



State of Washington

OSPI
Office of
Superintendent of Public Instruction

REVIEW OF REQUIRED ACTION PLAN SUBMISSIONS:

Marysville, Yakima, Wellpinit, and Tacoma School Districts

July 9, 2014

Our Mission...

"Ensure equality of outcome for Washington State's 1.1 million students"¹



State of Washington

**Office of
Superintendent of Public Instruction**

OSPI

Introductions

Tulalip Elementary School Marysville School District



Moving forward, what is different than what happened in SIG?

- Define the key changes that you will be implementing. How specifically are these changes anticipated to produce improvements?
 - ✓ There are several key conditions that have changed as we enter RAD status

- What are the key issues or challenges you are facing and that must be addressed in order for your school to successfully be released from required action status within three years?
 - ✓ Community Engagement
 - ✓ Culture
 - ✓ Behavior
 - ✓ Academics

How are districts responding to the external audit?

- What are the specific student performance goals you are setting?
 - What data will you be using to assess progress?
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- Tiered Instruction
 - Grade level to 70% Close and Proficient,
 - Proficient meets the grade level standard
 - Close is within reach
 - Far is within reach
 - Not Yet Likely requires inclusion

How are districts responding to the external audit?

- How will you promote partnerships (within and without the school) to promote and advance your progress?

Right now we have the following partnerships:

- NEA Priority Schools Campaign
- Tulalip Tribes Education Department
- Hibulb Cultural Museum
- Tulalip Tribes Tulalip Foundation
- Tulalip Tribes Lushootseed Language Department

What moves has the district taken to ensure that the school succeeds?

- Retained (2) Principals,
- Provided additional staffing
- Negotiated an Memorandum of Agreement with the Marysville Education Association
- Applied for WABS and DOE grants
- Contracted with Phi Delta Kappa to conduct a comprehensive curriculum audit.
- Implement the use of new student data platform and assessment system
- Assistant Superintendent to provide direct RAD support
- Executive Director of Learning and Teaching to provide monthly leadership coaching and curriculum alignment
- Director of Cultural Competency, Learning Improvement and Tulalip Community Development to provide support
- Quil Ceda Tulalip staff to report RAD progress to SBE

What moves has the district taken to ensure that the school succeeds?

Quil Ceda Tulalip RAD Plan-Synergy Model

Principle 1 - Leadership

Building Leadership Team monitors plan implementation and modifies plans as needed.
Principals and Leadership Team monitor instructional improvement and student achievement.

- Principle 2: Professional Development provided for plan initiatives including an instructional focus on using the Motivational Framework and CEL-SD to increase instructional effectiveness and culturally relevant instruction.
- Principle 3: PLCs and Data Teams monitor plan, student achievement and create acceleration groups.
- Principle 4: Curriculum is aligned to Common Core with focus on math core and literacy supplemental materials.
- Principle 5: Teachers differentiate instruction, conduct behavior screeners as necessary and write individual student learning plans for students in the "Not Likely Yet to Meet Standard" category.
- Principle 6: Data Teams assure vertical alignment of math and literacy curriculum.

- Principle 7: Cultural Specialist works with teachers to integrate culturally relevant materials into the core curriculum.
- Cultural Specialist supports the work of aligning the District Instructional Framework to culturally relevant instructional strategies.

Academics

Culturally
Relevant
Practices

Social/
Emotional
Behavior
Supports

Parent/
Community
Engagement

- Principle 8: Staff teaches and reinforces consistent behavior expectations in common areas of the school.
- Teachers teach and reinforce consistent behavior expectations in their classrooms.
- Staff and administration communicate frequently regarding individual student behavior supports and outcomes.
- Staff follows compassionate schools practices.

- Principle 9: Staff and Parent Liaison implement Natural Leaders program to build leadership involvement with parents and families.
- Natural Leaders and staff create and implement curriculum nights to increase parent involvement/ understanding of the academic work of the school.



