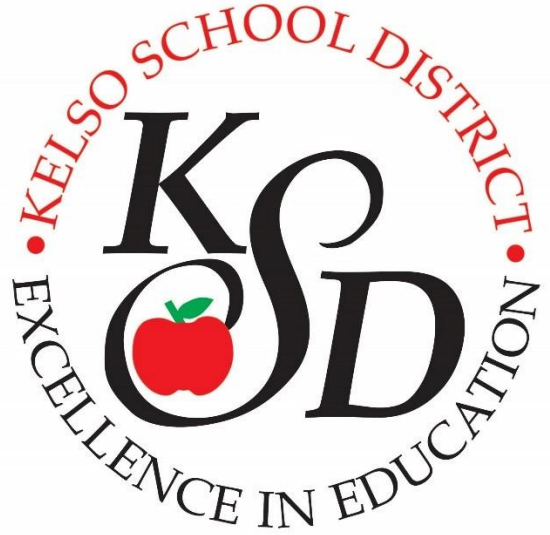
BOARD OF DIRECTORS

November 15, 2021



Kelso School District No. 458
601 Crawford St. Kelso WA, 98626
November 15, 2021 @ Roy Parsons Executive Board Room & Zoom
5:00 p.m. Work Session – School Improvement Plans
6:00 p.m. Regular Board Meeting

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

A. Butler Acres Elementary Student Recognition

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

A. Minutes from November 1, 2021 Board Meeting & Work Session
B. Certificated Employment Recommendations
C. Classified Employment Recommendations
D. Contracts and Agreements with Kelso School District
E. Warrants
F. Update to Non-Represented Salary Schedule

UNFINISHED BUSINESS

NEW BUSINESS

A. Construction Update ..... Forma/Integrus/CSG
B. Butler Acres School Achievement Presentation ..... Mark Connolly & Sarah Dahl
C. Approve School Improvement Plans (SIP) (Action) ..... Gunnar Guttormsen
D. Health & Safety Update ..... Don Iverson
E. Procedure 2402P English Language Arts Mastery Based (Information) ..... Kim Yore
F. Procedure 2403P Math Mastery Based (Information) ..... Kim Yore
G. Procedure 2404P Science Mastery Based (Information) ..... Kim Yore
H. Procedure 2405P Social Studies Mastery Based (Information) ..... Kim Yore
I. Procedure 2409P World Language Mastery Based (Information) ..... Kim Yore
J. Superintendents Report ..... Mary Beth Tack

FOR THE GOOD OF THE ORDER

ADJOURN

Kelso School District

Board of Directors

Leah Moore..... Term Expires: November 2021

Karen Grafton ..... Term Expires: November 2021

Jeane Conrad, Vice President ... Term Expires: November 2023

Mike Haas, President ..... Term Expires: November 2023

Ron Huntington ..... Term Expires: November 2023

Kelso School District
Board of Directors Committee Assignments

January, 2021

Position 1
Director – Leah Moore

- Legislative Representative
- Facilities/Construction

Position 2
Director - Karen Grafton

- ELL Advisory
- Calendar
- Kelso Public Schools Foundation

Position 3
Vice President - Jeane Conrad

- Student Rights & Responsibilities
- Highly Capable
- Budget

Position 4
President - Mike Haas

- Technology
- Social & Emotional Learning/Whole Child
- Budget
- Boundary Review

