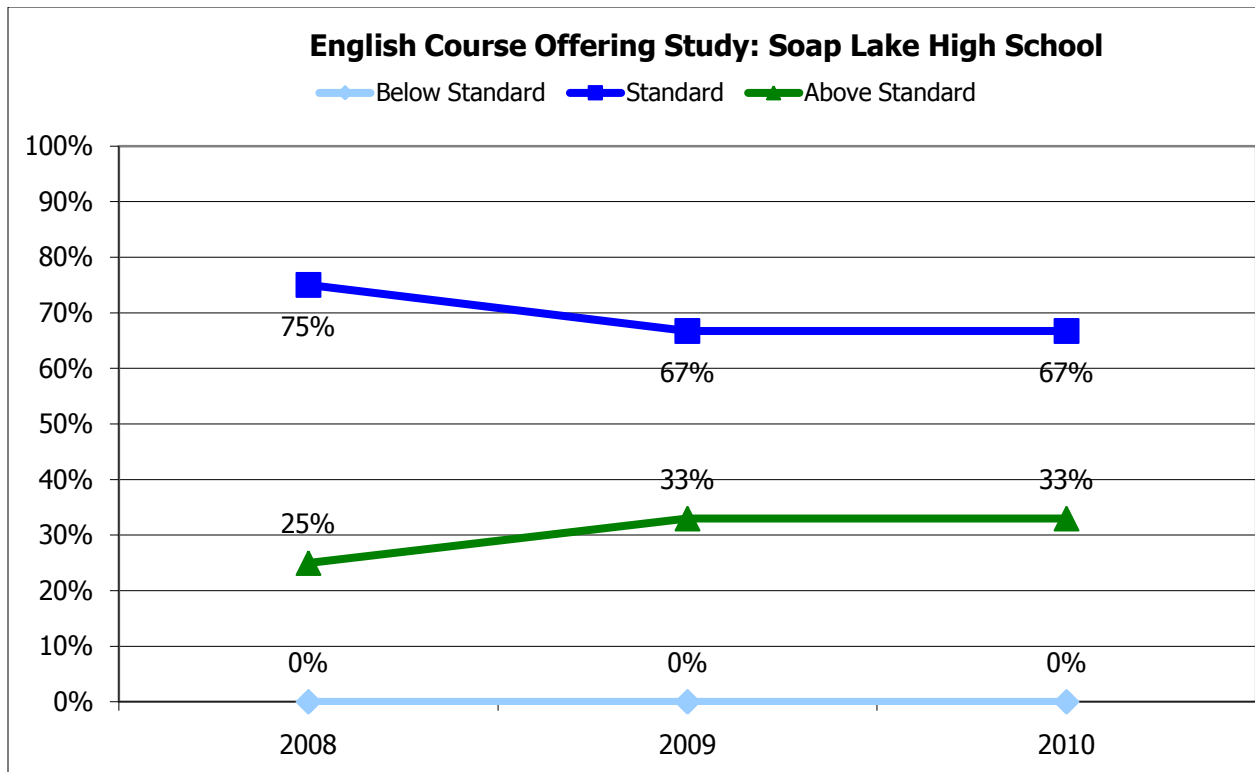


Figure 1. English Course Offering Patterns

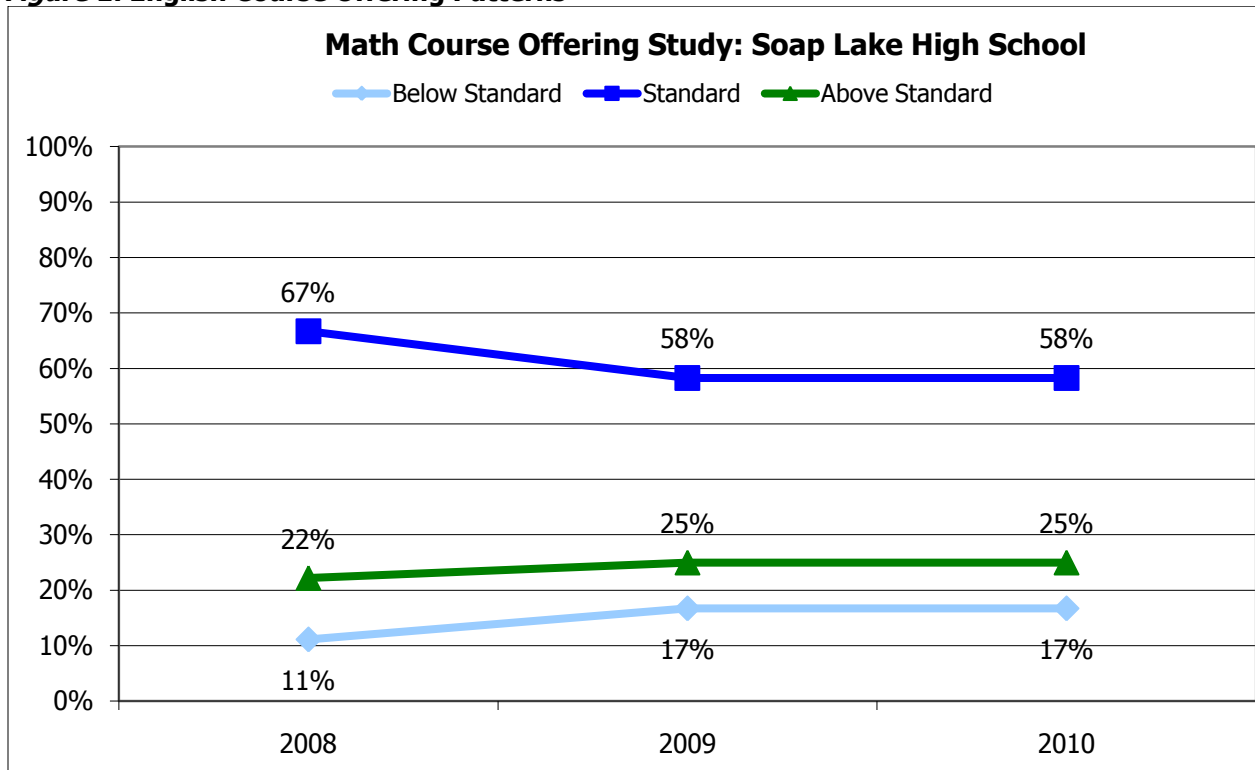


Figure 2. Math Course Offering Patterns

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

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

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

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

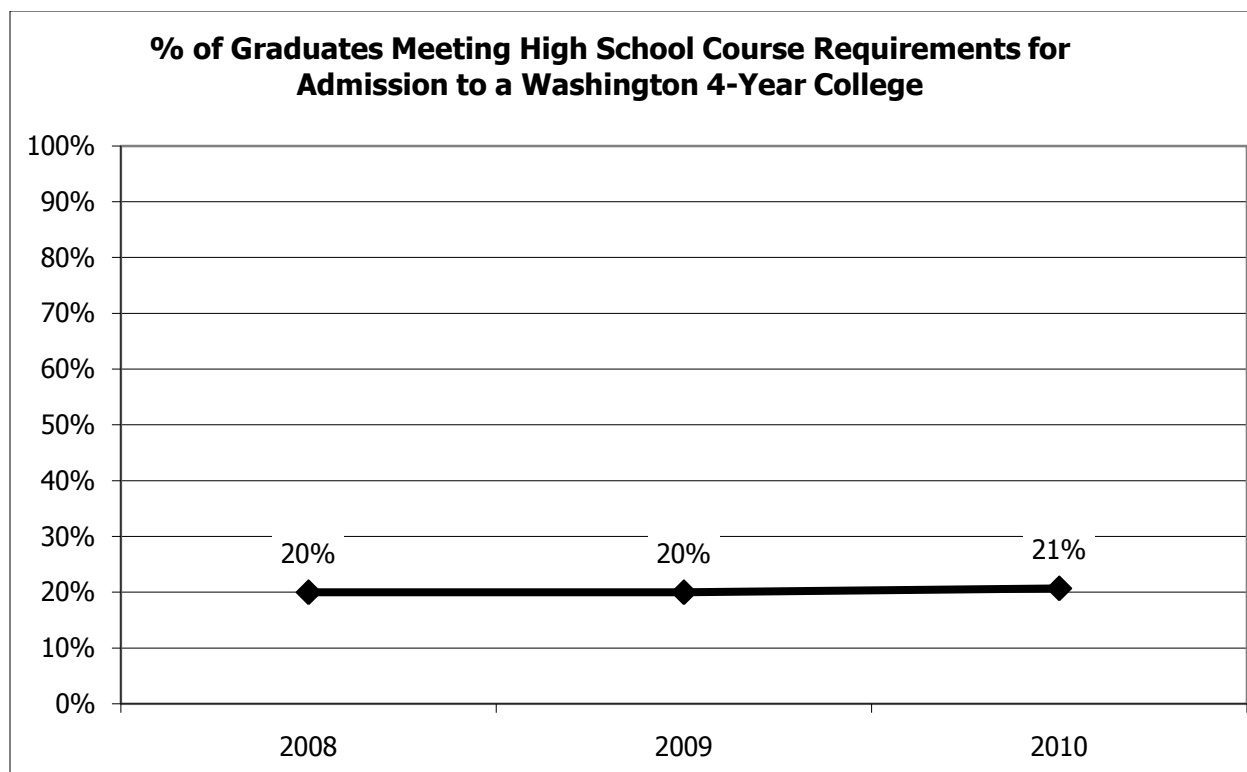


Figure 3. Percent of Graduates Meeting High School Course Requirements for Admissions to a Washington 4-year College

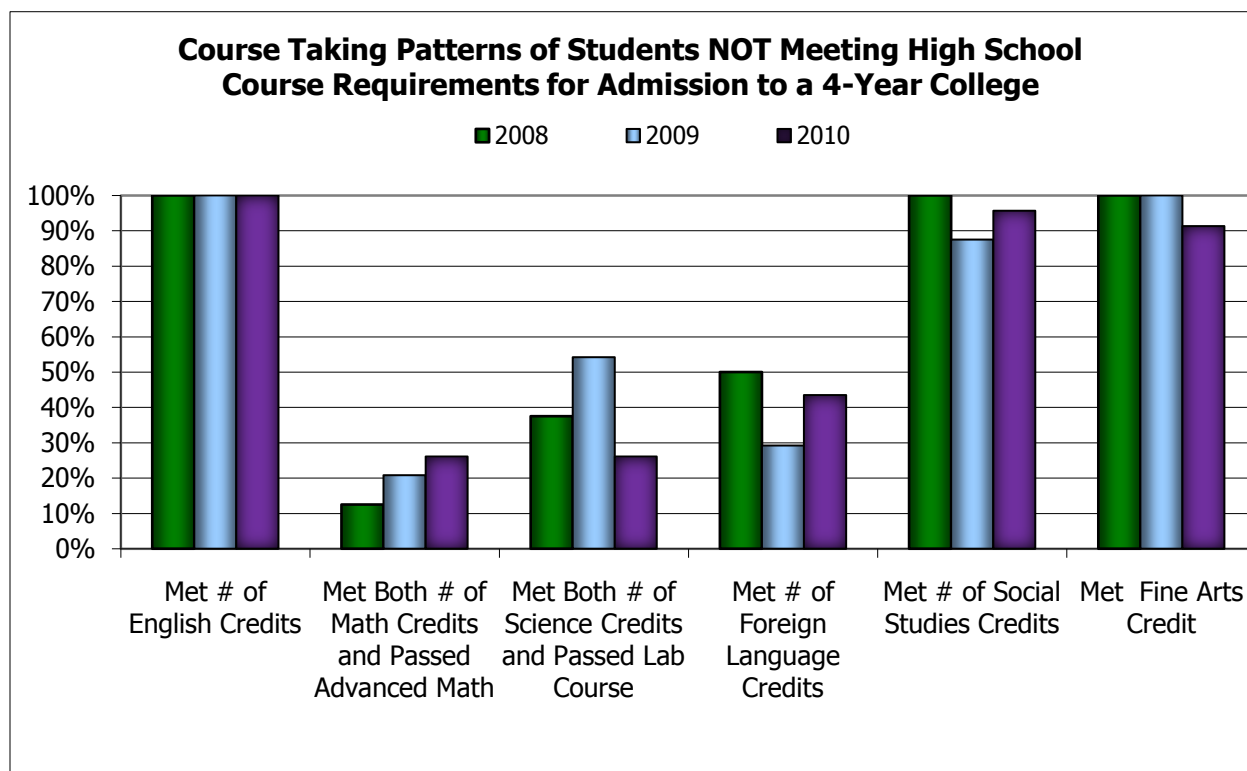


Figure 4. Course Taking Patterns of Students NOT Meeting High School Course Requirements

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

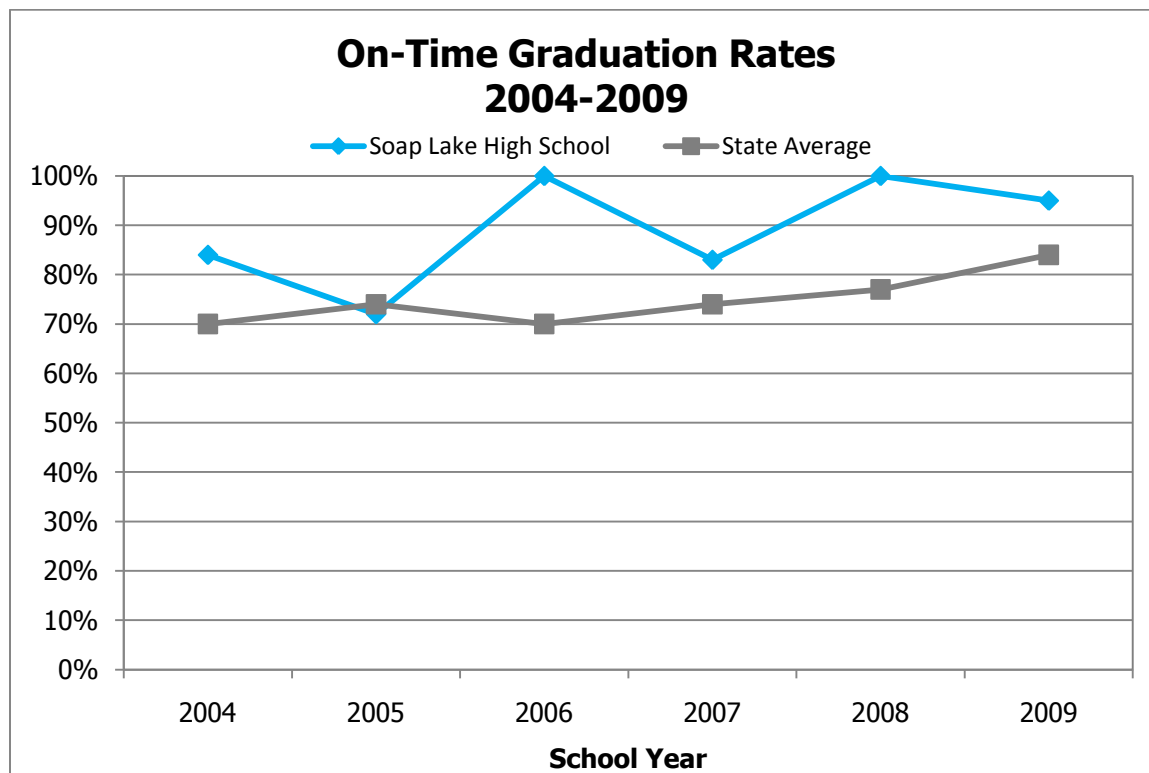


Figure 5. Graduation Rates 2004 – 2009

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

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

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

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

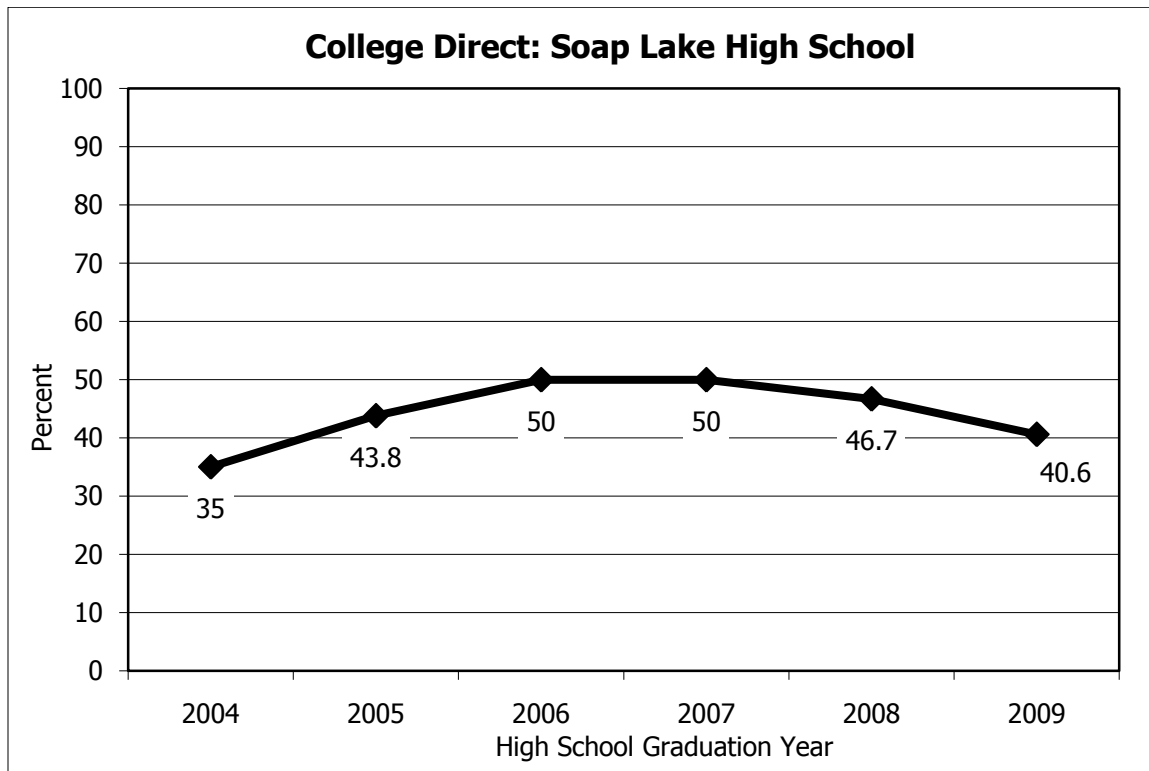


Figure 6. Percent “College Direct” – 2004-2009

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

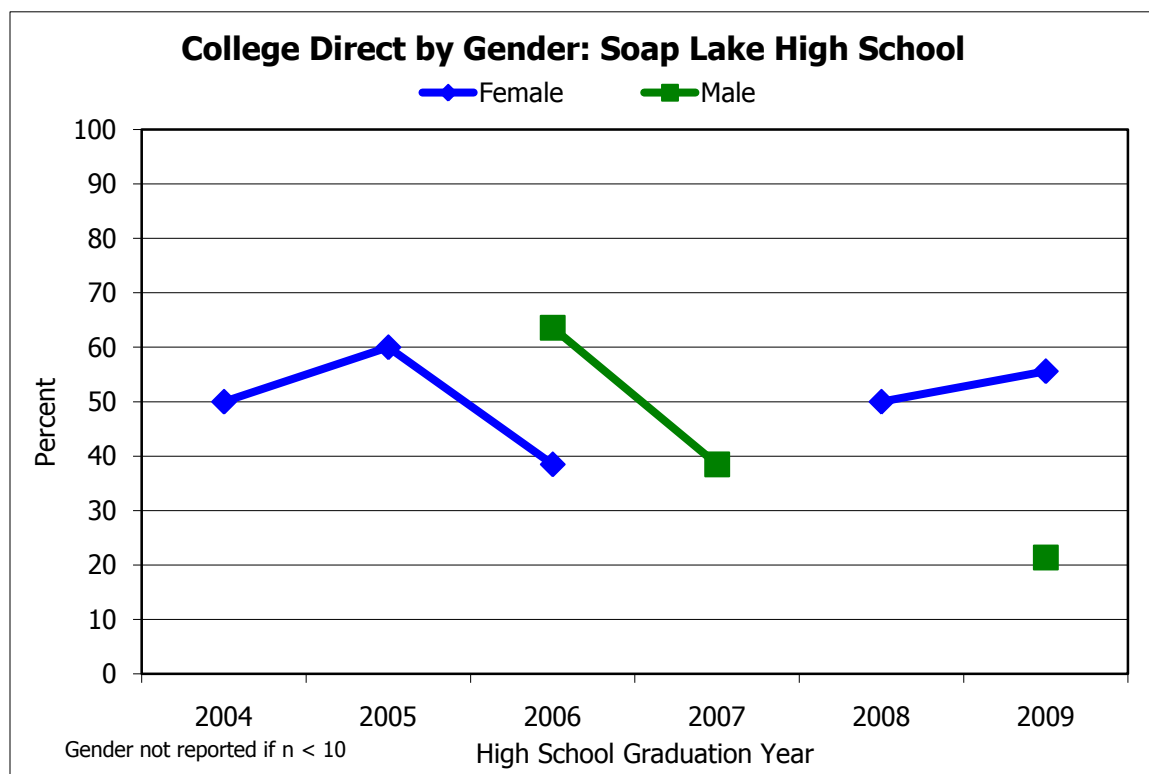


Figure 7. Percent "College Direct" by Gender – 2005-2009

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

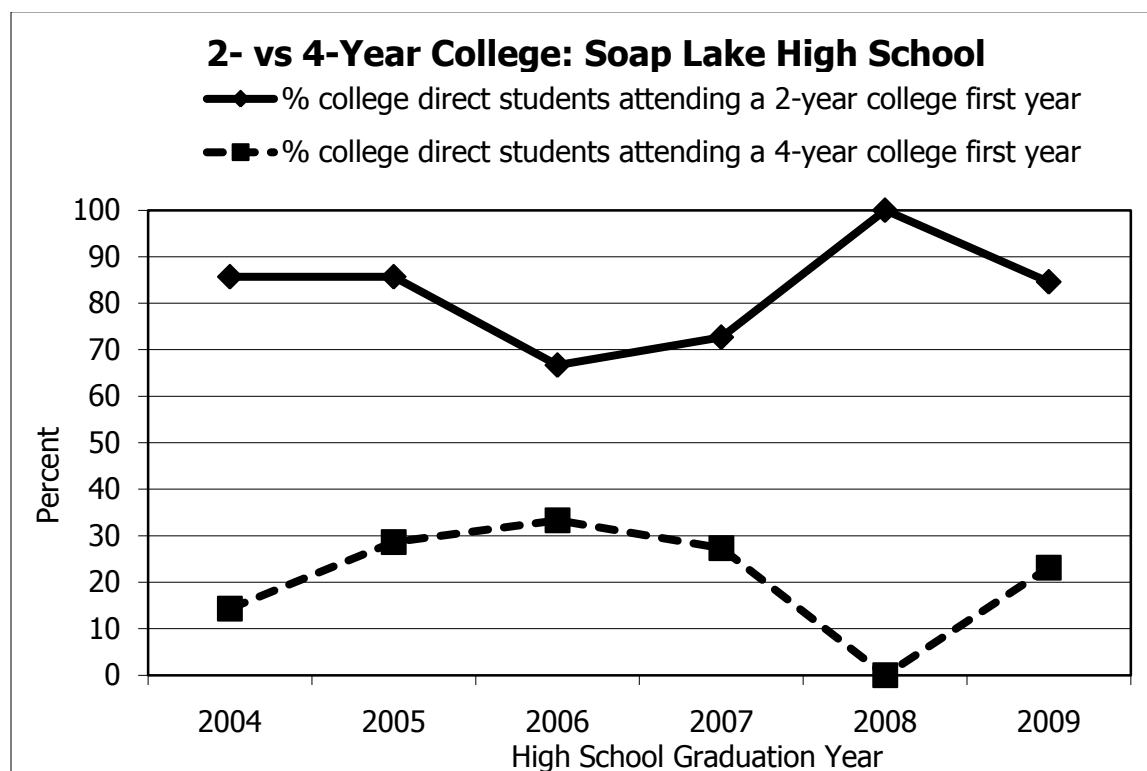


Figure 8. Percentage of "College Direct" Graduates Attending 2- vs. 4-year Colleges after Graduating High School – 2004-2009

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

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

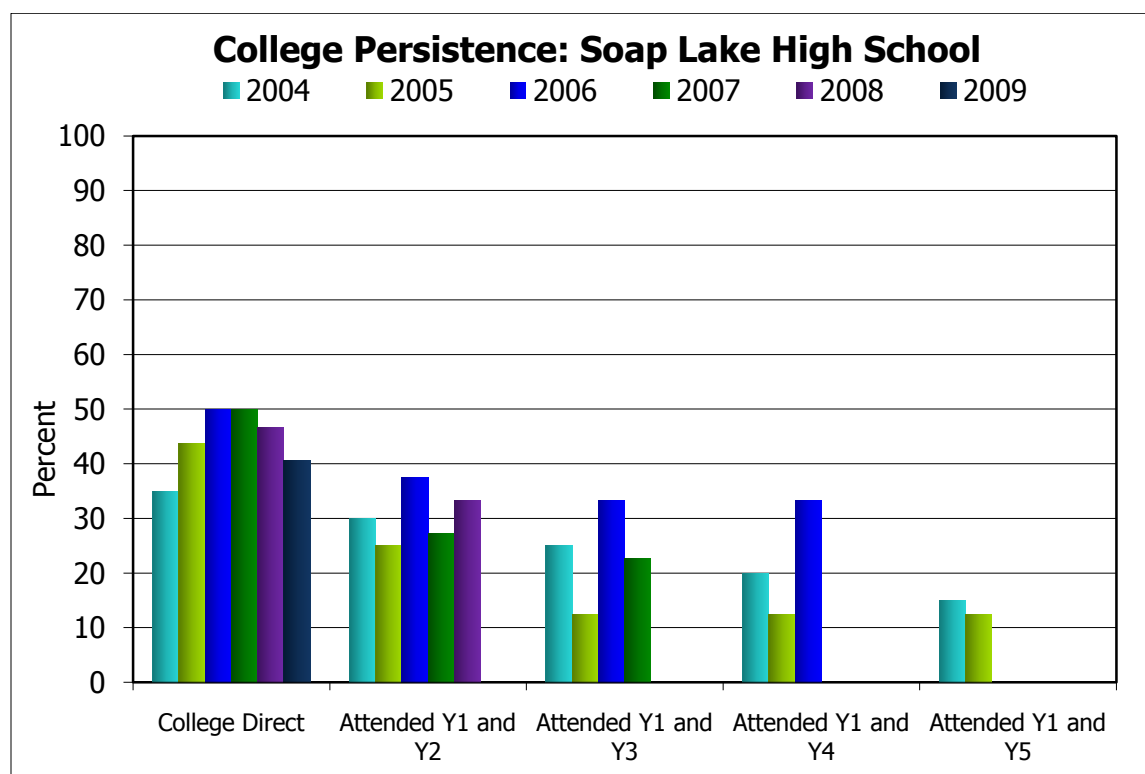


Figure 9. Percentage of “College Direct” Students Persisting in College

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

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

⁵ Our definition of “Persistence” also includes students who had graduated from a four-year college.

