



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title:	<u>Update of Current Required Action Districts and Approval of Soap Lake Required Action Plan</u>	
As Related To:	<input type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps. <input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards. <input type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system. <input type="checkbox"/> Other
Relevant To Board Roles:	<input type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input type="checkbox"/> Advocacy	<input type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	<p>The State Board of Education (SBE) will hear from the Office of the Superintendent of Public Instruction and representatives from required action districts. Key questions for required action cohort 2 districts may include:</p> <ul style="list-style-type: none"> • What were significant successes and challenges of the first year of implementing the required action plan? • What changes, if any, were made to your required action plan and why? <p>In addition, the Board will consider approval of Soap Lake District's required action plan. Key questions include:</p> <ul style="list-style-type: none"> • Does the plan submitted by Soap Lake meet the statutory criteria for plan approval? • Will implementation of the plan likely result in release of the district from required action status? 	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input checked="" type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input checked="" type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
Synopsis:	<p>The Board will receive an update on current required action districts, that partly fulfills the requirement by RCW 28A.657.100 that the Board receive a report twice per year on the progress of required action districts. The Board will also hear from Soap Lake district on their required action plan, and the Board will consider approval of the plan at this Board meeting.</p> <p>Included in this packet are: 1) staff memo providing an overview and background of the process, 2) staff memo (in additional materials) providing data on required action schools and other Priority schools, 3) as part of the online packet only, slides from required action districts (some of these will be discussed by panelists during the Board meeting), and 4) Soap Lake's required action plan.</p>	



UPDATE FROM CURRENT REQUIRED ACTION DISTRICTS AND APPROVAL OF SOAP LAKE REQUIRED ACTION PLAN

Policy Considerations

Required Action Reports

At the July 2015 meeting, the State Board of Education (SBE) will receive an update from the Office of the Superintendent of Public Instruction (OSPI) and representatives from required action districts. Districts that were designated in March 2014 (RAD cohort 2) include Marysville School District (Tulalip Elementary School), Tacoma School District (Stewart Middle School), Wellpinit School District, (Wellpinit Elementary School), and Yakima School District (Washington Middle School), and have implemented the first school year of their required action plan. In addition to hearing from RAD cohort 2 districts, the Board will receive an update from Soap Lake District (a RAD cohort 1 district), that was re-designated for required action Level I at the last Board meeting in May 2015.

[RCW 28A.657.100](#) directs OSPI to provide a report twice per year to the SBE on progress made by required action school districts. The update the Board receives at this meeting will partly fulfill this legislative responsibility. Another update is planned for November 2015.

Key questions for cohort 2 districts may include:

- What were significant successes and challenges of the first year of implementing the required action plan?
- What changes, if any, were made to your required action plan and why?

Required Action Plan Approval

Because Soap Lake District was re-designated for required action, the district must submit a new or revised required action plan to the Board for approval ([RCW 28A.657.100](#)).

Key questions for the Board to consider include:

- Does the plan submitted by Soap Lake meet the statutory criteria for plan approval?
- Will implementation of the plan likely result in release of the district from required action status?

Background

Required Action Reports

The Board will hear from OSPI staff and district representatives on the implementation of the first year of required action plans for cohort 2 districts, and on the work of the past year and plans for next year for Soap Lake District, the continuing cohort 1 district. Members will have a chance to ask questions and discuss school improvement work with panelists.

For RAD cohort 2 districts, state testing data available at this update will be from the 2013-2014 school year, the year before implementation of the districts' required action plans. It will not include the first year of implementing state tests aligned to new learning standards, the Smarter Balanced assessments. (As of the date of this Board packet, full results of spring 2015 state testing are not yet available, and it is

unlikely that the required action districts will be prepared to speak to the 2014-2015 test results at the July 2015 meeting).

An SBE staff memo that reviews data from the required action schools and other schools on the Priority list is included in this meeting packet. Included in the online packet only are updates from districts including data from the past three to four years. The updates are in a PowerPoint presentation, and elected slides from the presentation will be presented and discussed at the Board meeting.

Required Action Plan Review

At the May 2015 State Board of Education meeting, the Board designated Soap Lake District to remain in required action status. Soap Lake Middle and High School made enough progress since the district was originally designated for required action in 2011 to no longer be identified as a Priority school. However, Soap Lake Elementary School is identified as a Priority school for 2015-2016. Therefore, the district must remain in required action status, according to [RCW 28A.657.100](#).

The plan review process has been modified since required action plans were last reviewed by the SBE, for both practical considerations and in response to Soap Lake District's status as a continuing, rather than recently designated, required action district. For the last review of plans, Board members looked at the districts' Indistar planning tool information, but that was not done for this review as the organization of the information in the tool was found to be impractical for the purpose of plan review.

For this review, Soap Lake District created a document (included in this packet) summarizing its plan, based on the required elements of a required action plan. It should be noted that the school improvement activities the district implemented during required action has resulted in significant improvement, so the district's plan represents continuation of some successful strategies in addition to revised policies and practices. The Board has been regularly monitoring the district's progress for the past four years through the biannual reports to the Board.

RCW 28A.657.050 specifies the required elements of plans to include:

1. Selection and implementation of an approved school improvement model, including a description of how the concerns of the academic performance audit are addressed. The selection of the model must be intended to improve student performance to allow the district to be released from required action, and must be developed with the engagement of educators and the community.
2. Application for state or federal funds.
3. Budget that provides for adequate resources to implement the selected model and other requirements of the plan.
4. Descriptions of any changes to existing policies, practices, structures, and agreements that are intended to attain achievement gains.
5. Identification of the measures to be used in assessing the school's student achievement.

A committee of members including Peter Maier, Kevin Laverty, and Connie Fletcher met to review Soap Lake's required action plan on June 22, 2015 and to identify questions for the district and any further information the Board might need for consideration of approval of the district's required action plan.

Action

The SBE will consider approval of Soap Lake District's required action plan.

If you have questions regarding this memo, please contact Linda Drake at linda.drake@k12.wa.us.



Required Action District (RAD)

July 2015 | *Update*

OFFICE OF STUDENT AND SCHOOL SUCCESS, OSPI

ANDREW KELLY

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Today's Goals

- **Review Academic Progress for RAD Cohort II**
- **Update Progress with Academic Audit Recommendations for RAD Cohort II**
- **Review Soap Lake School District Data and Next Steps with RAD status**



RAD School Designations for 2015-16

RAD	District	School	Designation
Cohort I	Soap Lake	Soap Lake Middle/High	None
Cohort I	Soap Lake	Soap Lake Elementary	Priority; no longer in bottom 5%; Continuing based on 3-year requirement for Priority schools
Cohort II	Marysville	Quil Ceda Tulalip Elementary	Priority; 3-year Reading/Math average less than 40%
Cohort II	Tacoma	Stewart Middle	Priority; 3-year Reading/Math average less than 40%
Cohort II	Wellpinit	Wellpinit Elementary	Priority; 3-year Reading/Math average less than 40%
Cohort II	Yakima	Washington Middle	Priority; 3-year Reading/Math average less than 40%



Quil Ceda Tulalip Elementary: Marysville School District



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Quil Ceda Tulalip Elementary: Marysville School District



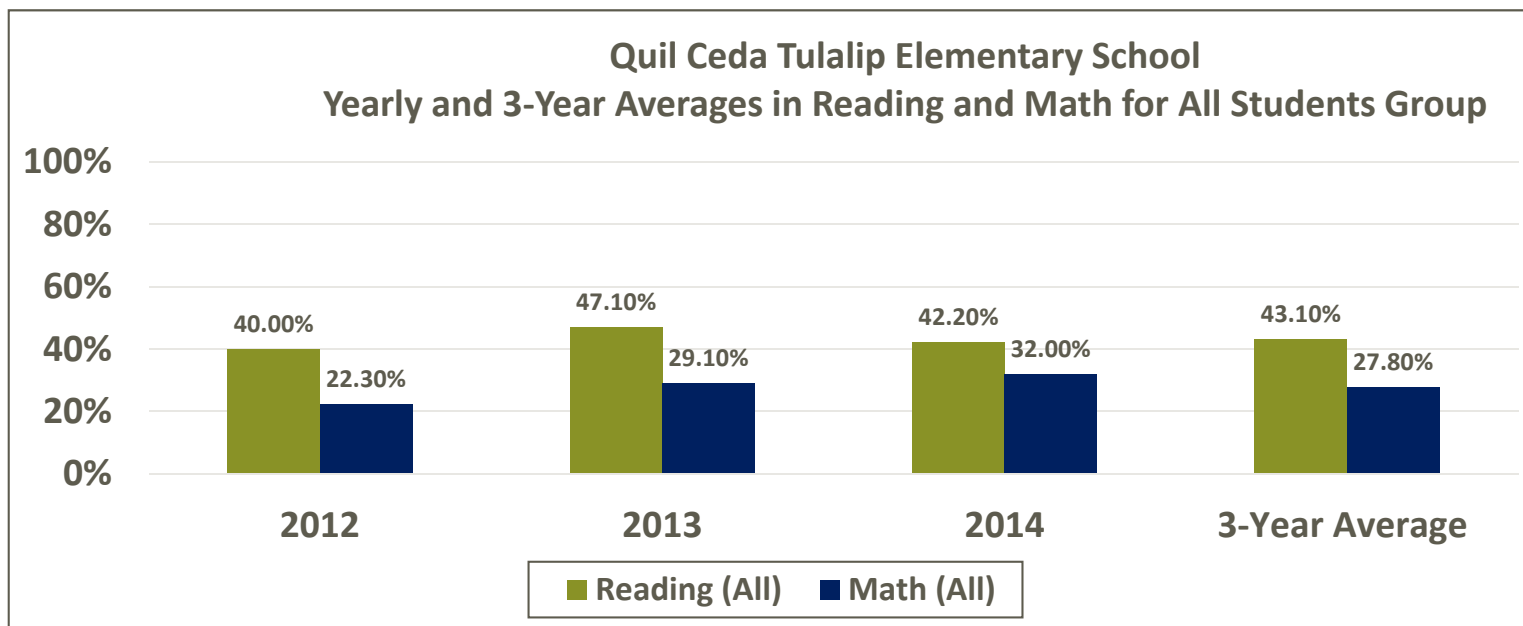
Becky Berg | *Superintendent*
Raymond Houser | *Assistant Superintendent*
Kristin DeWitte | *Principal*
Arcella Hall | *Leadership Coach*



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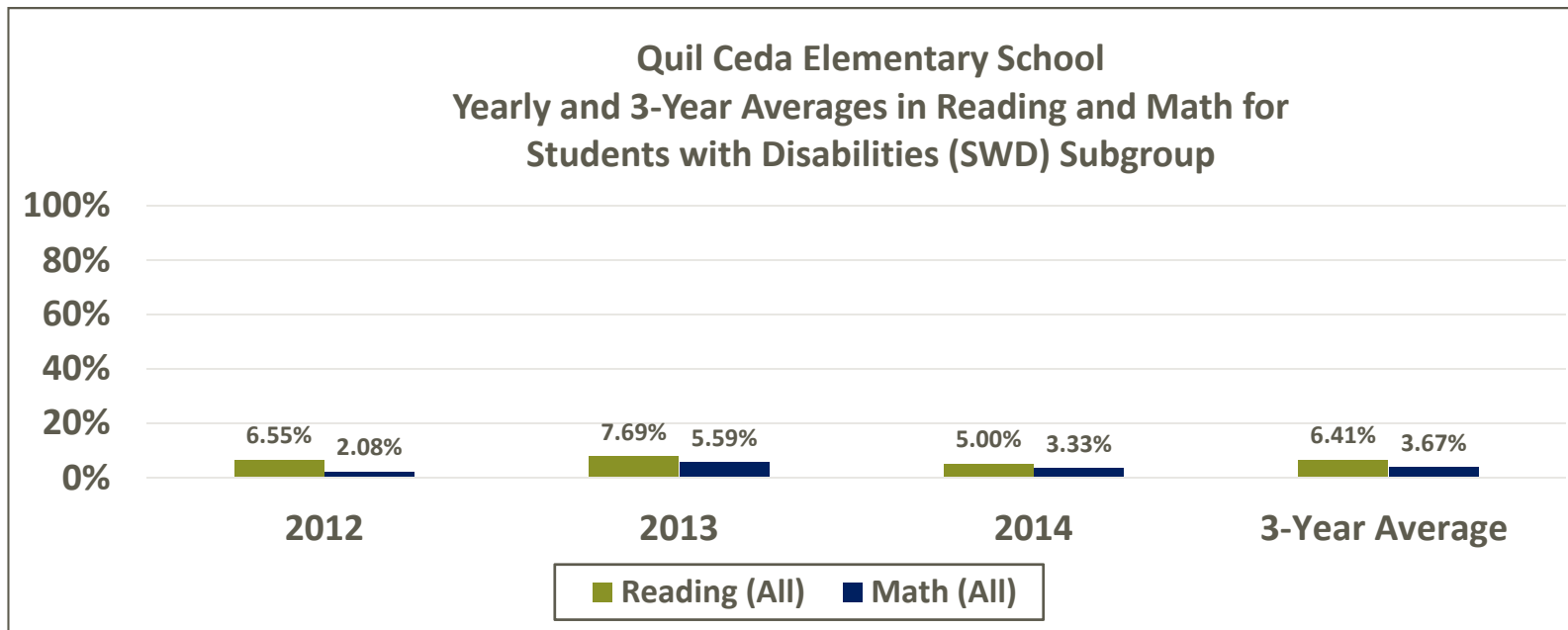
Quil Ceda Tulalip Elementary: Marysville School District



Note: Quil Ceda and Tulalip merged as of the 2014-15 school year. Data from this chart was calculated using averages from both schools for all three school years.