Quil Ceda Tulalip Budget 2014-15

\$388,338.00

Budget Activity	Amount
RAD for QC TU	
Family Support: 1.0 FTE	70,000
Sensory Support: 1.0 FTE	45,000
Specialists: 2.0 FTE	200,000
Extended Day (RAD Requirement): 58.8% [of projected \$100,000]	58,790
Indirect to District 4.3%	14,548
RAD TOTAL	388,338

Additional District Funding	
Principal: 1.0 FTE	150,000
Asst Principal: 1.0 FTE	135,000
Psych: 0.5 FTE (0.5 BEA)	50,000
Add'l Cert: 1.0 FTE	100,000
Add'l Counselor: 1.0 FTE	100,000
Cultural Specialist: 0.5 FTE (0.5 MOU)	50,000
Teacher Incentives	10,000
Extended Day (Balance of RAD Requirement): 41.2%	41,210
Additional District Funding TOTAL	636,210

District Categorical Program Funding	
Title Certs: 2.0 FTE (total allocation including para hrs)	283,900
LAP Certs: 2.0 FTE (total allocation including para hrs)	223,000
ELL Classified/3 hrs Day	17,400
District Categorical Program Funding TOTAL	524,300

Memorandum of Understanding (MOU): Pending Agreement by Tulalip Tribes	
ACT Certs: 3.0 FTE	300,000
ACT Paras: 3.0 FTE	123,000
Cultural Specialist: 0.5 FTE (0.5 MOU)	50,000
Memorandum of Understanding (MOU): Pending Agreement by Tulalip Tribes TOTAL	473,000

Additional Funding Sources: Total	1,633,510
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TOTAL: Additional Funding Sources including RAD	2,021,848
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Washington Middle School Yakima School District





Moving forward, what is different than what happened in SIG?

- Leadership
- School day
- Focus on students
- Culture

Moving forward, what is different than what happened in SIG?

- Growth Mindset
- Project based learning
- Collaboration Time
- 5 period day
- Parent and community



Moving forward, what is different than what happened in SIG?

Challenges:

- Consistency in staff
- Change in learning
- Students 2 or more grade levels behind

How are districts responding to the external audit?

- Three separate audits identified leadership, student discourse and need for at grade level instruction
- Smarter Balance state assessment next year will replace MSP
- We are recruiting partnerships with community agencies

What moves has the district taken to ensure that the school succeeds?

- Assigned Dr. Jack Irion to Washington MS
- Transferred Principal
- Requests from WMS get top priority
- Assigned same coach to William Hilton
- Approved staff changes
- Applied for and received state's STEM grant

What moves has the district taken to ensure that the school succeeds?

- Improve instruction and mindset of staff and students. Continually use data to make changes as needed with focus on all students achieving academically, socially, and emotionally.

Budget:

\$350,000	-Staff costs for extended day
\$150,000	-Bussing costs
\$100,000	-Tech costs for updating classrooms to increase tech use by students and computers testing
\$140,000	-Coaching and professional development, specifically using data plus rigor and relevancy
\$34,000	-Three day training for staff on changes and focus
\$40,000	-Extra two days of school for transitioning and preparing students (this is with students)
\$100,000+	-Extended school day for math and reading labs and extension

Total \$914,000+

Rough budget that does not include staff training for AVID in the summer

Wellpinit Elementary School

Wellpinit School District



Moving forward, what is different than what happened in SIG?

Change Agent Superintendent:

- Hire experienced instructional leader with background in leading change, using data to drive instruction, parent engagement, and observational skills.
- Provide leadership coaching support for newly hired principals around the 21 Responsibilities of Leadership and the change process.
- Superintendent establishes one-on-one coaching schedule with each principal twice a month.
- Superintendent establishes administration meetings with data focus area i.e. (CWT focus/number of walks) once a month.
- Superintendent establishes systems within the district to articulate vision/expectation of improvement, clarify roles and responsibilities, articulate communication processes and expectations, articulate problem solving /conflict resolution process, and use data driven goals to drive improvement results and support the overall change process.

Moving forward, what is different than what happened in SIG?

Instructional Leadership Focus

- Implement CWT process with consistency for all areas.
- Establish monthly data conversation meeting with each grade level.
- Create job description for leadership team member which includes being a representative voice with “Kids first.”
- Principal and peer selection of a representative body (ideally 1 -primary teacher, 1-intermediate teacher, 1-specialist teacher, 2-classified staff, 2-parent representatives, 1-principal).
- Regular meetings scheduled for the year with data focus.
- Roles and responsibilities defined.
- Establish group norms (professional, kids first, best interest of all, positive attitude, committed, accountable, committed, etc.).
- Establish decision making matrix.
- Establish process/protocol for clear and concise communication with both within the team and with the whole staff and parent/community.

Moving forward, what is different than what happened in SIG?