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

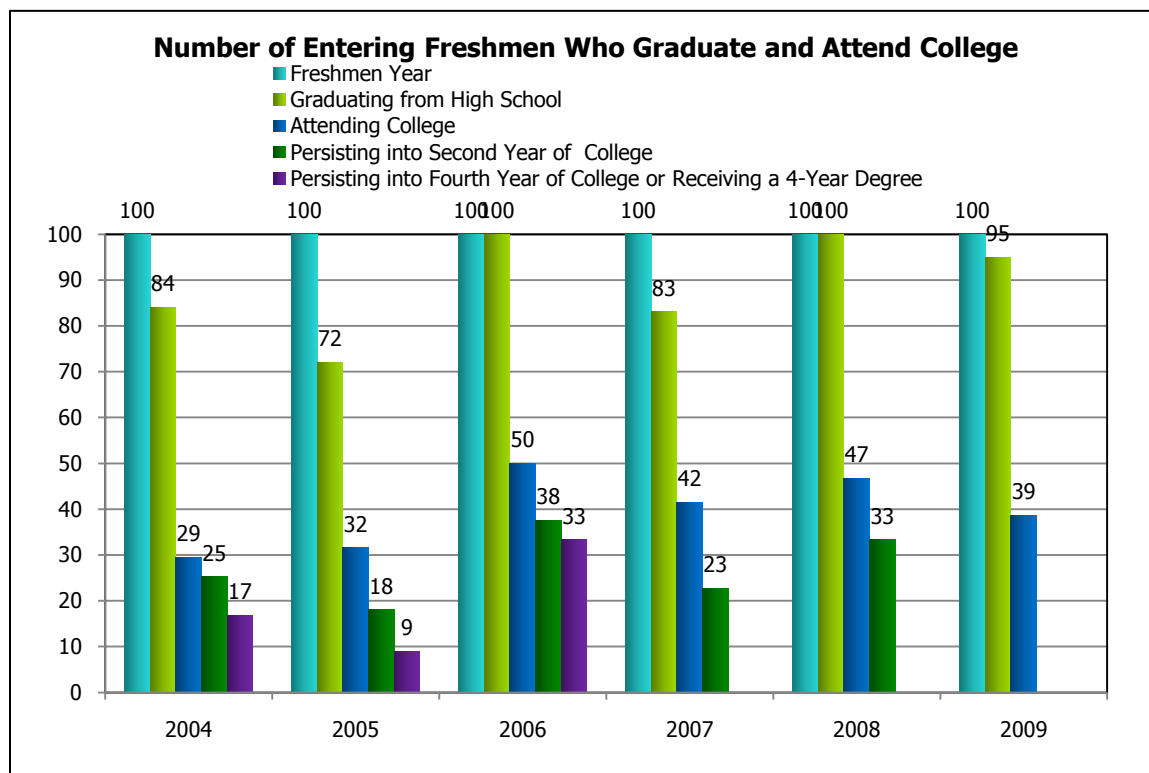


Figure 10. Percent of Students Who Attend College and Persist into Year 4

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

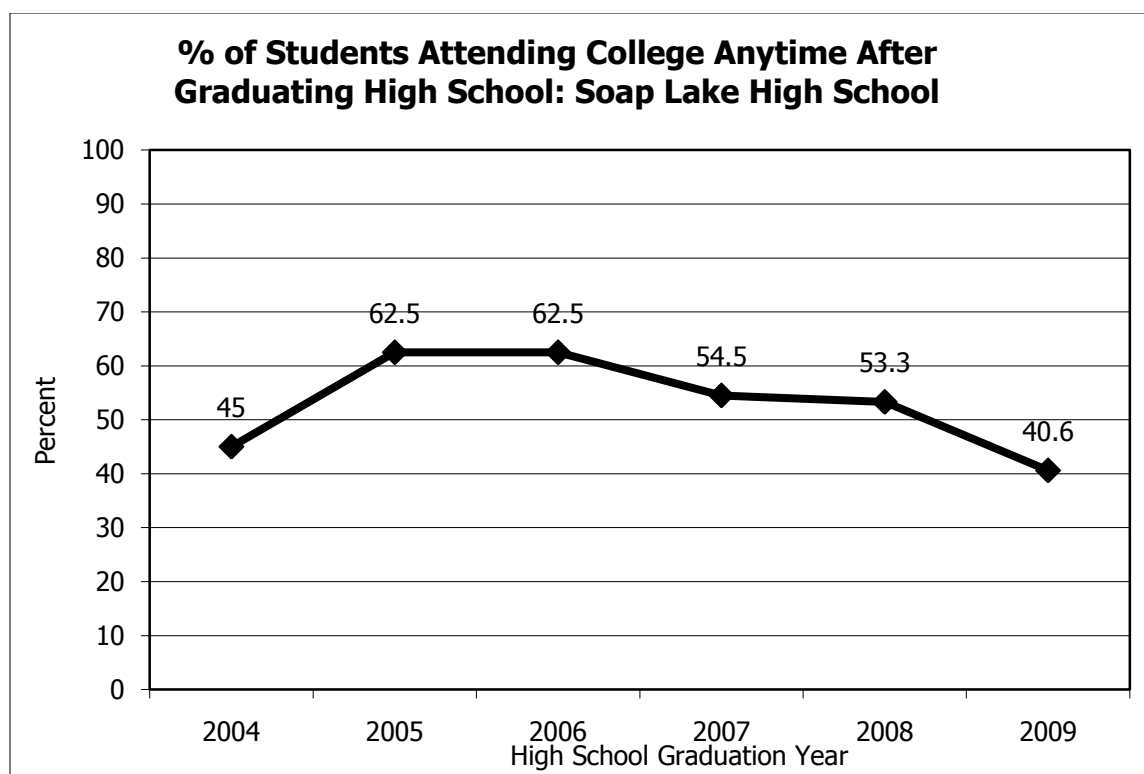


Figure 11. Percent of Students Who Attend College Anytime After Graduating from High School

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

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

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

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

Survey Results

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

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

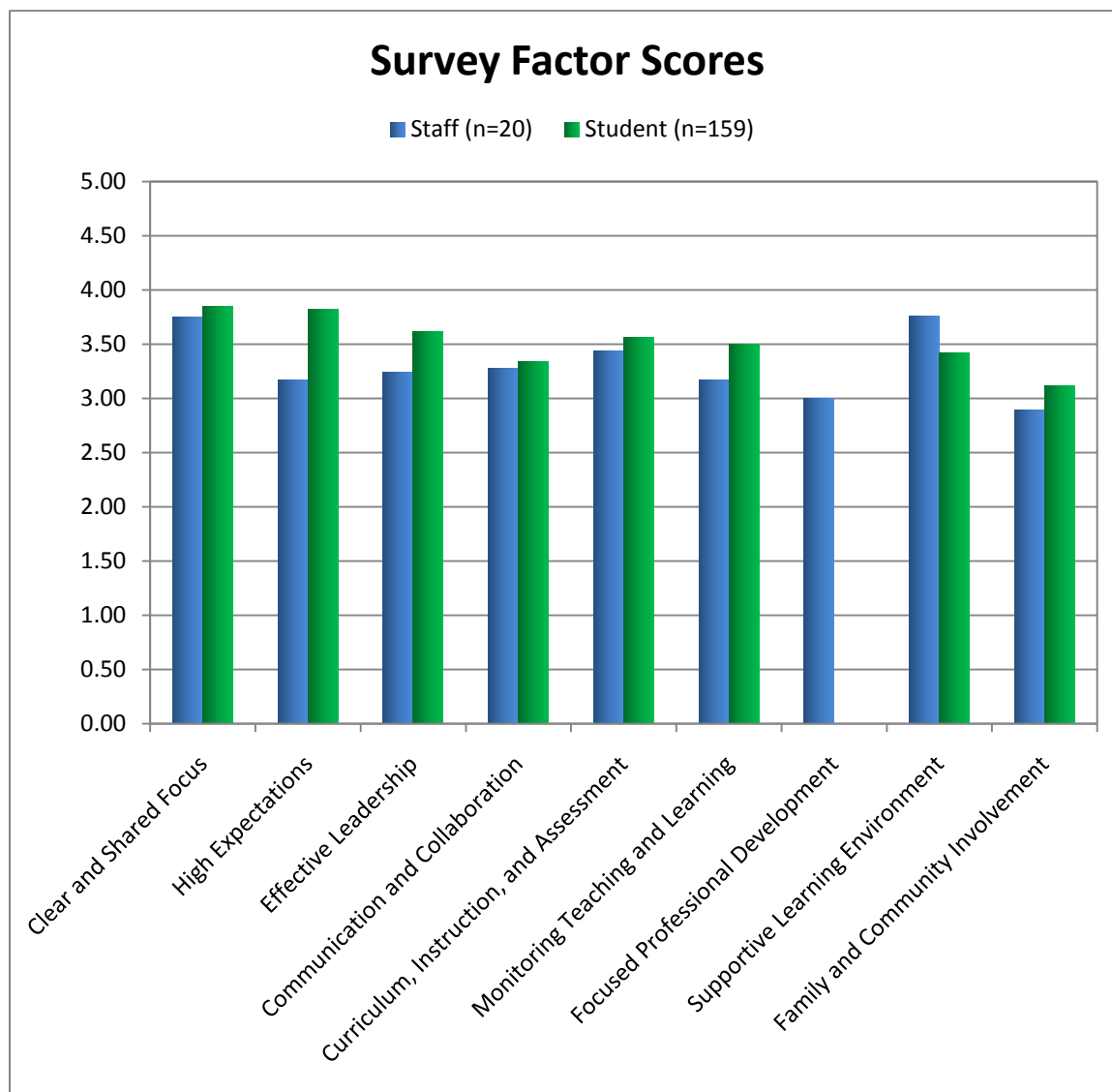


Figure 11. Survey Factor Scores

School and Classroom Practices Study Findings

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

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

Indicators with a score of a 3 or above represent strengths in the school, and Indicators with a score of 2 or below warrant attention. Table 1 includes rubric scores for all the Indicators.

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

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

Clear and Shared Focus

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

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

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

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

High Standards and Expectations for All Students

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

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

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

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

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

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

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

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

Effective School Leadership

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

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

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

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

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

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

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

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

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

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

High Levels of Collaboration and Communication

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

Indicators	Rubric Score
High Levels of Collaboration and Communication	
Collaboration	1
Communication	2

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

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

Curriculum, Instruction, and Assessments Aligned with State Standards

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

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

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

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

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

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

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

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

Frequent Monitoring of Learning and Teaching

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

Indicators	Rubric Score
Frequent Monitoring of Teaching and Learning	
Supporting Students in Need	1

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

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

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

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

Focused Professional Development

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

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

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

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

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

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

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

Supportive Learning Environment

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

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

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

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

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

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

High Level of Family and Community Involvement

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

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

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

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

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

Summary and Recommendations

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

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

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

- **Develop a clear understanding of the requirements for transformation and turnaround.** There did not appear to be a clear understanding of the requirements of the transformation or turnaround model within the district. For example, there were misunderstandings around the requirements regarding replacement of the principal and linking student growth to the evaluation. We suggest district personnel work with OSPI to develop a clear understanding of the model requirements and then put in support structures to develop staff capacity.
- **Access support to develop a Comprehensive Human Resource Management System.** District and school personnel will need to work closely to develop clear expectations and standards for assessing the performance of teaching staff. Under the current system, all teaching staff members are rated as satisfactory or unsatisfactory; this system does not offer meaningful information for teachers to improve in the long and short term. District and school representatives will need support in developing such a model and may benefit from investigating how other schools and districts are doing this. Given current difficulties recruiting staff, the district will also need to update their recruiting and human resource management plan to draw from a wider pool of applicants who have proven competency. Additional areas to explore in developing this system include induction and mentoring, self-assessment and evaluation, and recognition and retention.

- **Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement.** There does not appear to be a clearly understood or common focus at SLMSHS. While everyone is interested in seeing their students succeed, they are not working together toward clearly defined goals aimed at student learning, and many people work in isolation. Without a clear and common focus in place, staff members' efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.
- **Set high academic expectations.** SLMSHS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. Transcript results show very few students (21%) are taking rigorous coursework, and almost no improvement has been made in this area for the past three years. We recommend staff members work together to identify the highest level of expectations possible for Soap Lake students and develop common language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for students to take advanced classes. We recommend staff members identify high-achieving middle and high schools with similar demographics and resources and ascertain how expectations *are implemented*. This can be followed by an investigation of how those expectations *are supported*.
- **Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.** Aside from the math program and some upcoming work in science, teachers and administrators report curricular materials in some subject areas are outdated and lessons are not aligned to the state standards. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards in all content areas. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.
- **Provide long-term professional development and coaching for instructional leaders and classroom teachers in effective classroom practices and include goals for individual and group improvement.** Focus group and survey data suggest that staff members do not believe professional development is relevant to their daily work or is tied to broader school improvement goals. In addition, the frequency of instructional practices aligned with research-based principles of learning are fairly low according to classroom observation results, and some teachers acknowledged a need for and interest in training focused on instruction. We strongly suggest school leaders develop a long-term professional development plan with a focus on instruction that strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them together after implementation. School administrators will also need to be supported in their roles as instructional leaders at

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

- **Develop leadership structures.** Currently, no leadership team exists at the middle and high school. The process of decision-making appears to happen largely on an informal basis and by the principal. It is unclear how teacher leaders are selected, though some faculty members suspect it is an issue of seniority. Many staff members expressed a desire to be more involved with the decision-making process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will also encourage more authentic communication between the principal and staff members about school decisions. Developing a distributed leadership model will entail determining what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and strategies up to the building principal rather than to a larger group of people.
- **Develop structures and processes to support meaningful collaboration.** SLMSHS staff currently do not have common planning time structured into the school day. Their morale and commitment to improving student achievement would be increased with additional training and guidance as they learn to use collaboration effectively. We recommend onsite professional development and coaching to help teachers develop collaborative teams. These teams should share and critique lessons, visit each other's classrooms, and support each other in improving their instructional practice.
- **Develop and expand connections to families and community.** SLMSHS has a set of active parents that participate in most of the school's activities and then a set of parents that are not often seen. This is not uncommon in schools. We recommend that SLMSHS staff encourage more parents to respond to the Family Survey so that they can learn about what the community needs from the school in order to participate. In addition, more attention to getting the Parents for Kids organization up and running with an active president may help to attract more parents and develop relationships with organizations that may support the school. Getting kids involved in encouraging their parents to attend school functions and parent-teacher conferences may also be effective. SLMSHS is on the brink of piloting student-led conferences, and it will be important for school personnel to analyze their effectiveness in encouraging parent involvement and student ownership over their learning.

Appendix A

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

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

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

X" Required "O" Permissible

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

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

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

Instructional and Support Strategies (cont.)	Turn Around	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	Some online courses are currently available (however underutilized) through the nearby community college and digital learning commons. District leadership is considering a more expanded "flex" online option for high school coursework, to regain students who have fled to the district's alternative high school.
Secondary Schools: Increase graduation rates through strategies such as credit recovery programs, smaller learning communities, etc.	0	0	3	Graduation rates are currently above the state and staff members do not believe the graduation rate is a problem.
Secondary Schools: Increase rigor in coursework, offer opportunities for advanced courses, and provide supports designed to ensure low-achieving students can take advantage of these programs and coursework.	0	0	1	Students would like more challenging, relevant coursework. Staff and parents would like to see additional course choices for advanced students and more support for struggling students.
Secondary Schools: Improve student transition from middle to high school.	0	0	2	Transitional practices have not changed for many years, but staff, parents, and students do not perceive this as a high need.
Secondary Schools: Establish early warning systems.	0	0	2	Currently in place in the form of a computer-generated letter home when students earn a D or below.

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

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

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

Appendix B

Table 2.

College Attended from 2004 to 2009

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

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

Appendix C

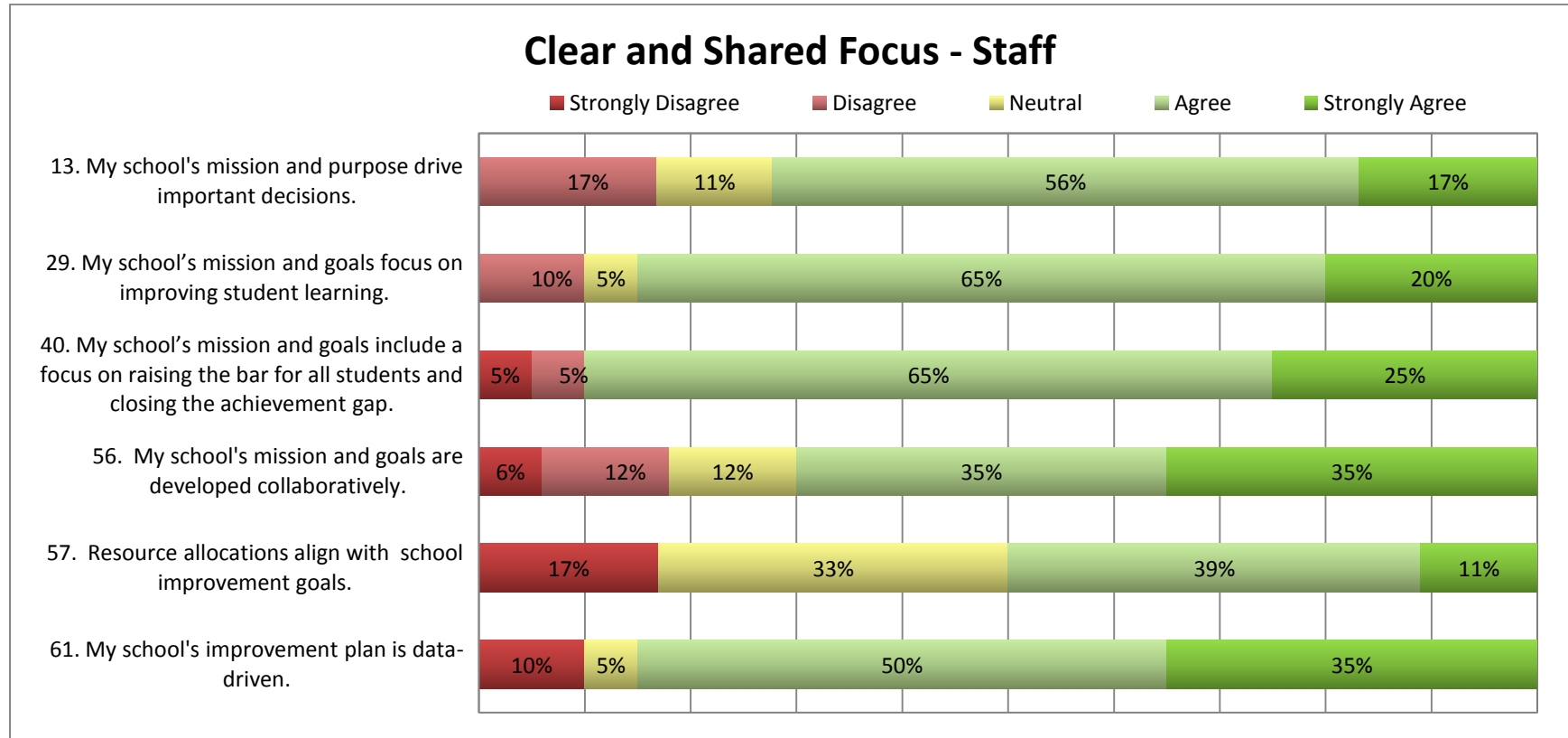
Staff Survey Demographics

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

Student Survey Demographics

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

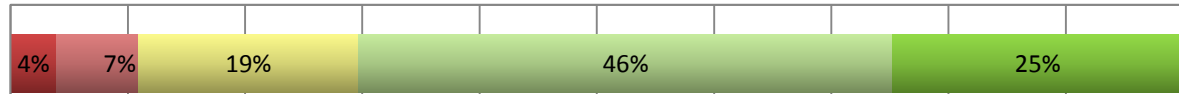
Clear and Shared Focus



Clear and Shared Focus - Student

Strongly Disagree Disagree Neutral Agree Strongly Agree

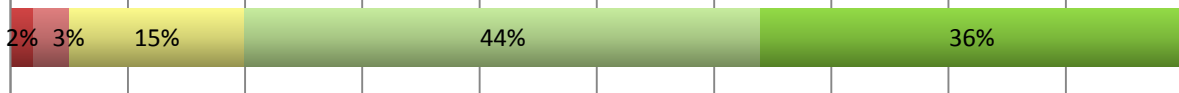
8. The main purpose of my school is to help students learn.



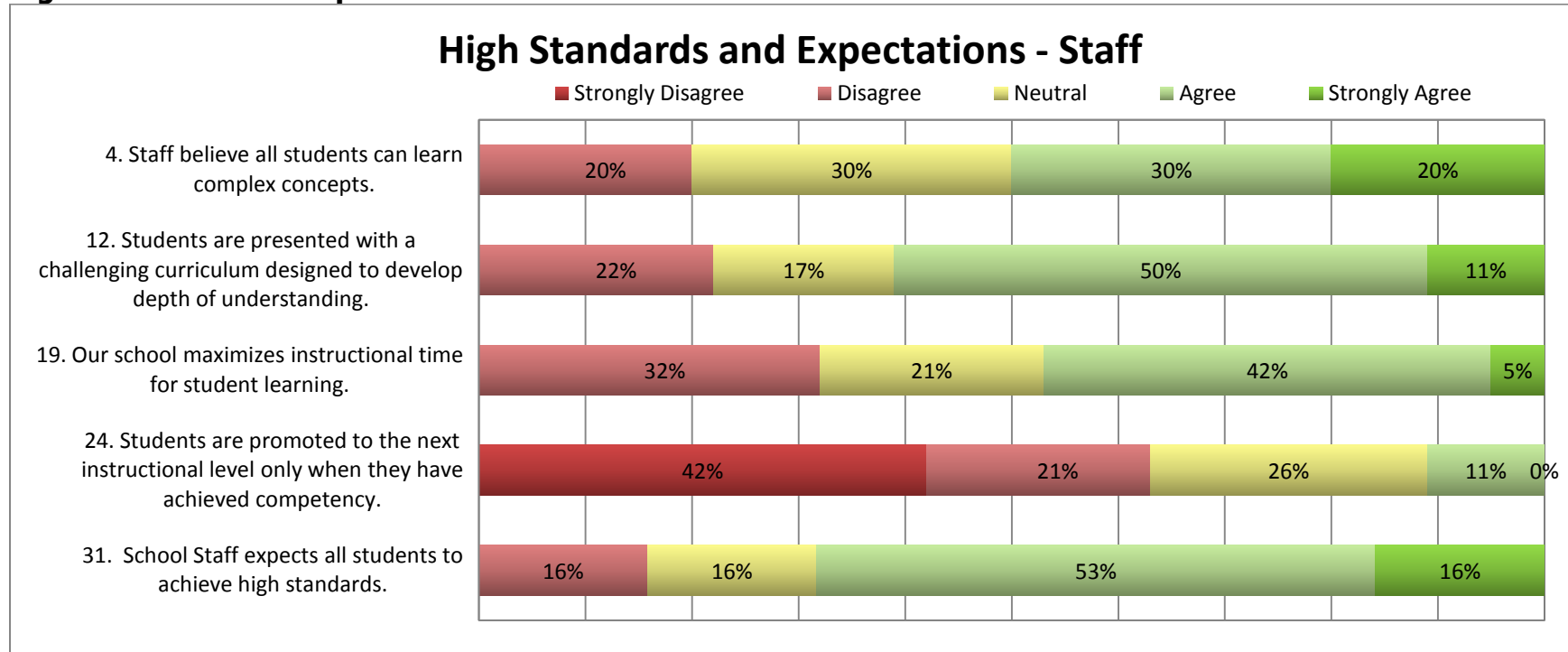
19. I understand the mission and purpose of this school.



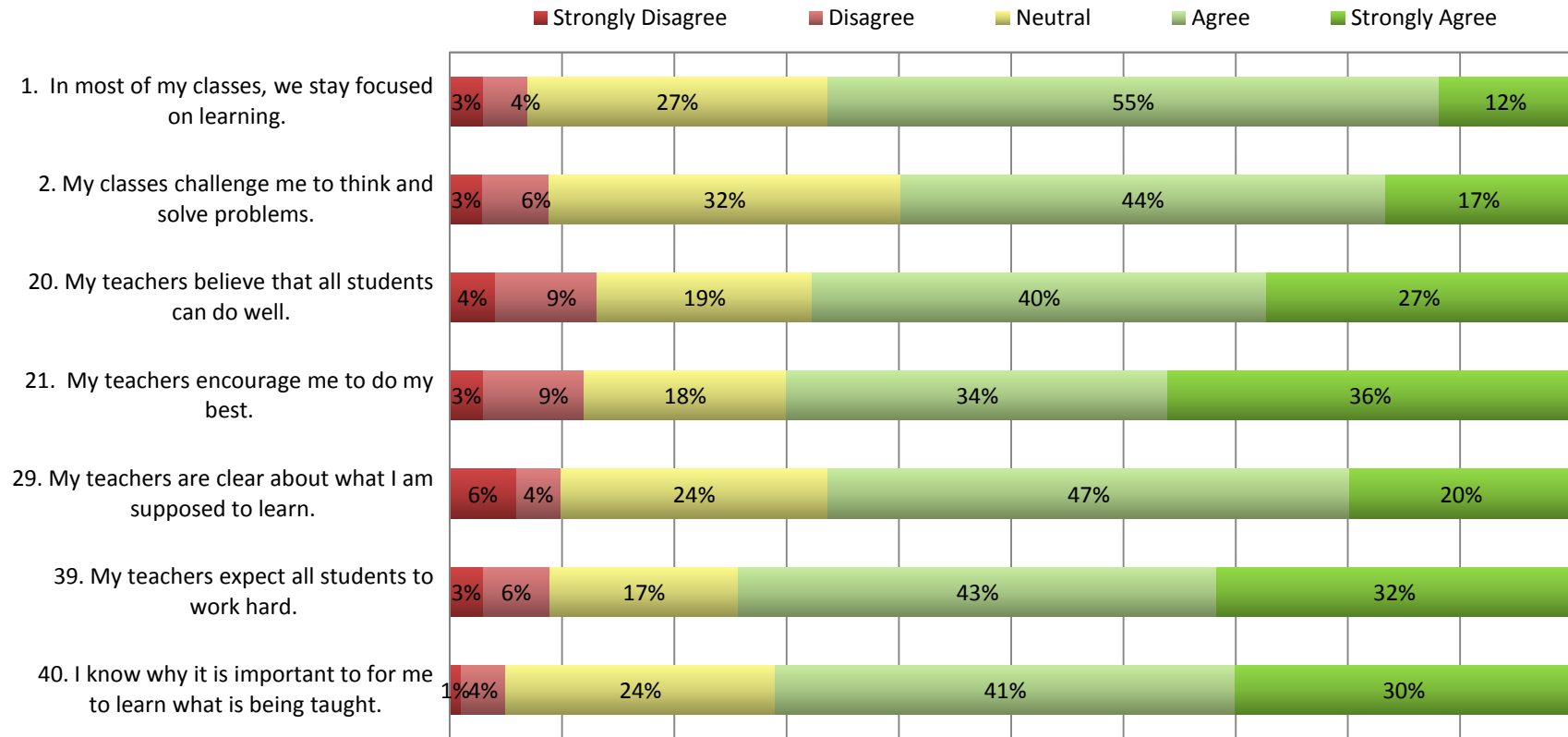
28. My teachers believe student learning is important.



High Standards and Expectations



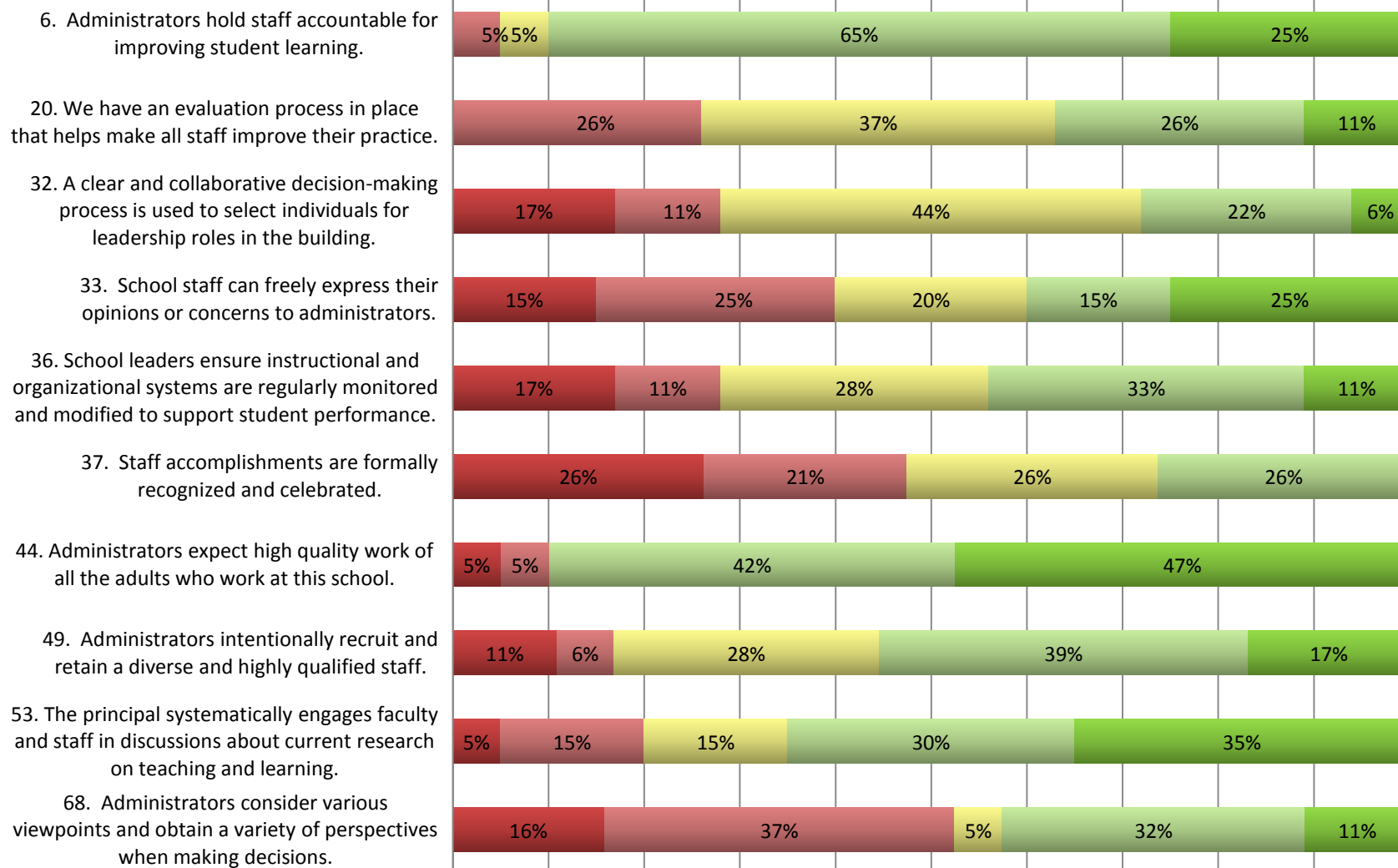
High Standards and Expectations - Student



Effective School Leadership

Effective School Leadership - Staff

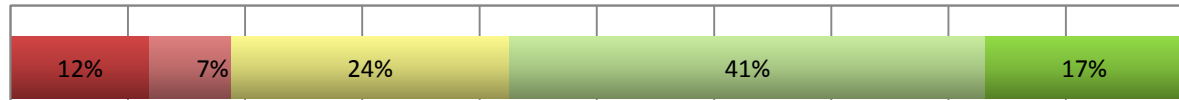
Strongly Disagree Disagree Neutral Agree Strongly Agree



Effective School Leadership - Student

Strongly Disagree Disagree Neutral Agree Strongly Agree

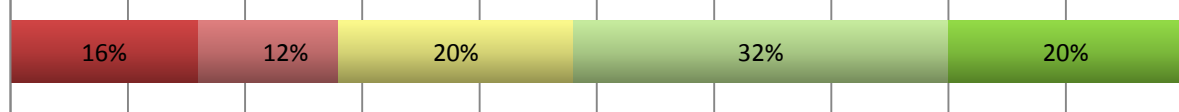
22. At my school I can help make decisions that affect me (for example, decisions about school rules, student activities).