Position 5
Director - Ron Huntington

- CTE
- WIAA
- Council on Learning

2021/2022 School Board Calendar

Revised 9-13-21

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 13 6:00 Regular Board Meeting	**October 18** ~~5:00 Work Session (Technology)~~ 6:00 Regular Board Meeting	**November 1** 5:00 Work Session (Seniors & Dual Credit) 6:00 Regular Board Meeting **November 15** 5:00 Work Session (School Improvement Plan) 6:00 Regular Board Meeting	**December 14** 5:00 Work Session (SEL) 6:00 Regular Board Meeting
JANUARY	**FEBRUARY**	**MARCH**	**APRIL**
January 3 5:00 Work Session (Math) 6:00 Regular Board Meeting **January 24** 5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting	**February 15** 5:00 Work Session (ELA) 6:00 Regular Board Meeting	**March 7** 5:00 Work Session (EL) 6:00 Regular Board Meeting **March 21** 5:00 Work Session (Science) 6:00 Regular Board Meeting	**April 18** 5:00 Work Session (Special Programs) 6:00 Regular Board Meeting
MAY	**JUNE**	**JULY**	**AUGUST**
May 9 5:00 Work Session (HiCap) 6:00 Regular Board Meeting **May 23** 6:00 Regular Board Meeting	**June 6** 5:00 Special Meeting (Graduation Appeals for walking in graduation) 6:00 Regular Board Meeting	**July 11** 5:00 Regular Board Meeting	**August 15** 4:00 Work Session (Budget) 5:00 Regular Board Meeting

Road to STUDENT SUCCESS

Our Goals

SCHOOL CLIMATE

A school climate that emphasizes student safety, a healthy lifestyle, and respect for other students and faculty.

EARLY LEARNING

Every Kelso student will meet or exceed standard by the end of third grade in English/language arts and mathematics.

QUALITY INSTRUCTION

Every Kelso student will experience high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement.

CAREER, COLLEGE & COMMUNITY READY

Every Kelso student will transition successfully between grades and schools and will graduate with the knowledge, skills and attitude to excel in post-high school opportunities. To that end, we will actively engage and partner with parents, families, and our community.

Mission

The mission of Kelso Public Schools is to prepare every student for living, learning, and achieving success as a citizen of our changing world.

Vision

Our students begin school ready to learn, transition confidently between grades and schools, and emerge from our district as engaged citizens, both career- and college-ready.

Principles

District communication that is open, effective, and collaborative. Financial stewardship that assures the responsive and productive management of district resources.

KELSO SCHOOL DISTRICT
KSD
EXCELLENCE IN EDUCATION

100% GRADUATING

How We Get There

CAREER, COLLEGE & COMMUNITY READY

Increase the four-year high school graduation rate by at least one percent per year for the next five years.

QUALITY INSTRUCTION

Student achievement in mathematics and English language arts will increase annually and the achievement gap between English learners, students with learning disabilities and students in poverty—in comparison with other students—will decrease annually.

2021-22 PRIORITY:

Expansion of robust remote and in-person learning models

FISCAL RESPONSIBILITY

2021-22 PRIORITY:

Maintain effective resource allocation, operational planning, and solid fiscal controls.

EARLY LEARNING

The percentage of all third grade students meeting or exceeding the grade level English language arts benchmark will increase annually, regardless of student subgroup.

SCHOOL CLIMATE

Improvements will be achieved to the learning environment in two specific areas: 1) safety and security of our students and staff, and 2) student behavior.

2021-22 PRIORITY:

Climate and culture of student and staff health and safety

Roadmap

CAREER, COLLEGE, COMMUNITY READY

If students are able to transition successfully between grades and schools and graduate with the skills necessary to excel in post-secondary opportunities, their ability to realize their personal goals and to be fulfilled, productive citizens will be enhanced.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Implement a comprehensive High School and Beyond Plan to ensure students are career and college ready	100% of students **develop** individualized High School and Beyond Plans (HSBP) that include career awareness and exploration 100% of students grades 7 – 12 annually **implement** research of post-secondary options and refine their individualized HSBP 100% of students use the HSBP to **ensure** they are on track for graduation and post-secondary enrolled	100% of 9th grade students are on track for on-time graduation Increase student participation and scores on college entrance tests (ACT, PSAT, SAT, and ASVAB) 100% of seniors have a HSBP outlining at least one of these: college acceptance, military, trade/ technical training, industry certification/apprenticeship 100% of high school students participate in a mock job interview and complete a resume 100% of middle school students complete applications for College Bound Scholarships 100% of high school students complete the FAFSA application Increase percentage of graduating students who persist two or more years in college and acquire a college, post-secondary degree or industry certification Increase percentage of students enrolled in academically rigorous course work per annual high school transcript analysis process Increase in high school graduation rates and decrease in dropout rates
Develop and refine vertical alignment systems to support students successfully navigating the critical transitions in their schools (Pre-K to K, Grade 5 to Grade 6, Grade 8 to Grade 9, and graduation to post-secondary experiences)	**Develop** transition meetings with Early Learning agencies for successful transitions for kindergarten readiness **Implement** dedicated transition days at the start of each school year for incoming kindergarten, 6th grade, and 9th grade students **Ensure** 100% of students participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse post-secondary enrollment	