Goal Setting and Accountability around Staff Evaluation and Professional Development

- CWT cycle to set goals and monitor change (Plan, Do, Study, Act).
- Implement PLCs with a student data focus (progress monitoring, student work, etc.).
- Implement staff development survey on focus areas determined in action plan.
- Use staff observations to drive goals and professional development focus areas/group study.
- Create and implement a form for professional development to be filled out to support focus on key School Improvement Areas and/or TPEP focus areas.
- Extend Leadership and Content coaching days for follow-up and monitoring support.

Moving forward, what is different than what happened in SIG?

Deep Alignment of Curriculum, Instruction, and Assessment

Reading:

- Complete a Common Core State Standard breakdown and analysis in order to refine and align a common reading pacing guides both vertically and horizontally.
- Define and organize leveled reading material to support independent reading opportunities.
- Identify and train on Tier II and Tier III Reading materials/programs.
- Align and develop literacy instruction K-5 in order to develop a balanced reading program to serve all students (phonological awareness, phonics, fluency, comprehension, and vocabulary development).
- Align and develop Learning Objectives K-5 with feedback on progress to students.
- Implement CWT Cycle for reading.
- Develop and align a literacy assessment system K-5 in order to monitor student growth in reading and effectiveness of instruction and curriculum delivery.

Moving forward, what is different than what happened in SIG?

Deep Alignment of Curriculum, Instruction, and Assessment

Mathematics:

- Complete a Common Core State Standard breakdown and analysis in order to refine and align a common math pacing guides both vertically and horizontally.
- Align and develop numeracy instruction K-5 in order to develop a balanced mathematical program to serve all students.
- Identify and train on Tier II and Tier III Math materials/programs.
- Align and develop mathematics learning objectives K-5 with feedback on progress to students.
- Implement CWT Cycle for mathematics.
- Develop and align a numeracy assessment system K-5 in order to monitor student growth in mathematics and effectiveness of instruction and curriculum delivery.

Moving forward, what is different than what happened in SIG?

Intentional Family/Community Involvement and Outreach

- Two parent/community/tribal members will be part of the School Improvement Leadership Team.
- Monthly newsletter will communicate updates on the school improvement plan (print and email).
- Website will include school improvement action focus areas and updates.
- Monthly communication with Tribe leadership will occur.
- Create partnerships with parents to support struggling learners with Thursday take home packs with family involvement “family fun” activities.
- Teachers move out into the community (Meet your teacher night) in order to move community into school.
- Coordinate two math nights and two reading nights with make it/take it activities(or board games) to support parents knowing literacy and numeracy strategies.
- Implement small learning opportunities at Open House
- General monthly newsletter to parents with a signing/communication opportunity that is individualized.
- Meet every parent guardian by first semester.

Moving forward, what is different than what happened in SIG?

Known Issues:

- ✓ Yes, we have issues around poverty
- ✓ Yes, many of our student come with minimal exposure to early literacy and numeracy skills
- ✓ Yes, many of our students enter our doors a grade level or two behind
- ✓ Yes, we have limited family involvement
- ✓ Yes, we have a whole new leadership team

Underlying Key Issues:

- Finger Pointing and Excuses
- Poor Alignment of Curriculum, Instruction and Assessment to standards
- Lack of Systems Development
- Lack of Accountability and Consistent Follow Through
- Limited Board Awareness
- Tentative Union Support

How are districts responding to the external audit?

All Students	2010-11	2011-12	2012-13	Growth per year needed	2014-15**	2015-16**	2016-17**
3 rd Reading	40.6%	32%	16.7%	(+22.8%)	39.5%	62.3%	85%
3 rd Math	34.4%	60.0%	5.6%	(+26.5%)	32.1%	58.6%	85%
4 th Reading	32	25.0%	64.0%	(+7%)	71.0%	78.0%	85%
4 th Math	16.0%	29.6%	52.0%	(+11%)	63%	74%	85%
4 th Writing	12.0%	25.0%	60.0%	(+8.3%)	68.3%	76.6%	85%
5 th Reading	27.3%	40.9%	19.2%	(+22%)	41.2%	63.2%	85%
5 th Math	13.6%	27.3%	11.5%	(+24.5%)	36%	60.5%	85%
American Indian	2010-11	2011-12	2012-13	Growth per year needed	2014-15**	2015-16**	2016-17**
3 rd Reading	38.7%	31.8%	18.8%	(+22.1%)	40.9%	63.0%	85%
3 rd Math	32.3%	59.1%	6.3%	(+26.3%)	32.6%	58.9%	85%
4 th Reading	29.2%	17.4%	66.7%	(+6.1%)	72.8%	78.9%	85%
4 th Math	16.7%	26.1%	52.4%	(+10.9%)	63.3%	74.2%	85%
4 th Writing	12.5%	26.1%	61.9%	(+7.7%)	69.6%	77.3%	85%
5 th Reading	23.8%	45.0%	14.3%	(+23.6%)	37.9%	61.5%	85%
5 th Math	14.3%	30.0%	4.8%	(+26.7%)	31.5%	58.2%	85%
Low Income	2010-11	2011-12	2012-13	Growth per year needed	2014-15**	2015-16**	2016-17**
3 rd Reading	39.1%	23.8%	11.8%	(+24.4%)	36.2	60.6	85%
3 rd Math	30.4%	57.1%	5.9%	(+26.4%)	32.3	58.7	85%
4 th Reading	28.6%	26.9%	57.1%	(+9.3%)	66.4	75.7	85%
4 th Math	19.0%	28.0%	47.6%	(+12.5%)	60.1	72.6	85%
4 th Writing	14.3%	23.1%	57.1%	(+9.3%)	66.4	75.7	85%
5 th Reading	30.0%	40.0%	17.4%	(+22.5%)	39.9	62.4	85%
5 th Math	15.0%	30.0%	8.7%	(+25.4%)	34.1	59.5	85%