30. I see the principal all around the school.

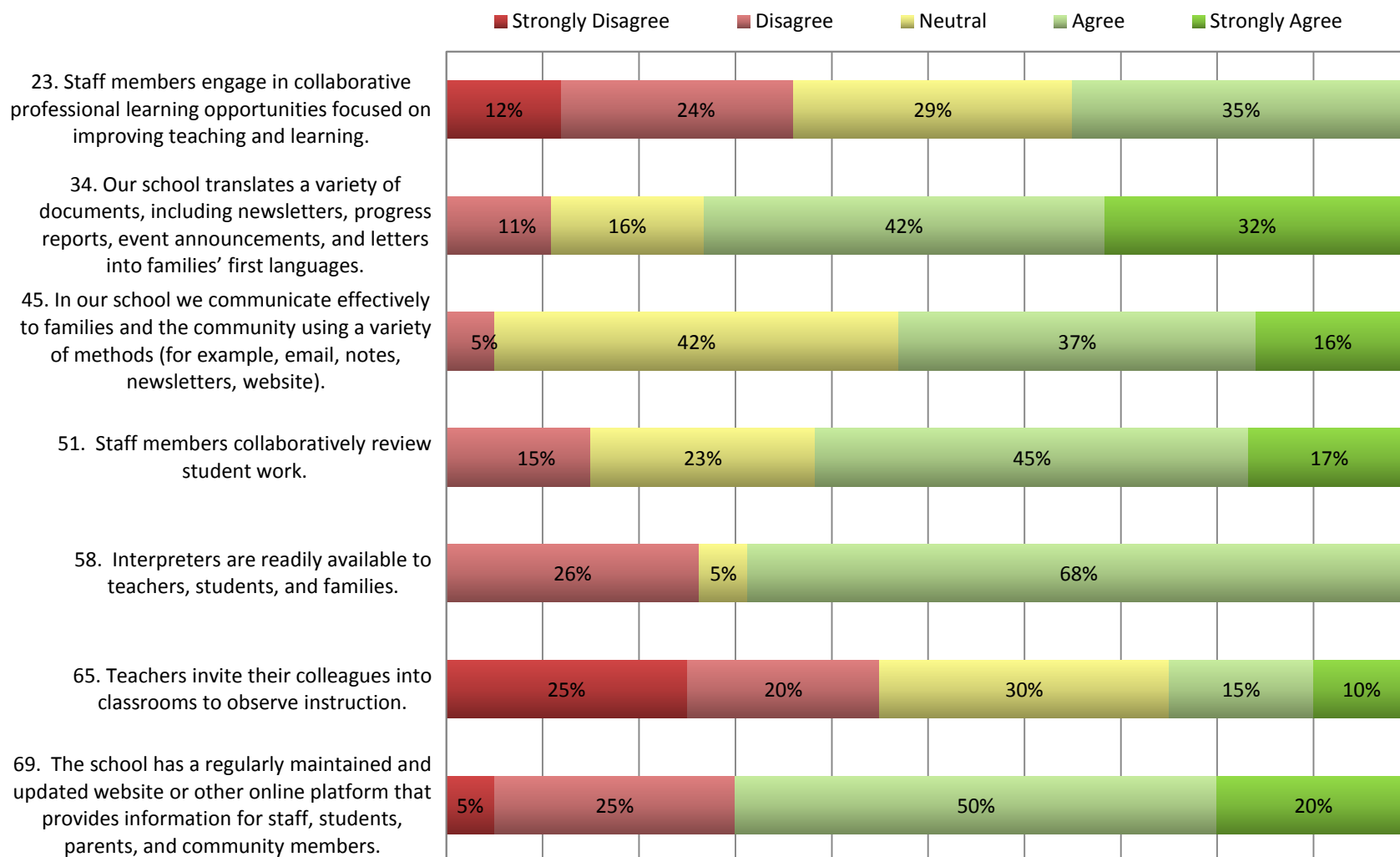


41. I know I can ask the principal for help if I need it.



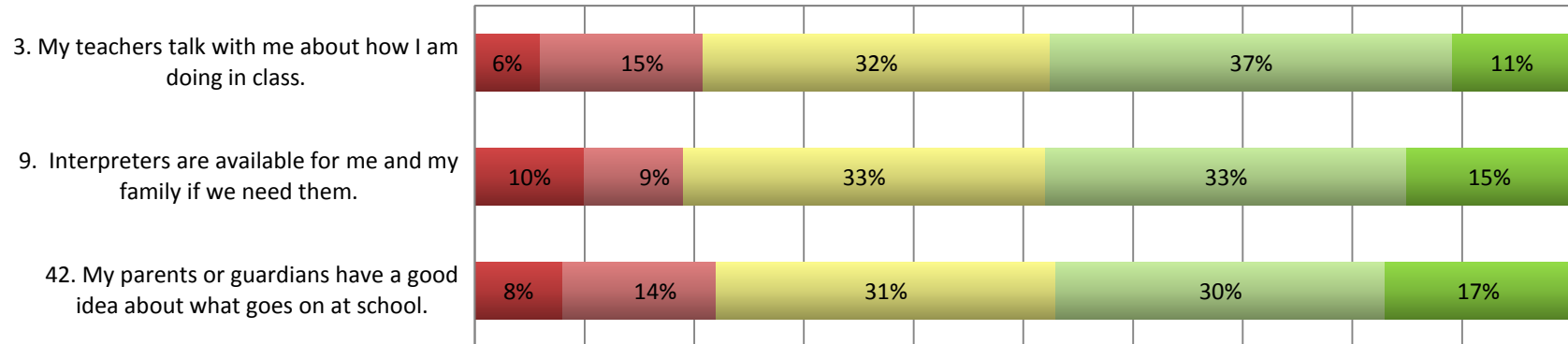
High Levels of Communication and Collaboration

High Levels of Communication and Collaboration - Staff

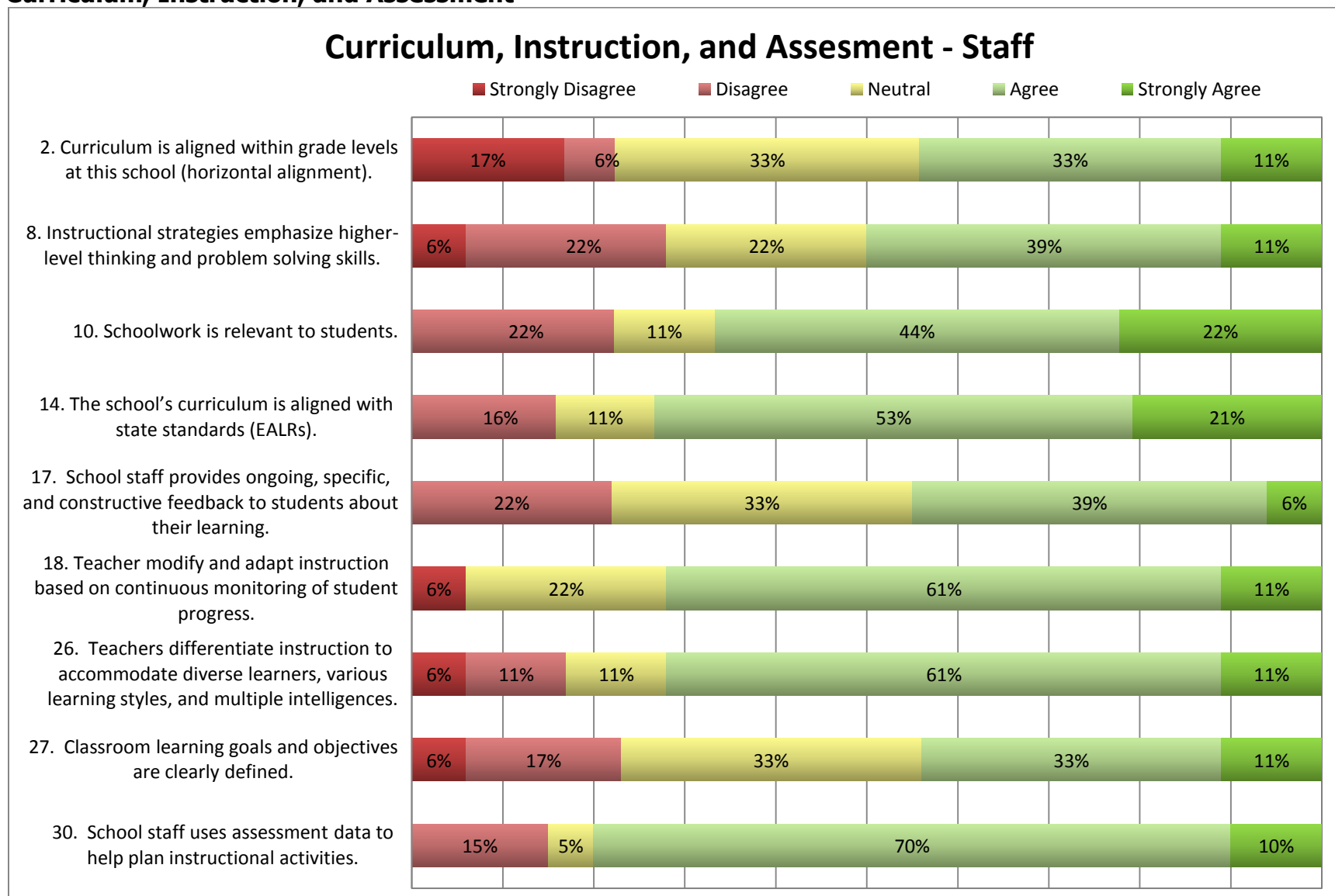


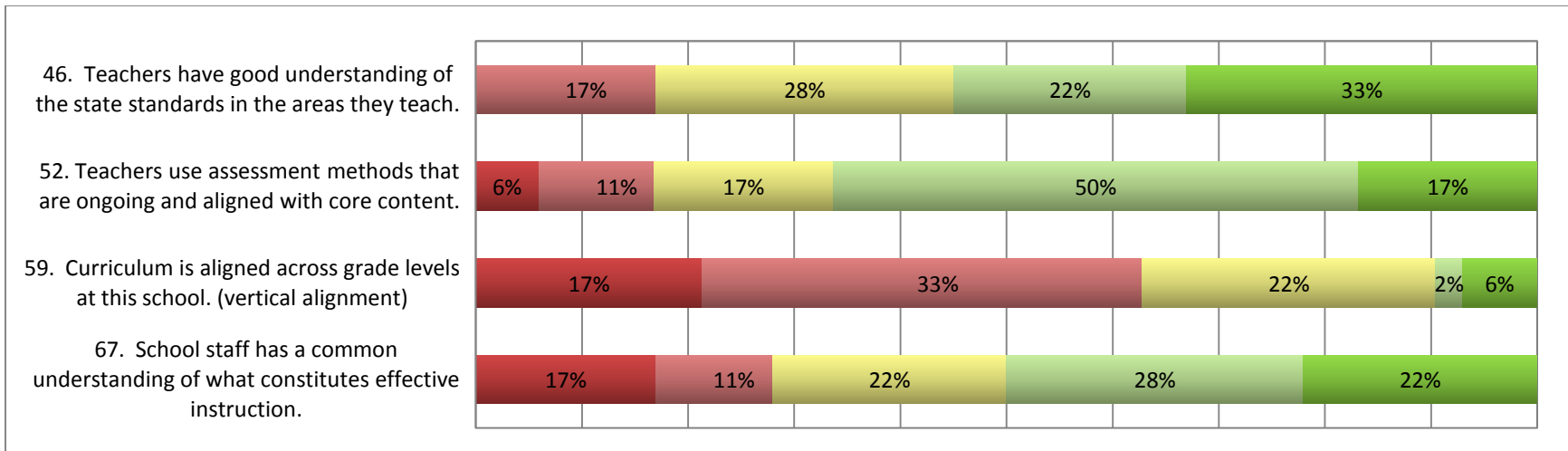
High Levels of Communication and Collaboration - Student

Strongly Disagree Disagree Neutral Agree Strongly Agree

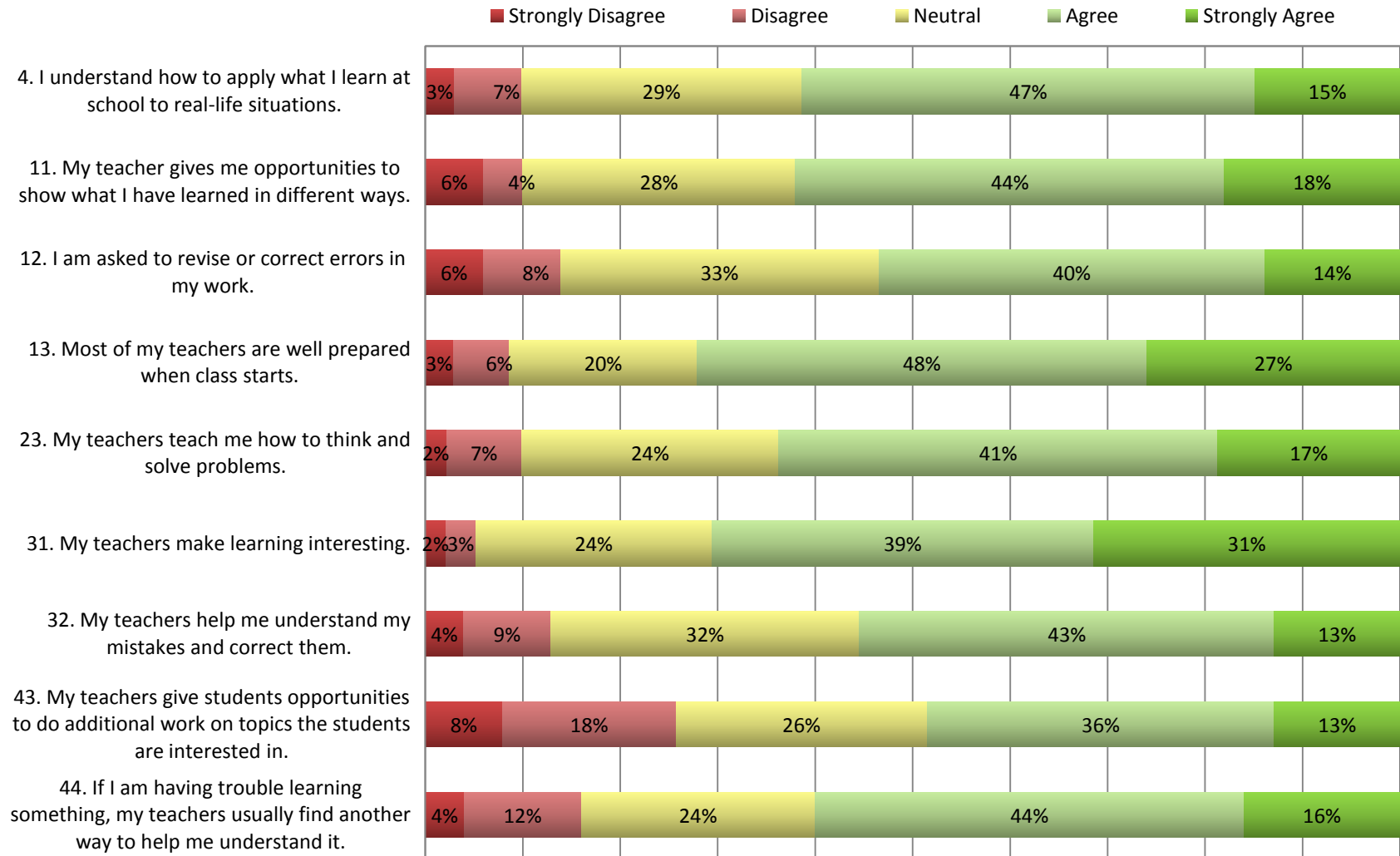


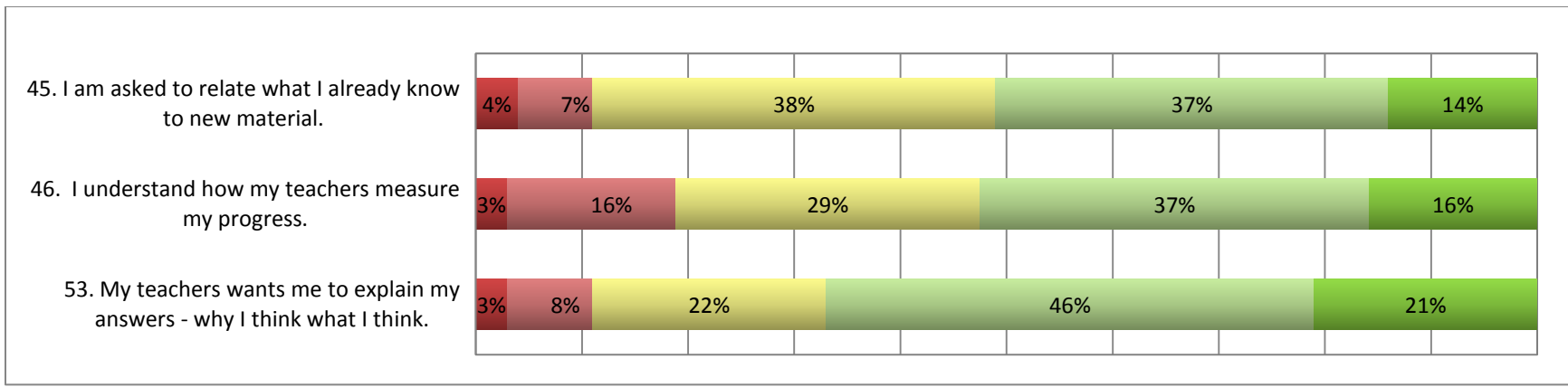
Curriculum, Instruction, and Assessment





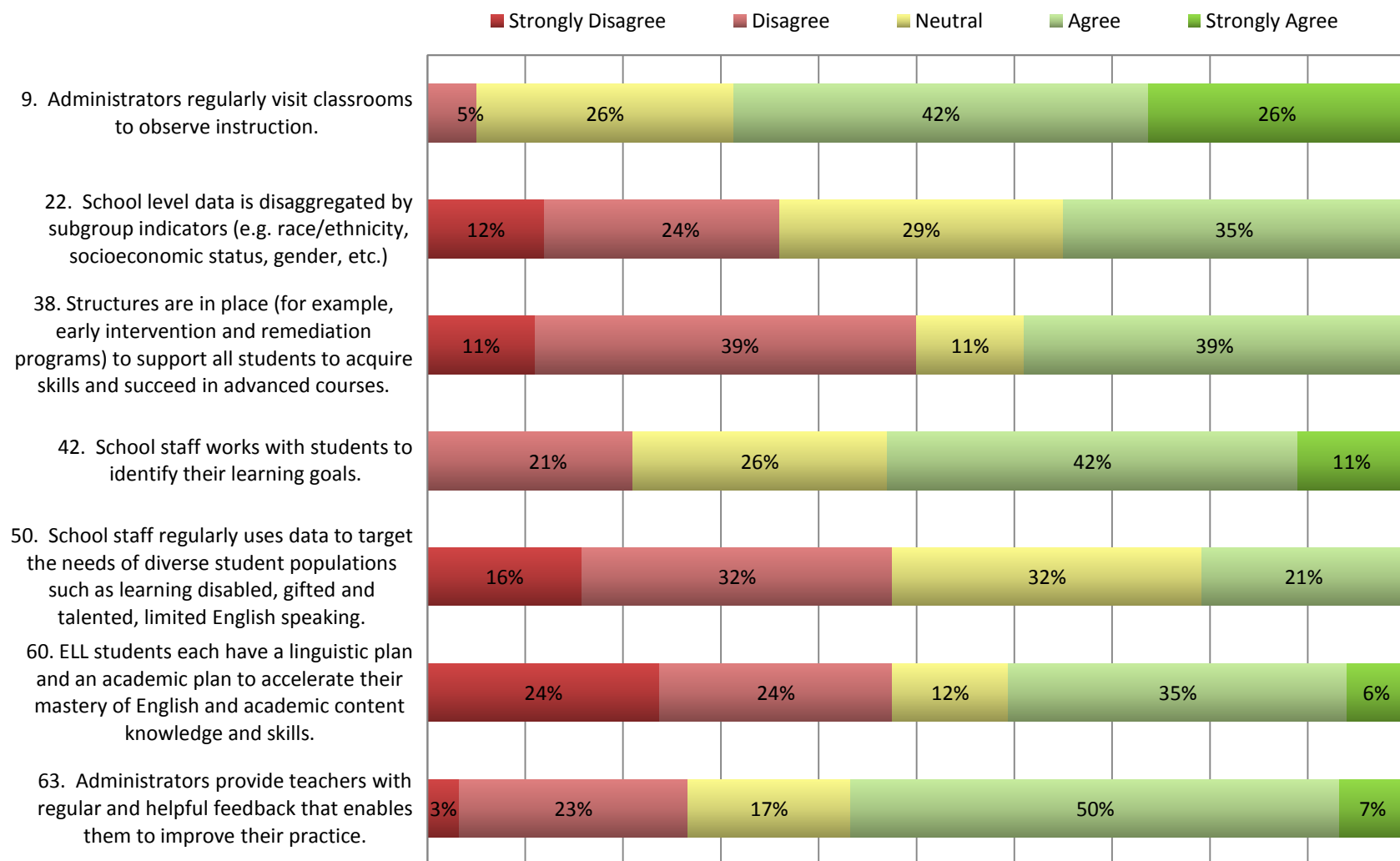
Curriculum, Instruction, and Assessment - Student



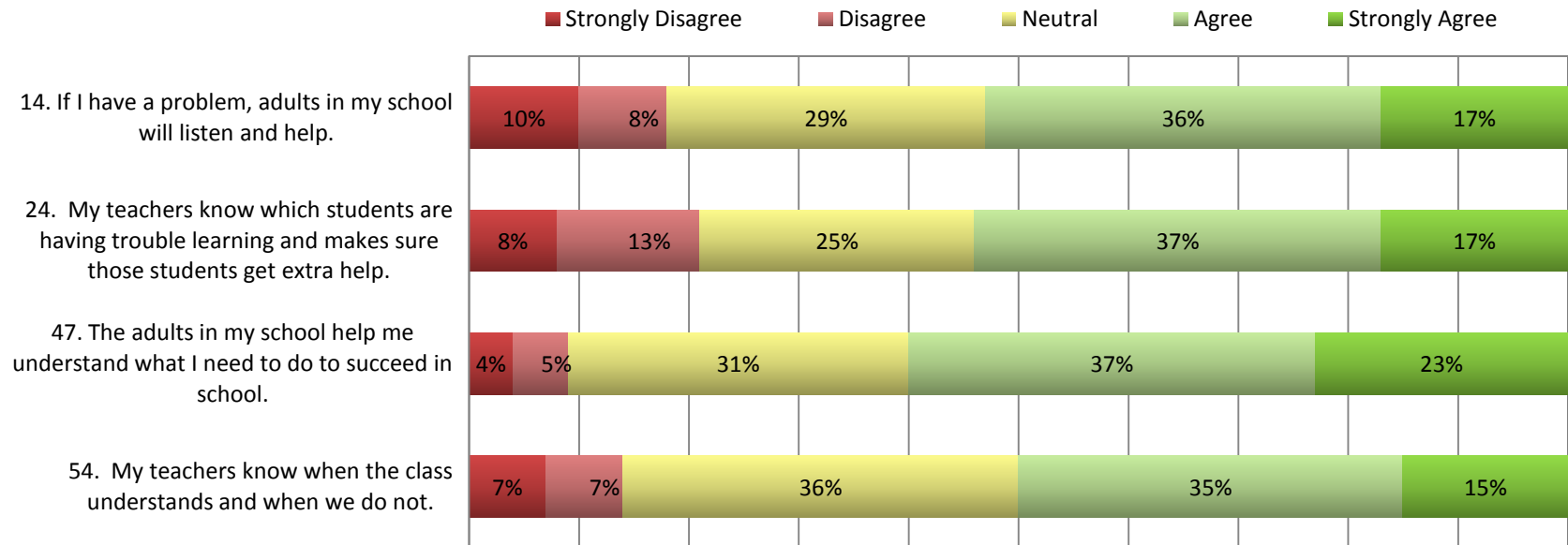


Frequent Monitoring of Learning and Teaching

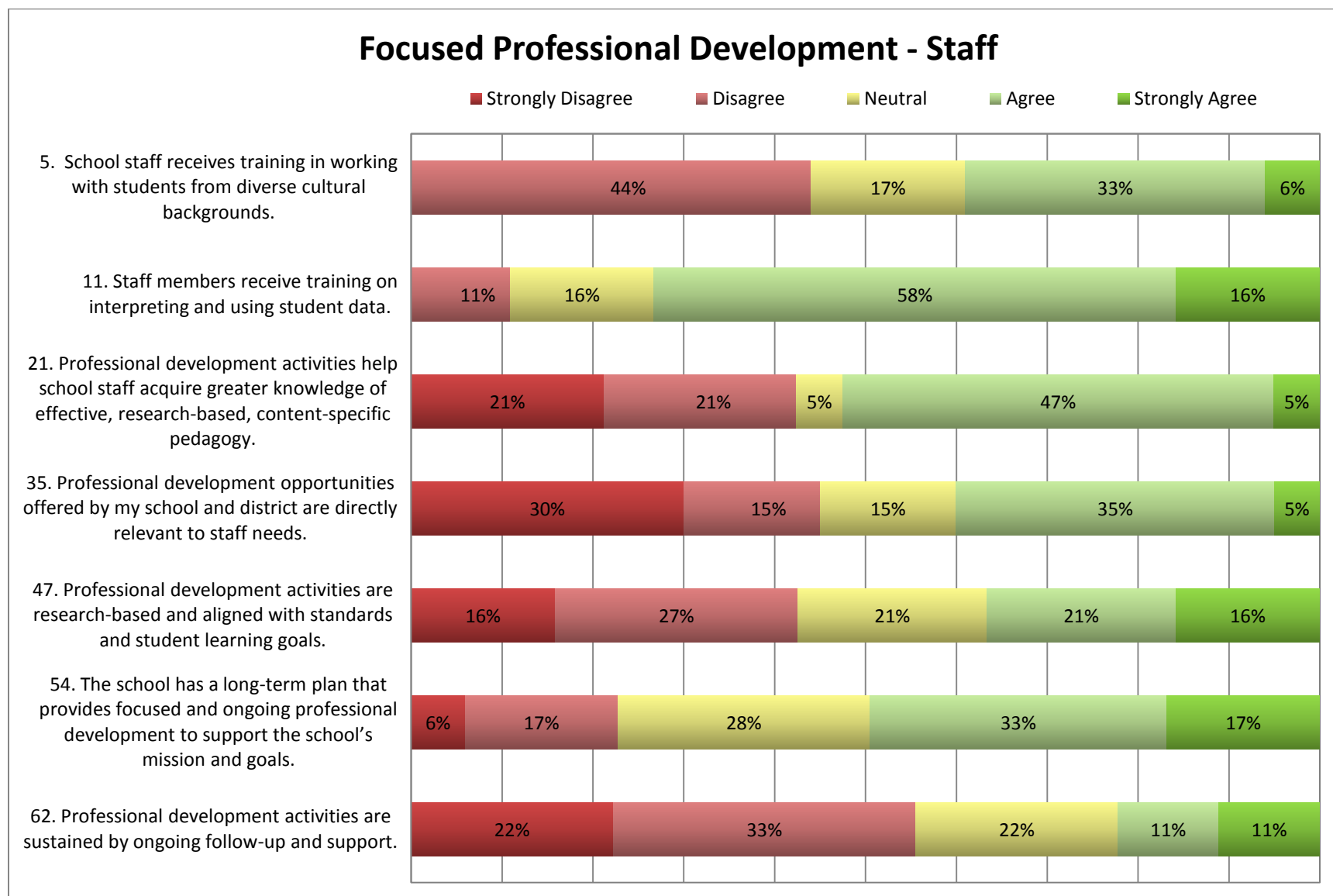
Frequent Monitoring of Learning and Teaching - Staff



