



Goal: Equitable funding across the state to ensure that all students have the funding and opportunities they need regardless of their geographical location or other needs.

Required Action Districts

PREPARED FOR THE JULY 2020 BOARD MEETING

Information and action

Materials included in packet:

- Summary of Required Action Plans

Synopsis:

The Board and OSPI have a shared responsibility to provide additional resources and support for persistently low achieving school districts. At the March SBE meeting, the Board designated seven schools in six school districts for required action as recommended by the OSPI. After receiving the results of a performance audit or needs assessment, the schools and school districts developed Required Action Plans with support from the OSPI.

The Board will hear a presentation from the OSPI staff on the Required Action Plans for the schools designated for required action for the 2020-21 school year.

Business Items:

- The Board will consider whether to approve the Required Action Plans for the schools designated for required action in the Mabton, Marysville, Mount Adams, Taholah, Toppenish, and Wellpinit school districts.



The Washington State Board of Education

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Summary of Required Action Plans (RAP)

PREPARED FOR THE JULY 2020 BOARD MEETING

Statutory Requirements RCW 28A.657.050	Mabton SD Artz-Fox ES	Marysville SD QuilCeda Tulalip ES	Mt. Adams SD Harrah ES	Taholah SD Taholah School	Toppenish SD Kirkwood ES	Toppenish SD Lincoln ES	Wellpinit SD Wellpinit ES
The RAP was developed in collaboration with administrators, teachers, staff, parents, unions, students, and community.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
The school board conducted a public hearing for comment on the RAP.	Yes	Yes	Yes	No	Yes	Yes	Yes
School Improvement Plan <ul style="list-style-type: none"> • Implementation of an approved school improvement model connected to audit findings and intended to move the district out of designation. • Describes changes to policies, structures, agreements, processes, and practices to attain significant gains for students. • Identifies measures to assess student achievement to move out of identification. • Describes how district will address findings of audit. 	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Budget* <ul style="list-style-type: none"> • Submission of application for school improvement funds* • Budget questionnaire submitted. • Contains a budget adequate to implement the plan. 	Yes	Yes	Yes	Yes	Yes	Yes	Yes
If the CBA must be renegotiated, renewed, amended, or extended as a result of implementing RAD activities, the LEA has outlined how this will be addressed.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Submitted to OSPI for review and approval	Yes	Yes	Yes	Yes	Yes	Yes	Yes

*Note: the submission of application for school improvement funds was delayed by the OSPI.

Mabton School District
 Artz-Fox Elementary School
 Summary of Required Action Plan

<p>Three highest leverage focus areas identified from Academic Performance Audit Needs Assessment:</p> <ol style="list-style-type: none"> 1. Continued professional learning communities (PLCs) to provide continuous training and monitoring that promotes student and teacher success. 2. Guaranteed and viable curriculum complete with scope, sequence, and alignment to current materials, ensuring the district will have a document that outlines the scope and sequence of all standards by grand band, and trimester 3. Continued use of research-based strategy multi-tiered systems of support, blending RTI/behavior and MTSS/academic.
<p>Highlights from plan that address the three highest leverage focus areas to move district out of designation:</p> <ol style="list-style-type: none"> 1. PLCs: Implementation of evidence-based practices to support all student learning, EL and Special Education instruction and intervention supports to close the gap within under-represented groups (EL, low SES, Special Education, and Migrant students), including aligned standards, scope and sequence for math and reading, formative assessments to ensure equity for both traditional and dual language instructional tracks; by June 15, 2021 there will be an average increase of 1.5 GE on the Literacy and Mathematics portion of the STAR assessment. 2. Curriculum: As measured quarterly to make needed academic adjustments, through the development and implementation of a guaranteed and viable curriculum by teachers aimed at improvement of research-based instructional practices/strategies within the classroom and school system—August 2020 the district will begin the implementation process of piloting new curricula to meet this goal; through PLCs described in Focus Area 1 above, curricula will be developed and implemented curriculum that is updated to meet the Common Core State Standards and reflect student needs (e.g. underrepresented groups, high EL needs and students with disabilities) including ongoing professional learning in SEL, EL, SpEd, and Spanish Literacy. 3. MTSS: New resources and materials, implement EL support services under sheltered instruction practices model (including dual language through 6th grade, paraprofessional support, and culturally responsive practices), redefine current RMT process to establish community and family resources, continue development of PBIS practices; by June 15, 2021 having an established MTSS B Tier 1 there will be a decrease of 33% ODR/School Day on all discipline referrals; this is based on daily teacher referrals; as evidenced by whole school SWIS data and using the TFI, staff will move from a zero to a two in all categories in the TFI by June 2021; this will be measured quarterly by the MTSS team; with the addition of a highly trained administrative staff trained in MTSS, Restorative Justice and PBIS to support a school wide approach to decreasing school wide referrals as based on review of data and successful implementation.