Roadmap
CLIMATE

If Kelso School District is committed to developing a caring school community focused on creating a positive school climate and culture that promotes the long-term development and success of all children, then atmosphere and tone of the school will positively impact the relationships, curricular connections, and ultimately the success of the whole child.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Improve school climate and safety	Develop and implement a comprehensive Multi-Tiered System of Support (MTSS) model in all Kelso schools Develop and implement a Positive Behavior and Intervention System (PBIS) in each school Implement Social and Emotional Learning (SEL) in our schools so children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions Deliver high-quality training and other implementation supports, including initial training and ongoing support to school staff	100% of elementary classrooms embed SEL standards into daily instruction 90% of students will access classroom instructional time which directly relates to an increase in student learning as measured by state and local assessments Decrease prevailing risk factors for students identified within the Healthy Youth Survey Data and reduce classroom and school exclusions as measured by school suspension rates 90% of students will report they learn in an environment that is physically and emotionally safe
Increase student access to, and awareness of, school based counseling and the availability of mental health services	Develop and implement a school-based mental health referral process Increase school-based counseling and mental health services for students Network and link community service providers to increase mental health, physical health, and drug and alcohol services to students and their families	Increase in the number of students accessing and receiving school- and community-based counseling and mental/physical health services
Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff	Develop and sustain a district-wide workforce health committee that actively promotes a healthy lifestyle for staff Conduct staff surveys that identify prevailing risk factors in our employee population that will drive healthy staff initiatives Gather and share resources for preventing and responding to workforce health issues	Reduce absenteeism and lost time, promote retention of staff, improve decision making and productivity, improve employee morale, improve disease management and prevention, and promote a healthier workforce

Roadmap
COMMUNICATION

If the district develops and maintains positive, collaborative relationships with all stakeholders, support for Kelso School District will be strengthened and lead to increased support for district initiatives and education programs.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Use a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs	Maintain and update information on district media, including district websites and printed materials Maintain proactive media relations practices Use social media channels to provide timely and relevant information	Targeted audiences have access to timely and relevant communication Positive news stories appear in the media monthly Levies and bonds pass
Establish an effective employee communication plan to improve internal communication and employee engagement	Continue communicating via: • *Hilander Highlights* for all staff and community • *Inside Connections* for all staff • Timely and relevant key communications from district departments	All staff know district mission, vision, goals, and progress Staff feels valued, connected, and honored
Achieve coordinated communication, both internally and externally, regarding the district's goals, foundational principles, and safety issues/crisis management	Establish key communicator network and facilitate connections among community leaders Maintain high level of visibility through participation in professional and community events Build and maintain partnerships with local business and community leaders	Aligned messages among key communicators in the community, particularly in regard to crisis management Increased community partnerships Increased staff and student connections with community stakeholders and local businesses