Frequent Monitoring of Learning and Teaching - Student

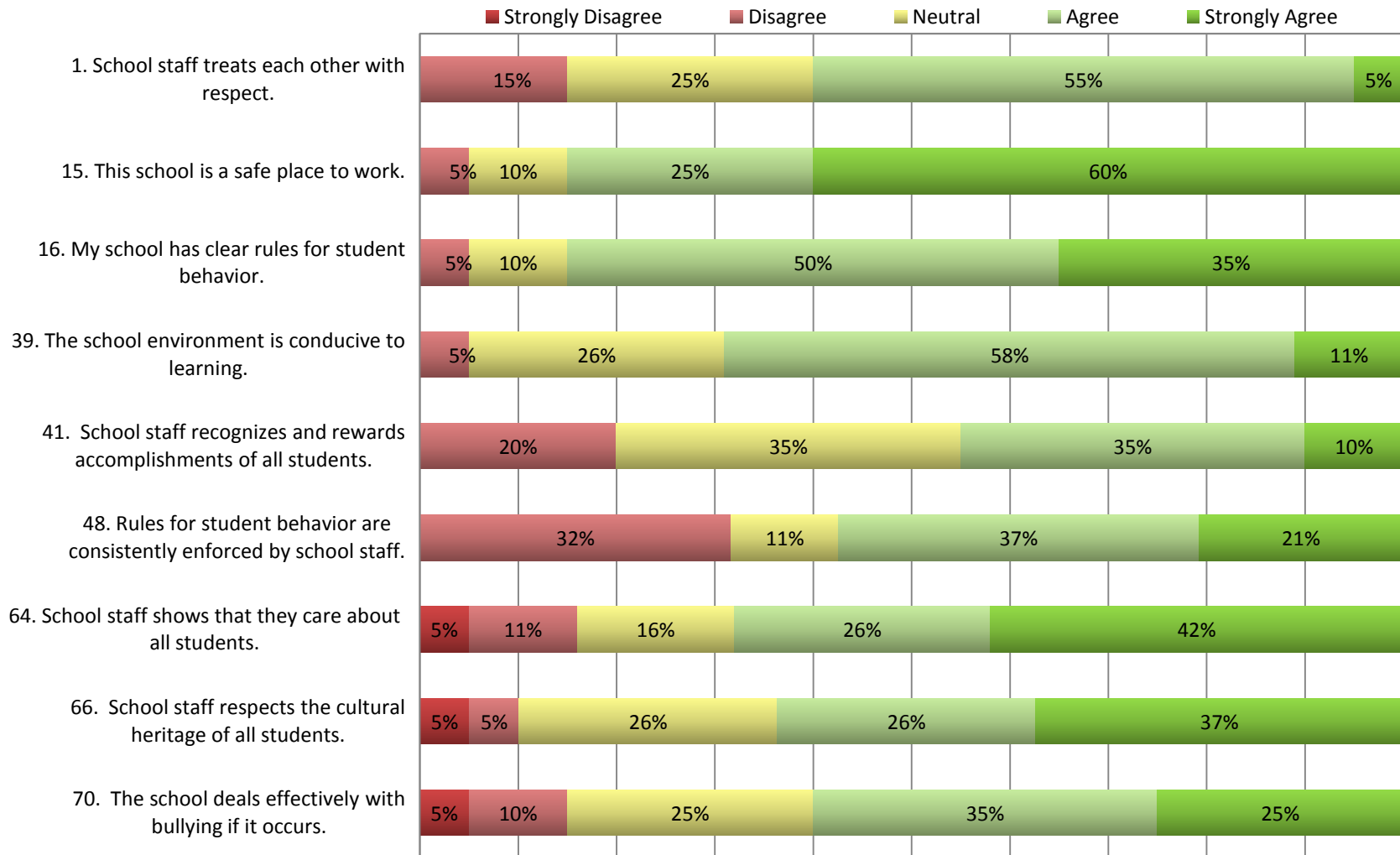


Focused Professional Development

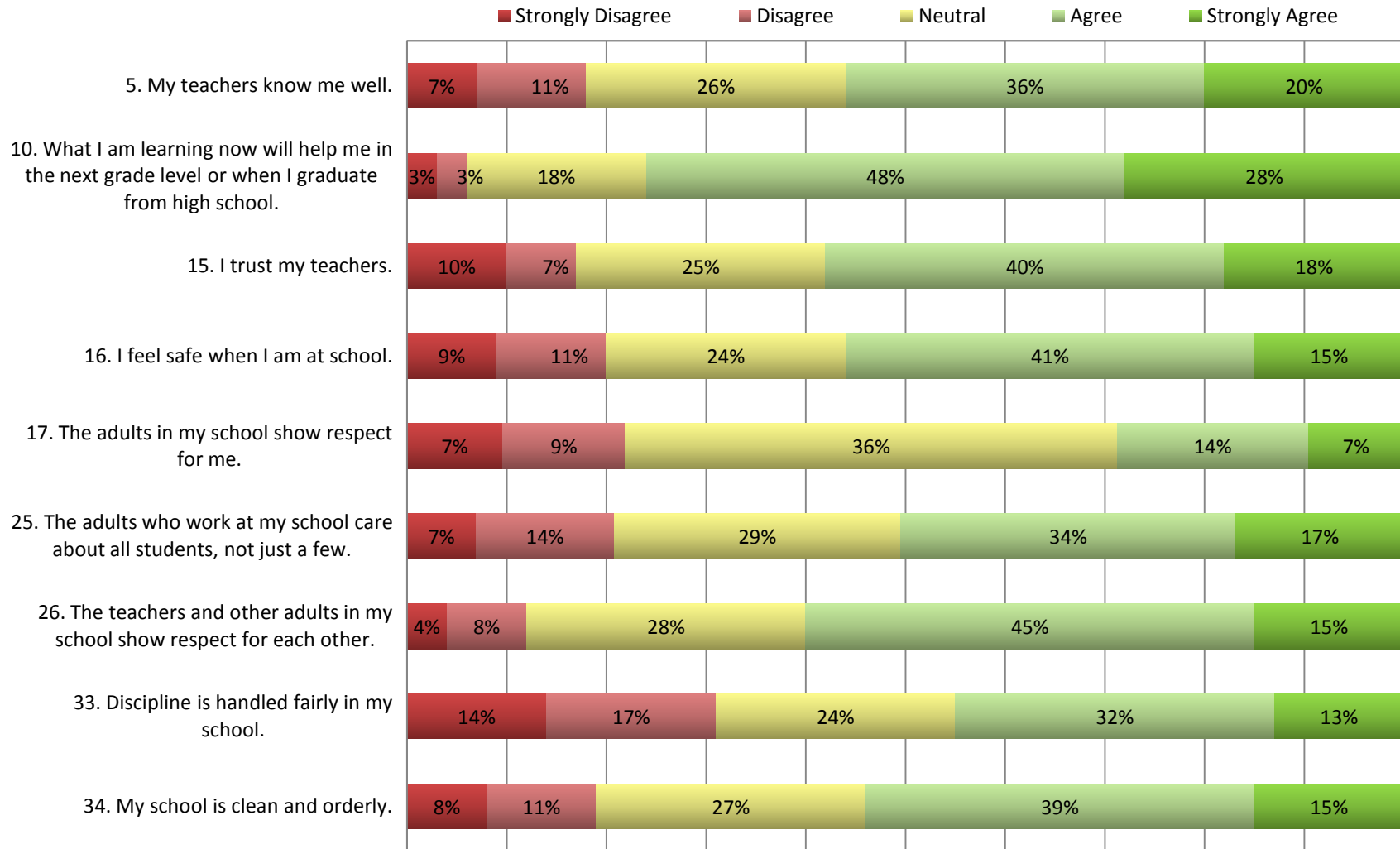


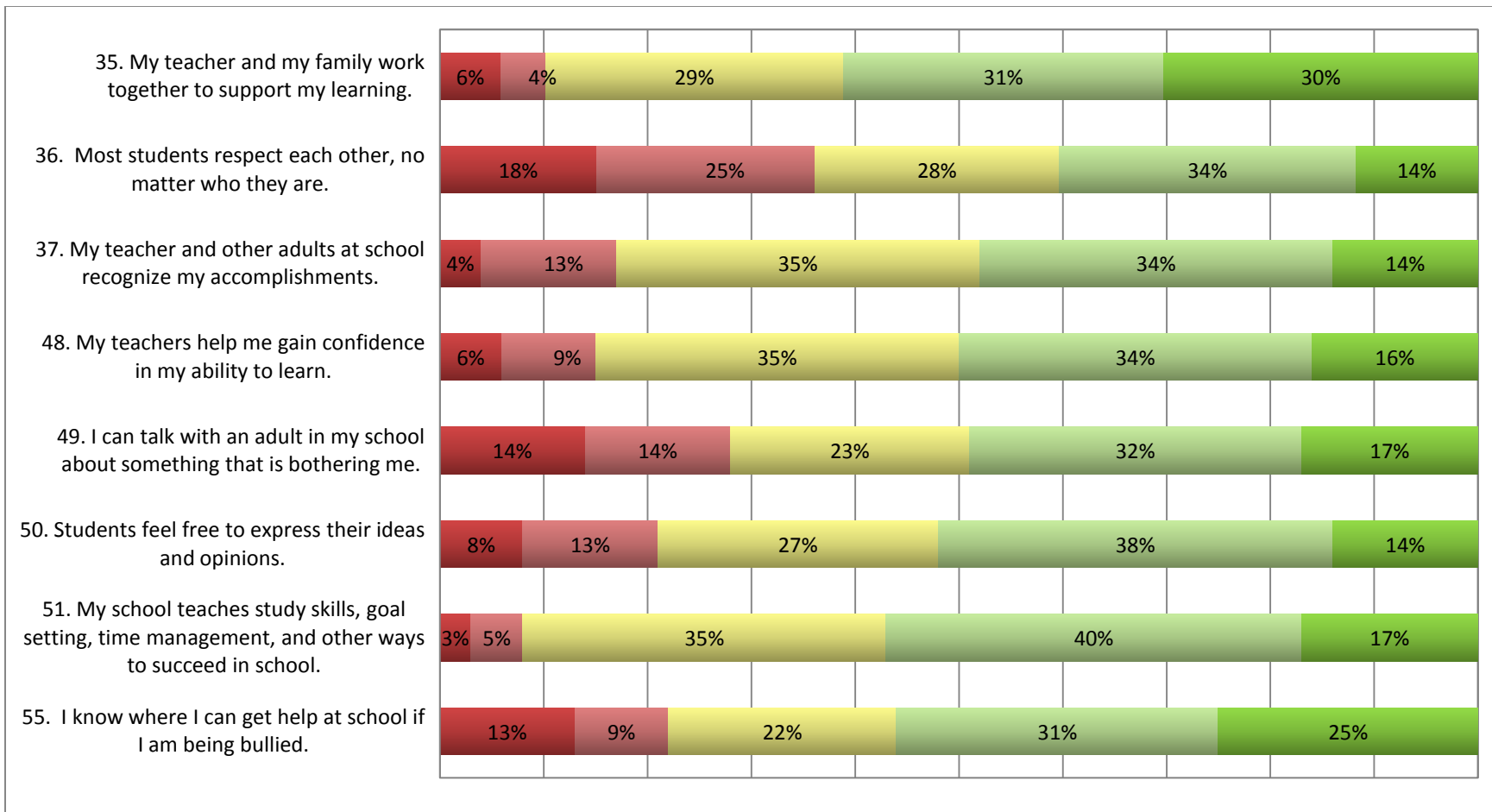
Supportive Learning Environment

Supportive Learning Environment - Staff

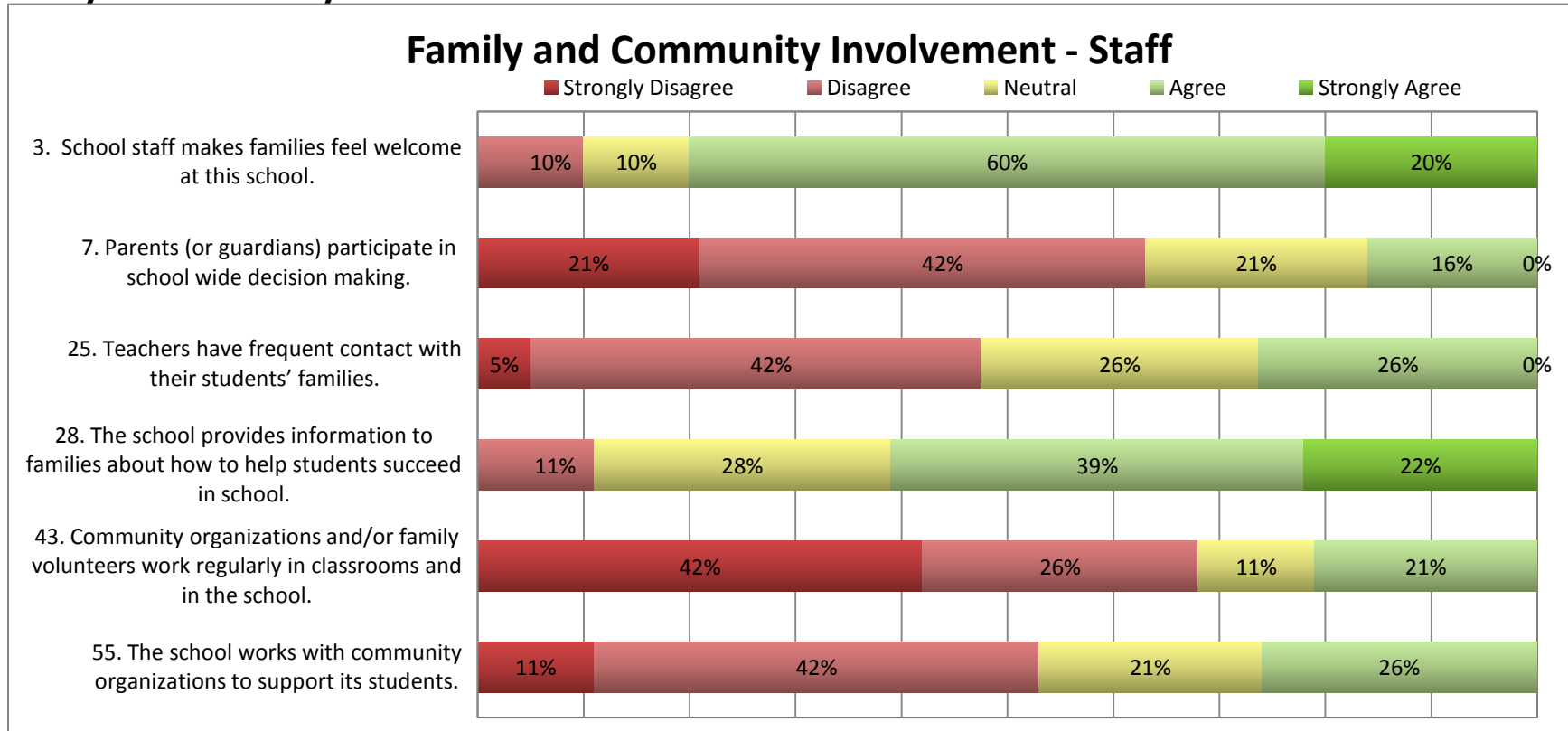


Supportive Learning Environment - Student

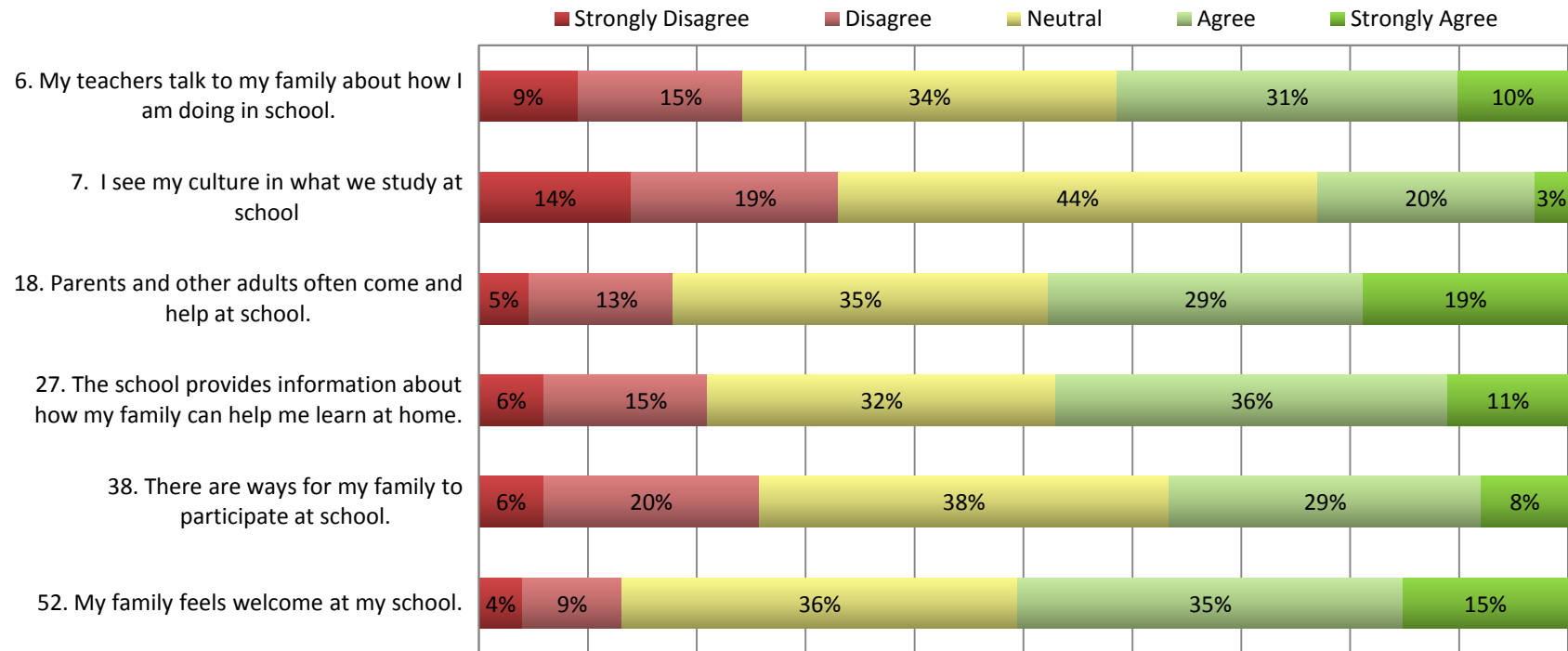




Family and Community Involvement



Family and Community Involvement - Student



STAR Report for Required Action Districts

Soap Lake Middle and High School
Soap Lake School District
January 26 and 27, 2011



STAR Report for Required Action Districts

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

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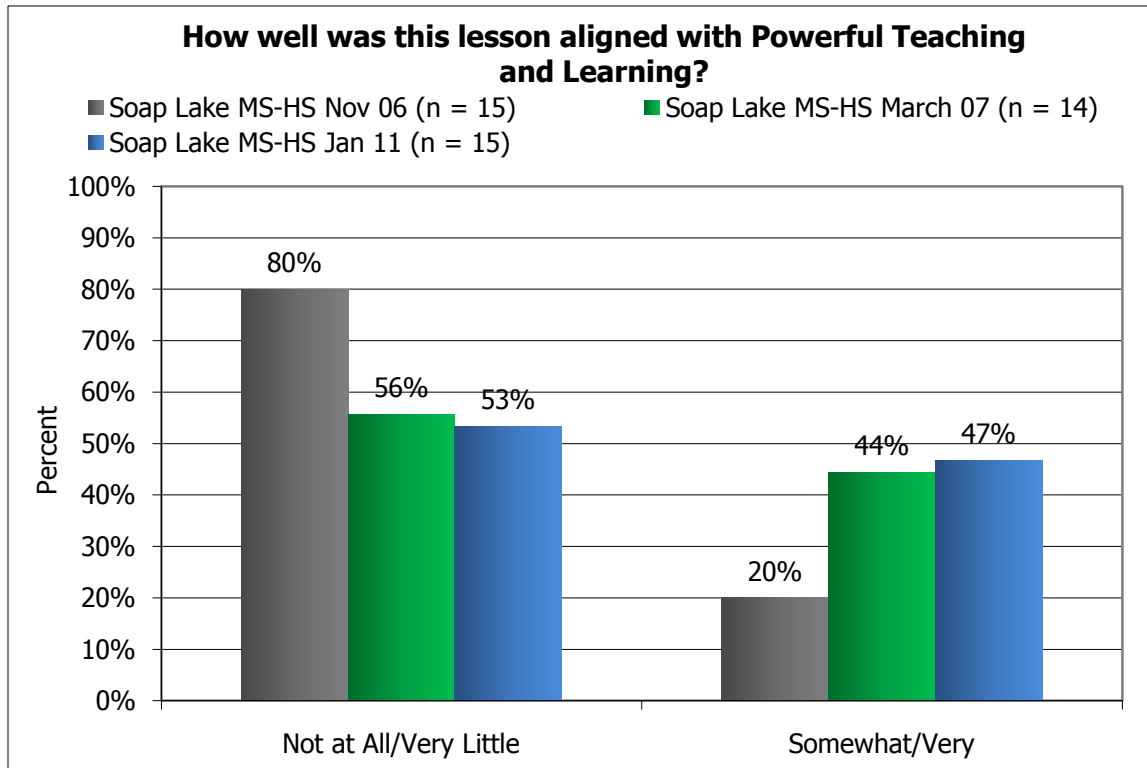
STAR Classroom Observation Study

Introduction

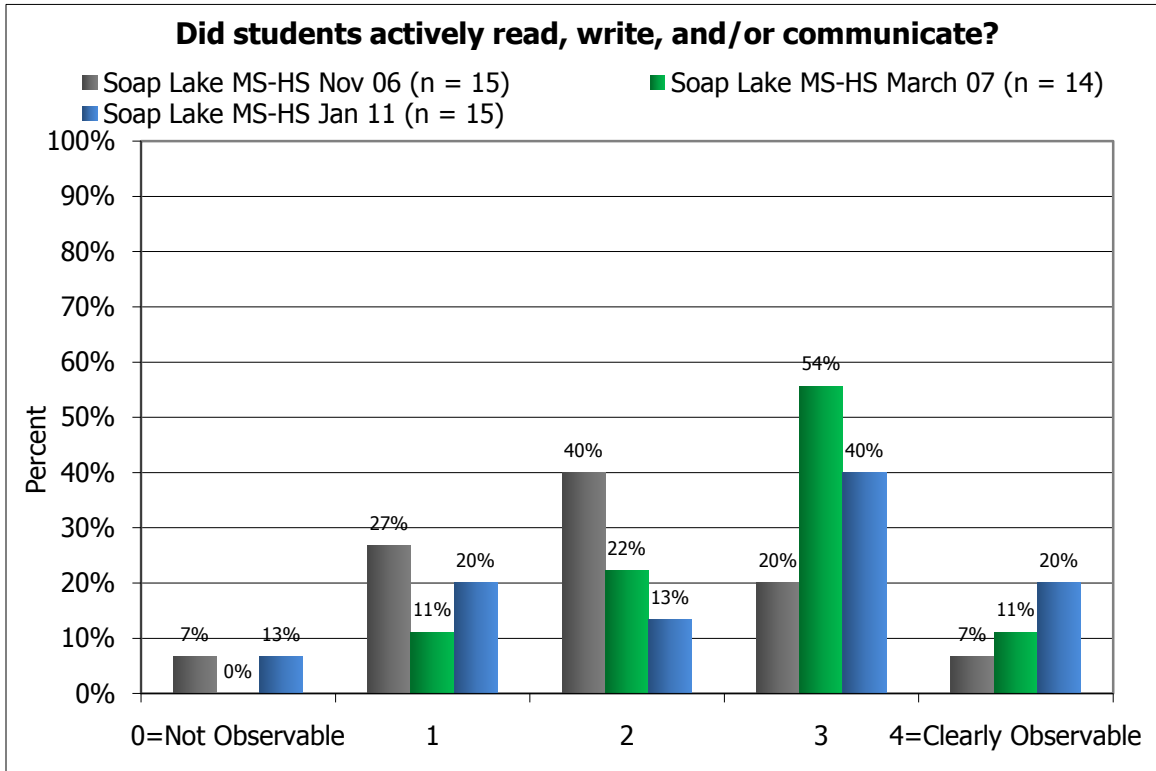
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the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

