



# Required Action District (RAD)

## July 2015 | *Update*

OFFICE OF STUDENT AND SCHOOL SUCCESS, OSPI

DR. GIL MENDOZA, DEPUTY SUPERINTENDENT | K-12 EDUCATION

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# Today's Goals

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- **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



**Kristin DeWitte** | *Principal*



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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
  - 5<sup>th</sup> 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.



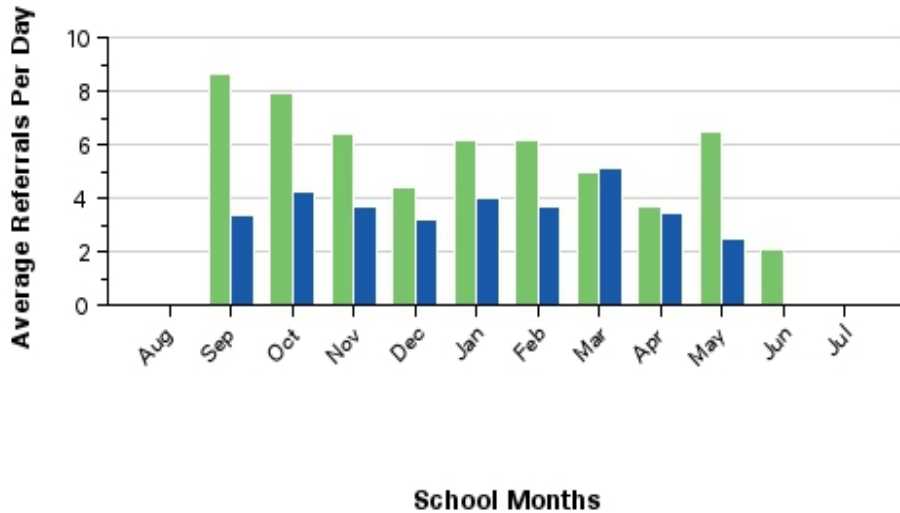
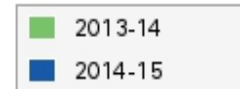
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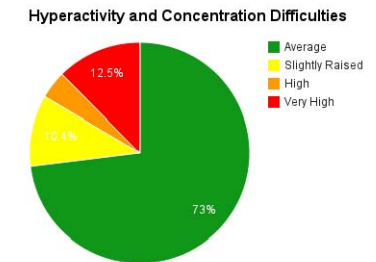
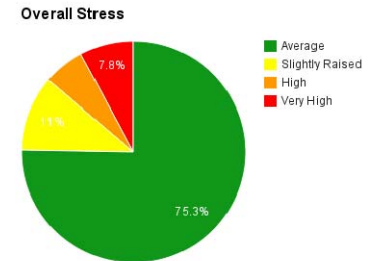
# Quil Ceda Tulalip Elementary: Marysville School District



**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

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**William Hilton** | *Principal*



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# Washington Middle School: Yakima School District

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## 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 2<sup>nd</sup> 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

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## 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

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## 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

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## ILT IDENTIFIED PROBLEM OF PRACTICE AND THEORY OF ACTION

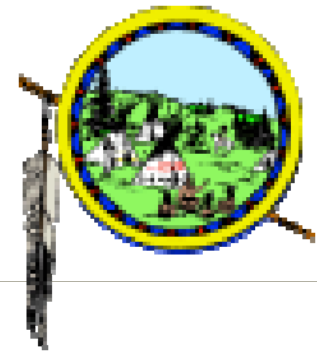
1. Rigor
2. Comprehension
3. ELL



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# Wellpinit Elementary: Wellpinit School District

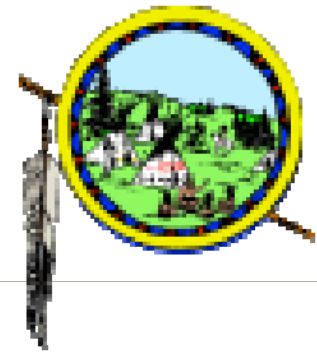


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# Wellpinit Elementary: Wellpinit School District

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**Kim Ewing** | *Principal*



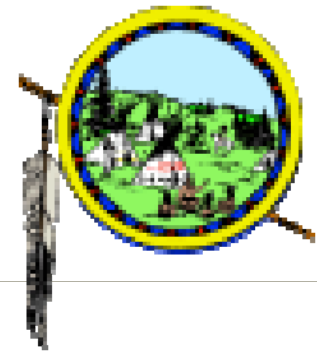
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# Wellpinit Elementary: Wellpinit School District