How are districts responding to the external audit?

	2013-14	Growth per year needed	2014-15	2015-16	2016-17
Setting learning objective and providing feedback	14%	(+23.7%)	37.7%	61.4%	85%
Learning target on grade level	42%	(+14.3%)	56.3%	70.6%	85%
Determining Levels of student work (Application Level and above)	7%	(+17.7)	24.7%	42.4%	60%
Highly Engaged Classroom	28%	(+10.6%)	38.6%	49.2%	60%

How are districts responding to the external audit?

- How will you promote partnerships (within and without the school) to promote and advance your progress?

New Superintendent and District Leadership Team:

- Define, implement, and monitor a partnership with community partners
- Define, implement, and monitor a systemic approach that engages parents and community
- Define year long opportunities
- Define required communication with parents
- Review district and building parent involvement policies and practices

What moves has the district taken to ensure that the school succeeds?

Plan – Do – Study – Act


- **2013-2014** – Action plan with specific tasks and due dates developed by school staff
- **2014-2015** – Implementation of rigorous action plan with monitoring and feedback embedded
- **2015-2016** – Continue process with next steps articulated in plan with monitoring and feedback embedded
- **2016-2017** – Continue process with next steps to maintain new found achievement “Sustainability”

What moves has the district taken to ensure that the school succeeds?

- What is the sequence of specific steps in implementing your proposed changes –**who is accountable for each step**, what is the schedule for completion, and what is the estimated cost?

Collaborative Accountability (Continuous Improvement Model)

- **District Level:**
- **John Adkins, Superintendent**
- **District Leadership Team**
- **Karen Estes, OSPI Leadership Coach**



<u>Kris Herda</u> Wellpinit High School Principal	• HS School Improvement Leadership Team
<u>Kris Herda</u> Wellpinit Middle School Principal	• MS School Improvement Leadership Team
<u>Kim Ewing</u> Wellpinit Elementary School Principal	• Elem. School Improvement Leadership Team

What moves has the district taken to ensure that the school succeeds?

Category	Projected Cost	General Description
Staff Development	6,800	Sub & consultant fees
Extended Time for Teachers	38,800	10 days & Leadership Team meeting
Extended Programs for Students	80,400	After School and Summer School Programs
Program/License Purchases	36,000	Various
Curriculum and Assessment Purchases	25,800	Tier II and Tier III
Technology	6,000	Technology learning tools & data collection tools
Parent Involvement/Communication	5,400	Reading and Math nights, weekly communication packets, brochures
Materials	3,800	Various
2014 – 2015 Grant Total	203,000	

What moves has the district taken to ensure that the school succeeds?

- What are the specific actions / roles to be taken by the school and district leadership in promoting and sustaining progress toward meeting your goals?
 - School Actions/Roles
 - District Actions/Roles

Stewart Middle School Tacoma School District



Moving forward, what is different than what happened in SIG?