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

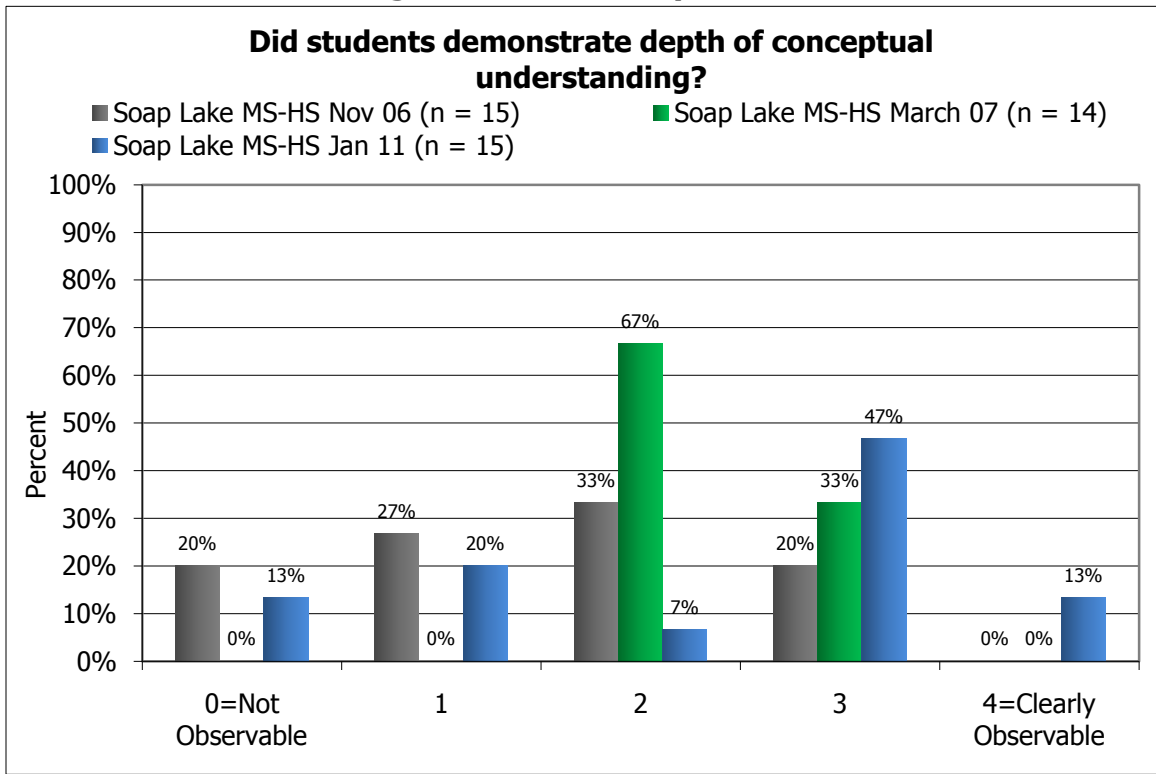
Overall Results



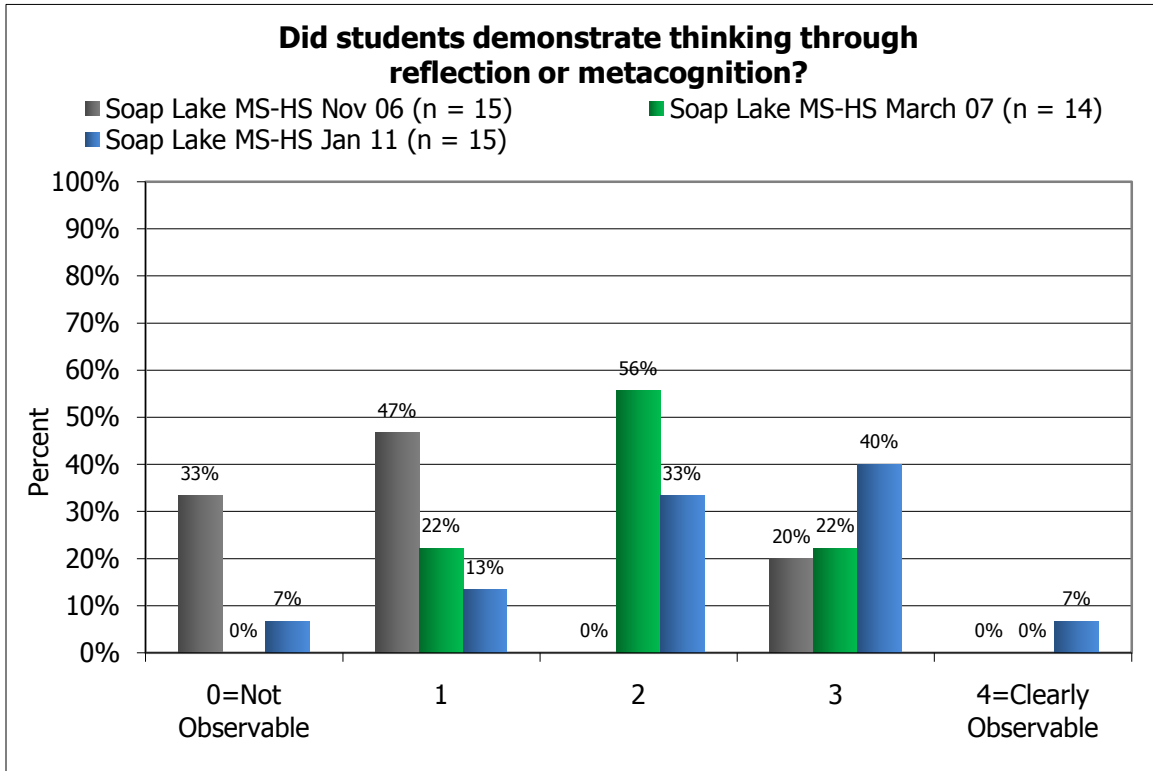
Skills: Essential Component Results



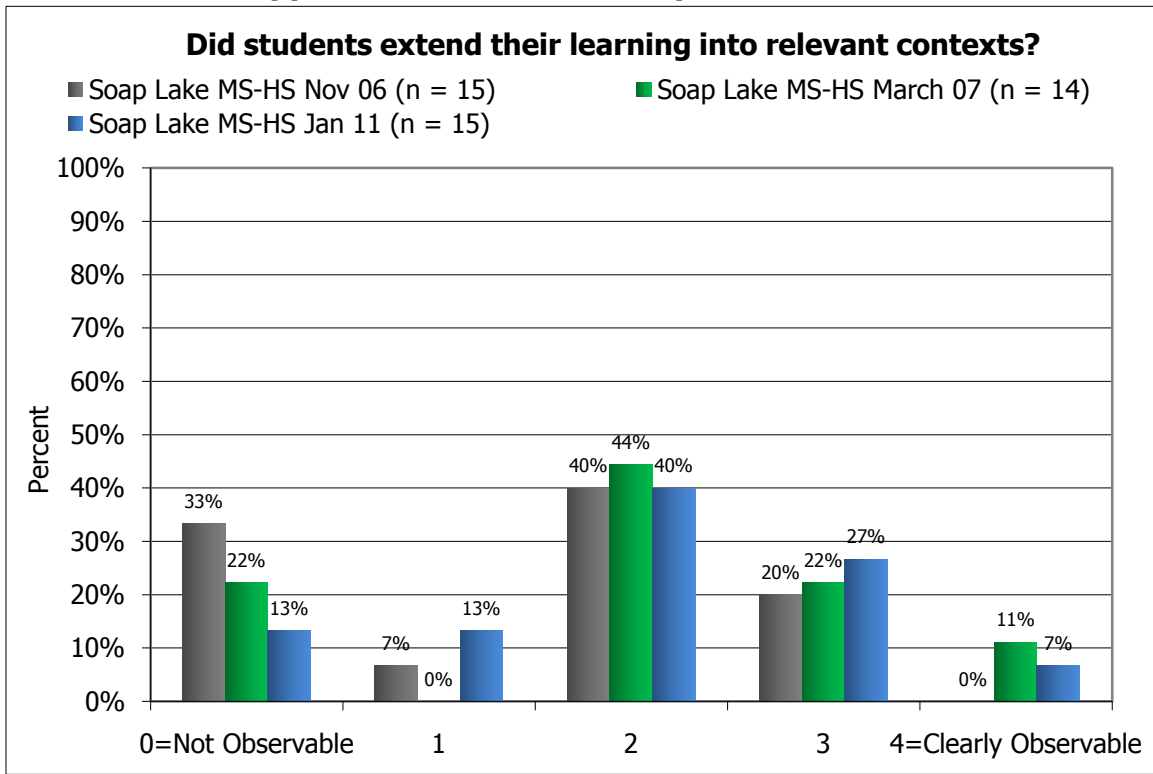
Knowledge: Essential Component Results



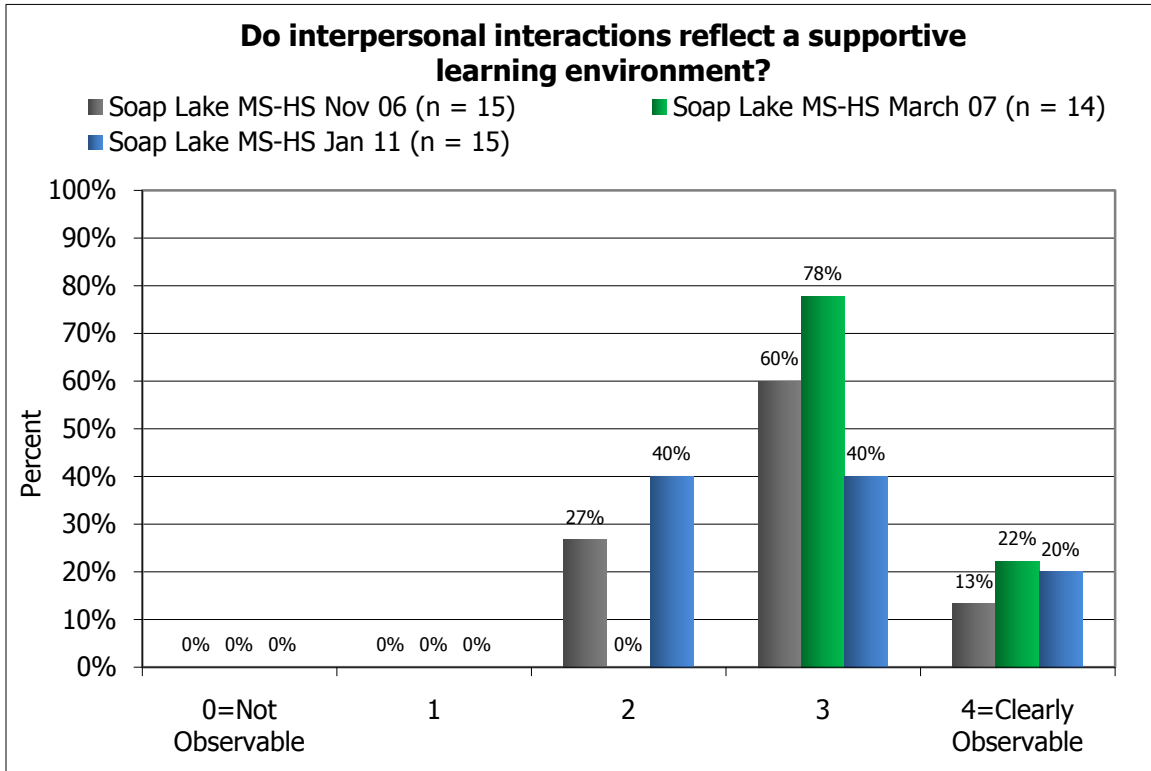
Thinking: Essential Component Results



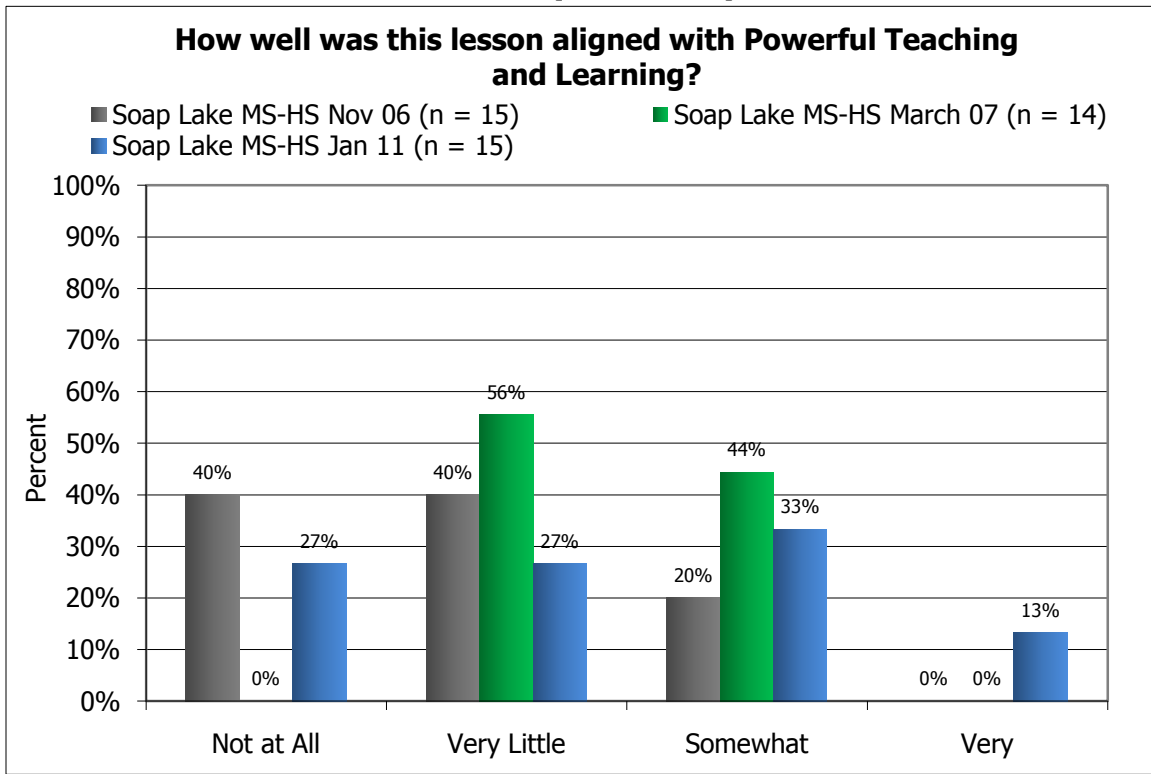
Application: Essential Component Results



Relationships: Essential Component Results



Overall (scales 1-4)



Disaggregated STAR Indicator Results

<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.	7%	20%	13%	40%	20%
				60%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	13%	13%	13%	40%	20%
				60%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	7%	13%	27%	27%	27%
				53%	
<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.	7%	27%	13%	47%	7%
				53%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	13%	20%	7%	47%	13%
				60%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	7%	27%	7%	47%	13%
				60%	
<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.	7%	13%	33%	40%	7%
				47%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	7%	20%	20%	47%	7%
				53%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	7%	27%	47%	20%	0%
				20%	
<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.	13%	7%	27%	47%	7%
				53%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	13%	13%	40%	27%	7%
				33%	
12. Students produce a product and/or performance for an audience beyond the class.	93%	0%	0%	7%	0%
				7%	
<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%	20%	53%	27%
				80%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	7%	33%	27%	20%	13%
				33%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	0%	20%	40%	40%	0%
				40%	

Summary and Recommendations

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

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

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

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

STAR Classroom Observation Reflection Page

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

General observations, comments, questions regarding the data:

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

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

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

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

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

What should we do next? _____

Additional Notes

District Application

Competitive School Improvement Grants & Required Action Districts

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

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

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

SECTION A: SCHOOLS TO BE SERVED

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.								
An LEA must identify each Tier I, Tier II, and Tier III school the LEA <i>commits</i> to serve and identify the model that the LEA will use <i>in each</i> Tier I and Tier II school.								
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Soap Lake Middle/High School	530807001335	xx						xx

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

SECTION B: DESCRIPTIVE INFORMATION

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

Applicant	Mandatory Questions in Section B
Districts applying for competitive <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 ☐ No
If “Yes” continue with Question #1b; if “No” continue to Question #6a.

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

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

The required OSPI School-level Needs Assessment was conducted at Soap Lake Middle-High School on January 26-27, 2011, by The BERC Group. During the site visit, 48 people including district and building administrators, board members, union leaders, certificated and non-certificated staff members, counselors, parents, and students participated in interviews and focus groups. In addition, the evaluators conducted 15 classroom observations using the STAR protocol to assess classroom practices. Finally, evaluators accessed information gathered through the District School Improvement and Accountability office. This included school and district improvement plans, collective bargaining agreements, salary allocation model, student achievement data, and additional school documents.

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

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

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

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

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

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

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

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

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

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

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

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

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

B.) INSTRUCTIONAL SUPPORT AND STRATEGIES... Use data to select and implement an instructional program that is research-based and vertically aligned to each grade and state standards.

C.) LEARNING TIME AND SUPPORT ...Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.

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

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

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

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

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

Transformation Model: Teachers and Leaders: The Principal as Leader

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

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

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

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

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

In an effort to create a system of increased accountability and responsibility for student achievement among all staff in the school, the District will implement the "Shared Circle of Responsibility" in the fall of 2011 (graphic attached). This model identifies the roles and responsibilities of all staff to be well informed about student achievement, and to work together to change instructional practice for all students as well as provide intervention to targeted students.

The School Principal is responsible to meet regularly with teacher teams focusing on student achievement data, and resulting in action plans for intervention. Transparent sharing of classroom data will encourage team members to mentor each other, and explore new practices that are proving to be more effective. The Principal will also meet regularly (approximately every 4-6 weeks) with each teacher individually to offer support, suggestions and direction to improve student learning in their specific classes. These meetings will include a focus on recent achievement data from each teacher's classroom. The results of these meetings are shared regularly with the Superintendent and other district staff, with a focus on how to provide support to teachers where needed, and how to ensure that all teachers are working to improve teaching pedagogy and student performance.

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

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

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

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

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

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

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

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

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

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

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

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

Transformation Model: Instructional and Support Strategies

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

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

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

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

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

Transformation Model: Time and Support

Increased Learning Time for Students

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

- **After School Assistance and Tutoring:**

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

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

- **Advisory Intervention Program during School Day**

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

- **Implementation of Online “Flex School”**

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

- **School Scheduling/Summer School**

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

Extended Learning Time for Teachers

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

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

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

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

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

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

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

Transformation Model: Governance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- NCESD 171 can advise on creating a new staff competency model and staff evaluation system in the District, provide job-embedded professional development to middle-high school faculty, provide school-wide training and technical assistance in the use of the Advisory/Intervention program, and assist in building a functional professional learning community (PLC) in the school.
- The DSIA-OSPI Group can assist in: facilitation of a comprehensive action planning process; the administration, use of Math and Reading Benchmark assessments; implementation and calibration of protocol for classroom walkthroughs.
- Northwest Evaluation Association can provide access to the Measures of Academic Progress (MAP) as a common interim assessment system in the school and offer training and technical assistance to administrators and faculty in its use.
- University of Kansas Instructional Coach Institute and neighboring districts implementing coach model – will provide training and technical assistance in the development of the instructional coach model to TOSAs and Principal.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Notes:

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

April, 2011 –

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

May, 2011 –

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

June, 2011 –

- Principal and Transformation Specialist join Superintendent and OSPI partners to lead action planning process.
 - Superintendent begins quarterly meetings with School Board leadership to review implementation of intervention model.
 - Superintendent and Principal attend leadership training (to be identified)
- Principal, TOSAs, and EAC begin engaging in selected meetings to set up communication frameworks and timelines

July, 2011 –

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

August 2011 –

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

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

September 2011 –

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

October 2011 –

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

November 2011-

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

December 2011 –

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

January 2012 –

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

February 2012 –

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

March 2012 –

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

April 2012 –

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

May 2012 –

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

June 2012 –

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

July 2012 –

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

August 2012 –

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

September 2012 –

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

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

October 2012 –

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

November 2012

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

December 2012 –

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

January 2013 –

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

February 2012-

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

April 2013 –

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

May 2013 –

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

June 2013 –

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

July 2013 –

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

August 2013 –

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

September 2013 –

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

November 2013 –

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

December 2013 –

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

January 2014 –

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

February 2014-

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

April 2014 –

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

May 2014 –

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

June 2014 –

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

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

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

Annual Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION C: BUDGET

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

Instructions:

1. Summary of the Proposed Three-Year Budget

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

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

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

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

Proposed Three-Year Budget - Amounts

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

Proposed Three-Year Budget - Narrative

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

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

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

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

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

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

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

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

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

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

District: Soap Lake School District #156

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

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

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

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

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DISTRICT: Soap Lake SD

DATE: 3/10/11

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

ACADEMIC PERFORMANCE AUDIT

Audit Findings are addressed in the Required Action Plan/Application

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

Evidence from Application

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

Collaboration with Key Stakeholder Groups

The Required Action Plan was developed in collaboration with administrators, teachers, and other staff, parents, unions representing any employees within the district, students, and other representatives of the local	<input checked="" type="checkbox"/> Meets Requirements <i>(To be completed by SE & SI staff)</i> <ul style="list-style-type: none"> ○ Submit evidence, such as an agenda or meeting notice, the school board conducted a public meeting to verify this requirement has been met. 	<p>Handed or sent agenda and meeting notice to Winn group</p> <p><i>A plan for ongoing communication has been initiated during the grant development stage. Staff has been informed along the way, and</i></p>
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**OSPI School Improvement Grants
LEA Application Feedback/Response**

<p>community.</p> <p>The school board conducted a public meeting to allow for comment on the proposed required action plan. (RCW 28A.657.050)</p>	<p><input type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> ○ List the part(s) of the required element that the LEA is missing or has not adequately described. ○ Identify any language that is unclear or needs to be discussed. <p><input type="checkbox"/> Absent/does not address requirements</p>	<p><i>provided numerous opportunities for input. Union leadership is supportive and has been heavily involved in the grant development. Throughout the course of the grant, an advisory group (EAC) will meet regularly and plan frequent communication of key messages to all stakeholders.</i></p>
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Evidence from Application

Section B: Descriptive: School Board approved the application on Feb 28, 2011. Five open-forum meetings were held to give participatory feedback. Participants included SLEA, parents, community members, administrators, staff and students.

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

TEACHERS AND LEADERS		
Replace Principal		
Required Element	Completion Status/Reviewer Comments	District Response
Replace Principal	<input type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>) <input checked="" type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box. <ul style="list-style-type: none"> ○ The district needs to address the questions regarding selection of the principal as clarified below under Evidence from Application, in G1b. <input type="checkbox"/> Absent/does not address requirements	<p>Transformation Model: Teachers and Leaders: The Principal as Leader</p> <p><i>Two years ago a newly configured Soap Lake Board of Directors took decisive steps to provide a new, forward thinking leadership team for the Soap Lake School District. In 2009-2010 new principals were hired for Soap Lake Elementary and Soap Lake Middle-High School. Kevin Kemp was hired at that time to lead the middle-high school. Kevin came with four years of experience, including the leadership of a school that made substantial gains in student learning during his tenure. The Board then replaced the Superintendent in the fall of 2010 with Dan McDonald. Even prior to the notification that the school was eligible for a RAD grant, Mr. Kemp and Mr. McDonald had been working as a team to begin substantial reform efforts in the school district. In examining the components of the Transformation Model concerning the School Leadership, it was clear that Mr. Kemp has the complete support of the Superintendent and the Board of Directors to lead this effort. Therefore Mr. Kemp will be continuing as principal of Soap Lake MS-HS as the SIG grant is implemented. The District recognizes that leadership is a key component to success of this model, and is therefore committed to providing the Principal with any and all support necessary</i></p>

OSPI School Improvement Grants
LEA Application Feedback/Response

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

		<p><i>provide instructional modeling to staff. Skills will also need to be developed in handling resistance and conflict, while maintaining strong positive relationships. SIG grant funds will be used to provide all necessary tools and support needed.</i></p>
Evidence from Application		
<p>Principal, Kevin Kemp is the current principal, and is in his second year at Soap Lake MS/HS.</p> <p style="background-color: yellow;">Provide an explanation to the following question in your application under question 1c, Teachers and Leaders.</p> <p>How did the Superintendent and district determine that the current principal has the competencies necessary to serve as a turnaround leader? Was the principal hired as part of a broader reform effort? How will the district ensure that the principal has adequate support and autonomy to make needed changes quickly? The school must be turned around in three years, thus there is not adequate time to provide training in turnaround practices. This is not meant in any way to communicate a judgment on the current principal, but it is essential to recognize that most strong principals do not have experience and history of success in this specialty. Because the principal's role is critical to school success, how the decision was made to retain this principal is important and is addressed in The U.S. Department of Education Guidance Fiscal Year 2010 School Improvement Grant (November 1, 2010 G -1b.</p> <p>G-1b. Does the flexibility afforded in Section I.B.1 of the final requirements enable an LEA to retain any principal who has been hired for a Tier I or Tier II school within the last two years?</p> <p>No. The flexibility in Section I.B.1 is not intended to protect the job of any recently hired principal in a Tier I or Tier II school. Rather, the flexibility provided is intended to permit an LEA to continue a previously implemented intervention aimed at turning around a low-achieving school that included hiring a new principal for that purpose. Accordingly, an LEA taking advantage of this flexibility should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.</p>		
Incentives to Recruit, Place & Retain Effective Teachers		
<p>Implement such strategies as financial incentives and career ladders for recruiting, placing, and retaining effective teachers.</p>	<p><input checked="" type="checkbox"/> Meets Requirements <i>(To be completed by SE & SI staff)</i></p> <ul style="list-style-type: none"> o The district application addresses the district's plan and intention to recruit effective teachers, and the District and association will need to negotiate this prior to Year 2 implementation. <p><input type="checkbox"/> Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement) make notes in the "Evidence from Application" box.</p>	<p><i>During the action planning phase, research will be done and ideas will be explored and used to improve recruiting and retention of effective teachers regarding recognition of staff, incentives for performance, and creation of a more transparent culture. A system will be established in the first year to systematically support new staff through mentorship and professional development. These ideas will be</i></p>

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

	<input type="checkbox"/> Absent/does not address requirements	<i>woven into the first year plan.</i>
Evidence from Application		
<p>Transformation Template: The district is currently engaged with the NWESD 171, state colleges and universities, WASA and AWSP, upcoming job fairs should the opportunity to recruit new staff arise. The district will be required to implement strategies to recruit effective teachers based on competencies developed as part of the new teacher and principal evaluation system in Years 2 and 3 of the grant.</p> <p>Section B: Descriptive Information-Page 6 addresses the district’s plan for recruiting and retaining highly effective teachers. Refer to Soap Lake Guidance Attachment 1 for further information regarding the requirements for teacher incentives and recruitment strategies.</p>		
TRANSFORMATION MODEL—New Evaluation System with Student Growth Significant Factor		
Implement rigorous, transparent, and equitable evaluation systems for teachers and principals which are developed with staff and use student growth as a significant factor.	<div style="margin-bottom: 10px;"> <input type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>) </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box. </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Absent/does not address requirements </div> <div style="margin-top: 10px;"> <p style="margin: 0;">○ The District and Association needs to address the understanding and commitment to negotiate agreement that ALL required elements in the Transformation Model will be fully and effectively implemented as described in Evidence from Application below.</p> </div>	<div style="background-color: #90ee90; padding: 5px; margin-bottom: 10px;"> <p>The District and the Association have begun addressing the issue of understanding and commitment for all required elements in the T-model will be fully and effectively implemented... the revised MOU will be completed and defined before March 30, 2011</p> </div> <p><i>In order to ensure effective collaboration between District and school leadership, the Soap Lake Superintendent, District Administrative Team, selected staff members, the new Transformation Specialist, and our Instructional Specialist will jointly lead the initial action planning process to identify specific goals, benchmarks, strategies, and action steps for implementing the Transformation Model. They will continue to meet frequently and regularly during the school year and the following summer to review data on program implementation and impact. This effort will guide data-driven decisions regarding</i></p>

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

		<i>resource allocation, coordination with existing or new external grants, coordination with other resources, and timely and focus-driven use of external partners.</i>
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Evidence from Application

Section B: Descriptive Information—page 14, 16:

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

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

Reward Effective School Staff/Remove Ineffective Staff

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

- ☒ Meets Requirements (*To be completed by SE & SI staff*)
 - The District and Association will need to negotiate this required activity of identifying, rewarding or removing staff for implementation in the 2012-13 school year.
- ☐ Insufficient information (*e.g., merely repeats regulation language; does not address all parts of the requirement*) make notes in the “Evidence from Application” box.
 - List the part(s) of the required element that the LEA is missing or has not adequately described.
 - Identify any language that is unclear or needs to be discussed.
- ☐ Absent/does not address requirements

The District and the Association have begun addressing the issue of understanding and commitment for all required elements in the T-model will be fully and effectively implemented... the revised MOU will be completed and defined before March 30, 2011

Evidence from Application

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

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

INSTRUCTIONAL SUPPORT STRATEGIES

Select and Implement Research-Based, Standards-Aligned Instructional Program

Required Element	Completion Status/Review Comments	District Response
Use data to select and implement research-based instructional program, vertically-aligned to each grade and state standards.	<input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box. <input type="checkbox"/> List the part(s) of the required element that the LEA is missing or has not adequately described. <input type="checkbox"/> Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements	

Evidence from Application

Section B: 3c speaks to the current district work on alignment of instructional materials and standards and of the grant work which will include further development of the assessments system to increase MAP testing and the Math Benchmark Assessment supported by Data Director. These actions will be supported within the three key system elements to include a teaching and learning framework, an intervention and advisory format and an extended learning structure for students. While it is not explicit in the application, it seems these three district supported components encompass the primary theory of action for turnaround of Soap Lake Middle/High School. The district will lead a process of coordinated curriculum alignment of essential standards in all content areas to assure vertical and horizontal alignment of course offerings. The district will use classroom walkthroughs at 20 per week to ensure curriculum alignment and implementation of quality instructional practices.