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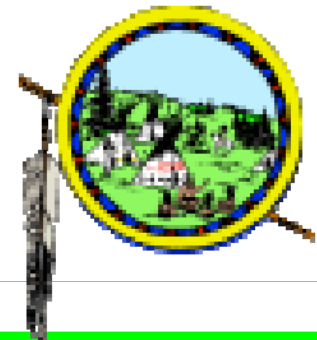


## **FIVE CRITICAL FOCUS AREAS OF CHANGE:**

- 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%



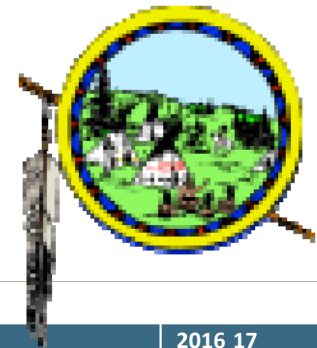
# Wellpinit Elementary: Wellpinit School District



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	14%	(+23.7%)	37.7% <b>Actual = 38%</b> ✓	61.4%	85%
Learning target on grade level standard	42%	(+14.3%)	56.3% <b>Actual = 68%</b> ✓	70.6%	85%
Determining Levels of student work (Application Level and above)	7%	(+17.7)	24.7% <b>Actual = 10%</b>	42.4%	60%
Highly Engaged Classroom	28%	(+10.6%)	38.6% <b>Actual = 29%</b>	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



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# Stewart Middle School: Tacoma School District



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# Stewart Middle School: Tacoma School District

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**Zeek Edmond** | *Principal*



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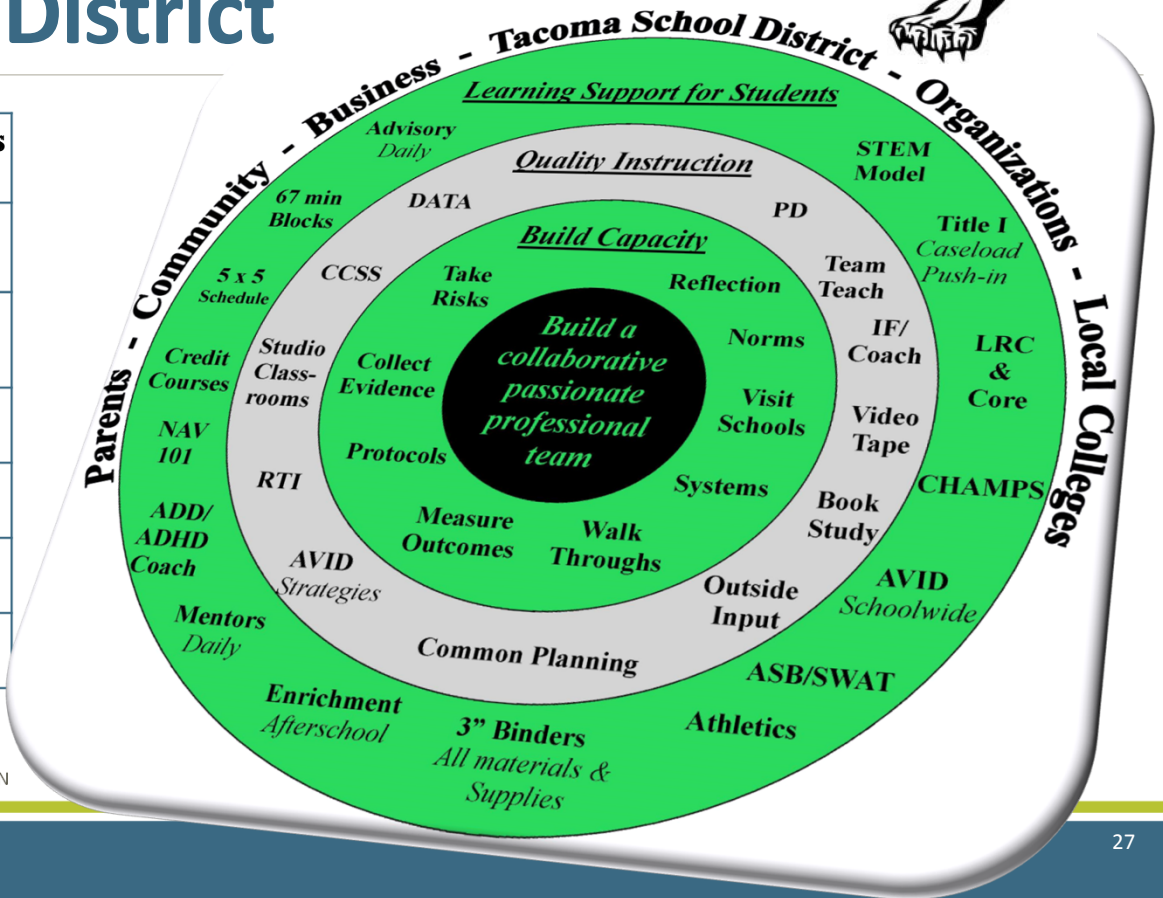
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# Stewart Middle School: Tacoma School District