Marysville School District
 Quil Ceda Tulalip Elementary School
 Summary of Required Action Plan

<p>Three highest leverage focus areas identified from Academic Performance Audit Needs Assessment:</p> <ol style="list-style-type: none"> 1. Create a three to five-year MTSS Installation plan in time for the first year of this plan to begin with exploration/initial implementation in the 2020-21 school year. <ol style="list-style-type: none"> a. Hire a full time MTSS Coordinator who will work with the PBIS Team, grade level teams, the SWD Team, the EL Team, and the Building Leadership Team to monitor and install the MTSS system according to the plan b. Create a Professional Development plan to align with the three to five-year MTSS Installation plan 2. EL program needs an extensive external evaluation to address data discrepancies in enrollment for TBIP and/or Title III service 3. Build culture of universal achievement for all students, which includes these components: <ol style="list-style-type: none"> a. Increased Parent and Family Engagement b. Increased Career and College Readiness language and programming to increase relevance for families c. Increased student/family voice in school problem-solving as well as important decisions
<p>Highlights from plan that address the three highest leverage focus areas to move district out of designation:</p> <ol style="list-style-type: none"> 1. MTSS Plan: <ul style="list-style-type: none"> • For the 2020-2021 school year is 80% of students will make 1-year growth as measured by REFLEX MATH data, IAB assessments. • The target for the 2020-2021 school year is an increase of 80% of students will improve their reading by 1-year of growth for their level as measured in June by the Fountas and Pinnell assessment. • The target for 2020-2021 school year is an increase of 10% of students remaining in their classroom as determined by evaluating baseline SWIS and Skyward data collected in October to May 2021 information. (Data will be reviewed 3 times during the year to assess progress) • STAR Math assessment of June 2021. • SEL Interventionist • Professional development for ELA and Math curriculum and strategies • Teacher team time for planning and evaluating student data • Calendar for summative and formative assessments in ELA, Math, and Science • High-yield SEL strategies 2. EL Program: <ul style="list-style-type: none"> • Embedded GLAD teaching strategies into all content instruction for ELA, Math, and Science 3. Culture of Universal Achievement: <ul style="list-style-type: none"> • Student led cultural morning assemblies • High-yield SEL strategies

Mt. Adams School District
 Harrah Elementary School
 Summary of Required Action Plan

<p>Three highest leverage focus areas identified from Academic Performance Audit Needs Assessment:</p>
<ol style="list-style-type: none"> 1. Increase teaching capacity for standards driven tier 1 instruction. <ul style="list-style-type: none"> • Tight Professional Learning Community (PLC) process • Culturally responsive strategies addressing all student groups 2. Create a district-wide Professional Development (PD) calendar that aligns to SIP goal and clear measurable outcomes. 3. Defining both English Learner (EL) and Special Ed Program to ensure CPR requirements, best practices, and inclusive state initiatives.
<p>Highlights from plan that address the three highest leverage focus areas to move district out of designation:</p>
<ol style="list-style-type: none"> 1. Increase Tier 1 Instruction using PLCs and culturally responsive teaching: <ul style="list-style-type: none"> • By the end of the 2020-2021 school year, Harrah staff will engage in grade level PLCs to align Washington State Learning Standards in ELA and Math, instructional practices and assessment methods that will result in a 20% increase of ALL Native, SWD and ELL students meeting or exceeding their iReady Math and Reading growth goals. • By the end of the 2020-2021 school year, the Harrah ILT will increase their teacher leadership skills and team capacity to support the PLC outcomes to ensure continuous improvement in ELA and Math proficiencies of ALL Native, SWD and ELL students as measured by an increase of 50% on the pre/post leadership survey and growth from the initiation stage to developing stage on the professional learning community rubric and 50% increase in effectiveness of the PLC. 2. District-wide PD calendar: <ul style="list-style-type: none"> • Professional development calendar development in alignment with matrix/rubric to designate alignment with SIP Goals • Embedded professional development for teachers within the weekly calendar 3. Updated EL and SpED program: <ul style="list-style-type: none"> • By the end of the 2020-2021 school year, the Harrah MTSS teams will develop, articulate, and document a system of support of Tier I, II and III practices as measured by a decrease in the number of office discipline referrals from 480 to 240, and increase the number of students in Tier 1 from 20% to 40%. • Evaluate and revise SPED and ELL programs and curriculum to include and align with MTSS-A and MTSS-B