Provide Job-Embedded Professional Development

Provide ongoing, job-embedded professional development aligned with school’s comprehensive instructional program and designed with school staff.	<input type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>) <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box. <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The MOU needs to address expectations for ALL 	<p>The District and the Association have begun addressing the issue of understanding and commitment for all required elements in the T-model will be fully and effectively implemented... the revised MOU will be completed and defined before March 30, 2011.</p> <p><i>Targeted professional development addressing</i></p>
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**OSPI School Improvement Grants
LEA Application Feedback/Response**

	<p style="background-color: #00FF00; padding: 2px;">staff participation in the development and receipt of job-embedded professional development.</p> <p><input type="checkbox"/> Absent/does not address requirements</p>	<p><i>these objectives will begin during the summer of 2011, with follow-up sessions conducted during subsequent summers. Job-embedded professional development will also occur in the classrooms with instructional support staff such as the Instructional Specialist and TOSAs, during staff meetings, and during faculty planning time throughout the school year. The District will seek out external partners on these professional development efforts. District and school administrators and teacher leaders (TOSAs) will take a greater leadership role in this effort over time as the PLC principles become embedded and defined.</i></p> <p><i>The District is committed to collaboratively developing a job-embedded professional development system with administration and teacher leaders that will build the capacity of teachers to utilize research-based instructional practices and assessment strategies as identified in the Soap Lake Instructional Framework. SIG funds will be used to pay all teachers to participate in professional development during the summer of 2011 with an eye on making sure that this professional development effort has a shared, on-going emphasis that is locally rooted and makes a direct connection between what teacher's are keying on in their day-to-day practices in the classroom and how they are enhancing their content-specific instructional practices with an intent of improving student learning. Our PD efforts will have a main point of getting teachers to properly interpret the curricula thus creating effective learning</i></p>
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		<p><i>experiences for all students. Because it is an important step in preparing for new structures and expectations, which are being implemented in the fall, the District will work with union leadership throughout the summer to develop strategies to assure that all certified staff receives needed training so consistent implementation of new strategies can occur. The District will also adopt systemic methods of evaluating the impact of professional development on classroom instruction and assessment methods through classroom walk-throughs and regular communication with classroom staff through the cycle of meetings in the Shared Circle of Responsibility model.</i></p>
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Evidence from Application

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

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

Continuous Instructional Use of Student Data

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

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

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	<input type="checkbox"/> Absent/does not address requirements	
Evidence from Application		
<p>Section B: Descriptive Information—1c, p 9: The district will continue its use of NWEA MAPs and administer OSPI’s Math Benchmark Assessments K-12, 3 times per year. The district also intends to use Data Director to provide immediate student results to teachers and share reports with parents. The district proposes to work with staff to increase understanding and use of the WLPT data for ELL students and accompanying ELD standards. The district proposes to establish PLCs to allow teachers time to analyze student performance data to guide changes to instructional practices and resource allocation.</p>		

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LEARNING TIME AND SUPPORT		
Increased Learning Time		
Required Element	Completion Status/Review Comments	SEA Feedback and District Response
<p>Establish schedules and strategies that provide increased learning time. Increased learning time includes longer school day, week, or year to increase total number of school hours.</p>	<p><input type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>)</p> <p><input checked="" type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box.</p> <ul style="list-style-type: none"> ○ The MOU must address how it will pay staff for increased instructional and collaboration time, including whether this is required for all staff. ○ Clarify in the district application under 1c the total number of hours students will receive increased instructional time. <p><input type="checkbox"/> Absent/does not address requirements</p>	<p style="background-color: yellow;">When the district amends the application to address the questions addressed under the Evidence from Application, this section will move from “Insufficient” to “Meets Requirements” subject to OSPI approval. Amendments to the application are due no later than March 18th, 2011.</p> <p>Transformation Model: Time and Support Increased Learning Time for Students</p> <p>The District is aware that large majorities of its student population are currently not meeting state academic standards. In implementing the Transformation Model, it has an obligation to provide adequate extended learning time for acceleration of learning, as well as necessary interventions to enable all students to reach grade level performance. The District will provide extended learning time to students in the following ways:</p> <ul style="list-style-type: none"> • After School Assistance and Tutoring: <p>Additional time will be available for accelerated learning and targeted after school assistance and tutoring three days per week for 1 hour per day. This will be available to all students. This will be provided by paid certified staff who will be paid an additional three (3) hours per week, for thirty-six weeks to work with students. Students will be served by level of need as follows:</p> <ol style="list-style-type: none"> 1. All students are able to access this assistance by their own

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		<p>choice as much as needed.</p> <ol style="list-style-type: none">2. Students who fall behind in a particular class, who are struggling with low performance, or who need additional skill building to be successful will be targeted to stay after school to receive assistance for a designated period of time, with regular reviews of current status in class. In this case, parents will be notified, and students will be required to participate.3. Students who are failing two or more classes will be required to receive assistance after school three days per week for the remainder of the term. Parents will be notified, and an attendance contract will be developed with the student. Attendance at after school sessions shall override any other responsibilities the student has with other school activities, such as sports. <ul style="list-style-type: none">• Advisory Intervention Program during School Day <p>The District will also implement an advisory/intervention program for all</p>
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		<p>students that will provide additional support and intervention during the school day. SIG funds will provide training for all staff, as well as staff time to coordinate the content of the advisory and the system of identifying students for intervention as well as tutoring assistance. (this activity is described further at the end of this question)</p> <ul style="list-style-type: none"> • Implementation of Online “Flex School” <p>In addition, SIG funds will be used to develop a “flex-school” structure. The flex-school is an online enhancement-intervention program. It is estimated that this will add to the student enrollment, drawing from students currently not enrolled in school. In addition it will provide current students with opportunities for credit retrieval, credit acceleration and advanced course work. SIG funds will provide staff time to develop and implement the program, as well as be the contact point for the students. It will also provide funds for online enrollment in a designated, proven program, which will allow for the expansion of the current academic school curriculum.</p> <ul style="list-style-type: none"> • School Scheduling/Summer School <p>To facilitate an expansion of our instructional time, testing will be scheduled outside of the regular instructional day, bus trip-learning opportunities is another of our effort to extend learning time, an effort to</p>
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		<p>restructure our school day and yearly calendar is under way. All of which will initially be supported by SIG funds. Students will receive additional learning time through an enhanced summer school. The summer school will serve all students who are in need of additional instructional time to meet their annual goals, and deliver content with increased rigor. Specific students will be targeted to attend through specific criteria, known to students and parents throughout the school year. All students in need of assistance will be required to attend, with an attendance contract drawn up and signed by parents and students.</p> <p>Extended Learning Time for Teachers</p> <ul style="list-style-type: none">• The District is also committed to providing staff with adequate time to learn and apply the numerous new practices in which they will be asked to engage. Grant funds will be used for a number of activities targeting teacher learning: All certified staff will be contracted to work an additional 4 days beyond the student school year to participate in professional development activities. This will occur both in the summer and during the school year calendar.• Teachers will also be provided
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		<p>with substitute teachers for 6 days throughout the year to participate in professional development activities, and collaboratively work with colleagues to assist with the development of interventions, analysis of data, and the implementation of needed instructional behavior and practice changes.</p> <ul style="list-style-type: none"> • Teachers will be supported in several ways as they build their job-embedded professional development structure and content. • The District will work collaboratively with all staff to develop a robust and continuous professional development continuum to assure that all staff members receive the support and training needed to effectively teach what is required in the instructional framework.
Evidence from Application		
Section B: Descriptive Information—page 9: The district proposes it will expand opportunities for teachers to participate in common faculty planning time around research-based classroom instructional practices as part of its plan to build Professional Learning Communities. The MOU does not address increased time for teacher collaboration time.		

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Section B, Page 10:

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

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

Social-Emotional Supports for Students

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

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

Evidence from Application

Budget request for 12 additional hours of counseling support.

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

Family and Community Engagement

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Provide ongoing mechanisms for family and community engagement.	<input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Insufficient information (<i>e.g.</i>, merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box. <input type="checkbox"/> List the part(s) of the required element that the LEA is missing or has not adequately described. <input type="checkbox"/> Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements	
Evidence from Application		
<p>Section B: Descriptive Information—p. 11: Home support and liaison support services will be created and delivered to families, including an increase in personal contacts and translation services. Events such as student led conferences and High School and Beyond Plan information nights will take place. (Parents for Kids Organization is under development-BERC report, page 39).</p> <p>Page 16: Annual community and school meetings prior to the beginning of each school year will be held to promote a clear and shared focus on student learning. The grant proposes the development of enhanced community outreach particularly for those non-English speaking.</p>		

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GOVERNANCE		
Operational Flexibility		
Required Element	Completion Status/Review Comments	District Response
Grant sufficient operational flexibility (e.g., staffing, calendar, and budget) to implement fully a comprehensive approach to substantially improve student achievement and increase high school graduation rates and ensure staff receives ongoing, technical assistance.	<input type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>) <input checked="" type="checkbox"/> Insufficient information (e.g., merely repeats regulation language; does not address all parts of the requirement) make notes in the “Evidence from Application” box. <ul style="list-style-type: none"> ○ The district needs to clarify the extent of operating flexibility granted to the school. <input type="checkbox"/> Absent/does not address requirements	<p><i>The Superintendent is committed to providing any needed operational flexibility to accomplish needed goals for students. An example would be the establishment of the “Flex-School” described under Extended Student Learning Time. He will also work closely with the building principal on the demands on his time, removing areas of responsibility that will interfere with his priority of being the school’s instructional leader such as removing the AD duties if this in anyway interferes with his effort to be effectively involved with guidance for teaching and learning elements associated with his school. The SIG action planning process will explicitly build upon, incorporate and adjust, as needed, the present district and school based improvement initiatives that are currently contributing to improving student learning and improving overall achievement in the Soap Lake School District. In order to increase student learning time, the District is initiating several actions. First, the district will implement a regular school day which is thirty (30) minutes longer; In addition, the school year will be extended by four student days.</i></p>

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		<p><i>This will include (1) efforts begun in late 1990's (funded through private and federal grants) to improve access to computer technology and the internet district-wide; (2) training of district faculty to build their understanding of instructional strategies from Marzano, Danielson, and Wiggins-McTighe; (3) implementation of the Core components of a Response To Intervention (RTI) program at Soap Lake Middle-High School as well as district-wide, an effort that will take shape as spring comes about; (4) An effort to improve the SLMSHS scheduling structure and overall course focus through expansion and added flexibility by designing and implementing a "Flex-school" structure to enhance the district's present schedule/program regarding teaching and learning capabilities. In order to increase its flexibility in staff selection, the District will work with one or more external partners to identify, implement, test, and refine promising strategies to extend its personnel recruitment beyond the immediate geographic area. This will allow the District to apply more rigorous criteria to staff selection, particularly regarding previous experience working in struggling schools, working collaboratively with colleagues on improving instructional practices, applying proven best practice in instruction, and making data-driven instructional and implementation decisions. Upon hiring new staff, the district will develop a system to mentor and monitor new staff, assuring that they are properly trained in</i></p>
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		<p><i>district practices.</i></p> <p><i>The current close physical proximity and working partnership between the Superintendent, the Principal, and Union President allows for ongoing and timely communication on operational issues that arise, and results in quick resolution. Offices are all located together in a single area, where any leader can consult with others at a moment's notice, thus information is readily shared by all. This allows the school operation to be quite flexible and responsive, allowing the Principal in particular to be responsive to student and staff needs quickly. Examples of this would be scheduling adjustments for students, staff assignment and needed teacher support, Data can be shared in a timely manner, and data based decisions on needed improvements can be forthcoming.</i></p>
Evidence from Application		
<p>Section B: Descriptive Information: The district will explore options such as year round schooling, and “flex scheduling.” The principal will obtain training from University of Kansas on their instructional coaching model. A new Instructional Specialist and a Transformation Specialist will work collaboratively to coordinate and lead Soap Lake efforts.</p> <p>Operating flexibility afforded the principal is not specifically addressed. What flexibility and parameters will be available to the principal?</p> <p>Section B: Descriptive Information: Page 15: District will establish the Educational Advisory Council (EAC) to plan the Transformation Activities with input by external and internal partners.</p> <p>Transformation Template: Page 14-Shared circle of accountability will be adopted and implemented to provide system wide structures that will contribute to the changing culture of the school.</p>		

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BUDGET		
Sufficient in Scope		
Required Element	Completion Status/Review Comments	District Response
<p>Budget request is sufficient in scope to implement the selected intervention model fully and effectively in each Tier I, II or III school (Budget requests align with Section C; budget narrative supports proposed budget)</p>	<div style="margin-bottom: 10px;"> <input type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>) </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the “Evidence from Application” box. <ul style="list-style-type: none"> ○ The district needs to address and justify the budget requests and question provided below. </div> <div> <input type="checkbox"/> Absent/does not address requirements </div>	<p style="color: red;">In addition to these comments please see Winn budget revision sheet the other clarification named in this section.</p> <p>Budget Item #2 One and a-half time positions will be established during the first year of the grant, and continue throughout the grant period. Our focus will be on Literacy support, and math/science. The organization of these positions will be such that two teachers will be assigned to this instructional support/professional development position for a period of six (6) months. Our intent is to build district capacity in the area of teaching and learning support by developing and building teacher leadership capacity, content and coaching skill awareness, and intensive instructional strategy proficiency with an eye on providing for reflective opportunities in a professional development framework. The District recognizes that if deliverables are expected from all (staff-administration-board-students-parents) then our district needs the time and resources if it is to develop its depth and breadth as well as the expedience of its intentions, analysis of data, and implementation of new instructional practices through defined frameworks. The importance of increasing collectively the capacity of our staff and district to apply and act in new ways, share knowledge, alter instructional behavior and</p>

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		<p>practices with fidelity is one obligation, but the other important aspect of this effort is making sure that our sustained effort over-time will result in defined norms, protocols, and non-negotiable in the areas of guidance for learning instruction, development of “good” instruction, implementation of classroom principles of learning, and the inclusion of a cognitively guided instructional frameworks. We KNOW this is the right road to building our diversified leadership. To be successful, all of our efforts will be closely evaluated (internally and externally) to gauge the impact on instructional practice and student performance at the end of the first year.</p> <p>District and school administrators and teacher leaders (TOSAs) will take a greater leadership role in this effort over time as the PLC principles become embedded and defined. The TOSAs will provide leadership in curriculum alignment activities that are being started in the spring of 2011. Work is currently being done by the math department to align the new Holt Curriculum (grades 6-12) to the Washington State Math Performance Expectations, as well as to the emerging Common Core standards being adopted by the state. The TOSAs will work closely with the MS-HS principal, who will provide guidance and support on issues addressing student needs, reading and math instruction and alignment with state academic standards. In addition, to develop their instructional coaching skills, the TOSAs and the</p>
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		<p>Principal will be receiving training in instructional coaching strategies and classroom data collection tools usage through University of Kansas Instructional Coach Institute. As their skills develop, the TOSAs will increasingly provide resources to the classroom, model lessons using effective teaching techniques, and observe and collect data during classroom lessons with efficient feedback offered to the teacher.</p> <p>Budget Item #4 is presented in the Learning Time and Support section of this feedback sheet. In addition, the District will provide 2 days prior to the beginning of the school year and 2 days after the end of the school year for structured collaboration and professional development. Teachers will each also have access to 6 substitute days during the year to be released to work with team-teacher collaboration for the same purposes.</p> <p>Budget Item #6 is that it increases student instructional learning time by 114 hours for all students.</p> <p>Budget Item #10...taken out of grant request</p> <p>Budget Item #13-14 see Winn Budget revision sheet.</p> <p>Budget Item #16 that duplication piece was removed from budget.</p>
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Budget Items # 18-23 considerations and adjustments made to budget in Winn Budget negotiations...see Winn budget revisions sheets.

Evidence from Application

Page 4 of iGrant form package

Add to budget: Annual School Classroom Practices Study and the Annual Classroom Observation Study (approximately \$8,000 per year), Advanced Achievement Gap Analysis (approximately \$1300 per year), CEE Data Package (approximately \$600/year), licenses as appropriate for CWT (\$800 in the first year; \$500 in Years 2 and 3), Data Director (\$4.50/student/year).

Request:

Year 1: \$709,169 (\$3812/student)*

Year 2: \$641,621 (\$3449/student)

Year 3: \$564,930 (\$3037/student)

Total: \$1,915,720

*per student amounts based on 186 total students

Budget Narrative:

Item #2: Why is there a need for 2 TOSA's? What will be their respective roles and responsibilities? (PD) From the application, the district already pays the salaries of these TOSA's and that this is the first year in this role. The district argues they'll be able to keep the TOSA's using SIG funds due to the state budget cuts. OSPI will support 1 FTE to based on need to carry out the responsibilities for staff professional development needs.

Item #4: Do the contractual days for faculty fall under the heading Extended School Day, Week, or Year in the narrative? (4 days before school starts, and 2 days after school ends) Are these student days too?

Items #4-6: What is the total number of increased instructional hours? Further spell out item #6. What is the difference between item #5 and #6? Is this increased instructional time for all students?

Item #10: Explain the same as items # 4-6 above. How will the paraeducators be used?

Items #1, 2, 11, 16: All of these items address the need for FTE or external support that could be more centralized, coordinated to deliver streamlined professional development supports.

Item #13: Break out the costs to show the total reflects the training for staff. (ie., 18 staff X 1 day training X \$124/day)

Item #14: Provide the total for all services discussed (\$9460)

Item #13 and 14: Consider using one measure to get started—MAPs is a tool designed for screening and is currently being used by the district (p. 8 of Section B: Descriptive information); the Transformation Model requires formative/interim assessments. The MBA/RBA meets this requirement.

Item #16: Duplicative of item #1. School will also have access to WIIN Math TACSE expertise if participating in item #13 (MBA).The proposed math coach responsibilities are designed around curriculum alignment, pacing and MBA administration; up to date syllabi, researching math interventions, EOC exams. District is also proposing a .5 data analyst to provide management and application of student learning data such as growth-to-proficiency data, receive training in HSPE/MSP, EOC, Data Director, MAP, MBAs to help staff

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better utilize these systems (p 13 of Section B/Description Information).

Item #17: What is the difference in line 1 v. line 2? Supplies v. supports? Spell out further.

Item #18: Consideration: What instructional materials/interventions has the district identified and for which subject areas?

Item #21: Adjust according to changes made in items #2, 9, 11, and 16 above.

Item #23: Adjust according to agreements and negotiations above.

Has the district budgeted for the TOSA's to receive training through the University of Kansas Instructional Coach Institute? Where is this reflected in the budget?

OTHER

Required Element	Completion Status/Review Comments	District Response
1. P. 5-Waivers: 2. TOSA proposed cyclical model:	<input checked="" type="checkbox"/> Meets Requirements (<i>To be completed by SE & SI staff</i>) <input type="checkbox"/> Insufficient information (<i>e.g., merely repeats regulation language; does not address all parts of the requirement</i>) make notes in the "Evidence from Application" box. <input type="checkbox"/> List the part(s) of the required element that the LEA is missing or has not adequately described. <input type="checkbox"/> Identify any language that is unclear or needs to be discussed. <input type="checkbox"/> Absent/does not address requirements	

Evidence from Application

Section B: Descriptive Information, page 7.

- The district was unsure whether waiver (1b) matched their schools' status for implementation of a school wide. Tier II schools that do not receive Title I funds are not required to implement a school wide; therefore (1b) waiver is not applicable.
- The district proposed a cyclical model where teachers will rotate the TOSA roles and responsibilities to build teacher leadership capacity around instructional practices and reflection. The district should consider the impact on student learning if/when subject area teachers are included on these rotations for consistency of quality teaching and learning. Additionally, the district should consider how these rotations may impact the new teacher evaluation system that uses student growth as a significant factor. The level of experience in these roles should be considered as well to ensure TOSA's have the necessary competencies to support teachers with rapid improvement.

Soap Lake School District Required Action District Grant Three year Budget Plan Narrative

Support from NCESD 171 for Instructional Specialist and Support from Instructional Content Coaches — The Instructional Specialist will be a part-time external contracted position from the ESD who will work in close partnership with the Superintendent, the Principal, the Transformation Specialist, and teacher leaders to provide facilitate improvement in the overall instructional program. This will be done through professional development activities, consultation on RTI, and formation of professional learning communities, effective instruction and assessment strategies, and the development of an instructional framework. Instructional content coaches from ESD 171 will assist in the above as needed. Budget includes 25 days/year x \$660/day = \$16,500 first year; 20 days/year x \$660 = \$13,200 for year 2 and 15 days/year x \$660 = \$9,900 for year 3. Total 3 years = \$39,600.

Transformation Specialist — Part-time, external contracted position will work directly with the Superintendent, Principal, Instructional Specialist and EAC to facilitate overall development of intervention. Responsibilities will include coordination of major grant activities, particularly coordinating the work of external partners, facilitating and aligning the various elements of the action plan, through coaching work to strengthen instructional leadership at the district and school levels, and promote a consistent focus on a common instructional framework to drive dramatic change in classroom instruction. Budget includes 90 days/year x \$500/day = \$45,000 year-1; 35 days/year x \$500/day/year-2 = \$17,500; 25 days/year x \$500/day/year-3 = \$12,500 for all 3 years = \$75,000.

Annual School Classroom Practices Study and the Annual Classroom Observation Study — \$8,000/year for 3 years = \$24,000; Advanced Achievement Gap Analysis - \$3,000/year for 3 years = \$9,000; CEE Data Package - \$600/year for 3 years = \$1,800; Licenses as appropriate for CWT - \$800 in year 1, \$500 in year 2 & 3 = \$1,800; two scanners for data input collection \$1,000; Data Director \$4.50/student/year = \$2,025 for a total of \$39,625.

TL-TOSAs - 1.5 FTE certified teachers will receive training in instructional coaching and work closely with the Instructional Specialist and the Transformation Specialist, as well as the Superintendent and MS-HS Principal to serve as coaches and teacher leaders in improving the overall instructional program. They will learn to work directly with MS-HS school faculty through coaching and professional development to integrate the principles and strategies of the school's common instructional framework into the MS-HS classroom instructional practices. Salary of \$69,000/year x TOSAs = \$103,500 for each year. Budget for 3 years = \$310,500.

Substitute Teachers — Includes 8 substitute days x 18 MS-HS school teachers = 144 substitute days/year. Substitutes will release faculty to participate in professional development activities, receive technical assistance, or conduct collaborative instructional work with peers. Substitutes are paid at \$124 per day. Budget includes 8 sub days x \$124/day x 18 teachers = \$17,856 a year x 3 years = \$53,568.

Home-School Connection — Additional contractual hours for Nurse-Counselor services — Includes 5-hours additional nurse services per week for 200-hours @ \$24/hr., and Counselor services for 12 hours per week equating to 1-FTE. These extra hours will be used to participate in trainings, transitions and pathways, technical assistance, home visits, parent strategy nights, and other activities related to the project. Nurse services for 200 hrs/year for all three years = \$4,800 x 3/years = \$14,400; and Counselor services for additional hours equates to .30 FTE = \$12,700 x 3-yrs. = \$38,100. Total service cost for nurse and counselor for three years = \$52,500.

Additional Supplemental Days for Teachers — The 2011-12 school year will include 4 additional days x 18 MS-HS school faculty = 72 days, which will allow all staff to participate in grant-related activities. Days will be defined as calendar is developed. Teachers are paid at an average rate of \$37.86 per hour for 7.5 hours each day. The budget includes 4 days x 18 staff x \$37.86/hr x 7.5 hrs/day = \$20,444/year x 3 years = \$61,333.

Extended School Teacher Stipends — This will pay a teacher stipend for work with all students on necessary academic intervention (remedial, advanced placement), tutoring, etc. It includes stipends for 18 teachers. This will support a more instructionally-rigorous program focusing on enhancement and reinforcement of curriculum content and increased student learning time.

Extended School Day learning time 30 minutes a day which operates all three years: 90 hours a year x \$37.86 for each teacher (18) will equate to = \$61,333 times 3-years = \$183,999.

Extended School Year For Student Days of 4-days all three (3) year: 4-days x \$37.86 x 7.5x18=\$20,444.40 times 3-years= \$61,333.

Summer Learning time operates two years: 3 hours/day x 4 days/week x 6 weeks = 72 hours/summer times 4 teacher (288 hours total) times \$37.86 =\$10,904 times 2-years =\$21,808.

Before/After school operates during first (1) year. Teachers are paid \$37.86 per hour for extended school work. Budget includes 2 staff x \$37.86/hrs x 1-hrs/day x 3 days/wk x 36 weeks = \$8,178/year.

Transformation Model Action Planning and Training Stipends for Teachers — Includes 108 days of stipends to support participation in action planning, program design, and training activities during year 1 and 54 days of stipends for these purposes during year 2, and 18 days during year 3. Budget includes 108 days x \$37.86/hr/6hrs=\$24,533 in year 1, 54x\$37.86x6-hrs=\$12,266 in year 2 and for 18 days x \$37.67x6 = \$4,888 for year 3 for a three year total of \$41,687.

Implementation of Classroom Walkthrough Tool — Teachscape Services OSPI: Implement a classroom walkthrough electronic tool that will capture data taken on Classroom Walkthroughs according to a research based protocol. Cost from Teachscape to collect the data is \$800 for the school, plus 3-lpads for data collection (\$2,700); a couple of flip video cameras (\$380). OSPI training is about \$2000 for a team of five. Cost for year 1 (\$800 + \$2,700 + \$380 + \$2,000) = \$5,880; year 2 and 3 = \$800/yr for 3 year total \$7,480.

OSPI/ DSIA Services for Action Planning — Contract with OSPI for action planning process, Gap Analysis, training and use of the Math Benchmarks. The data action planning element is for learning days in the summer, prep days in the fall, end of year evaluation, data analysis and staff collaboration. OSPI costs for planning process is approximately \$600/day x 20 days/yr = \$12,000 in year 1, \$600/day x 10 days/yr = \$6,000 for year 2 and \$600/day x 5 days/yr = \$3,000 for year 3. Total for all three years = \$21,000.

Supplies for Community and School Meetings — Support meetings at the school including faculty meetings related to the grant. Budget includes \$3,500/year x 3 years = \$10,500. Supports means of outreach and meetings and with parents and members of the community, particularly in association with broadest reach of the community and the social/nurse/counselor efforts plus the Education Advisory Committee events costs. Budget includes five events per year at \$1,033 per event = \$5,167 per year for a three year total = \$15,500. Three year total = \$26,000.

Instructional Materials, for summer/extended school, and related Core Subject area Programs — Supports the MS-HS instructional programs by purchasing Literature and Language application supplemental materials as well as content areas resource material (maps, reference material). Budget includes \$15,320 in year 1 + \$13,405 in years 2 and \$9,575 in year 3 = \$38,300.

Conference Fees —Allows principal to attend instructional leadership training and conferences offered by organizations such as AWSP and WASA. Budget includes \$5,500 in year 1, \$3,000 in year 2 and \$1,500 in year 3 = \$10,000.

Travel/Lodging — Allows administration and faculty to participate in off-site project-related training activities (leadership trainings) as well as pays for external specialists travel-lodging expenses. Budget includes \$12,500 in year 1 & \$10,425 in year 2; and \$6,375 in year 3 = \$29,300.

Fringe Benefits — Fringe benefits paid on all wages for certified or classified staff, including stipends, additional contractual days, and substitute teachers. Fringe benefits equal 35% of the total salary. This includes health insurance, retirement, and unemployment insurance. Budget include \$99,642 in year 1 + \$92,486 in year 2 and \$85,808 in year 3 = \$277,938.

Indirect Costs — Computed on the total of all direct expenses. Rate equals 7.14% in year 1 and 9.90% in years 2 & 3. Budget includes \$36,452 in year 1 + \$43,311 in year 2; plus \$39,052 in year 3 = \$118,815.