Roadmap
EARLY LEARNING

If all students entering Kelso School District have access to high quality early learning experiences, then their ability to meet or exceed standards by the end of third grade in English language arts and mathematics is greatly enhanced.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Develop and implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness	Coordinate with Early Childhood Education and Assistance Program (ECEAP) and Head Start to increase the number of eligible Kelso families accessing local educational programs Coordinate with local early learning providers on a quarterly basis to align instructional materials Partner with local early learning programs on a quarterly basis to provide professional development and best practices in behavior, literacy, and math	Increase percentage of Kelso families accessing ECEAP and Head Start as measured by Department of Child, Youth, and Families (DCYF) Saturation Study 100% of local early learning providers implement instructional materials aligned to early learning standards Increase percentage of Kelso early learning staff that participate yearly in the Annual Early Learning Conference
Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten	Coordinate with ECEAP and Head Start to identify students who need additional summer transition support Implement Transitional Kindergarten and Preschool Pups to provide additional opportunities for early learning Implement a JumpStart to kindergarten for students who need additional supports for kindergarten readiness	Transitions plans are developed for 100% of identified students Transitional Kindergarten and preschool is implemented to support at least ninety students and families JumpStart is implemented in 100% of our elementary schools
Increase the percentage of kindergarten – 3rd grade students who meet or exceed grade-level standards	Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials Instruction: staff remains current in best instructional practices and implement within the classroom on a daily basis with the instructional framework as a foundation Assessment: staff utilizes and develops action plans to improve student growth based on relevant formative assessment	100% of staff teach grade-level standards utilizing approved district materials 100% of staff uses observable early learning best practices on a daily basis 100% of staff uses quality formative assessment to drive instruction

Roadmap

FINANCIAL STEWARDSHIP

If the district demonstrates a strong and collaborative budget process, effective resource allocation and operational planning, and solid fiscal controls, then management of district resources will be responsive and productive.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Promote budgetary and fiscal transparency to ensure open communication and community engagement	Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development Provide continual updates on the district website during budget planning and development Conduct staff and community outreach during the annual budget development process and fiscal decision-making Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections Monitor expenditures and explore avenues to achieve efficiency in programs and operations	Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings Community and staff engagement opportunities held for input and feedback on budget proposals Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources BAC is comprised of all major district stakeholders, including community, school and district leadership, the Kelso School Board, and all staff bargaining association groups, and provides input to superintendent and Kelso School Board
Allocate district resources effectively to support academic and operational needs	Annual budget approved by Kelso School Board Maintain local levy to fund staff and activities essential to the programming and operations of the district that are not supported by state resources Develop budget priorities to align with the district's mission, vision, and "Road to Student Success" strategic plan	Levies and bonds pass Budget supports academic and operational goals and priorities

Roadmap
QUALITY INSTRUCTION

If all teachers and support staff incorporate a growth mindset grounded in the instructional framework to implement powerful, relevant standards-based instruction responsive to individual learning and social-emotional needs, then all Kelso students will have the desire to learn at high levels with academic and social-emotional supports to graduate career- and college-ready.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Develop a system in the importance of attracting, developing, and retaining talented and committed staff in every part of our school system	Develop partnerships with regional universities and community agencies to hire high-quality staff Establish clear standards of professional practice and accountability Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff	100% of classified and certificated staff meets certification requirements 100% of staff consistently exhibits standards of professional practice 100% of staff engages with professional development for continuous growth
Implement standards-aligned teaching and learning based on equitable practices	Ensure that all students have access to rigorous, standards-based curriculum Provide professional development to ensure instructional strategies are differentiated to meet the learning needs of all students	100% of students enroll in academic rigorous course work as measured by Academic Rigor Index 100% of students experience differentiated instruction in their classrooms
Implement data-informed continuous improvement processes at every level	Use frequent and timely assessments to adjust teaching, learning, and leadership Develop a district-wide continuum of supports to address the academic needs of all students Promote continuous improvement throughout our school system with Professional Learning Community (PLC) teams	100% of students participate in district and state assessments 100% of staff uses formative assessment for student learning and provides instruction responsive to students' needs 100% of students have access to highly skilled teachers and rigorous coursework 100% of staff advocates for fair and equitable practices for all students

Section: **BOARD OF DIRECTORS**

Policy Title: **Audience Participation in Board Meetings**

The Kelso School Board is committed to gaining a full understanding of the issues that come before it. In order to attain a level of understanding that provides making the best decisions, the Board will hear in public Board meetings comments from those attending its meetings. The Board will entertain comments at the beginning of regular meetings and periodically during its meetings. The Board agenda shall provide for the following communications and audience participation:

1. Written communications shall include letters or published materials received by the Superintendent or members of his/her staff, and which he/she deems informative or in need of Board action.