Quil Ceda Tulalip Elementary: Marysville School District



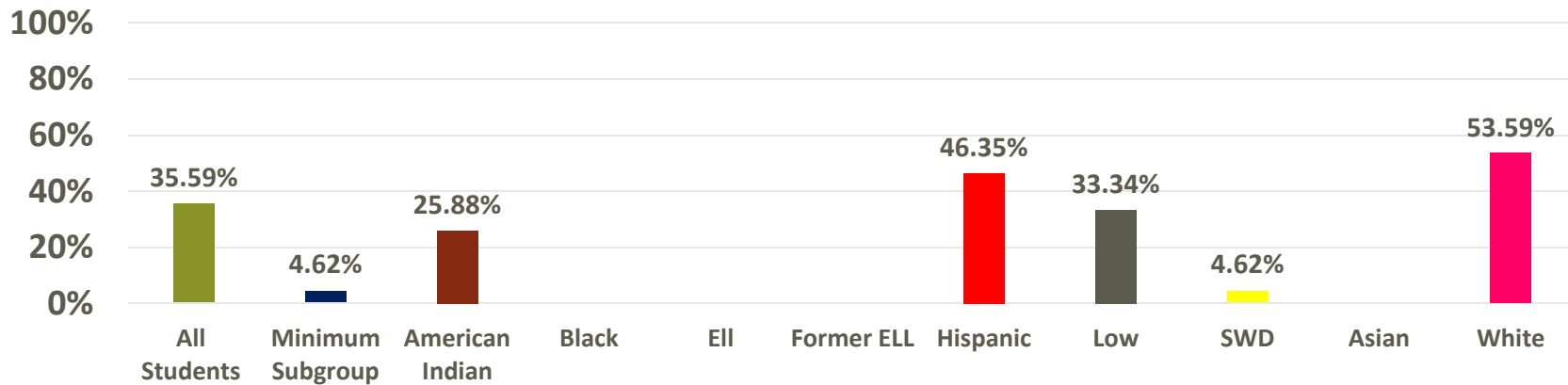
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Quil Ceda Tulalip Elementary: Marysville School District



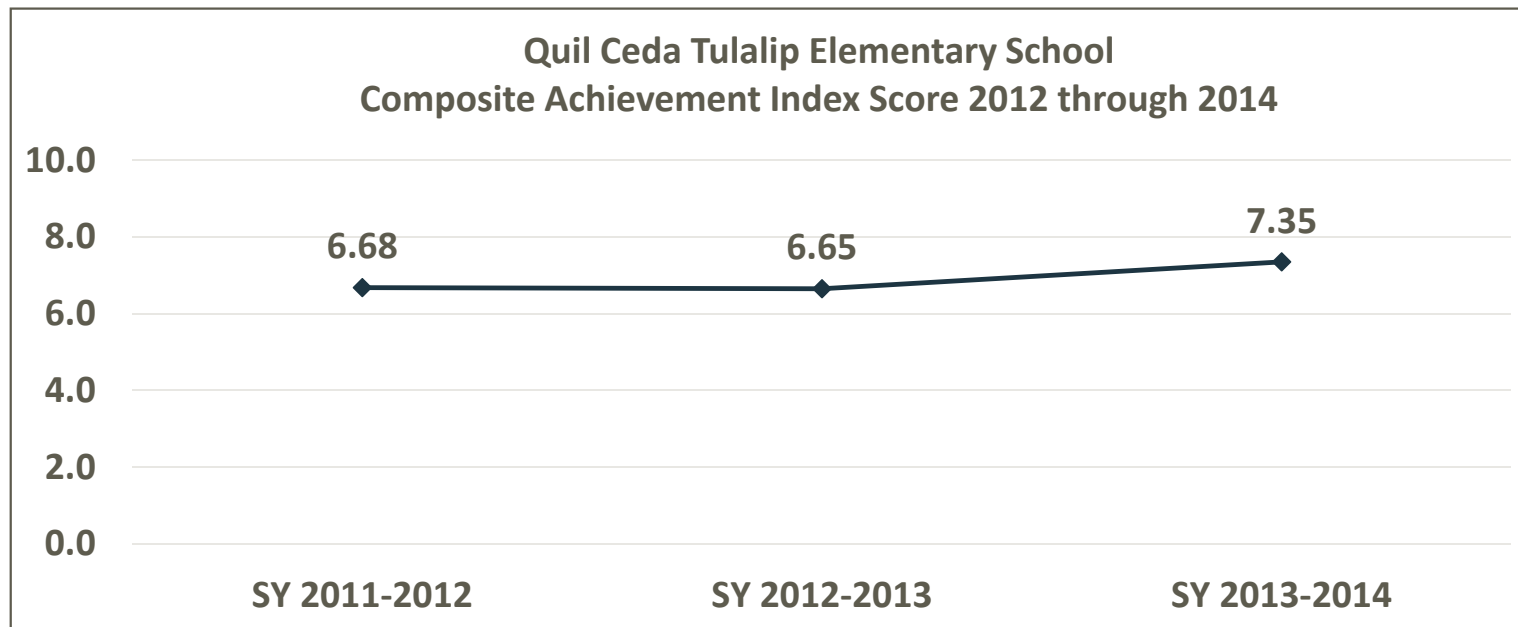
Quil Ceda Tulalip Elementary School
3-Year Averages in Reading/Math (Combined) for All Subgroups with at
Least 20 Continuously Enrolled Students for 2012, 2013, and 2014



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Quil Ceda Tulalip Elementary: Marysville School District



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Quil Ceda Tulalip Elementary: Marysville School District

ACADEMICS



2014-15

- Engage New York math program implemented in all grade levels supported by school, OSPI and UWB math coaches.
- Literacy units of study were fine tuned to be more closely aligned with Washington State standards.
- All students not meeting standard in reading or math had an acceleration plan. Students at Tiers 2 and 3 had individual plans
- Grade level data-team meetings were used to co-plan lessons and improve instruction.
- Math Lab process began with the support of UWB partnership.

2015-16

- Professional Development provided for an instructional focus using the Motivational Framework and CEL-5D to increase instructional effectiveness and culturally relevant instruction.
- PLCs and Data Teams monitor plan, student achievement and create acceleration groups.
- Curriculum aligned to Washington State standards with focus on math core and literacy continue implementation with refinements.
- Students will have individual transition plans.
- Students in Tiers 3 and 4 will have individual learning/behavior plans to support their academic and social /emotional growth.



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Quil Ceda Tulalip Elementary: Marysville School District



CULTURALLY RELEVANT INSTRUCTION AND MATERIALS

2014-15

- 67% of students received instruction in culturally relevant unit of study.
- 3 CEL-5D instructional indicators cross walked with the Motivational Framework were implemented in all classrooms.
- Since Time Immemorial curriculum was used in 4/6 grade levels.

2015-16

- Culturally Relevant Instructional indicators will be continued and emphasis on effectiveness and increased fidelity.
- Cultural Specialist will work with teachers to integrate at least 2 culturally relevant units of study.
- Cultural Specialist will support the work of aligning the 5D Instructional Framework to culturally relevant instructional strategies that have proven to be especially effective at QCT.



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Quil Ceda Tulalip Elementary: Marysville School District

FAMILY/COMMUNITY ENGAGEMENT



2014-15

- 12 parent/family representatives were trained as Natural Leaders
- Outstanding family participation in school events:
 - Muffins for Moms/Donuts for Dads
 - Class showcases
 - 5th grade Potlatch
 - Tulalip Day activities
- Family participation in development of RAD plan
- Increase in the number of school volunteers

2015-16

- A parent representative will join the Leadership Team.
- Key school documents will be shared with families.
- Natural Leaders and staff create and implement curriculum nights to increase parent involvement/understanding of the academic work of the school.
- The school will communicate the importance of regular attendance and will provide avenues for students to catch up on missed learning when absent.
- Families will have opportunities to participate in the school's transformation process.



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Quil Ceda Tulalip Elementary: Marysville School District



SOCIAL/EMOTIONAL AND BEHAVIOR

2014-15

- Common Area expectations taught 3 times
- Caring Schools Curriculum used with all students
- Behavior Screener (SDQ) used as universal screener Fall & Spring
- 60+ students had individualized support plans for social emotional needs
- 82% of students had one or fewer behavior referrals

2015-16

- Staff teaches and reinforces consistent behavior expectations in common areas of the school 3+ times per year.
- 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.

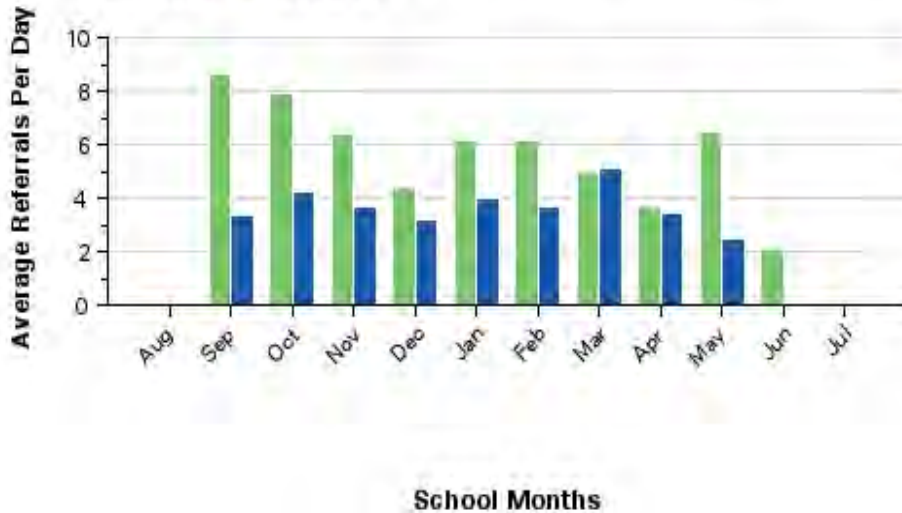


Quil Ceda Tulalip Elementary: Marysville School District

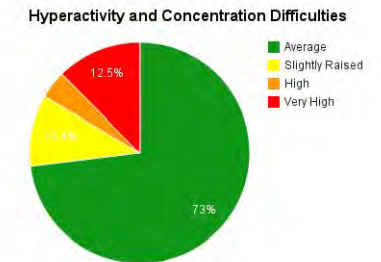
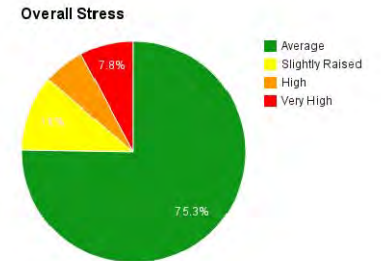


Average Referrals Per Day Per Month - Multi-Year

All, 2013-14 - 2014-15



Fall SDQ Data



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Washington Middle School: Yakima School District



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Washington Middle School: Yakima School District



Jack Irion | *Superintendent*
William Hilton | *Principal*
Jim Ridgeway | *Leadership Coach*