Taholah School District
Taholah School
Summary of Required Action Plan

<p>Three highest leverage focus areas identified from Academic Performance Audit Needs Assessment:</p> <ol style="list-style-type: none"> 1. Create sense of belonging/relationships of all and connect to community: Provide a safe, positive, consistent, predictable and culturally relevant learning environment through implementation of school-wide PBIS as a foundational support for social, emotional, and academic growth including, and based on, increased engagement between the community and tribe and the school and increased student voice. This also requires work on increasing trust between staff in the school. 2. Standards and data, curriculum/understanding connections: Ensure that teachers have a solid understanding of standards and the levels of complexity within these standards in order to use them to create appropriate lessons, using assessment and other forms of data to change their instructional practice over time to meet the needs of each student. 3. Skill development: Build the capacity of teachers in the building to ensure that they have the set of basic skills required to create an instructional system that meets the needs of the students in the room in a rigorous manner and in alignment with best practice.
<p>Highlights from plan that address the three highest leverage focus areas to move district out of designation:</p> <ol style="list-style-type: none"> 1. Sense of belonging and community connection: <ul style="list-style-type: none"> • We will create a more positive school culture for staff and students by improving fidelity of PBIS implementation, increasing overall Scale Score on the Tiered Fidelity Inventory (TFI) from 17% to 80% by June 2021. • SEL Coach • PBIS action plan implementation 2. Standards, data, curriculum connections: <ul style="list-style-type: none"> • Students who begin the year 1 or more years below grade level as measured by our district's fall benchmark test will make more than one year's growth in math and literacy by the end of 2021 school year because of our teachers' growth in the use of data and understanding of developing personalized learning. • District-wide tiered intervention system for Tiers 1, 2, and 3 • Schoolwide focus on vocabulary acquisition 3. Skill development and capacity building: <ul style="list-style-type: none"> • Our ESD math and literacy coaches will teach basic skills in order to create best practices to improve our students' math and literacy skills. We will measure the results through the observations and evaluations performed by these 2 coaches along with the principal's weekly walk throughs. Math and Literacy scores will increase by 10% across grade levels. Also, Teachers will meet monthly with the Principal and the SPED Director to describe the new techniques that they are integrating into their classroom practice as a result of the SPED training that they receive. These shifts in practice will be verified through classroom walkthroughs by the Principal and the SPED Director. • District-wide tiered intervention system for Tiers 1, 2, and 3 • Schoolwide focus on vocabulary acquisition

Toppenish School District
 Kirkwood Elementary School
 Summary of Required Action Plan

<p>Two highest leverage focus areas identified from Academic Performance Audit Needs</p>
<p>Assessment:</p>
<ol style="list-style-type: none"> 1. Building a culture of universal achievement for all students, which includes these components: Increased Parent and Family Engagement, Increased Career and College Readiness language and programming to increase relevance for families, and increased student voice in school problem-solving as well as important decisions. 2. Coordinating and integrating services and programs for English Learners within the MTSS framework for English Learners: developing a district-wide professional development plan and calendar aligned to MTSS goals which integrate EL services, ensuring a full-time EL instructional coach at identified schools (with expertise and credential), developing effective EL model for TBIP and Title III identified students; dual language program/strand for native Spanish speakers and for administration to research best practices surrounding dual-language.
<p>Highlights from plan that address the highest leverage focus areas to move district out of designation:</p>
<ol style="list-style-type: none"> 1. Core Values and universal achievement: By 2021, Kirkwood Elementary School will improve student and family relationships as measured by school and community climate surveys; by 2021, Kirkwood Elementary School will develop core beliefs and values to improve collective efficacy amongst staff and foster a culture of excellence as measured by school and community climate surveys. 2. MTSS and English Learners: (Most ELL-specific implementation will occur at Toppenish’s second RAD-identified building, Lincoln ES, with the district focusing RAD resources for Kirkwood on PLC implementation and support of the following performance achievement goals) By 2021, Kirkwood Elementary will decrease the number of Tier III students for both ELA and Math by 15% through the use of the MTSS framework, strengthening Tier I supports in the core curriculum, development of high functioning PLCs, and the use of progress monitoring rubrics using i-Ready diagnostic assessment, Oral Reading Records, WA Kids data, and classroom-based formative assessments as applicable in each grade level; including teacher PD in ELL best practices and effective teaching for new cohort and ongoing teacher PD for teachers recently endorsed in ELL (currently 10 teachers). 3. MTSS/PBIS: By 2021, Kirkwood Elementary School will improve student-to-student, student-to-teacher, teacher-to-teacher and school-to-family relationships by 80% as measured by school and community climate surveys through the implementation and ongoing support of PBIS, MTSS, Restorative Justice Practices and Family and Community Engagement; development of professional learning communities for each grade level K-3; professional learning communities in 4th and 5th grade will focus on content; establishment of PBIS team with representation from each grade level; this includes, Family and Community Cafes, ongoing PD in continuing high-functioning PCLs, PD in social emotional learning and implementation of school wide Tier I, II, and III best practices, PD in PBIS best practices used to strengthen Tier I supports, installation of 1:1 device ratio to provide opportunities to differentiate core and enrichment curriculum, including both remediation and acceleration, PD in UDL and supporting students with disabilities and EL learners, and PD in effective research based strategies and interventions for Tier II and III students in reading and math