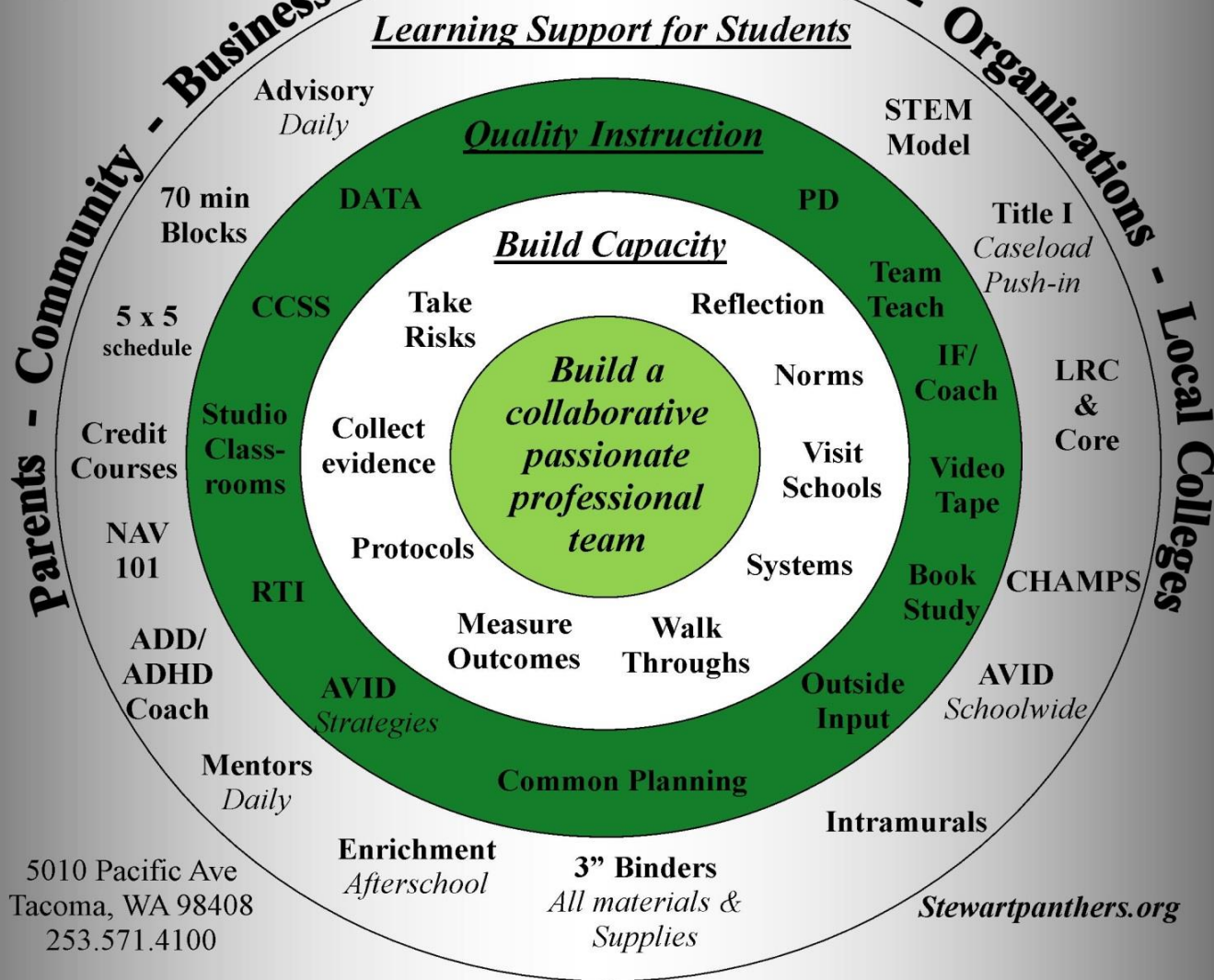
- **SCDM Team** - biweekly - 18 member
- **Grade Level Meetings** – biweekly
- **Staff Meetings** – biweekly
- **AVID Site Council**
- **Walkthroughs** - Admin and coaches
- *All Teachers walk through monthly.*
- **New Teacher Mentorship**
- **MSP/State Test** - Advisory 1:18 ratio.
- **Tardy/Hall Sweeps** - Teacher Sweeps
- **Thursday School** - Teachers can assign
- **SWAT** - *Students Work w/ Admin Teach*
- **Common Core Planning** - Math, Science & Language Arts each have common planning time daily. They meet weekly with their IF/Coach and admin. 4 focus areas; instruction, student work, data & logistics
- **Situation Report** - *Web Tool*
- **RTI** - *Web Tool collects info & data*
- **SharePoint** - Stewart Staff Site
- **\$20 School Supplies** - 3” Binder, Daily Planner w/ handbook, 4 Notebooks, pencil pouch filled & paper.
- **Standards Based Grading**
- **Standards Based Instruction**



Tacoma School District

Organizations - Local Colleges

- EM Model
- Title I Caseload Push-in
- IF/Coach
- Video Tape
- CHAMPS
- LRC & Core
- n h



How are districts responding to the external audit?