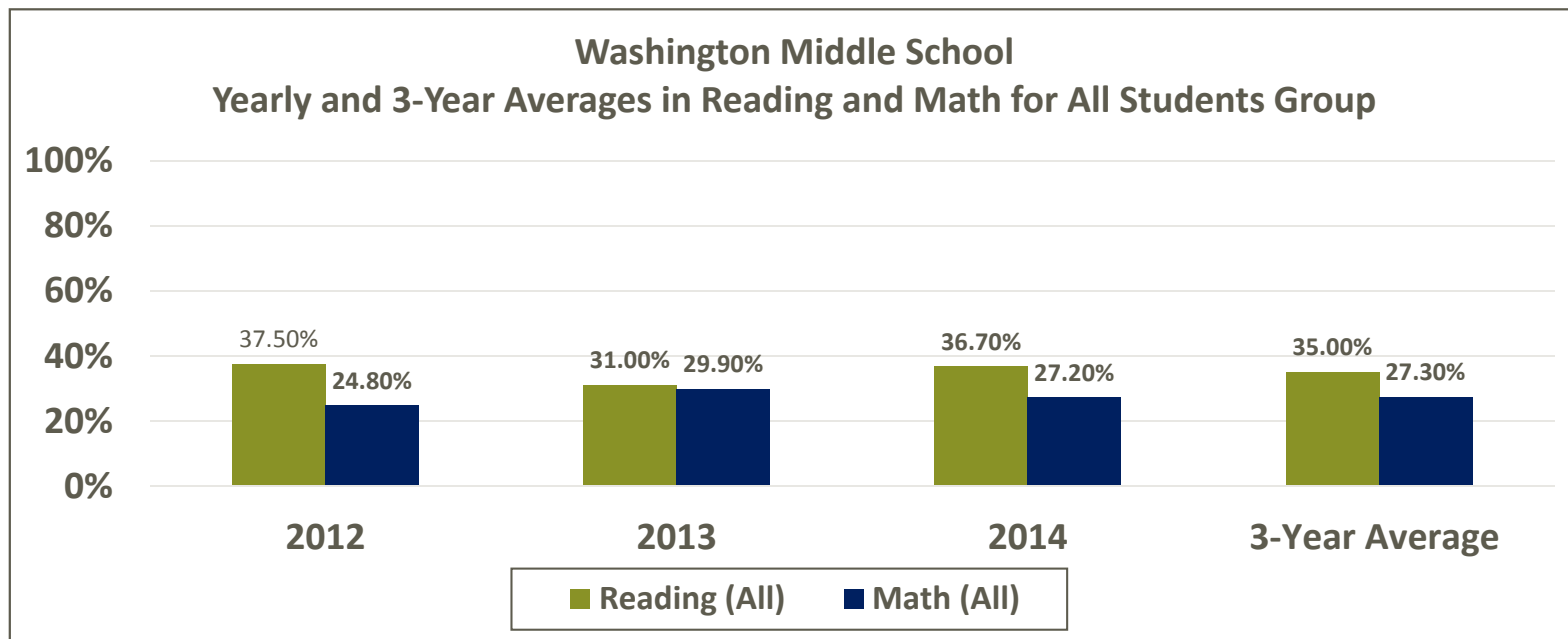


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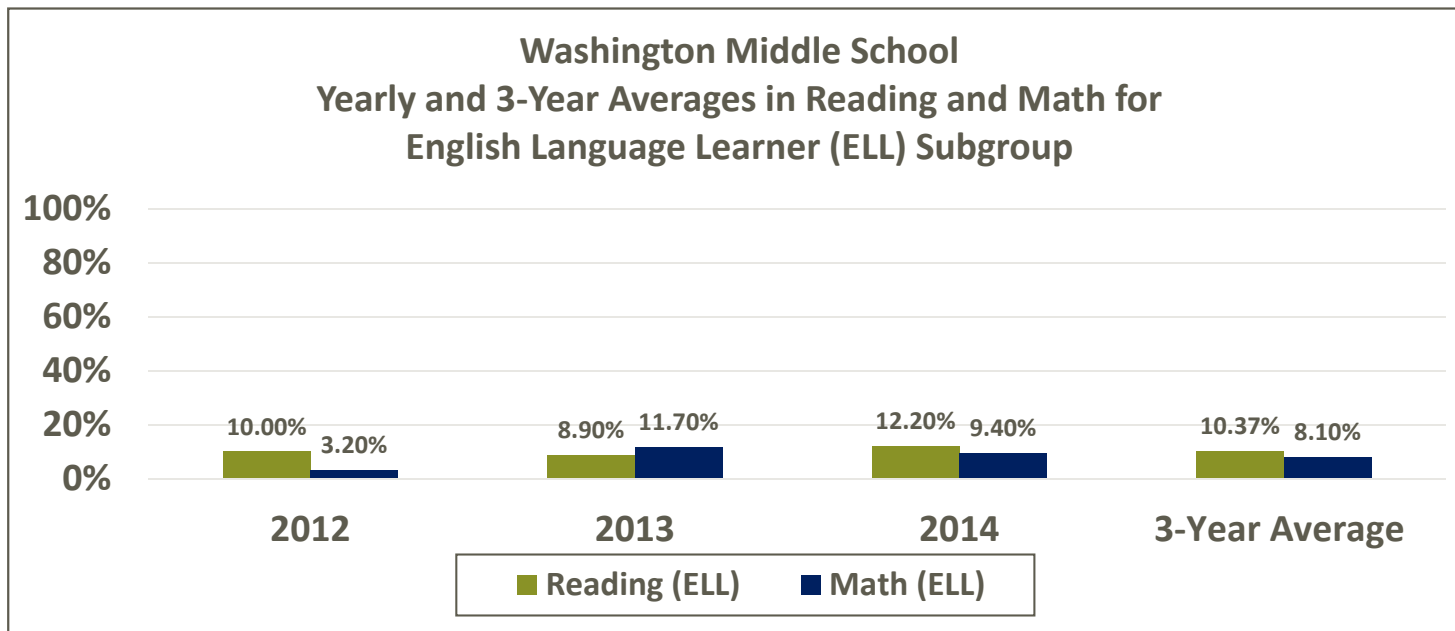
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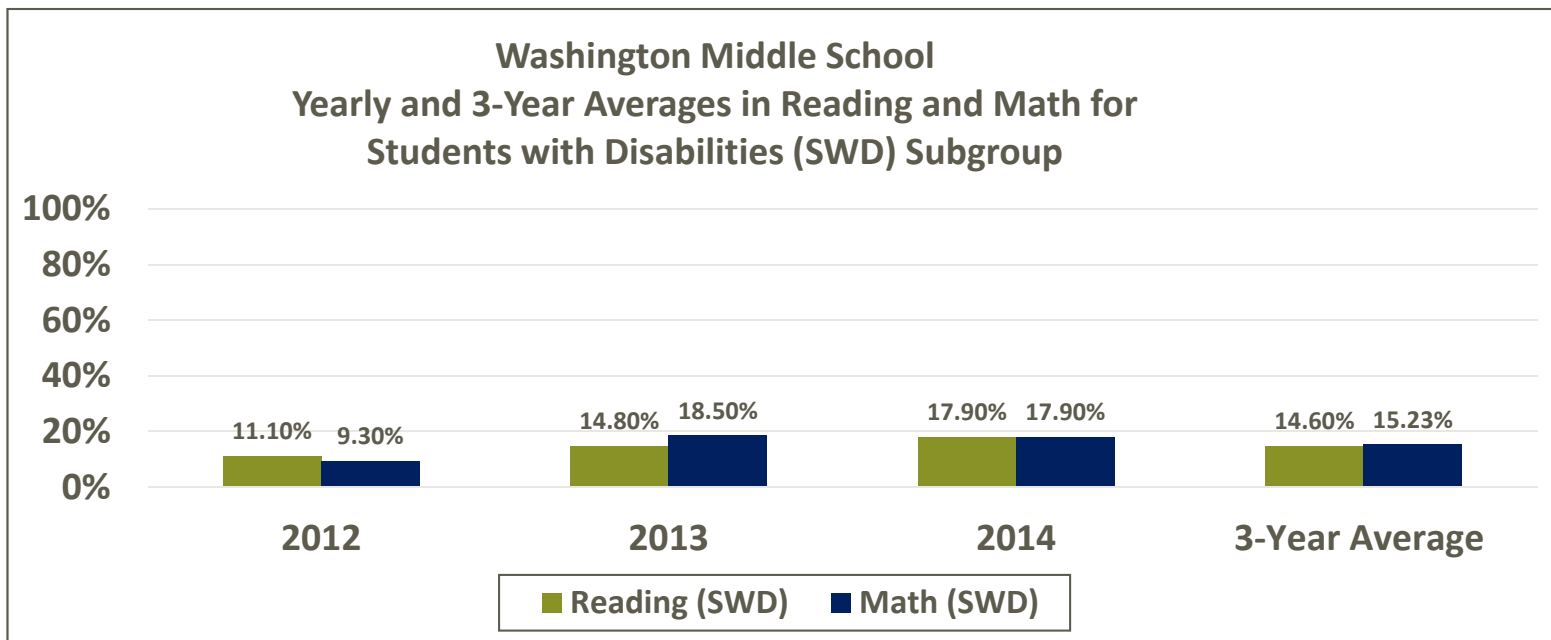
Washington Middle School: Yakima School District



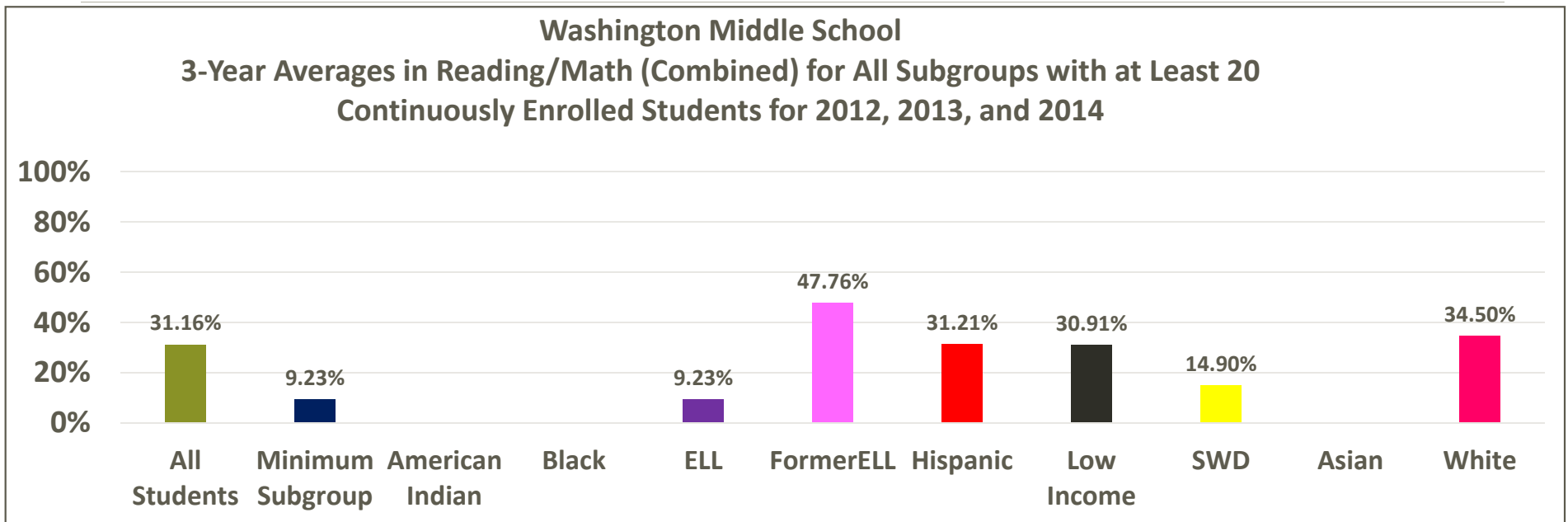
Washington Middle School: Yakima School District



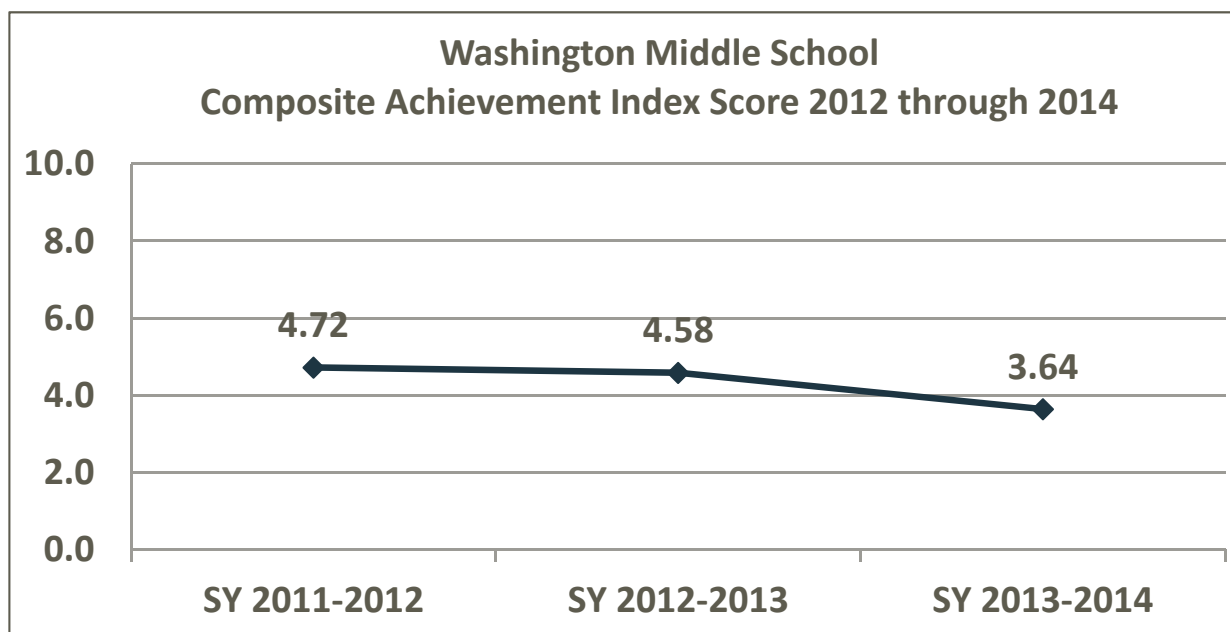
Washington Middle School: Yakima School District