Total Funding Request — **\$546,978 in Year 1 + \$480,793 in Year 2 + \$433,518 in Year 3 = \$1,461,290.**

DRAFT

School Improvement Grant - Soap Lake	Year One	Year Two	Year Three	Total
Wages - Certified				
Teachers on Special Assignment				
1.5 FTE per year @ 69,000/yr	103,500.00	103,500.00	103,500.00	310,500.00
Substitute days				
6 days x 18 staff x \$124/dy	17,856.00	17,856.00	17,856.00	53,568.00
Supplemental Days - Teachers				
4dy/yr x 18 staff x \$37.86/hr x 7.5 hr/dy	20,444.40	20,444.40	20,444.40	61,333.20
Extended School Extended Day				
1/2 hrs/dy x 180 days x 18 staff x \$37.86/hr	61,333.20	61,333.20	61,333.20	183,999.60
Extended School Year - 4 student days				
4 days x 18 staff x \$37.86/hr x 7.5 hrs	20,444.40	20,444.40	20,444.40	61,333.20
Extended School - Summer School				
4 staff x 3 hr/dy x 4 dy/wk x 6 wks x \$37.86/hr	10,903.68	10,903.68	-	21,807.36
Extended School - Before/After School				
2 staff x 1 hr/dy x 3 dy/wk x 36 wks x \$37.86/hr	8,177.76	-	-	8,177.76
Action Planning & Training Stipends				
Year 1 - 108 days x \$37.86 x 6 hrs/dy	24,533.28			
Year 2 - 54 days x \$37.86 x 6 hrs/dy		12,266.64		
Year 3 - 18 days x \$37.86 x 6 hrs/dy			4,088.88	40,888.80
.3 FTE Counselor	12,700.00	12,700.00	12,700.00	38,100.00
Total Certified Wages	279,892.72	259,448.32	240,366.88	779,707.92
Wages - Classified				
Nurse 200 hrs/yr x \$24/hr	4,800.00	4,800.00	4,800.00	14,400.00
Benefits @ 35% of Wages	99,642.45	92,486.91	85,808.41	277,937.77
Supplies				
School/Faulty Meetings	3,500.00	3,500.00	3,500.00	10,500.00
Community Meetings				
\$1,033 per event x 5 events per year	5,167.00	5,167.00	5,166.00	15,500.00
Supplies for Extended school/CORE areas	15,320.00	13,405.00	9,575.00	38,300.00
Data Management Tool - Two Scanners	-	-	-	-
Classroom Walkthrough Tool Teachscape				
3 iPads, video cameras	3,080.00	-	-	3,080.00
Total Supplies	27,067.00	22,072.00	18,241.00	67,380.00
Contracted Services				
OSPI/DSIA services for Action Planning				
Year 1 - \$600/day x 20 day/year	1,400.00			
Year 2 - \$600/day x 10 day/year		1,400.00		
Year 1 - \$600/day x 5 day/year			1,400.00	4,200.00
Transformation Specialist				
Year 1 - \$600/day x 100 day/year	45,000.00			
Year 1 - \$600/day x 60 day/year		17,500.00		
Year 1 - \$600/day x 40 day/year			12,500.00	75,000.00
Teachscape training & License	2,800.00	800.00	800.00	4,400.00
NCESD Assistance				
Year 1 - \$660/day x 25 day/year	16,500.00			
Year 1 - \$660/day x 20 day/year		13,200.00		
Year 1 - \$600/day x 20 day/year			9,900.00	39,600.00
Practices & Observation Study	14,425.00	12,775.00	12,775.00	39,975.00
Principal Training	5,500.00	3,000.00	1,500.00	10,000.00
Total Contracted Services	85,625.00	48,675.00	38,875.00	173,175.00
Travel				
Prinicpal Training	12,500.00	10,000.00	6,375.00	28,875.00
Sub Total	509,527.17	437,482.23	394,466.29	1,341,475.69
Indirects				
7.14%	36,380.24			
9.90%		43,310.74		
9.90%			39,052.16	118,743.14
Total Indirects	36,380.24	43,310.74	39,052.16	118,743.14
Grand Total	545,907.41	480,792.97	433,518.45	1,460,218.84

SBE Review Notes 3/28/11 Soap Lake Junior and Senior High School ESD 171

Summary of Review

Required Elements	Adequately addressed in the RAD plan? Y/N
1. Implementation of one of the four federal intervention models.	Yes
2. A budget that provides for adequate resources to implement the federal model selected and any other requirements of the plan.	Yes
3. RAD Plan: a. A description of the changes in the district's or school's existing policies, structures, agreements, processes, and practices that are intended to attain significant achievement gains for all students enrolled in the school. b. How the district intends to address the findings of the academic performance audit.	No (see pages 4-42 and RAD memo for more details)
4. Identification of the measures that the school district will use in assessing student achievement at a school identified as a persistently lowest-achieving school, which include improving mathematics and reading student achievement and graduation rates that will enable the school to no longer be identified as a persistently lowest-achieving school.	Yes
5. A public hearing conducted by the school board on the proposed plan.	Yes
6. Evidence of collaboration to develop plan with administrators, teachers, staff, parents, union representatives, students and members of the community.	Yes

Audit Overview

Soap Lake Junior and Senior High School

- 18 teachers
- 212 students
- Superintendent is in his first year

Models Reviewed

Transformation – recommended option by Audit.

Date of last Collective Bargaining Agreement: September 1, 2006 through August 31, 2010.
(Extended to August 31, 2011)

Performance and Demographics

Reading and Math Three Year Proficiency and Improvement Rate

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

Student Demographics		
Enrollment		
October 2009 Student Count	212	
May 2010 Student Count	192	
Gender (October 2009)		
Male	101	47.6%
Female	111	52.4%
Race/Ethnicity (October 2009)		
American Indian/Alaskan Native	7	3.3%
Black	1	0.5%
Hispanic	59	27.8%
White	145	68.4%
Special Programs		
Free or Reduced-Price Meals (May 2010)	182	94.8%
Special Education (May 2010)	11	5.7%
Transitional Bilingual (May 2010)	23	12.0%
Migrant (May 2010)	4	2.1%
Section 504 (May 2010)	0	0.0%
Foster Care (May 2010)	2	1.0%
Other Information (more info)		
Unexcused Absence Rate (2009-10)	9	0.1%
Annual Dropout Rate (2008-09)	2	1.4%
On-Time Graduation Rate (2008-09)	31	94.6%
Extended Graduation Rate (2008-09)	32	97.6%

Strengths

- Excellent graduation rates.
- Advanced course in biology.

Issues

- Declining town and economic base.
- 21percent of students took requisite courses for HECB minimum four year college admissions- low levels of advanced math, foreign language and science credits taken.
- Not all staff believes that all students can do challenging work.
- Principal needs to attend to community concerns.
- Staff needs to engage in collaborative learning opportunities.
- No instructional framework.
- Curricular materials have gaps and need to be updated.
- Minimal structures in place to help struggling students.
- Library locked and staff rarely available after school.
- Staff needs to use data to drive instruction.
- Staff doesn't connect with students outside class.
- Staff needs to use data to drive instruction.
- Leadership team needed for common planning time.

Technical Assistance

OSPI assisted Soap Lake with preparation of plan.

Brief Summary of Plan/Strategies:

- Hiring staff experts, including a transformation specialist, teachers on special assignment.
- Instructional coaching/job embedded professional development.
- Increased instructional time:
 - After school tutoring: Three hours per week for 36 weeks for students who are targeted based on low performance. An advisory/intervention program will occur daily for 30 minutes.
 - Online 'flex school' to attract students from outside the District and provide credit retrieval, credit acceleration and advanced coursework for current students. Program to be developed with SIG funds.
 - Summer school for increased learning time for students who need additional instruction.
- Additional staff time will be devoted to family and community engagement.
- Classroom observation and walkthroughs by District leadership.
- New teacher evaluation system.

Budget:

Soap Lake Total	\$546,978	\$478,606	\$341,861	\$1,367,445
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Goals as stated in the Plan:

Grade level		Mathematics	Reading
6	2009-10 (baseline)	15%	31%
	2010-11	25%	41%
	2011-12	35%	51%
	2012-13	45%	61%
	2013-14	55%	71%
7	2009-10 (baseline)	21%	24%
	2010-11	31%	34%
	2011-12	41%	44%
	2012-13	51%	54%
	2013-14	61%	64%
8	2009-10 (baseline)	12%	39%
	2010-11	22%	49%
	2011-12	32%	59%
	2012-13	42%	69%
	2013-14	52%	79%
9	2009-10 (baseline)	35%	58%
	2010-11	45%	68%
	2011-12	55%	78%
	2012-13	65%	88%
	2013-14	75%	98%
10	2009-10 (baseline)	20%	58%
	2010-11	30%	68%
	2011-12	40%	78%
	2012-13	50%	88%
	2013-14	60%	98%
11	2009-10 (baseline)	28%	58%
	2010-11	38%	68%
	2011-12	48%	78%
	2012-13	58%	88%
	2013-14	68%	98%
12	2009-10 (baseline)	53%	57%
	2010-11	63%	67%
	2011-12	73%	77%
	2012-13	83%	87%

	2013-14	93%	97%
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State Board of Education Assessment:

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

SBE Comments:

District selected the transformation model.

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

SBE Comments:

Yes, adequate

District/LEA	Yr 1 Actual 40%	Yr. 2 Proj. 35%	Yr. 3 Proj. 25%	3 Year Total	Student Enrollment	PPE Yr 1
Soap Lake SD (10%)	\$54,697	\$47,860	\$34,186	\$136,743	192	\$2,849
Soap Lake MS/HS	\$492,281	\$430,746	\$307,675	\$1,230,702		
Soap Lake Total	\$546,978	\$478,606	\$341,861	\$1,367,445		
Soap Lake Request Pre-Negotiation	Yr 1 Request	Yr 2 Request	Yr 3 Request	3 Year Total Request	192	\$3,694
	\$709,169	\$641,621	\$564,930	\$1,915,720		

3. RAD Plan:

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

SBE Comments:

A lot of activity but not sure that all of it results in increased student achievement.

Plan to select curriculum doesn't seem backed up in budget. Concern is that too much time and energy is used to procure curriculum materials too late in the three year cycle.

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

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

The Superintendent is committed to providing any needed operational flexibility to accomplish needed goals for students. An example would be the establishment of the "Flex-School" described under Extended Student Learning Time. He will also work closely with the building principal on the demands on his time, removing areas of responsibility that will interfere with his priority of being the school's instructional leader, such as, removing the AD duties if this in anyway interferes with his effort to be

effectively involved with guidance for teaching and learning elements associated with his school. The SIG action planning process will explicitly build upon, incorporate and adjust, as needed, the present district and school based improvement initiatives that are currently contributing to improving student learning and improving overall achievement in the Soap Lake School District. This will include (1) efforts begun in late 1990's (funded through private and federal grants) to improve access to computer technology and the internet district-wide; (2) training of District faculty to build their understanding of instructional strategies from Marzano, Danielson, and Wiggins-McTighe; (3) implementation of the Core components of a Response To Intervention (RTI) program at Soap Lake Middle-High School as well as district-wide, an effort that will take shape as spring comes about; (4) An effort to improve the SLMSHS scheduling structure and overall course focus through expansion and added flexibility by designing and implementing a "Flex-school" structure to enhance the District's present schedule/program regarding teaching and learning capabilities.

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

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

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

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

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

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

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

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

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

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Soap Lake Middle and High School Plan (italics indicates the text is directly quoted from the plan)
1. Develop a clear understanding of the requirements for transformation and turnaround. There did not appear to be a clear understanding of the requirements of the transformation or turnaround model within the district. For example, there were misunderstandings around the requirements regarding replacement of the principal and linking student growth to the evaluation. We suggest district personnel work with OSPI to develop a clear understanding of the model requirements and then put in support structures to develop staff capacity.	No. Inconsistency in plan for professional development. Ten days of PD, six during the year with subs; only four will be all staff, before or after the school year. "Through ongoing work of the EAC, the District will <i>begin the process</i> of looking at extending the school learning time for all students during the school day by either adjusting the calendar or the school's daily schedule." – This implies that there isn't a plan in this RAD plan.	<i>Page 5</i> <i>In an effort to provide support with coordination and facilitation of all the different aspects of implementation of the Transformation model, the District will use grant funds to contract with an external specialist who will serve as the Transformation Specialist. This individual will have experience and expertise in school and district reform initiatives in rural settings and will work directly with the Superintendent and the Middle-High School Principal. Responsibilities will include coaching district leaders in effective instructional leadership practices, the leadership of a change process, and assisting with facilitation of implementation of elements of the Transformation model. The Transformation Specialist will also assist with contact and coordination of services with all external partners. This position will run through the entire grant period.</i> <i>Page 10-11</i> <i>The District is aware that large majorities of its student population are currently not meeting state academic standards, In implementing the Transformation Model, it has an obligation to provide adequate extended learning time for acceleration of</i>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Soap Lake Middle and High School Plan (italics indicates the text is directly quoted from the plan)
	<p>Uncertain about how many student days will be added; unclear about the after school tutoring - remedial focused, so how does it fit for the students who choose to go who are at grade level? What will occur during this time? Not sure about the purpose for the Advisory/ Intervention time. Daily contact with a consistent adult is great, but not sure about the actual plan for the structure or how the time will be spent. There is a lot of additional teacher time planned but it's not always clear how it relates to instruction. Emphasis on teacher training but uncertain about impact on student learning time.</p> <p>Response to Intervention was discussed but not integrated throughout the plan.</p> <p>The principal was hired in 2009/10 and will continue in his job, despite the acknowledgement by the Superintendent that he will need to continue skill development and growth. (p.5) "The</p>	<p><i>learning, as well as necessary interventions to enable all students to reach grade level performance. The District will provide extended learning time to students in the following ways:</i></p> <p>After School Assistance and Tutoring: <i>Additional time will be available for accelerated learning and targeted after school assistance and tutoring three days per week for one hour per day. This will be available to all students. This will be provided by paid certified staff who will be paid an additional three (3) hours per week, for thirty-six weeks to work with students. Students will be served by level of need as follows:</i></p> <ol style="list-style-type: none"> <i>1. All students are able to access this assistance by their own choice as much as needed.</i> <i>2. Students who fall behind in a particular class, who are struggling with low performance, or who need additional skill building to be successful will be targeted to stay after school to receive assistance for a designated period of time, with regular reviews of current status in class. In this case, parents will be notified, and students will be required to participate.</i> <i>3. Students who are failing two or more classes will be required to receive assistance after school three days per week for the remainder of the term. Parents will be notified, and an attendance contract will be developed with the student. Attendance at after school sessions shall override any other responsibilities the student has with other school activities, such as sports.</i> <i>4. Advisory Intervention Program during School Day. The District will also implement an advisory/intervention program for all students that will provide additional support and intervention during the school day. SIG funds will provide training for all staff, as well as staff time to coordinate the content of the advisory and the system of identifying students for intervention as well as tutoring assistance. (this activity is described further at the end of this question).</i>

Issues identified in the performance audit: (quoted from the BERC Academic Performance Audit)	Adequately addressed in the RAD plan? Y/N SBE Comments	Soap Lake Middle and High School Plan (italics indicates the text is directly quoted from the plan)
	<p>principal will need tools and systems to be more visible in the classroom. He will need continued training and tools to develop skills in analyzing student achievement data..." See p.5 of the OSPI LEA application feedback: "There is not adequate time to provide training in turnaround ..." See p.25 in the audit, which addresses problems with the principal. See P. 7 in the audit, "It is unclear the extent to which they fully understand the requirements of this model, such as linking student growth with evaluation and replacement of the principal."</p>	<p>Implementation of Online "Flex School"</p> <p><i>In addition, SIG funds will be used to develop a "flex-school" structure. The flex-school is an online enhancement-intervention program. It is estimated that this will add to the student enrollment, drawing from students currently not enrolled in school. In addition, it will provide current students with opportunities for credit retrieval, credit acceleration and advanced course work. SIG funds will provide staff time to develop and implement the program, as well as be the contact point for the students. It will also provide funds for online enrollment in a designated, proven program, which will allow for the expansion of the current academic school curriculum.</i></p> <p>School Scheduling/Summer School</p> <p><i>To facilitate an expansion of our instructional time, testing will be scheduled outside of the regular instructional day, bus trip-learning opportunities is another of our effort to extend learning time, an effort to restructure our school day and yearly calendar is under way. All of which will initially be supported by SIG funds. Students will receive additional learning time through an enhanced summer school. The summer school will serve all students who are in need of additional instructional time to meet their annual goals, and deliver content with increased rigor. Specific students will be targeted to attend through specific criteria, known to students and parents throughout the school year. All students in need of assistance will be required to attend, with an attendance contract drawn up and signed by parents and students.</i></p> <p>Page 16-17 <i>To support full and effective implementation of the Transformation Model at Soap Lake Middle-High School, the District will be using grant funds to</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	Soap Lake Middle and High School Plan (italics indicates the text is directly quoted from the plan)
		<p><i>contract with a new: Transformation Specialist, and as needed, ESD Instructional Content Coaches. In addition, the District will establish contractual agreements with several external partners to address significant support service needs in the math and reading subject areas.</i></p> <p><i>This will include contracts or assistance from/with NCESD 171, The Danielson Group, Northwest Evaluation Association, and OSPI's District and School Improvement and Accountability (DSIA) Division for assistance around planning, use of formative assessments, data use, and instructional delivery and leadership. More details on the roles and responsibilities of the external partners and DSIA are included in the response to Question #3b.</i></p> <p><i>Page 17-18</i> <i>In order to ensure that Soap Lake Middle-High School receives the ongoing, intensive technical assistance and related support to fully and effectively implement its Transformation Model, the District will expand its own capacity to provide such assistance and support. As a small rural school district, the only staff currently available to provide educational assistance to the school is the Soap Lake Superintendent. Within the constraints of his position, he does provide such assistance and will continue to do so under this proposed initiative. In addition, the Superintendent, the SLMS-HS Principal, the Alternative Principal, and the Elementary Principal will receive external training, on-site technical assistance, and on-going coaching to build their capacity as instructional leaders within the school and district.</i></p> <p><i>As described in Question 1b, the District also will contract with a part time Transformation Specialist, who has experience and expertise in school and district reform in rural communities. This individual will report directly to the Superintendent and will work with the</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	Soap Lake Middle and High School Plan (italics indicates the text is directly quoted from the plan)
		<p><i>Superintendent, MS-HS Principal, other district administrators and teacher leaders, Educational Advisory Council and all external partners to coordinate the alignment and development as well as the implementation of the Transformation Model in the school.</i></p> <p><i>Within Soap Lake MS-High School, a new part-time Instructional Specialist will provide instructional leadership, implement a common instructional framework in the schools, facilitate instructional collaboration among faculty, refine vertical-horizontal curriculum alignment across MS-HS grades and with preschool and elementary school curriculums, and ensure the use of best instructional practices and strategies by all district and adjunct faculty (preschool-birth-to-three). This is further described in Question 1b. This individual will work closely with the middle-high school principal, the Transformation Specialist, and external partners in carrying out these tasks. The individual selected as the Instructional Specialist will have past experience in promoting instructional change within a rural district, but particularly to a combined middle-high school setting. This individual will also participate along with the Superintendent and school administrators in the District's instructional leadership development program (mentioned in the previous paragraph).</i></p> <p><i>Both the external needs assessment conducted by the BERC Group and the internal assessment led by the Superintendent indicated the need for expertise and assistance from external partners to address several areas of need. The identification of these specific areas of need was also informed by the OSPI report, Characteristics of Improved Districts: <u>Themes from Research</u>. Because the District has a diverse range of expertise needs, it was decided that multiple external partners would be more appropriate than a single external lead partner.</i></p>

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		<p><i>In identifying its external partners, the District will consider five criteria: (1) commitment to use of best practices and familiarity with cutting-edge educational research, (2) history of effective institutional collaborations, (3) experience with successful school improvement efforts, (4) knowledge of Washington state educational standards, and (5) previous familiarity with the Soap Lake Schools (rural settings).</i></p> <p><i>Of these criteria, the first three were considered the most important. Based upon these criteria, the District has identified several external partners that are qualified to provide assistance in the following areas:</i></p> <ul style="list-style-type: none"> <i>• NCESD 171 can advise on creating a new staff competency model and staff evaluation system in the District, provide job-embedded professional development to middle-high school faculty, provide school-wide training and technical assistance in the use of the Advisory/Intervention program, and assist in building a functional professional learning community (PLC) in the school.</i> <i>• The DSIA-OSPI Group can assist in: facilitation of a comprehensive action planning process; the administration, use of Math and Reading Benchmark assessments; implementation and calibration of protocol for classroom walkthroughs.</i> <i>• Northwest Evaluation Association can provide access to the Measures of Academic Progress (MAP) as a common interim assessment system in the school and offer training and technical assistance to administrators and faculty in its use.</i> <i>• University of Kansas Instructional Coach Institute and neighboring districts implementing coach model – will provide training and technical assistance in the development of the instructional coach model to TOSAs and Principal.</i>

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		<p><i>The District also will seek external partners to provide the following additional services:</i></p> <ul style="list-style-type: none"> •<i>Assistance in identifying and implementing new strategies that allow effective personnel recruitment beyond the immediate geographic area.</i> •<i>Assistance in building instructional leadership capacity of District and school administrators, promoting the effective use of classroom walk-throughs, and developing faculty capacity to use effective peer collaboration.</i> •<i>Assistance in development and adoption of a new teacher and principal evaluation tool that meets the requirements of the Transformation Model, including incorporating students growth in the evaluation.</i> <p><i>It will be a primary responsibility of the Transformation Specialist to manage, coordinate, and facilitate the effective deployment of external partners – so that their services have the maximum possible impact on the implementation of district plans. The services provided by each external partner will be assessed on an ongoing basis throughout the year and will be formally reviewed bi-annually each year. Each contract will include specific deliverables and standards for services. The District also plans to contract with OSPI/DSIA for several categories of services. This will include assistance in (1) designing and effectively conducting the action planning process, (2) supporting faculty in development and use of formative student assessments, (3) supporting administrators and faculty in making effective use of student assessment data to drive instructional decisions, and (4) strengthening instructional leadership at district and school levels. Failure to meet service delivery standards or provide specified deliverables will result in the selection of a new external partner to provide those services.</i></p>

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<p>2. Access support to develop a Comprehensive Human Resource Management System. District and school personnel will need to work closely to develop clear expectations and standards for assessing the performance of teaching staff. Under the current system, all teaching staff members are rated as satisfactory or unsatisfactory; this system does not offer meaningful information for teachers to improve in the long and short term. District and school representatives will need support in developing such a model and may benefit from investigating how other schools and districts are doing this. Given current difficulties recruiting staff, the district will also need to update their recruiting and human resource management plan to draw from a wider pool of applicants who have proven competency. Additional areas to explore in developing this system include induction and mentoring, self-assessment and evaluation, and recognition and retention.</p>	<p>Yes, but reviewers had to dig for all the elements in the plan.</p> <p>Will identify promising strategies... doesn't feel like there is a concrete plan. Geographic location is included to explain not being able to recruit new staff. While the plan doesn't seem completely comprehensive, it does appear to have some parts in place throughout the application.</p> <p>"Research will be done and ideas explored to improve recruitment and retention."..."Should the opportunity to recruit staff arise."...</p>	<p><i>Page 6</i> <i>As these efforts are underway the District will work with the principal and teaching staff to begin the development a new teacher and principal evaluation system that rewards staff for efforts toward improvement, and expects improvement in staff where it is needed. The evaluation system will include the component of student growth in the evaluation, and expect teachers and principals to gather evidence of improved student learning. Initially, the District will search out other districts and research based frameworks to gain a starting point. The new evaluation system will be piloted with staff in the 2011-2012 school year.</i></p> <p><i>Page 7</i> <i>As stated in the BERC Group report, "The district tends to be limited to the immediate area in most recruiting." This has meant a very limited pool of applicants. As a result, positions have been very difficult to fill. During a recent effort to hire a new foreign language teacher (a retiring teacher position), the district had to seek alternative avenues to find just one qualified candidate. The District is committed to implementing new approaches to successfully extend its recruitment outside the immediate area. It has already explored the use of online job postings to extend its recruitment efforts. It will work with NCESD 171, AWSP, and WASA to identify one or more external partners to advise it in creating, implementing, and refining new personnel recruitment strategies. It will also work with union leadership to establish a system of support and mentorship to newly hired staff to ensure a successful experience in Soap Lake school system, as well as increased likelihood of retention of quality staff.</i></p> <p><i>Page 9</i> <i>Presently, the MS-HS has only one nationally board certified teacher. This staff member is definitely seen as a teacher leader and will play a key role in our grant activities. The District will initiate efforts to provide timely and accurate</i></p>

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		<p><i>information to potential candidates as well as explore methods of support similar to that offered by surrounding districts in an effort to encourage more MS-HS teachers to begin their efforts to become nationally board certified.</i></p> <p><i>Page 14</i> <i>As noted previously, the District currently has very limited flexibility in the recruitment and assignment of school leaders and teachers. This is because it only operates one middle-high school and so cannot effectively do an adequate “shift” of teachers between like schools. In addition, its geographic isolation in a rural community located miles away from any significant metropolitan area has meant that its pool of applicants for any staff position has been very small – allowing limited choice in staff recruitment and selection.</i></p> <p><i>In order to increase its flexibility in staff selection, the District will work with one or more external partners to identify, implement, test, and refine promising strategies to extend its personnel recruitment beyond the immediate geographic area. This will allow the District to apply more rigorous criteria to staff selection, particularly regarding previous experience working in struggling schools, working collaboratively with colleagues on improving instructional practices, applying proven best practice in instruction, and making data-driven instructional and implementation decisions. Upon hiring new staff, the District will develop a system to mentor and monitor new staff, assuring that they are properly trained in District practices.</i></p> <p><i>Page 16</i> <i>...the District will work with the SLEA to adopt a new teacher and principal evaluation system that reflects the district’s vision of high expectations for instructional competency, and incorporates student growth into the evaluation. The District and school leadership will also conduct annual</i></p>

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		<i>community and school meetings prior to the beginning of the school year that will be used to promote a clear focus on student learning and communicate high expectations and accountability for all parents, teacher, students and support personnel.</i>
3. Conduct an action planning process to identify a mission statement, specific goals, and strategies for school improvement. There does not appear to be a clearly understood or common focus at SLMSHS. While everyone is interested in seeing their students succeed, they are not working together toward clearly defined goals aimed at student learning, and many people work in isolation. Without a clear and common focus in place, staff members' efforts will continue to be fragmented. We recommend the creation of a clear and shared mission and vision that should include specific goals and benchmarks for performance (staff and students) and strategies for improvement. This mission should then be shared with all stakeholders to focus skills and energy and to drive decision-making and resource allocation. The school improvement plan should reflect the mission and be monitored and refined regularly based on student data.	<p>No.</p> <p>Principal is hired but will need tools and systems to be more visible. Needs training and tools to analyze student data.</p> <p>There should be a sense of urgency and understanding of the capacity of current staff – are the current teachers the best choice to make decisions about the instructional framework?</p> <p>Page 19 – District will adopt three things – sounds like a great plan but they are not explained well in the previous 18 pages.</p> <p>Gap analysis at years' end to monitor efforts in development of framework for quality teaching – so by year one it won't be implemented, but still in development?</p> <p>In July – if needed</p>	<p>Page 4-5</p> <p><i>District staff and external partners will work with school administrators and staff to engage in a comprehensive School Action Planning process prior to school opening in September, 2011. This work will reestablish an authentic and clear mission for Soap Lake Middle-High School that focuses on all students learning at high levels.</i></p> <p><i>The process will lead staff to identify and prioritize needs and strategies outlined in the School Improvement Grant into actionable and measurable goals, and specific action plans with attached timelines. This action planning process will use the information from the Characteristics of Improved Districts Research, as well as the Nine Characteristics of Effective Schools as a basis for intensive planning around each component of the Transformation model. This plan will be transparent to all in the school and community, and serve as a timely (bi-annual) review platform for assessment of progress in the school. The plan will also be used to guide District and school decision-making and particularly the strategic allocation of District and school resources.</i></p> <p><i>In an effort to provide support with coordination and facilitation of all the different aspects of implementation of the Transformation model, the District will use grant funds to contract with an external specialist who will serve as the Transformation Specialist. This individual will have experience and expertise in school and district reform initiatives in rural settings and will work directly with the Superintendent and the Middle-High School Principal. Responsibilities will include coaching District leaders in effective instructional leadership</i></p>

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	<p>– they will complete the MOU.</p>	<p><i>practices, the leadership of a change process, and assisting with facilitation of implementation of elements of the Transformation model. The Transformation Specialist will also assist with contact and coordination of services with all external partners. This position will run through the entire grant period.</i></p> <p><i>Page 6</i> <i>SIG funds will be also used to develop the Soap Lake Instructional Framework during the first year of the implementation process, which will further clarify expectations for teachers, identify evidence of increased levels of effective practice, and sources of evidence of student learning. SIG funds will be used to contract with external partners with this expertise, accessing research-based instructional frameworks as a guide, including work by Danielson and Marzano. District is consistent with language that will be used in the new state level evaluation system scheduled to be implemented in 2012-2013. Teacher will work with specialists to create common language that will be used in the Soap Lake School.</i></p> <p><i>Page 19-20</i> <i>In order to ensure effective collaboration between District and school leadership, the Soap Lake Superintendent, District Administrative Team, selected staff members, the new Transformation Specialist, and our Instructional Specialist will jointly lead the initial action planning process to identify specific goals, benchmarks, strategies, and action steps for implementing the Transformation Model. They will continue to meet frequently and regularly during the school year and the following summer to review data on program implementation and impact. This effort will guide data-driven decisions regarding resource allocation, coordination with existing or new external grants, coordination with other resources, and timely and focus-driven use of external partners.</i></p>

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		<p><i>Finally, the team will continue to use the action planning process during the course of this recalibration effort to review and adjust benchmarks, implement strategies, adjust and focus action steps, and to ensure that the goals of the RAD-SIG plan continue to inform resource allocation decisions at the building and District levels.</i></p> <p><i>Page 21</i> <i>If this grant is funded as proposed, the District will begin a collaborative action planning process involving internal stakeholders and external partners (particularly NCESD 171-DSIA liaison specialists). This process will be used to conduct a more detailed review and revision of the recalibration of specific district and school policies and practices in multiple teaching and learning areas. It will use information collected during the internal needs assessment by the Superintendent, results of the initial external needs assessment conducted by the BERC Group, as well as their follow up audit, and information collected or generated by external partners or internal stakeholders as part of the development, review and implementation process. Throughout the action planning process, District and school leadership, including the local school board, will review and revise budget and resource allocation decisions, as necessary, to align with other revisions in agreements, policies, procedures and practices.</i></p> <p><i>Immediate priority in the action planning process will be to develop a new more rigorous teacher and principal evaluation system. This new system will include expectations for teachers and principal regarding requirements for peer collaboration, professional development, and participation in student advisories. It will also incorporate student growth into the evaluation with mechanisms for reward and recognition of staff who is improving, as well as intervention, and possible dismissal of staff who do not show such improvement. (See attached</i></p>