- What are the specific student performance goals you are setting? What data will you be using to assess progress?
- ✓ Tacoma has adopted 4 strategic goals
- How will you promote partnerships (within and without the school) to promote and advance your progress?
- ✓ We believe that an important part of our work is sharing the great work taking place throughout Tacoma.

What moves has the district taken to ensure that the school succeeds?

Time	Action	Who is accountable
Winter	Stewart Identified as RAD	
February 2014	Zeek Edmond identified as new principal for Stewart MS	Superintendent
February 2014	Staffing	*Principal, HR *Still needing to hire certain positions. This continues to be an on-going process
February 2014	Assistant Principals hired	Principal and Central Office
March 2014	Self-Displacement conversation with Stewart staff	Human Resources
March 2014	RAD School Audit	OSPI
April 2014	Stewart begins working on Indistar plan	Principal
May 2014	Indistar plan submitted	Principal
June 2014	School board presentation	Principal, Asst. Supt., and Middle School Director.

What moves has the district taken to ensure that the school succeeds?

Board Reports:	Supported by the district's strategic plan. This includes a report out 3 times a year.
Central Office:	The district's Learning and Support team meets at high needs and vulnerable schools in order to support, monitor, and differentiate needs of a building
Asst. Superintendent:	New role to directly support RAD, SIG, Priority, Focus, and School Improvement Efforts and along with leadership capacity and professional development of principals
Middle School Director:	Ability to differentiate supports to all schools by working more closely with the building leadership and staff.

Stewart Middle School RAD Funds		2014-2015	2015-2016	2016-2017
Request	FTE	Year 1	Year 2	Year 3
Instructional Coaches				
<i>Literacy</i>	1	\$ 80,000	\$ 80,000	\$ 80,000
<i>Science ???</i>				
Additional Core Teachers				
<i>Lang Art</i>	1	\$ 65,000	\$ 65,000	\$ 65,000
<i>Math</i>	1	\$ 65,000	\$ 65,000	\$ 65,000
<i>Science</i>	1	\$ 65,000	\$ 65,000	\$ 65,000
Social Studies	1	\$ 65,000	\$ 65,000	\$ 65,000
Additional specialists Teachers				
<i>Foreign Language</i>	1	\$ 65,000	\$ 65,000	\$ 65,000
<i>AVID</i>	0.4	\$ 32,000	\$ 32,000	\$ 32,000
<i>EDGE</i> paraeducator	1	\$35,000	\$35,000	\$35,000
Professional Development	(list A)	\$ 57,250	\$ 57,250	\$ 57,250
Summer School Academy	(list B)	\$ 13,244	\$ 13,244	\$ 13,244
Instructional Materials & Equipment	(list C)	\$ 10,000	\$ 10,000	\$ 10,000
Extended Day/Enrichment		\$ 15,000	\$ 15,000	\$ 15,000
Staff Retreat YMCA Camp Seymour		\$ 5,000		
ANNUAL TOTALS		\$ 572,494	\$ 567,494	\$ 567,494
TOTAL FTE		7.4		

LIST A	Professional Development	
AVID Summer 2014 Training	15 staff members	\$ 40,000.00
Panther Pre-PD - (August 26th-28th)	12,000 3 days	\$ 36,000.00
Patrick Briggs (CRT August Retreat)		\$ 2,500.00
Summer Team Planning		\$ 25,000.00
Release days - Lesson Cycle/Study	\$145 50	\$ 7,250.00
TDG math conference	8 staff \$1,250 each	\$ 10,000.00
ASCD Annual Conference SCDM Team	5 2500	\$ 12,500.00
Total Professional Development		\$ 57,250.00

LIST B	Summer School Academy	
Summer Curriculum Planning	20 hours @ \$43 prhr	\$ 860.00
<u>Summer School Academy</u>		
12 days - 4 hours per day	48 hours per teacher	
6 teachers - 2 per grade level	x 6 teachers = 288 hours	
	x \$43 = 12,384	\$ 12,384.00
Total Summer School		\$ 13,244

LIST C	Instructional Materials & Equipment	
Math Curriculum - Extended Day		?
Literacy Curriculum - Extended Day		?
Graphing Calculators		?
STEM Cross Content Unit Materials		?
Progress Monitoring materials		?
Total Instructional Materials & Equipment		\$ 10,000.00