Washington Middle School: Yakima School District



Washington Middle School: Yakima School District



Washington Middle School: Yakima School District



RECOMMENDATIONS:

1. All students in Regular Core ELA and math classes with support for at risk students
2. Expanded capacity for leadership team- Data driven ILT defining of Problem of Practice and Theory of Action
3. Safe Learning environment- PBIS, Parent Plan



Washington Middle School: Yakima School District



ENSURE LEARNING ENVIRONMENT IS SAFE, MUTUALLY RESPECTFUL, AND HONORS CULTURE

1. PBIS
2. Discipline numbers drastically reduced 500+ suspension down to 200
3. Parent plan- meeting 2nd Tuesday, surveys to meet the needs of families
4. 2 perception surveys for the year
5. Parent involvement Plan with rewards



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Washington Middle School: Yakima School District



ALL STUDENTS IN GRADE LEVEL CORE INSTRUCTION IN ELA AND MATH

1. 600 students were in intervention class as Core Reading class 2013-2014, 0 in 2014 -2015
2. All students in grade level math 2014-2015
3. Data driven SRI and math to identify students needing support



Washington Middle School: Yakima School District



LEADERSHIP

1. ILT- focus on instruction
2. Data collected on Walk-through and RIGOR evaluation
3. School based data to drive focus



Washington Middle School: Yakima School District



ILT IDENTIFIED PROBLEM OF PRACTICE AND THEORY OF ACTION

1. Rigor
2. Comprehension
3. ELL



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Wellpinit Elementary: Wellpinit School District



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Wellpinit Elementary: Wellpinit School District



John Adkins | *Superintendent*
Kim Ewing | *Principal*
Karen Estes | *Leadership Coach*

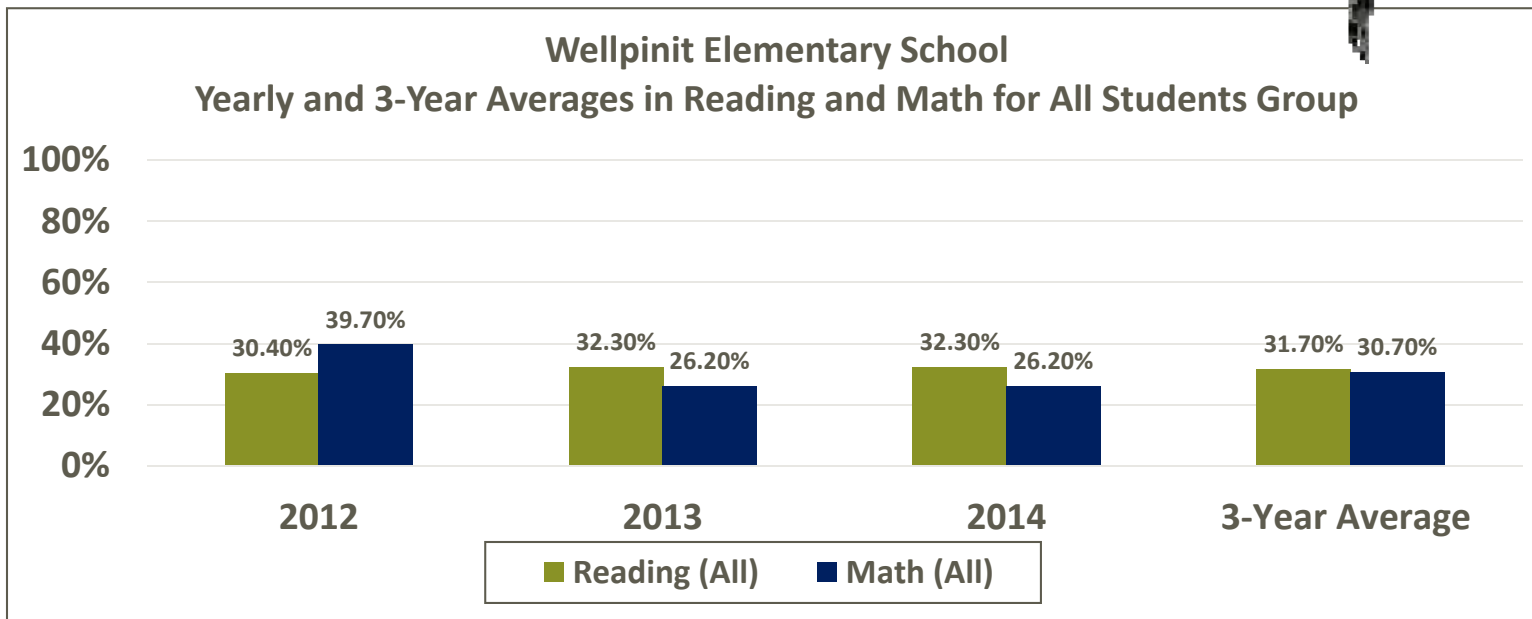
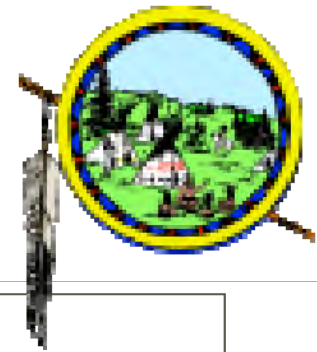


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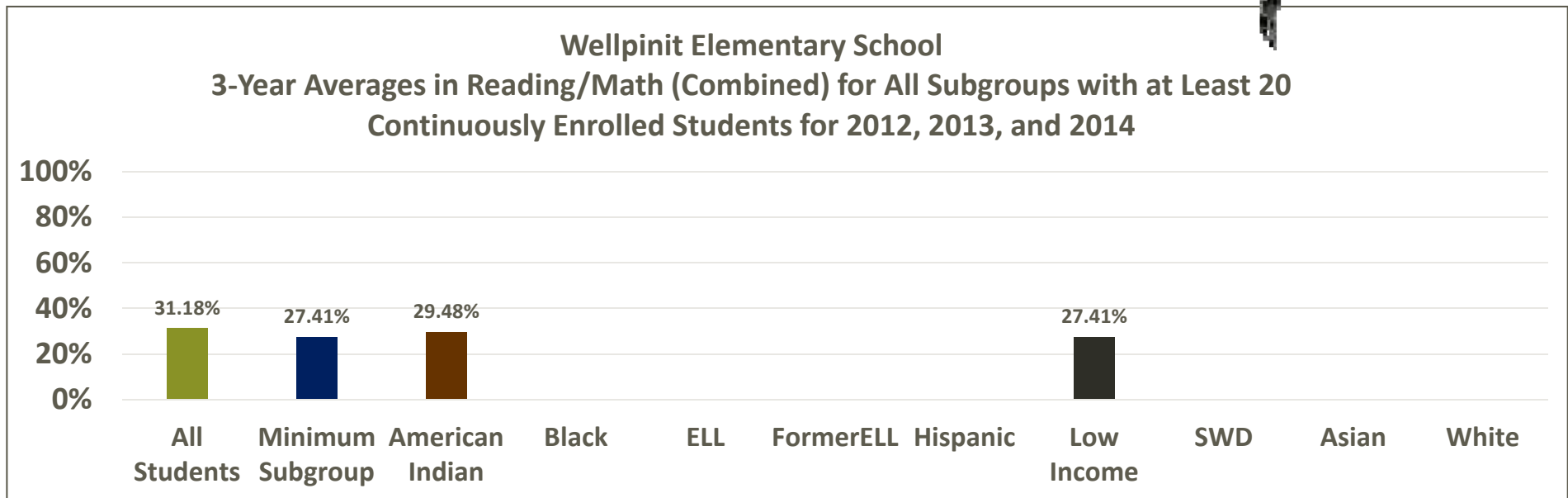
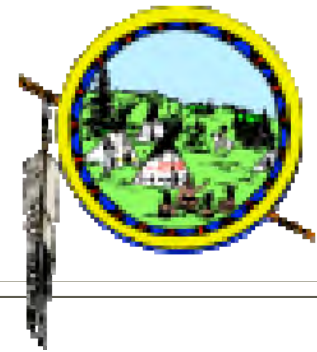
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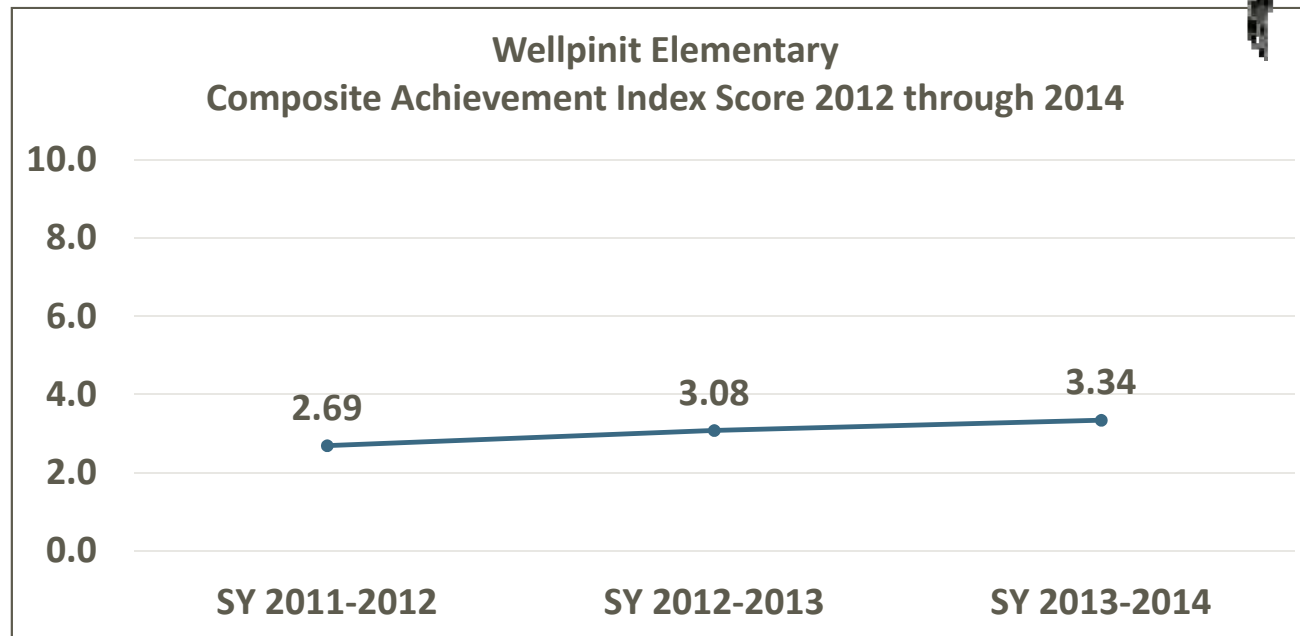
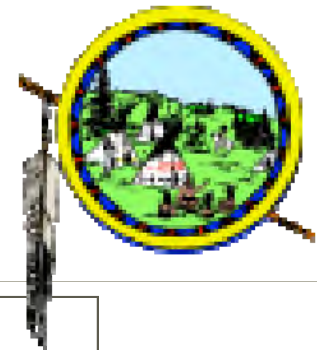
Wellpinit Elementary: Wellpinit School District



Wellpinit Elementary: Wellpinit School District



Wellpinit Elementary: Wellpinit School District



Wellpinit Elementary: Wellpinit School District



FIVE CRITICAL FOCUS AREAS OF CHANGE:

- 1. Hire Experience Instructional Leader for Principal**
- 2. Goal Setting and Accountability around Staff Evaluation, Student Progress, and Professional Development**
- 3. Reading: Deep Alignment of Curriculum, Instruction, and Assessment**
- 4. Mathematics: Deep Alignment of Curriculum, Instruction, and Assessment**
- 5. Intentional Family/Community Involvement and Outreach**



Wellpinit Elementary: Wellpinit School District



Grade Level	At Grade Level Benchmark Fall 2014 MAP Reading	At Grade Level Benchmark Spring 2015 MAP Reading	Total number of students who grew 1 year plus 1 month
K	23%	49%	60%
1	41%	40%	42%
2	24%	26%	50%
3	48%	36%	27%
4	16%	46%	69%
5	9%	24%	57%