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

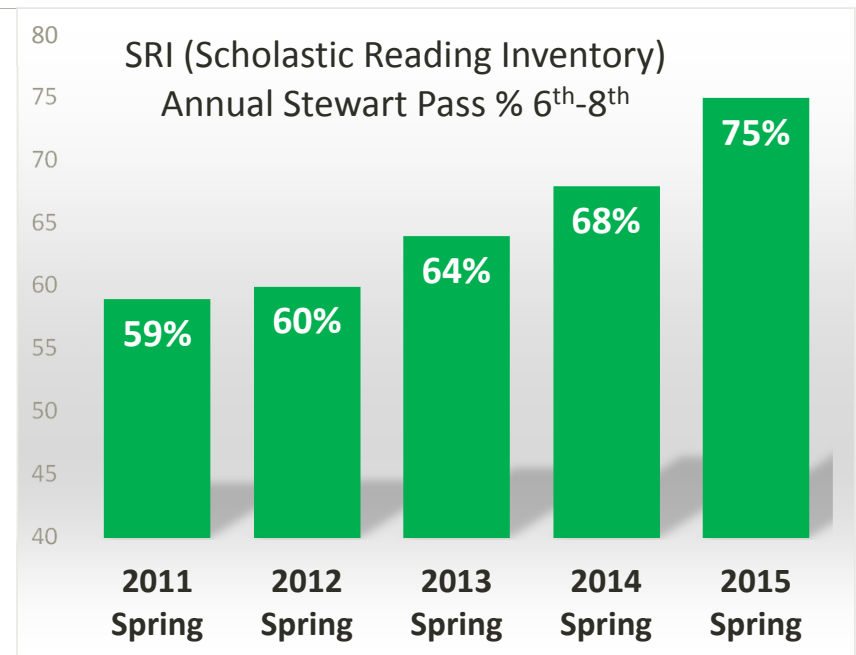
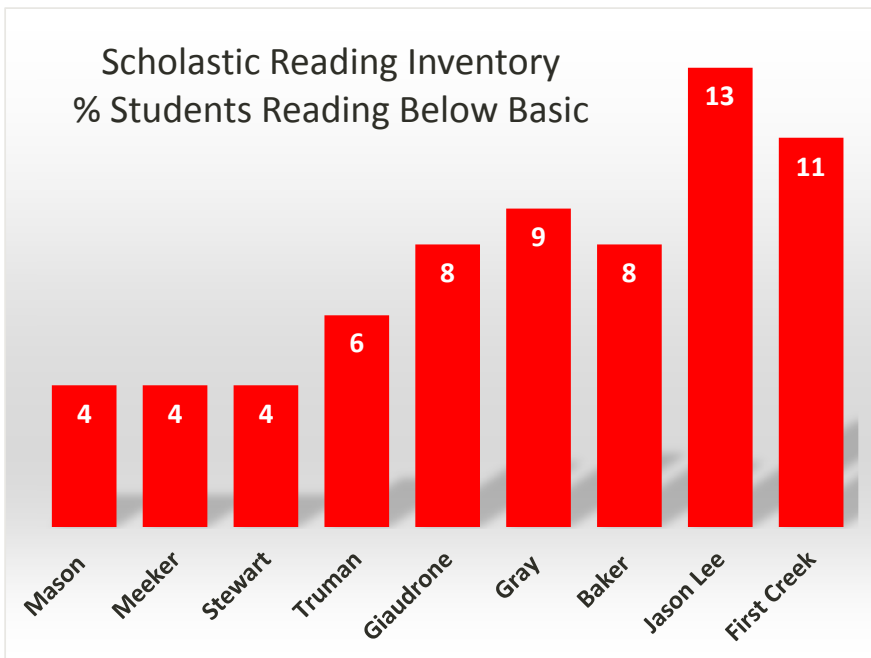


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# Stewart Middle School: Tacoma School District