Toppenish School District
Lincoln Elementary School
Summary of Required Action Plan

Two highest leverage focus areas identified from Academic Performance Audit Needs
Assessment:
<ol style="list-style-type: none">1. Building a culture of universal achievement for all students, which includes these components: Increased Parent and Family Engagement, Increased Career and College Readiness language and programming to increase relevance for families, and increased student voice in school problem-solving as well as important decisions.2. Coordinating and integrating services and programs for English Learners within the MTSS framework for English Learners: developing a district-wide professional development plan and calendar aligned to MTSS goals which integrate EL services, ensuring a full-time EL instructional coach at identified schools (with expertise and credential), developing effective EL model for TBIP and Title III identified students; dual language program/strand for native Spanish speakers and for administration to research best practices surrounding dual-language.
Highlights from plan that address the highest leverage focus areas to move district out of designation:
<ol style="list-style-type: none">1. Core Values and universal achievement: Professional development on developing Core Beliefs and values schoolwide, Designing a 4-point rubric to monitor the implementation and effectiveness of core beliefs and values, as well as our mission and vision statements, Professional development in PLC and MTSS implementation (as described in number 2 below).2. MTSS and English Learners: Professional development in Benchmark Advance (Tier I) and effective research-based strategies for reading, professional development in reading interventions (Tier II/III), adjusting of master schedule to allow for additional instructional time, hire 2 paraprofessionals to provide support for Tier II/III, hire an ELL Specialist to provide additional support for ELL students during Tier II/Tier III, ELL endorsement cohort and a new cohort set to during the school year, professional development in Eureka(Tier I) and effective research based strategies.

Wellpinit School District
 Wellpinit Elementary School
 Summary of Required Action Plan

<p>Three highest leverage focus areas identified from Academic Performance Audit Needs Assessment:</p>
<ol style="list-style-type: none"> 1. Evidence of and Accountability for Implementation of Core Instructional Practices: Aligning classroom practices and evidence of student learning, particularly in ELA core instruction. 2. High Expectations for Students: Increasing staff expectation for student achievement toward meeting state standards and improvement. 3. Communication and Collaboration: Improving student learning through internal (teacher-to-teacher and teacher-to student) and external (school-to-community) communication and collaboration.
<p>Highlights from plan that address the three highest leverage focus areas to move district out of designation:</p>
<ol style="list-style-type: none"> 1. Evidence of and Accountability for Implementation of Core Instructional Practices: By June 2021, to increase overall achievement in core instruction (meeting overall growth goals for 80% of students and meeting stretch goals for 50% for all students in both ELA and Math) as measured by available assessments (iReady, interim and pre- and post-assessment data); multiple sources of data to be used in support of implementing pre and post writing cycles, ELPS 2 pre and post assessments, IABs, formative assessment using iReady with students, effective tiered supports and focused PD to strengthen Tier 1 instruction (particularly through AVID, GLAD, DoK and GRR). 2. High Expectations for Students: Raise expectations and achievement for students through schoolwide and ongoing monitoring and evaluation of PBIS tiered systems of support, Tier 1 and restorative practices implementation through CWT and SWIS and decreasing referrals as measured by SWIS. 3. Communication and Collaboration: Increasing student achievement, collaboration and communication through AVID strategies mentioned in 1 above and opening opportunities for communicating with and collaborating on culturally relevant experiences including Since Time Immemorial curricular implementation for grades 3–5 and development of a system for engaging all K–5 students in the culture of Since Time Immemorial; for staff, ongoing and focused PD schedule (AVID, GLAD, PEBC).

Summary of funding requested and suggested for Required Action Plans by school.

School and School District Designated for Required Action (RAD)	Funding Requested by RAD	Funding Suggested by OSPI
Mabton School District Artz-Fox Elementary School	\$966,500	\$404,500
Marysville School District Quil Ceda Tulalip Elementary School	\$444,375	\$286,020
Mt. Adams School District Harrah Elementary School	\$547,000	\$512,509
Taholah School District Taholah School	\$119,000	\$119,000
Toppenish School District Kirkwood Elementary School	\$480,000	\$400,000
Toppenish School District Lincoln Elementary School	\$464,050	\$395,050
Wellpinit School District Wellpinit Elementary School	\$380,000	\$380,000

Note: itemized budget expenditures are included in the Required Action Plans.