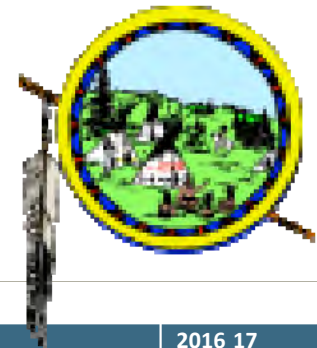
Wellpinit Elementary: Wellpinit School District



Grade Level	At Grade Level Benchmark Fall 2014 MAP Math	At Grade Level Benchmark Spring 2015 MAP Math	Total number of students who grew 1 year plus 1 month
K	17%	64%	72%
1	48%	46%	42%
2	31%	29%	24%
3	33%	30%	23%
4	24%	46%	66%
5	0	10%	89%



Wellpinit Elementary: Wellpinit School District



	2013 14	Growth per year needed	2014-15	2015 16	2016 17
Setting learning objective and providing feedback on objective			37.7% Actual = 38% ✓	61.4%	85%
Learning target on grade level standard			56.3% Actual = 68% ✓	70.6%	85%
Determining Levels of student work (Application Level and above)			24.7% Actual = 10%	42.4%	60%
Highly Engaged Classroom			38.6% Actual = 29%	49.2%	60%



Wellpinit Elementary: Wellpinit School District



INTENTIONAL FAMILY/COMMUNITY INVOLVEMENT AND OUTREACH

1. Back to School Night
2. Math Night, Literacy Night, STEM Night, Art Night
3. Fall and spring conferences
4. Parent survey
5. Book Fairs
6. Read Across the Rez
7. Camas root, moss and cedar gathering
8. Culture Week
9. Monthly newsletters
10. Thursday folders



Soap Lake Middle/High School: Soap Lake School District



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Soap Lake Middle/High School: Soap Lake School District



Danny McDonald | *Superintendent*
Jacob Bang | *Principal*
Carolyn Lint | *Leadership Coach*

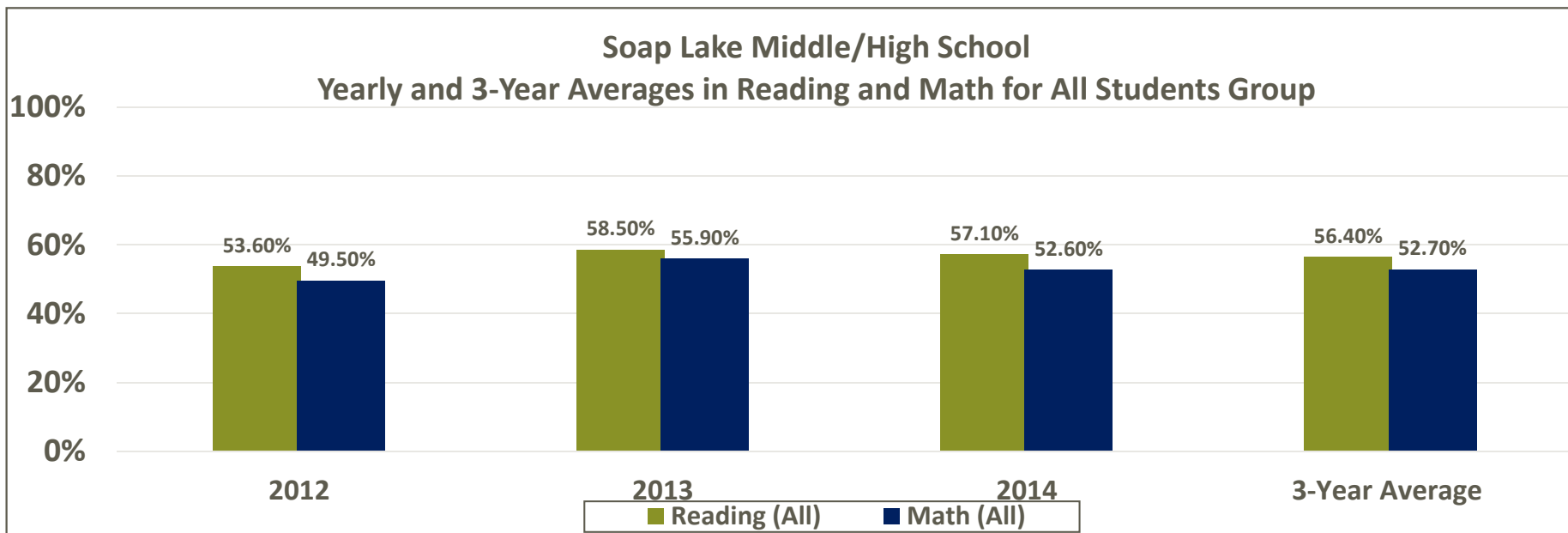


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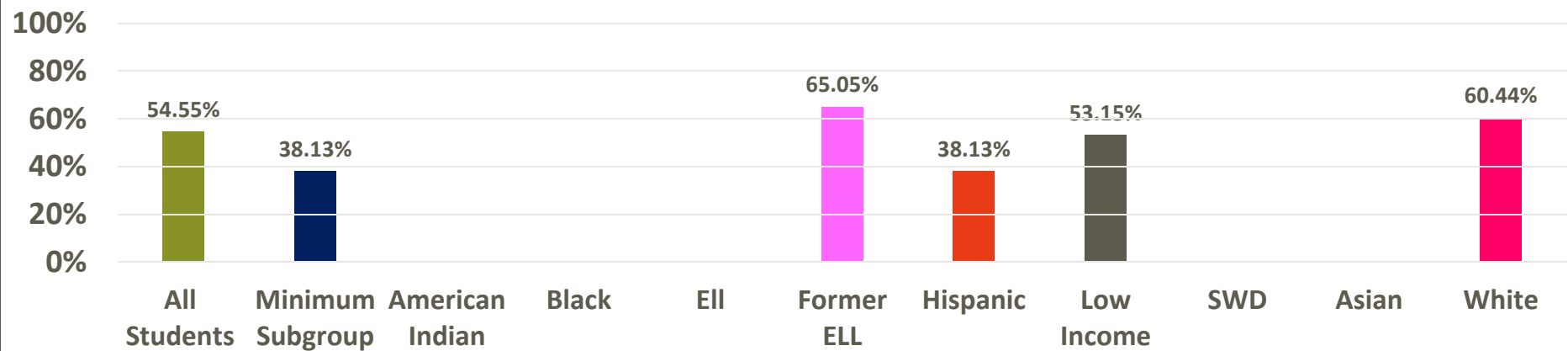
Soap Lake Middle/High School: Soap Lake School District



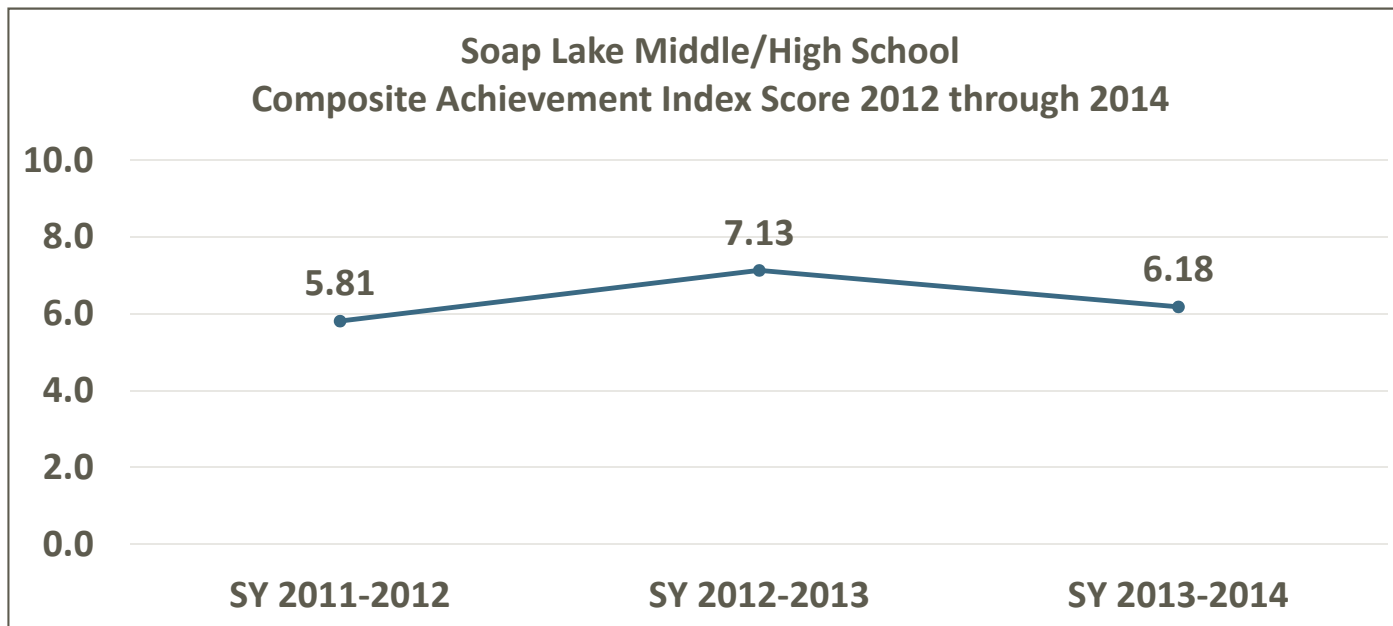
Soap Lake Middle/High School: Soap Lake School District



Soap Lake Middle/High School
3-Year Averages in Reading/Math (Combined) for All Subgroups with at
Least 20 Continuously Enrolled Students for 2012, 2013, and 2014



Soap Lake Middle/High School: Soap Lake School District



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Soap Lake Middle/High School: Soap Lake School District



ENHANCED LEADERSHIP CAPACITY:

1. Superintendent transition plan:
Addition of Assistant Superintendent
2. Coherence of Action
3. Increased Teacher Leadership



Soap Lake Middle/High School: Soap Lake School District



- CURRICULUM ALIGNED TO STATE
STANDARDS WITH INCREASED RIGOR:**
1. Increase in advanced courses
 2. Revised and coordinated curriculum district wide



Soap Lake Middle/High School: Soap Lake School District



DISTRICT WIDE PROFESSIONAL DEVELOPMENT TO SUPPORT A COMMON VISION FOR INSTRUCTION:

1. Schoolwide AVID Implementation
2. Implementation of Weekly Late Starts



Soap Lake Middle/High School: Soap Lake School District



FOCUS FOR CONTINUED IMPROVEMENT FOR 2015-16:

1. Continued Implementation of Danielson Framework with TPEP to increase student engagement and rigor.
2. Creation of intervention/enrichment time during the day for students to receive help or be challenged in new areas.
3. Build relationships with students through advisory times and focused interventions.



Soap Lake Elementary School: Soap Lake School District



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Soap Lake Elementary School: Soap Lake School District



Danny McDonald | *Superintendent*
Daniel Andrews | *Principal*
Carolyn Lint | *Leadership Coach*