3<sup>rd</sup> Highest SRI  
MS in Tacoma



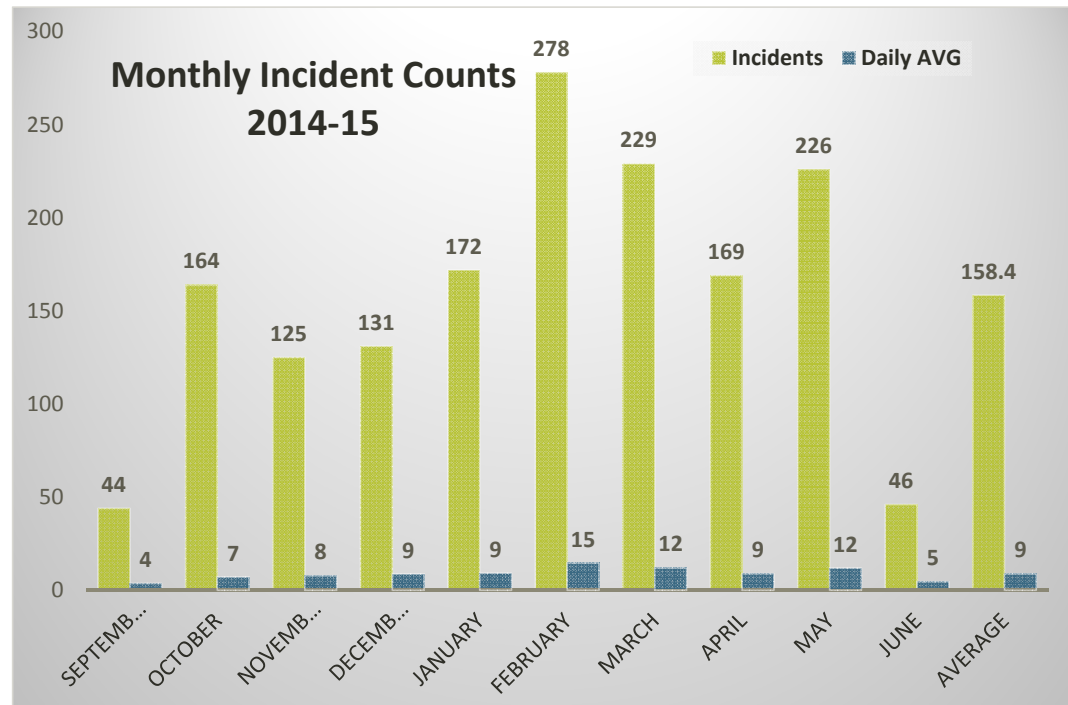
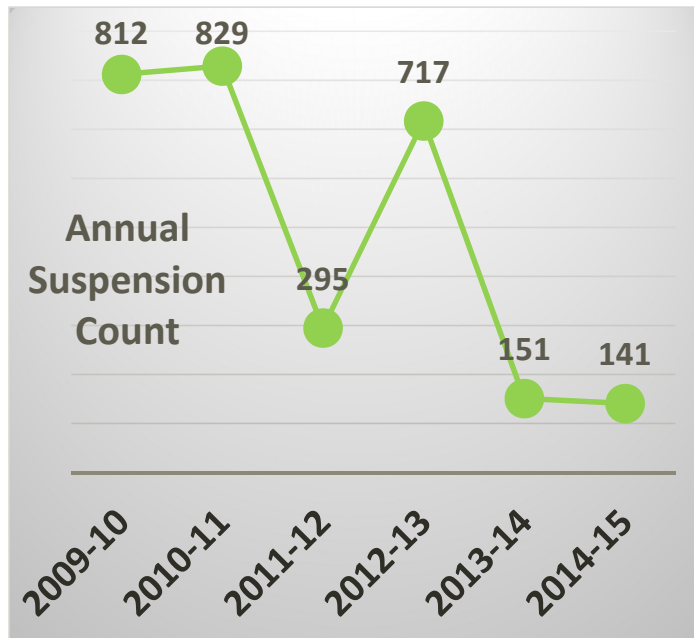
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# Stewart Middle School: Tacoma School District

50% of Students  
Never Written Up  
2014-2015



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# Stewart Middle School: Tacoma School District



## TPS Support for Stewart 2014-15

- Funding 2<sup>nd</sup> Asst. Principal
- 0.5 FTE instructional coach
- 0.3 FTE PE teach

## TPS Support for Stewart 2015-16

- Funding 2<sup>nd</sup> Asst. Principal
- 0.5 FTE instructional coach



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# Soap Lake Middle/High School: Soap Lake School District



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# Soap Lake Middle/High School: Soap Lake School District

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**Jacob Bang** | *Principal*



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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

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**Sunshine Rutherford** | *Principal*



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# 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





# Goal Review/Questions

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- 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