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		<p><i>MOU)</i></p> <p><i>The action planning process will include a review and revision as needed, of policies and procedures related to (a) school schedule, (b) professional development plans including job-embedded professional development strategies, and (c) extended/expanded-school program design (including student participation requirements). Revised policies and practices in these areas will be completed by the beginning of the next school year in September 2012-13.</i></p> <p><i>The action planning process will also review and revise policies and practices related to (a) guidelines and tools for data use by administrators, faculty, and other staff, (b) guidelines and tools for classroom walkthroughs, (c) regular communication with parents and the community, and (d) extended /expanded-school program design to include our summer school program design (including student participation requirements). Revised policies and practices in these areas will be completed by January 2012.</i></p> <p><i>As noted earlier, the action planning process will also consider several system-wide programs and practices to ensure that these are aligned with and supportive of the implementation of the Transformation Model at Soap Lake Middle-High School. This includes system-wide effort to adopt a research-based instructional framework program, facilitated by the Transformation Specialist, the Instructional Specialist, and external partners. The focus will be on the instructional strategies of Marzano, Danielson and Wiggins-McTighe. The resulting action plan will include specific benchmarks, strategies, and action steps which expand upon these practices to move faculty to regularly incorporate these framework principles and elements to dramatically change their instructional practices both contextually and procedurally. It will also include steps to implement Classroom Walkthroughs to</i></p>

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		<i>gather information about the implementation of instructional strategies, as well as the Shared Circle of Responsibility accountability and responsibility model.</i>
4. Set high academic expectations. SLMSHS students have many barriers to learning. This can make it challenging to set high expectations, particularly if teachers are acting alone. However, all students should be encouraged and challenged to excel. Transcript results show very few students (21%) are taking rigorous coursework, and almost no improvement has been made in this area for the past three years. We recommend staff members work together to identify the highest level of expectations possible for Soap Lake students and develop common language around those expectations. These expectations should relate to or exceed state standards and performance expectations, and there should be opportunities for students to take advanced classes. We recommend staff members identify high-achieving middle and high schools with similar demographics and resources and ascertain how expectations are implemented. This can be followed by an investigation of how those expectations are supported.	<p>No.</p> <p>Few students are eligible for a four-year college. No plan to add rigor to existing coursework, no plan to identify highest level of expectations possible for students or to develop a common language around these expectations. There is no plan to add advanced coursework.</p> <p>Expectations by staff are not addressed. All students should be encouraged to excel and this is not evident in this plan.</p> <p>From audit: Page 23: "These examples point to a more serious issue of whether the current staff believes and defends the idea that all students are capable of doing challenging work."</p>	<p>Page 12</p> <p><i>In an effort to provide more intentional social emotional support for students, the District is initiating a student advisory – intervention program that will begin in April, 2011. (Described under extended student learning time). All students will be assigned an advisor, and will meet in advisory five days per week for 30 minutes. The goals of the advisory are to provide students with daily contact with a consistent adult who will work to develop positive relationships with students.</i></p> <p><i>The curriculum will be consistent among teachers, and will include information from Navigation 101 materials, and high school and beyond planning, as well as other skill sources. This new support program will build staff and student opportunities for skill building, student mentoring, and academic celebrations, both school and district-wide. To enhance and build on this student-teacher connect, the District will use SIG funds to provide training opportunities for staff to experience and learn from Eric Jensen, a nationally renowned brain-research specialist, known for his work with student of poverty (<u>Teaching With Poverty In Mind</u>).</i></p>
5. Develop a long-term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing. Aside from the math	<p>No.</p> <p>Plans to develop but not there yet.</p> <p>No clear plan to use data in an</p>	<p>Page 8-9</p> <p><i>The TOSAs will provide leadership in curriculum alignment activities that are being started in the spring of 2011. Work is currently being done by the math department to align the new Holt Curriculum (grades 6-12) to the</i></p>

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<p>program and some upcoming work in science, teachers and administrators report curricular materials in some subject areas are outdated and lessons are not aligned to the state standards. We recommend that administrators develop a long-term vision to adopt curricular materials and to provide support to align the materials to the state standards in all content areas. Conducting a gap analysis in both the reading and math programs may be necessary to ensure full coverage of the material. Assistance from OSPI may be helpful in these efforts.</p>	<p>organized, systematic fashion.</p> <p>TOSAs are responsible for math curriculum alignment – what about teacher responsibility and buy in? No clear long term vision for curriculum adoption. Concerns about minimal funds requested for materials. Some discussion about aligning instruction to state standards but seems to rely on TOSAs exclusively – how about teacher accountability by leadership?</p>	<p><i>Washington State Math Performance Expectations, as well as to the emerging Common Core standards being adopted by the state. The Math TOSA will be responsible for leading this team in the alignment effort, assuring that a pacing calendar is established and followed by all staff, and that adequate formative and summative assessments are being used with fidelity to monitor student progress. The TOSAs will work with staff to assure that an updated syllabus reflecting state grade level standards is available for each class. They will also work with District administration to provide adequate and up to date instructional materials, and an updated pacing guide aligned to what is tested on emerging assessments. They will take leadership in researching and purchasing necessary instructional materials (supplemental and intervention), which may be needed by staff to adequately instruct their students to master all necessary Washington State Standards. They will also work closely with school administration to align course offerings in the master schedule to what students need, be it on-line or in the classroom. The TOSAs, with the assistance of the Instructional Specialist and Transformation Specialist, will work to provide staff with ongoing information on how students are learning. The District will implement the administration of OSPI Math and Reading Benchmark Assessments in all math and Language Arts classes 6 – 12, with the support of the Data Director system, which will organize data for staff use. The TOSAs, administrators and other teacher leaders will receive training in Data Director in order to assist staff in effective use and analysis of Math and Reading Benchmark data, as well effective development, administration and analysis of frequent, and ongoing formative assessment data. The District is strengthening and enhancing the use of the MAP assessment system as well, which will be administered three times per year, as part of the needed data analysis. The TOSAs will work with teacher teams in the</i></p>

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		<p><i>development of effective intervention strategies for students in need, as well as adjustments in instructional practice. Consultation with the Instructional Specialist, NCESD content coaches, OSPI TACSEs will support this effort.</i></p> <p><i>Page 10</i> <i>Beginning in the spring of 2011, and continuing through the summer, the District will work with external partners to lead all school faculty through a process of coordinated curriculum alignment of essential standards in all content areas. This will assure vertical and horizontal alignment of course offerings, which enhances the notion that all students have an opportunity to learn required essential learnings.</i></p> <p><i>The District will work with staff to ensure they have access to instructional materials and resources that are well aligned with current essential standards. Out of date instructional resources will be replaced using SIG funds. The District will use SIG funds to increase district capacity to provide staff, students, and parents with more frequent data on student learning. It will implement more directed in-service on the supportive reporting and analytical elements of Measures of Academic Performance (MAP) from NWEA. The District will also implement the administration of OSPI Math and Reading Benchmark Assessments in grades K-12 three times per year, supported by the Data Director Management tool to allow teachers to sort and analyze data, as well as develop supportive, more frequent formative assessments. In addition, the District will work with external partners to increase staff ability to understand data from the WLPT for ELL students, and accompanying ELD standards. In support of this increased focus on data, the District will provide training and technical assistance and establish performance expectations for faculty, which will be incorporated into the new teacher evaluation system. It will work with</i></p>

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		<i>outside partners to improve and strengthen the capacity of District administrators to use student data to drive decisions about resource allocation, school operation, staffing, and with district-wide faculty to inform and differentiate instruction to meet academic needs of individual students. These expectations will be built into the new principal evaluation system.</i>
6. Provide long-term professional development and coaching for instructional leaders and classroom teachers in effective classroom practices and include goals for individual and group improvement. Focus group and survey data suggest that staff members do not believe professional development is relevant to their daily work or is tied to broader school improvement goals. In addition, the frequency of instructional practices aligned with research-based principles of learning are fairly low according to classroom observation results, and some teachers acknowledged a need for, and interest in, training focused on instruction. We strongly suggest school leaders develop a long-term professional development plan with a focus on instruction that strongly emphasizes rigorous teaching and learning. We also recommend that teachers establish a consistent process for collaborating on lesson plans and classroom strategies including an opportunity to reflect on them together after	Yes, with concerns. Page 16 – want to develop their own instructional framework rather than adopting something that is research-based. Concerned that the District will develop their own instructional framework rather than implementing something that already exists. Page 16: <i>Approximately six (6) years ago, the District offered training opportunities to its teachers around the use of Powerful Teaching and Learning, and the STAR framework. With the initiation of our School Improvement Grant, we will use this opportunity to develop our own District designed instructional frameworks based on a number of research based sources and</i>	Page 6 <i>The District recognizes the need to establish clear expectations and standards for effective instructional practice with the teaching staff. Teachers will receive increased levels of monitoring and supervision to assure that expectations are being carried out in each classroom. In addition, teachers will receive frequent feedback from trained observers, so they have the information they need to improve. Initially, the District will use SIG funds to provide school administrators with professional development in conducting classroom walkthroughs, as well as recognizing effective classroom practices. Furthermore, the Superintendent will clarify expectations for evidence of increased frequency of classroom observations by the administration (from three presently per week to 20).</i> <i>In an effort to create a system of increased accountability and responsibility for student achievement among all staff in the school, the District will implement the “Shared Circle of Responsibility” in the fall of 2011 (graphic attached). This model identifies the roles and responsibilities of all staff to be well informed about student achievement, and to work together to change instructional practice for all students as well as provide intervention to targeted students.</i> <i>The School Principal is responsible to meet regularly with teacher teams focusing on student achievement data, and resulting in action plans for intervention. Transparent sharing of</i>

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<p>implementation. School administrators will also need to be supported in their roles as instructional leaders at their buildings. An instructional coach may need to be employed for working with staff on a more consistent basis around instructional goals.</p>	<p><i>frameworks. We believe staff participation in the development of the framework will increase buy-in and thus implementation by staff.</i></p> <p>From audit, p.6: "A few barriers, such as low expectations of students, current staff evaluation procedures, and defensiveness among teaching staff must be immediately addressed."</p> <p>Also concerning to the Review Team is this statement: "We will work with our data support services to assure that teachers <u>know the names of their ELL students</u>, as well as their language levels, in order to provide more appropriate instruction."</p>	<p><i>classroom data will encourage team members to mentor each other, and explore new practices that are proving to be more effective. The Principal will also meet regularly (approximately every four to six weeks) with each teacher individually to offer support, suggestions and direction to improve student learning in their specific classes. These meetings will include a focus on recent achievement data from each teacher's classroom. The results of these meetings are shared regularly with the Superintendent and other District staff, with a focus on how to provide support to teachers where needed, and how to ensure that all teachers are working to improve teaching pedagogy and student performance.</i></p> <p><i>The Superintendent will include summaries of this information in regular discussions with the Board of Directors. This model is meant to occur in a cycle that is repeated at least six times throughout the year. SIG funds will be used to provide professional development on each step of the cycle, including data collection and analysis, action plan development, and development of effective student interventions.</i></p> <p><i>Page 7</i> <i>The Instructional Specialist will also work with instructional content coaches from the ESD to assist MS-HS staff directly with integrating these new practices into their routine classroom practices. These contracted instructional services will provide support to develop strong building-based distributed leadership with a focused emphasis in line with the efforts of a strong PLC format for the MS-High school level as well as district-wide. Teams will engage in the development of norms, purpose statements and the use of protocols, as well as evaluating student work and designing and monitoring intervention planning. These services are projected to begin in fall of 2011.</i></p>

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		<p><i>The goal of this contracted Instructional Specialist position is twofold: improved instructional practice and improved student learning. Additionally, our instructional specialist will often be responsible for providing or arranging professional development assistance with activities for all teachers, and addressing issues teachers face daily in their classrooms. Our intent is to provide an ongoing, job-embedded professional development program, not a series of one-shot workshops. The assistance will help staff learn to align their instruction to state standards, utilize instructional materials effectively, implement newly learned strategies in the classroom, and provide effective assessments of student learning within a culture of support and trusting relationships.</i></p> <p><i>This will provide opportunities for staff to strengthen their instructional knowledge, skills and abilities from within, with a focus on the basic academic foundation platforms as well as academic interventions that the District will establish. The elements will be adopted with a focus on the attainment, enhancement, and implementation through a District-wide professional development continuum. The development of this system will have a process of review and adjustment as professional development needs change.</i></p> <p><i>Page 7-8</i></p> <p><i>A second, internal level of support for the instructional staff will be the implementation of Teachers on Special Assignment. One and a-half time positions will be established during the first year of the grant, and continue throughout the grant period. Our focus will be on Literacy support, and math/science. The organization of these positions will be such that two teachers will be assigned to this instructional support/professional development position for a period of six (6) months. Our intent is to build district capacity in the area of teaching and learning support by developing and building teacher leadership capacity,</i></p>

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		<p><i>content and coaching skill awareness, and intensive instructional strategy proficiency with an eye on providing for reflective opportunities in a professional development framework. The District recognizes that if deliverables are expected from all (staff-administration-board-students-parents) then our District needs the time and resources if it is to develop its depth and breadth as well as the expedience of its intentions, analysis of data, and implementation of new instructional practices through defined frameworks. The importance of increasing collectively the capacity of our staff and district to apply and act in new ways, share knowledge, alter instructional behavior and practices with fidelity is one obligation, but the other important aspect of this effort is making sure that our sustained effort over-time will result in defined norms, protocols, and non-negotiable in the areas of guidance for learning instruction, development of “good” instruction, implementation of classroom principles of learning, and the inclusion of a cognitively guided instructional frameworks. We KNOW this is the right road to building our diversified leadership. To be successful, all of our efforts will be closely evaluated (internally and externally) to gauge the impact on instructional practice and student performance at the end of the first year.</i></p> <p><i>These individuals will work closely with the Instructional Specialist, the NCESD instructional coaches, and the Transformation Specialist to gain skills to effectively support classroom staff so that overall instruction in the school will continuously improve. Our overall District goal is to grow our own instructional and content specialists. They (TOSAs) will work closely on strategies with the Instructional Specialist and ESD instructional coaches, as they develop the skills to work more independently with individual teachers and groups of staff. The Teachers on Special Assignment will provide mentoring and collegial opportunities for staff in effective</i></p>

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		<p><i>strategies to strengthen students' reading, writing, and math skills. The TOSAs will work closely with the MS-HS principal, who will provide guidance and support on issues addressing student needs, reading and math instruction and alignment with state academic standards. In addition, to develop their instructional coaching skills, the TOSAs and the Principal will be receiving training in instructional coaching strategies and classroom data collection tools usage through University of Kansas Instructional Coach Institute. As their skills develop, the TOSAs will increasingly provide resources to the classroom, model lessons using effective teaching techniques, and observe and collect data during classroom lessons with efficient feedback offered to the teacher. They will be responsible for growing skills in development and analysis of formative assessments, effective teacher collaboration and lesson development. They will also participate, and eventually lead training with staff on teaching students who live in poverty, as well as cultural competency issues relevant to the Soap Lake School District and its surrounding community. The Principal will participate in this training in order to provide necessary support for this model of classroom support.</i></p> <p><i>Page 9</i> <i>The District will strengthen the capacity of administrators and faculty to effectively facilitate and participate in collaborative instructional teams and provide expanded opportunities for common faculty planning time around research-based classroom instructional practice. This will be crucial in building a viable Professional Learning Community as well as strong grade/subject level collaborative relationships among faculty.</i></p> <p><i>Targeted professional development addressing these objectives will begin during the summer of 2011, with follow-up sessions conducted during subsequent summers. Job-embedded professional development will also occur in the</i></p>

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		<p><i>classrooms with instructional support staff such as the Instructional Specialist and TOSAs, during staff meetings, and during faculty planning time throughout the school year. The District will seek out external partners on these professional development efforts. District and school administrators and teacher leaders (TOSAs) will take a greater leadership role in this effort over time as the PLC principles become embedded and defined.</i></p> <p><i>The District is committed to collaboratively developing a job-embedded professional development system with administration and teacher leaders that will build the capacity of teachers to utilize research-based instructional practices and assessment strategies as identified in the Soap Lake Instructional Framework. SIG funds will be used to pay all teachers to participate in professional development during the summer of 2011 with an eye on making sure that this professional development effort has a shared, on-going emphasis that is locally rooted and makes a direct connection between what teachers are keying on in their day-to-day practices in the classroom and how they are enhancing their content-specific instructional practices with an intent of improving student learning. Our PD efforts will have a main point of getting teachers to properly interpret the curricula thus creating effective learning experiences for all students.</i></p> <p><i>Because it is an important step in preparing for new structures and expectations, which are being implemented in the fall, the District will work with union leadership throughout the summer to develop strategies to assure that all certified staff receives needed training so consistent implementation of new strategies can occur. The District will also adopt systemic methods of evaluating the impact of professional development on classroom instruction and assessment methods through classroom walk-throughs and regular</i></p>

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		<p><i>communication with classroom staff through the cycle of meetings in the Shared Circle of Responsibility model.</i></p> <p><i>Page 11-12</i> <i>The District is also committed to providing staff with adequate time to learn and apply the numerous new practices in which they will be asked to engage. Grant funds will be used for a number of activities targeting teacher learning. All certified staff will be contracted to work an additional four days beyond the student school year to participate in professional development activities. This will occur both in the summer and during the school year calendar.</i></p> <p><i>Teachers will also be provided with substitute teachers for six days throughout the year to participate in professional development activities, and collaboratively work with colleagues to assist with the development of interventions, analysis of data, and the implementation of needed instructional behavior and practice changes.</i></p> <p><i>Teachers will be supported in several ways as they build their job-embedded professional development structure and content.</i> <i>The District will work collaboratively with all staff to develop a robust and continuous professional development continuum to assure that all staff members receive the support and training needed to effectively teach what is required in the instructional framework.</i></p> <p><i>Staff will be paid with grant funds to attend after school trainings, as well as training in the summer. They will also have access to classroom support from the Instructional Specialist and ESD instructional content coaches, as well as the data coach, Teachers on Special Assignment, school administration, and the Transformation Specialist.</i></p>

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		<p><i>Page 14</i></p> <p><i>At the same time, the District will focus on substantially expanding, strengthening, and aligning professional development opportunities around common frameworks for quality teaching and learning focusing on its instructional framework to enable current middle-high school personnel to become high-performing school leaders and teachers. These opportunities will be combined with the use of a new system for critically assessing the quality and impact of professional development activities. This will include increased communication and observation by the principal, use of a classroom walkthrough tool to gather data on classroom practice, and work with new staff support positions such as the TOSAs and the Instructional Specialist. In addition, the District will implement the state required staff evaluation system that establishes more rigorous accountability standards for all school leaders, faculty, and other staff that take into account student growth data.</i></p> <p><i>This effort will allow the District to provide targeted professional development to address areas of need when data informs us that we failed to meet our defined essential standards. The District will work to hold all teachers accountable to provide strong personal efforts towards securing our success in meeting the teaching and learning standards, which have a direct bearing on improving student learning evidenced through data collection. Efforts will be made throughout this process, with the support of our Transformation Specialist, to become knowledgeable about the content and progression of the new state Principal/Teacher Evaluation model, so that our efforts are consistent with state direction. Additionally, the District will implement the Shared Circle of Responsibility described in Question 1b. This creates a system of accountability for all parts of the system, and clarifies roles and responsibilities of administrators and teachers to monitor student progress, and adjust instruction to meet student needs.</i></p>

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		<p><i>Teachers will collaborate, plan, and receive professional development in order to implement the new "Advisories/Intervention" program and the Soap Lake Instructional Framework. These two elements will define and guide instructional planning. With the initiation of both these models, use of collaborative time will be more structured and closely monitored than in the past to assure the time is used effectively. In addition, the District will provide two days prior to the beginning of the school year and two days after the end of the school year for structured collaboration and professional development. Teachers will each also have access to six substitute days during the year to be released to work with team-teacher collaboration for the same purposes.</i></p> <p>Page 16 <i>Approximately six (6) years ago, the District offered training opportunities to its teachers around the use of Powerful Teaching and Learning, and the STAR framework. With the initiation of our School Improvement Grant, we will use this opportunity to develop our own District designed instructional frameworks based on a number of research based sources and frameworks. We believe staff participation in the development of the framework will increase buy-in and thus implementation by staff.</i></p> <p><i>This framework will be collaboratively built using Danielson, Marzano, and Wiggins-McTighe's instructional strategies. These activities will be extended to all middle and high school staff members as well as other district personnel. It will promote a clear focus on student learning, build faculty knowledge regarding effective instructional practices, and reinforce the District's vision statement around high expectations for students and adults in the MS-HS school as well as District-wide. Upon completion, the Soap Lake Instructional Framework will be among newly Board adopted District policies to establish the expectation that the</i></p>

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		<i>framework will be used consistently by all staff.</i> <i>The District will substantially expand professional development opportunities for administrators, faculty, and other staff and will align those opportunities around a common instructional framework (collaboratively defined and organized across all grades and subjects). The District will incorporate proven strategies into regular daily instruction.</i>
7. Develop leadership structures. Currently, no leadership team exists at the middle and high school. The process of decision-making appears to happen largely on an informal basis and by the principal. It is unclear how teacher leaders are selected, though some faculty members suspect it is an issue of seniority. Many staff members expressed a desire to be more involved with the decision-making process, and we recommend capitalizing on this commitment by developing a distributed leadership model. This will also encourage more authentic communication between the principal and staff members about school decisions. Developing a distributed leadership model will entail determining what forms of leadership are needed and delineation of responsibilities. This will also require periodic meetings of a leadership team and procedures and policies around the functioning and selection of the team. The lack of a building leadership team also leaves the implementation and monitoring of school improvement goals and	No. No specific leadership structure is mentioned. There are committees but most leadership is from the Superintendent, principal, and ESD. No apparent staff involvement in decision making, distributed leadership model, regular meetings of leadership team.	Page 5 <i>Two years ago a newly configured Soap Lake Board of Directors took decisive steps to provide a new, forward thinking leadership team for the Soap Lake School District. In 2009-2010 new principals were hired for Soap Lake Elementary and Soap Lake Middle-High School. Kevin Kemp was hired at that time to lead the middle-high school. Kevin came with four years of experience, including the leadership of a school that made substantial gains in student learning during his tenure. The Board then replaced the Superintendent in the fall of 2010 with Dan McDonald. Even prior to the notification that the school was eligible for a RAD grant, Mr. Kemp and Mr. McDonald had been working as a team to begin substantial reform efforts in the school district. In examining the components of the Transformation Model concerning the School Leadership, it was clear that Mr. Kemp has the complete support of the Superintendent and the Board of Directors to lead this effort. Therefore Mr. Kemp will be continuing as principal of Soap Lake MS-HS as the SIG grant is implemented. The District recognizes that leadership is a key component to success of this model, and is therefore committed to providing the Principal with any and all support necessary to assure continued skill development and growth. During the pre-implementation period, Mr. Kemp will work closely with the Transformation Specialist to further develop skills in classroom observation, data analysis, effective communication and collaboration with teachers. This professional</i>

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<p>strategies up to the building principal rather than to a larger group of people.</p>		<p><i>development work will be done both at Soap Lake and in other successful high poverty; rural schools in the area the District will also seek out professional development opportunities for the Superintendent and Principal for Summer, 2011 to increase their knowledge of leadership in a change process. Through existing partnerships and SIG funds, the district is committed to provide the principal with ongoing coaching and mentorship to continue to develop strong skills in instructional leadership, implementation of change processes, and effective communication throughout the course of the grant. The Superintendent will continue to stress with the principal the expectation that the development of instructional leadership skills is the highest priority. He is committed to removing conflicting duties from his job responsibilities so that Mr. Kemp can devote as much time and attention as possible to this important area. The principal will need tools and systems to be more visible in classrooms. He will need continued training and tools to develop skills in analyzing student achievement data and observing for the presence of strong instructional practices, along with training to provide instructional modeling to staff. Skills will also need to be developed in handling resistance and conflict, while maintaining strong positive relationships. SIG grant funds will be used to provide all necessary tools and support needed.</i></p> <p>Page 15 <i>As described in Question 1b, the District will initiate a comprehensive planning process at the beginning of the grant period that will be facilitated by the Transformation Specialist, the Instructional Specialist, and external partners through OSPI District and School Improvement. In this process, a permanent planning committee will be identified that includes staff, administrative, student, parent, and Board representation – the Educational Advisory Council (EAC). Through ongoing work of</i></p>

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		<i>the EAC, the district will begin the process of looking at extending the school learning time for all students during the school day by either adjusting the calendar or the school's daily schedule. We would be looking at options such as a year-round calendar with intercessions and/or a Trimester format.</i>
8. Develop structures and processes to support meaningful collaboration. SLMSHS staff currently do not have common planning time structured into the school day. Their morale and commitment to improving student achievement would be increased with additional training and guidance as they learn to use collaboration effectively. We recommend onsite professional development and coaching to help teachers develop collaborative teams. These teams should share and critique lessons, visit each other's classrooms, and support each other in improving their instructional practice.	Yes, but needs strengthening. No clear sense of structure, accountability, or monitoring. PD and coaching also discussed in #6	<i>Page 7</i> <i>The District recognizes the need to establish a dynamic and distributed leadership infrastructure that allows a greater emphasis on instruction and greater interaction between district/school leaders, faculty and students in the classroom. One strategy that will be used initially, while internal capacity is being strengthened, will be to contract with an external instructional specialist who will work with administration and teacher leaders throughout the length of the grant. The Instructional Specialist (Cindy Duncan from NCESD 171) will work with the Superintendent, principal, staff, and Transformation Specialist to assist in aligning instructional initiatives and needed professional development in implementing the school's common instructional framework as defined earlier.</i> <i>Page 15</i> <i>Under the Transformation intervention model, the District also plans to take several actions designed to align curriculum and assessment and support high-quality classroom instruction. District and school administrators will be supported with training, technical assistance, and focused-observational instruments to conduct regular classroom walk-throughs, which will ensure curriculum alignment and quality instructional practices, are in evidence. We will be expecting our administrators, district-wide, to conduct at least 20 classroom walk-throughs per week to ensure that our instructional frameworks are being consistently used. Faculty will also receive structured opportunities, training, technical assistance, and planning focused around analysis</i>

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		<i>instruments for peer collaboration on instruction in grade level teams, cross-grade teams, and content area teams. These teams will focus on three important areas: the school's collaboratively developed instructional framework, identification and incorporation of proven instructional strategies into our instructional practice, and the vertical-horizontal alignment of curriculum and assessments. Administrators and faculty will also have access to time, training, technical assistance, and instruments for analyzing student assessment results from the HSPE, MSP, and MAP using such results to inform teaching and learning decision-making.</i>
<p>9. Develop and expand connections to families and community. SLMSHS has a set of active parents that participate in most of the school's activities and then a set of parents that are not often seen. This is not uncommon in schools. We recommend that SLMSHS staff encourage more parents to respond to the Family Survey so that they can learn about what the community needs from the school in order to participate. In addition, more attention to getting the Parents for Kids organization up and running with an active president may help to attract more parents and develop relationships with organizations that may support the school. Getting kids involved in encouraging their parents to attend school functions and parent-teacher conferences may also be effective. SLMSHS is on the brink of piloting student-led conferences, and it will be important for school personnel to analyze their effectiveness in</p>	<p>Yes. Nice plan for learning from successful rural schools, outreach to families, bi-annual board meetings to update community on plan and progress.</p>	<p>Page 12 <i>The District recognizes the need to build a system of family and community engagement within the school that is designed to meet the specific needs of Soap Lake families. Grant funds will be used to provide additional staff time to create a system of home support and school liaison services to families. Personal contact with families will increase, including the availability of more consistent translation services. Systems will be put in place to assure more frequent and regular contact with parents about student academic progress and needs. Parents will be invited into school through events planned that include student attendance (i.e. student lead conferences, "high school and beyond" information nights), with consideration given to child care, providing food etc. The Home/School Connection will connect families with needed academic and social services, both within the school, and in the broader community. Staff will consult with other rural communities to gain ideas about additional methods of maintaining contact with families, such as the local radio or community groups such as church groups.</i></p>

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encouraging parent involvement and student ownership over their learning.		

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

SBE Comments

Measures of Academic Progress (MAP) in reading, language use, math, and science three times per year.

OSPI Math and Reading Benchmarks

Faculty-generated assessment guides for use of benchmark and MAP assessment data as well as the development of formative assessments on a regular and ongoing basis that will help to align pacing guide efforts to work toward every student meeting proficiency in the 2012-2013 school year.

Washington Language Proficiency Test

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

SBE Comments

OSPI verified that a public hearing was conducted.

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

SBE Comments

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

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

SBE Comments

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

Other comments: BERC doesn't report on mobility; wondering about the impact on this building.