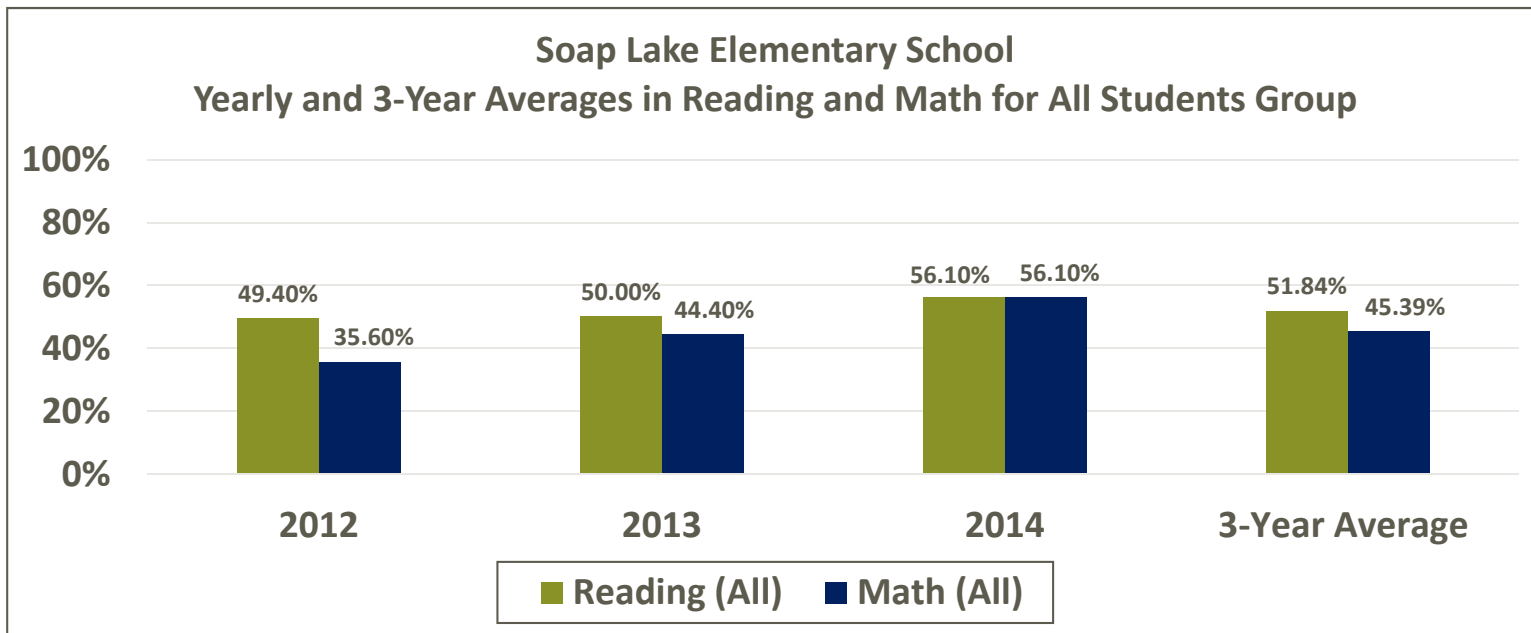


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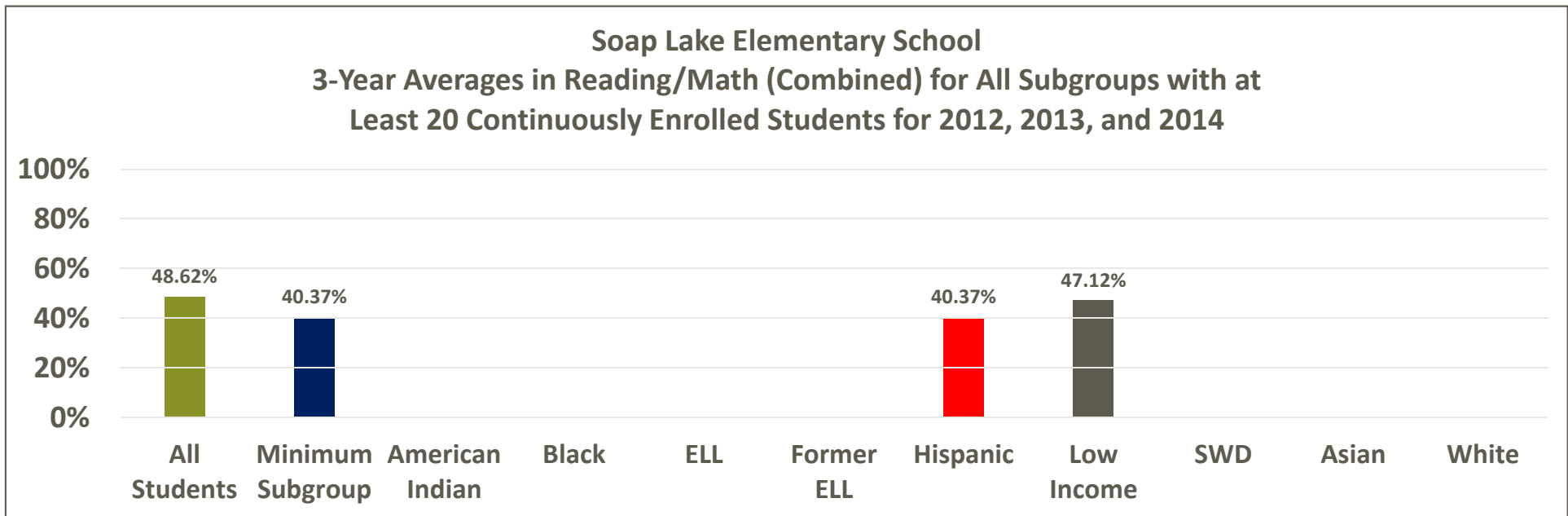
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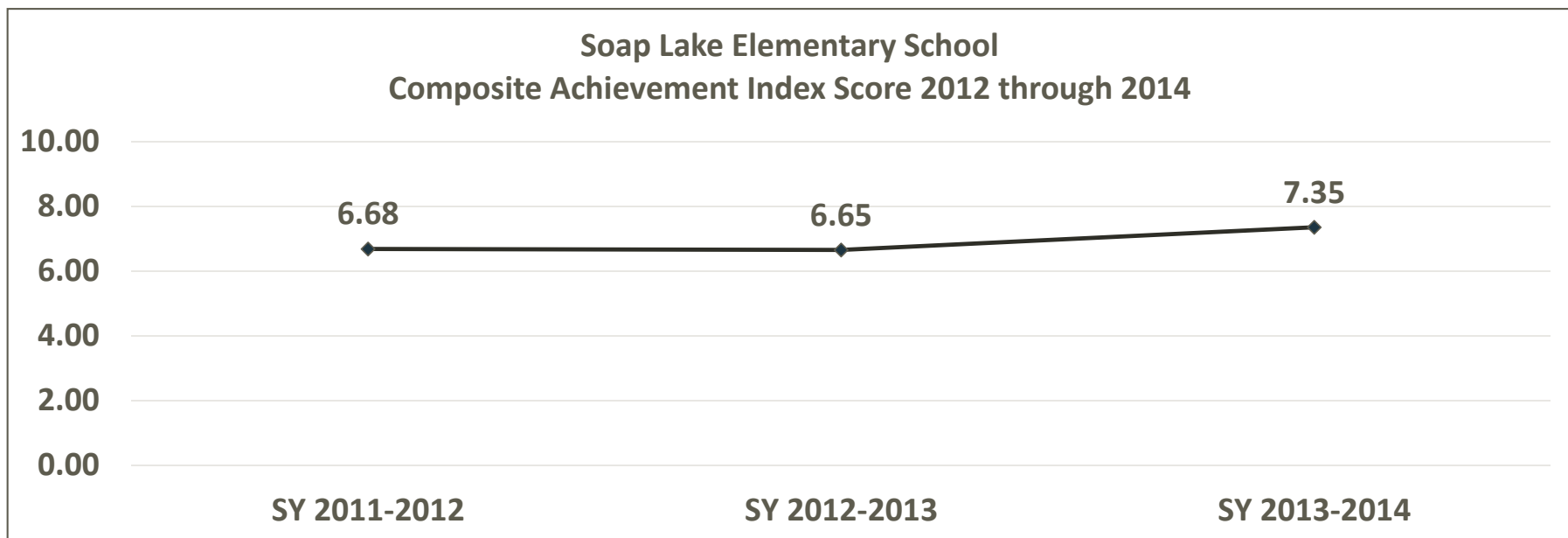
Soap Lake Elementary School: Soap Lake School District



Soap Lake Elementary School: Soap Lake School District



Soap Lake Elementary School: Soap Lake School District



Soap Lake Elementary: Soap Lake School District



FOCUS FOR CONTINUED IMPROVEMENT IN 2015-16:

1. Implementation of monthly Problem of Practice with walkthroughs focusing on Danielson Framework
2. Continuation of small group reading/math intervention
3. Continuation of monthly Family Fun Nights
4. Implementation of SBAC Interim Blocks and AimsWeb
5. Implementation of AVID Elementary



Stewart Middle School: Tacoma School District



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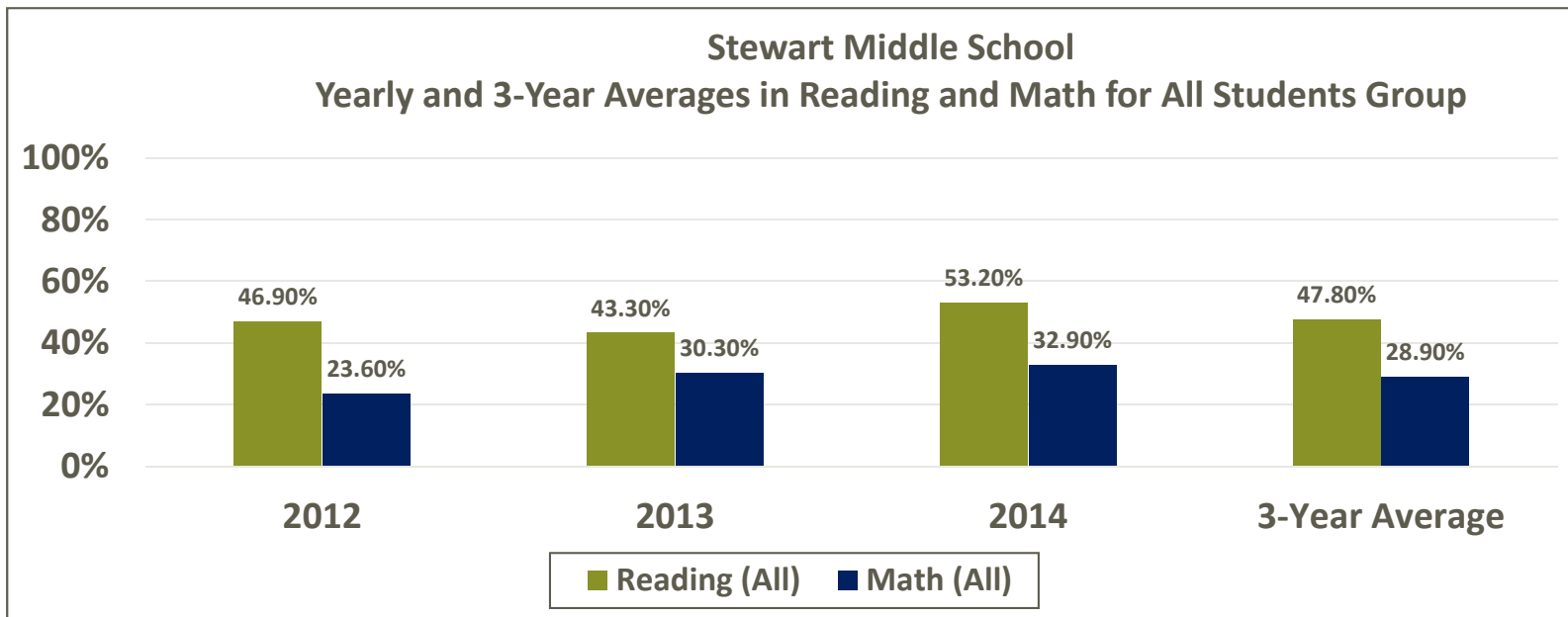
Stewart Middle School: Tacoma School District



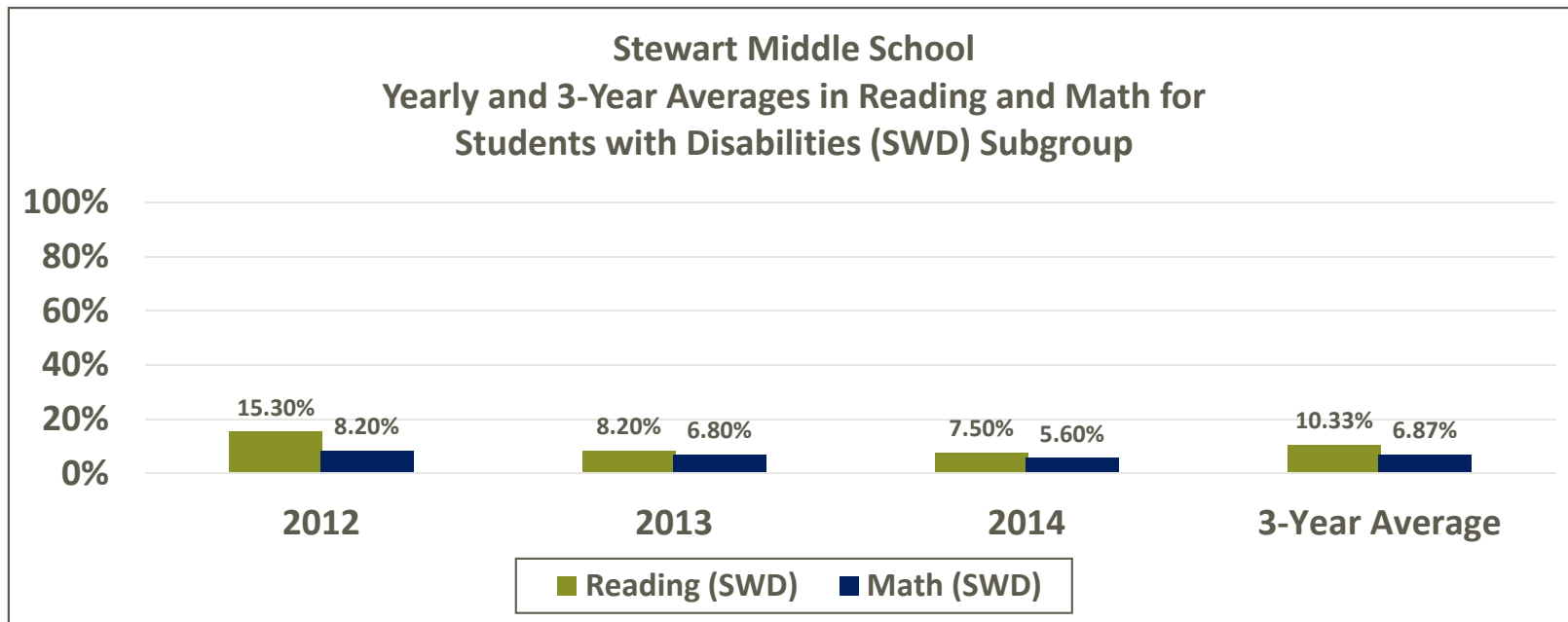
Carla Santorno | *Superintendent*
Zeek Edmond | *Principal*
Kim Messersmith | *Assistant Principal*
Abby Sloan | *Assistant Principal*



Stewart Middle School: Tacoma School District



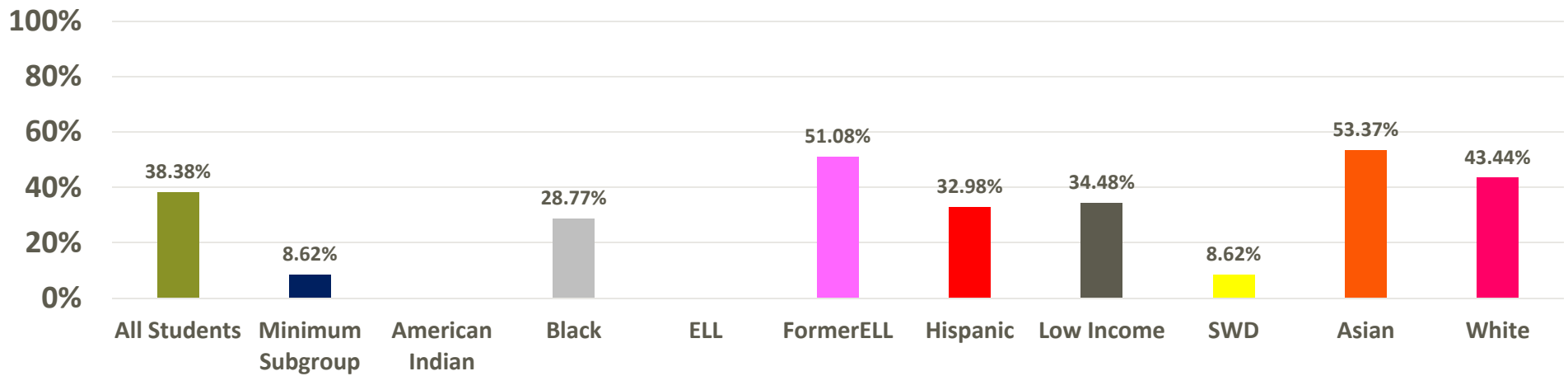
Stewart Middle School: Tacoma School District



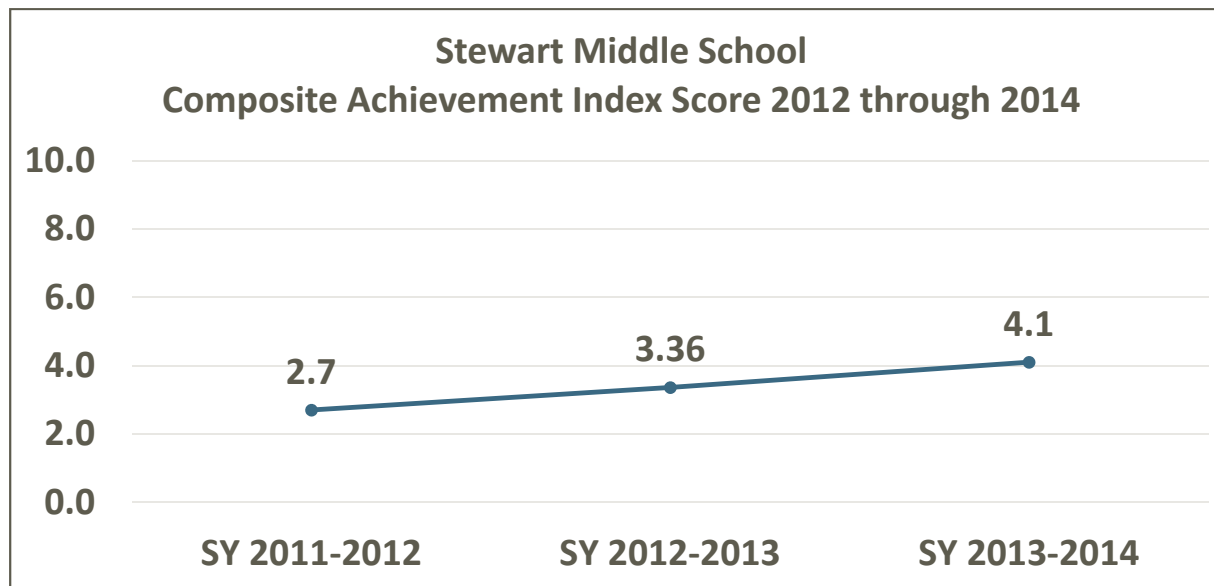
Stewart Middle School: Tacoma School District



Stewart Middle School
3-Year Averages in Reading/Math (Combined) for All Subgroups with at
Least 20 Continuously Enrolled Students for 2012, 2013, and 2014



Stewart Middle School: Tacoma School District

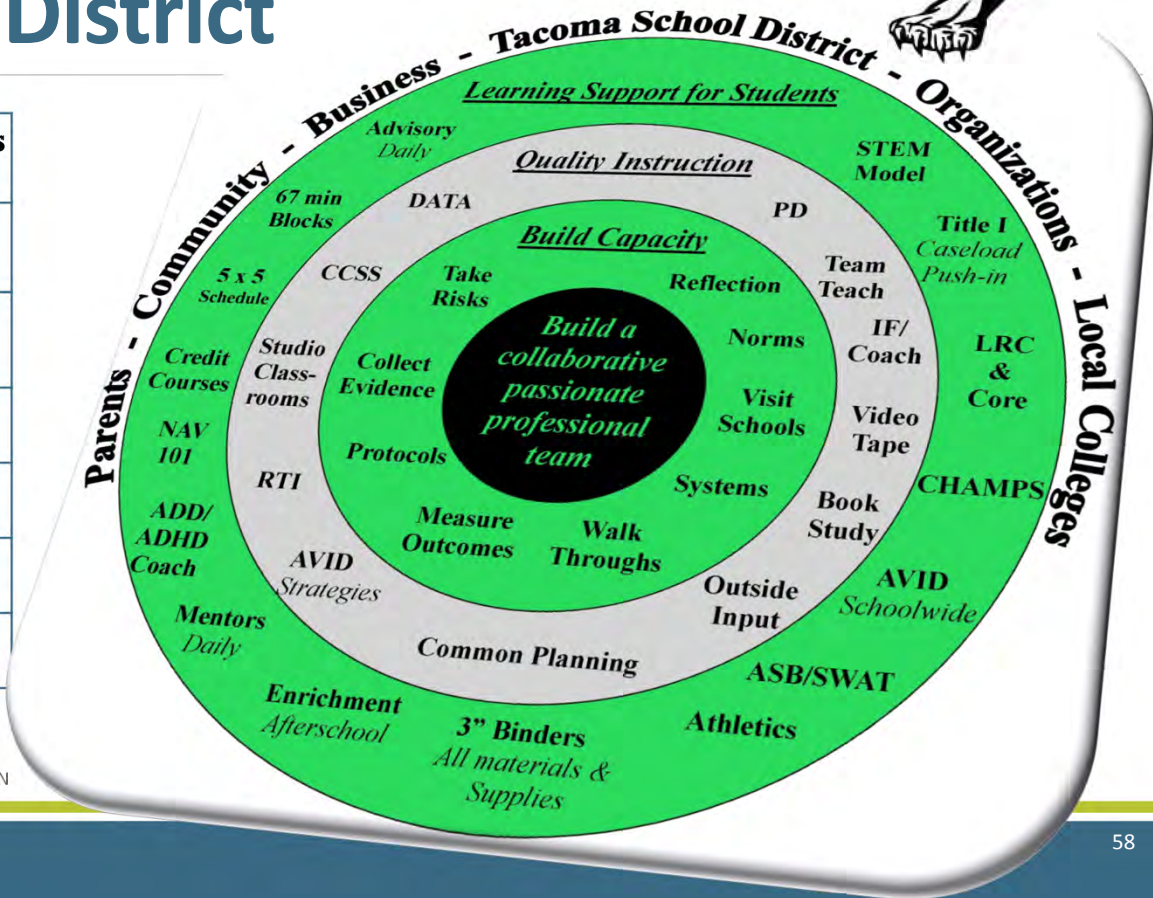


Stewart Middle School: Tacoma School District



Staff evaluated first year progress of our systems using a 4 point scale

Avg	Category
2.76	Building a Collaborative Passionate Professional Team
2.63	Build Capacity
2.75	Quality Instruction
2.76	Learning Support for Students
3.00	Community Input/Support



Stewart Middle School: Tacoma School District

Approximately 100
hours PD per person



PROFESSIONAL DEVELOPMENT

- Studio Days for each core subject
- Ken O'Connor, standards based grading
- Patrick Briggs, culturally responsive teaching
- AVID strategies school wide
- Time to Teach, book study & training
- Student growth goal setting/recording
- National & Regional math conferences
- WEC fall conference
- ASCD National conference
- AVID Summer institute & National conference
- WICOR/DOK Walk through with electronic tool
- WACA conference
- 6 visits to other schools

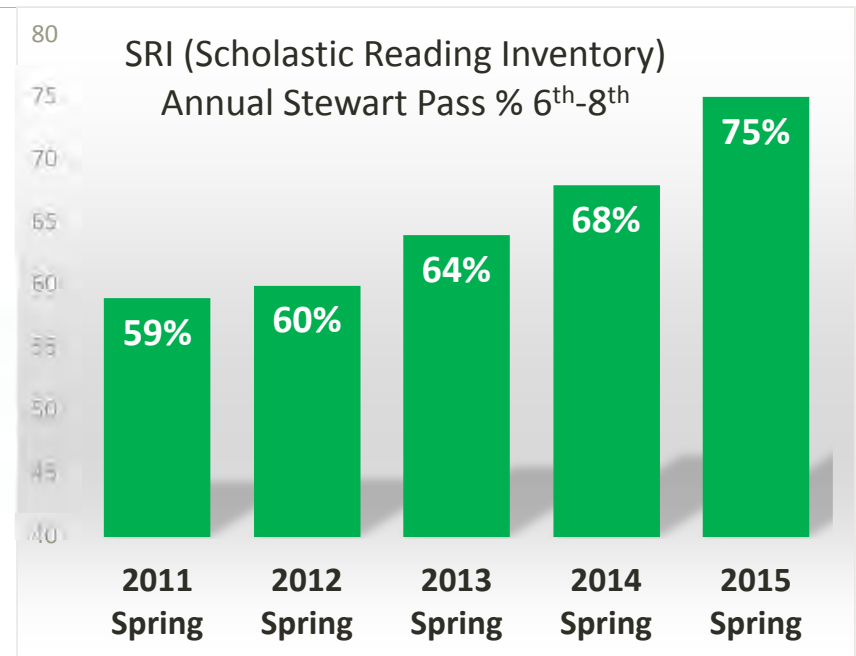
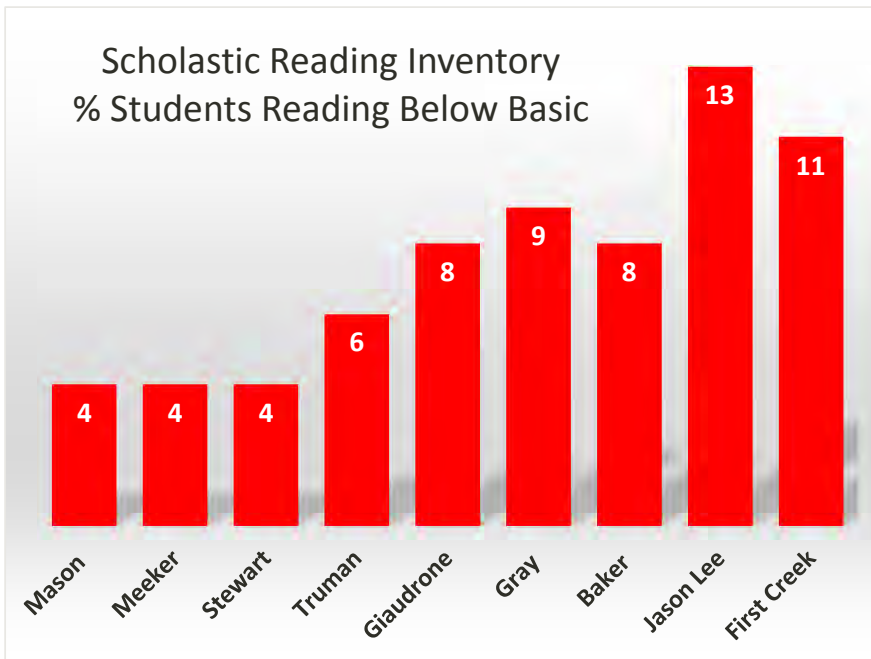


OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

6/30/2015

Stewart Middle School: Tacoma School District

3rd Highest SRI
MS in Tacoma

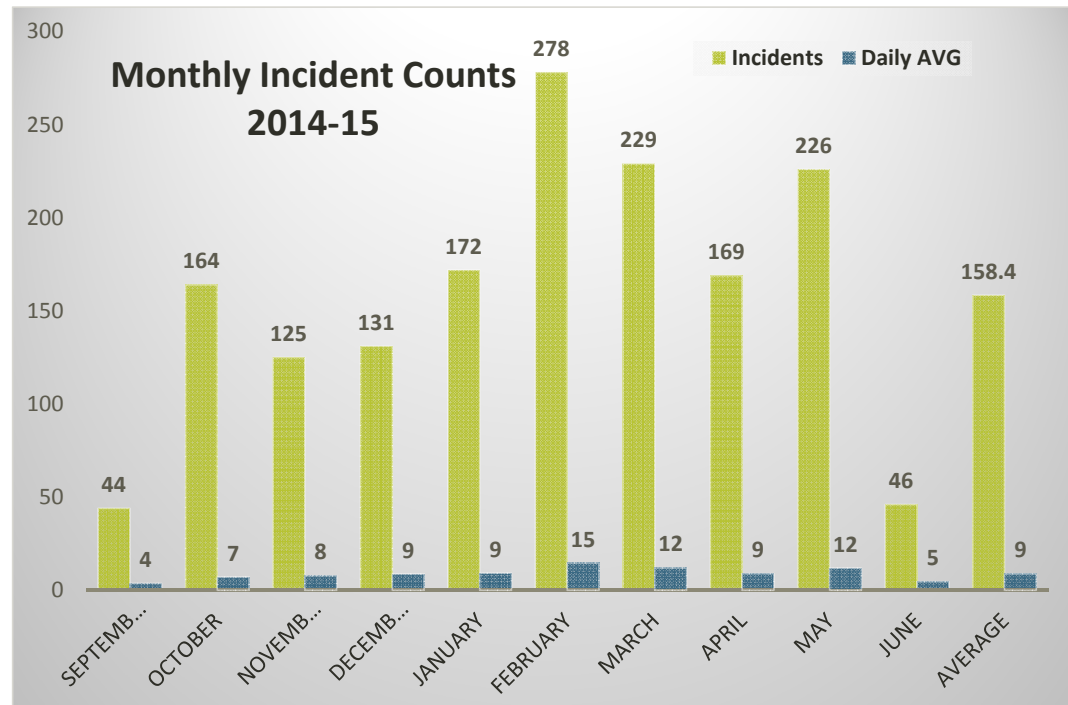
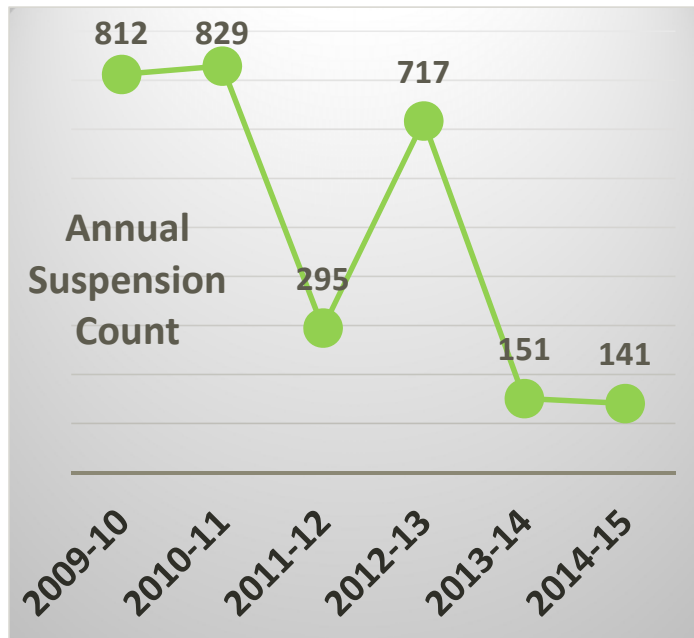


OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

6/30/2015

Stewart Middle School: Tacoma School District

50% of Students
Never Written Up
2014-2015



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

6/30/2015

Stewart Middle School: Tacoma School District



TPS Support for Stewart 2014-15

- Funding 2nd Asst. Principal
- 0.5 FTE instructional coach
- 0.3 FTE PE teach

TPS Support for Stewart 2015-16

- Funding 2nd Asst. Principal
- 0.5 FTE instructional coach



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

6/30/2015



Goal Review/Questions

- Review Academic Progress for RAD Cohort II
- Update Progress with Academic Audit Recommendations for RAD Cohort II
- Review Soap Lake School District Data and Next Steps with RAD status



#ALLmeansALL



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

6/30/2015

Soap Lake's Required Action Plan (Question represent required elements of the plan based on RCW 28A.657):

- 1. Describe how your plan was developed in collaboration with administrators, teachers, other staff, parents, unions representing any employees, students and other representatives of the local community.**

The Soap Lake SD has been actively engaged with the entire community to share information and receive input on improvement activities throughout the past four years. The District Leadership Team that has responsibility for developing and monitoring the improvement plan is made up of the Superintendent, both building principals, teacher leaders, and the president of the teachers' association. An extensive collaboration process was used at the beginning of the improvement effort to gather input from staff and community as the original plan for improvement emerged. Since that time, this team has met frequently and regularly to guide the improvement effort for the district. Each year they have had a process to share results of improvement initiatives, as well as upcoming plans with the district's school board, students and community through regularly scheduled events. CEE surveys have been administered every year as another way of gathering information from staff, students and parents.

- 2. Specify the date of the public hearing to allow for comment on the district's required action plan:** The next scheduled public hearing is June 22, 2015.

- 3. Which improvement model is the district implementing?**

The district improvement model is the Transformation Model.

- 4. Describe how the concerns raised in the academic performance audit were addressed, and how it led to increased student achievement.**

Soap Lake's most recent academic performance audit was in April, 2013. Information on how the Summary Recommendations were addressed follows:

Set High Academic Expectations:

- Use of late starts each Monday to provide extensive professional development on the Danielson Framework, and alignment of coursework to new Washington State Standards.
- Several staff trained in Advanced Placement and UW College in HS courses.
- Addition of higher level math courses including calculus, AP Language, and Spanish into the school schedule – while reducing reliance on APEX courses for advanced work.

- Replacement of high school math teacher with newly hired math teacher with improved skill level to increase achievement of math students particularly in Algebra 1.
- Close tracking of students with D's and F's weekly, with intervention and parent contacts to improve performance.
- Meetings with each senior several times during year to assure progress toward graduation, and encourage application for college entrance and scholarships.
- Continued revision and strengthening of schoolwide AVID model, including implementation of AVID in grades 4 and 5 and continuing to make sure all new staff is trained in the AVID program.
- Results this year include higher number of graduates admitted to community college or 4 year college next year.

Develop a long term vision for curriculum implementation by identifying essential standards, curriculum alignment, and pacing.

- Through the evaluation process and professional development, staff knowledge and ability to instruct to new Washington State Standards has increased. Evidence of this is gathered through administrative/coach classroom walkthroughs as well as formal observations.
- Support from OSPI Instructional coaches has been a critical factor in providing ongoing work with staff in the implementation of new materials that are better aligned to new Washington State Standards. These coaches also provide feedback and support on alignment and pacing of lessons and classroom instructional practice. This targeted work in ELA, math, as well as science will continue next year.
- The district is moving to a K-12 implementation of Engage NY for math instruction in 2015-16.

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.

- Maintaining consistent leadership is a continual challenge for any small rural school. Throughout the 4 year grant period, leadership coaching from the Success coach has been a critical factor in leadership development through a number of principal changes. This coaching model will continue next year as our current two new principals enter their second year.
- The Success coach also provides ongoing support to teacher leadership groups.
- Extensive use of evaluation practices to support improved instruction, including goal setting for improved practices and student growth with every staff.
- Moving a number of staff from focused to comprehensive evaluations next year to provide more intensive intervention and support.

- Use of classroom walkthroughs with administrative staff and coaches to gather information and provide feedback on classroom instructional practice specifically related to Danielson framework and new Washington state standards.
- Use of peer observation guided by the Danielson framework to provide forum for discussion and personal reflection on classroom instruction.
- Purchase and implementation of Edivate (School Improvement Network) in 2015-16 – an OSPI vetted program that provides video and module support for targeted professional development – to be introduced to staff as a tool to be used individually or collaboratively to learn more about best practices and how to implement them in your classroom.

Develop and expand connections to families and community.

- Changes in structure of this year’s awards nights, student activities nights (i.e. science fair) and graduation resulted in increased parent and community involvement, and positive feedback.
- Continued use of annual BBQ to open school shows improved attendance every year.
- Monthly “Family Fun Nights” with a rotating academic theme at the elementary school have been well attended this past year and will continue next year.

Use student data to inform and differentiate instruction to meet academic needs of individual students.

- There is planned professional development on differentiation through Robin Kirkpatrick at ESD 171 beginning in the Fall, 2015.
- Implementation of AIMS Web for progress monitoring information K-10 in 2015-16.
- Continued use of SBAC Interim blocks in 2015-16 grades 3 – 11.
- Implementation of intervention classes in the regular school schedule in ELA and math for 2015-16.

5. Describe how the district addresses the education opportunity gap.

The demographics of Soap Lake include a significant Hispanic population as well as a significant Ukrainian population. This year a new secretary was hired at the MS/HS who is bilingual in Spanish. Other paraprofessionals and custodial staff are also bilingual and live within these communities. Consistent efforts are now evident to translate all materials going to parents into both Spanish and Ukrainian.

The MS/HS has added more advanced classes each year of the grant period, and concerted efforts are made to have the enrollment in these courses reflect the school’s population. There have also been a number of elective courses added in the past year to address the diverse needs of the population. These include technical music, radio broadcasting, web design, and Spanish.

6. Describe how the district supports the schools collectively.

During the entire grant period improvement efforts have been planned and applied to the K-12 district as a whole, with expectations and opportunities increasing for both schools. Principals work closely together this year to increase coherence of programs and successful transition for students. An example would be the K-12 adoption of Engage NY for math, as well as the elementary implementation of AVID.

7. Describe the budget for your plan, and how it provides for adequate resources to implement the model and other requirements of the plan.

A key component of the budget for this past year, and planned for next year has been the ability to hire a Dean of Students for the MS/HS. This position is held by a bilingual educator who provides much needed support for student attendance and discipline as well as family and behavioral intervention, allowing the principal increased time to spend in classrooms working with teachers on instructional practice, and monitoring student progress.

Other Key Budget Components are:

- Increased counseling time
- Additional staff time for professional development
- Funds to provide extended learning time to students during the summer and after school hours.
- Additional staffing to provide intervention classes.
- Stipends for ongoing teacher leadership team.

8. Describe the changes in the district's or the school's policies, structures, agreements, processes and practices that are intended to attain significant achievement gains for all students.

- Implementation of weekly late start Mondays – Provides 1 and ½ hours of time each week for staff to engage in professional development, collaboration, data analysis. This has been in place since the beginning of the grant period.
- Implementation of advisory period in the MS/HS – while this has been revised a number of times, it remains a critical part of our ability to build relationships with students, and build a stronger connection between the student and the school.
- Extensive use of new evaluation system, particularly by the two new principals that began this past year – this has been critical in communicating increased urgency and intentionality regarding improving instructional practice and student learning. Effective use of the new evaluation system to improve instruction has received strong support from the teachers' association leadership.
- Transition plan for new superintendent in 2016-17 – the current superintendent has announced his intention to retire at the end of 2015-16. The district has hired a former principal to return in the role of assistant superintendent this coming year, with the plan already in place for him to assume the superintendent position the following year. This

provides for a strong transition strategy, with someone who is already familiar and supportive of all the improvement efforts so far.

9. Identification of the measures that the district will use in assessing student achievement, closing the educational opportunity gap, improving math, reading or ELA, improving graduation rates.

- Transition from NWEA MAP to AIMS Web in 2015-16 – to provide more frequent and better aligned information to monitor academic progress of students in grades K-12.
- Implementation of SBAC Interim Block tests 3x per year in ELA and math to provide information on progress toward benchmark for students in grades 3 – 11.
- Purchase of HomeRoom program to assist staff with organizing data for analysis, generating reports on student progress by student, by group, by cohort, by class etc.