2. Scheduled communications shall include visitors who have previously arranged with the Superintendent to appear before the Board. General comments, either oral or written, will come at the beginning of the regular meeting under the agenda item designated Public Comments. Members of the audience who are Kelso School District residents wishing to address the Board must provide their name, address and affiliation, if any, prior to addressing the board. Speakers may not discuss school district personnel. Not more than three (3) minutes may be allotted to each speaker and no more than ten (10) minutes to the subject under discussion except with the unanimous consent of the Board. Public comments under this agenda item will be limited to thirty (30) minutes.

3. During Unfinished Business and New Business members of the audience may comment on "Action" items listed on the agenda and/or board policies presented for the first or second reading. Questions or comments are to be directed to the Board of Directors as a whole and may not be put to any individual member of the Board or the administrative staff. "Action" items mean the Board expects that a motion would be made and the Board would discuss the merits of the issue before it. After presentations by school staff, district staff or scheduled presenters, and before a motion is heard, the President may call for any oral or written comments from the audience. Members of the audience who are Kelso School District residents who wish to address the Board may only speak to that specific agenda item before the Board and have two (2) minutes to ask clarifying questions, state an opinion, or add information. A total of ten (10) minutes on each agenda item scheduled for action may be used for public comment and/or questions. It is the prerogative of the Board President to recognize people requesting oral comments to the Board.

4. It shall not be permissible to orally present or discuss complaints against individual employees of Kelso School District at any Board of Directors meeting. Such charges or complaints shall be presented to the Board of Directors, in writing, and shall be signed by the person or persons making the charge or complaint. Executive session may be granted for a hearing of charges against individuals, whether students or employees.

5. No person less than eighteen (18) years of age may address the Board of Directors in meeting unless accompanied by his/her parent(s)/ guardian(s) or teacher, except with unanimous consent of the Board of Directors.

6. Boisterous conduct shall not be permitted at any meeting of the Board of Directors, nor will any defamatory or abusive remarks be tolerated. The President of the Board may terminate the address of any speaker who violates this policy.

7. Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that arrangements for the modification can be made.

8. Board work sessions are intended to give board members an opportunity to review topics requiring extended discussion. At the conclusion of board discussion of an item, the board chair may call on audience members for comments (time permitting). Members of the audience who are Kelso School District residents who wish to address the Board may only speak to that specific work session agenda item before the Board and have two (2) minutes to ask clarifying questions, state an opinion, or add information. A total of ten (10) minutes on each agenda item may be used for public comment and/or questions. It is the prerogative of the Board President to recognize people requesting oral comments to the Board.

Legal References:
RCW 42.30.030 Meetings declared open and public
RCW 42.30.050 Interruptions—Procedures

42 U.S.C. §§ 12101-12213 Americans with Disabilities Act

Adopted: January 23, 2006

Communications, Correspondence & Introductions

Butler Acres Elementary Student Recognition

Aubrey Hinrich

Jordan Leonard

Saide Jacobs

Keydan Hill

Jasmine Stephens

CONSENT AGENDA

A. Minutes from November 1, 2021 Board Meeting & Work Session
B. Certificated Employment Recommendations
C. Classified Employment Recommendations
D. Contracts and Agreements with Kelso School District
E. Warrants
F. Update to Non-Represented Salary Schedule

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
11/1/21

The regular meeting of the Board of Directors of Kelso School District No. 458 was called to order at 6:00 p.m. at Kelso School District as well as on a Zoom online/phone platform.

Board Members:	Leah Moore (In Person) Karen Grafton (In Person) Jeane Conrad - Vice President (In Person) Mike Haas - President (In Person) Ron Huntington (Zoom)
Cabinet Members:	Scott Westlund – Chief Financial Officer (Zoom) Holly Budge – Director of Human Resources (Zoom) Don Iverson – Director of Student Services (Zoom) Heather Ogden – Director of Special Programs (Zoom) Kim Yore – Director of Teaching & Learning (Zoom)
Superintendent:	Mary Beth Tack (In Person)
Asst. Secretary:	Molly Guler (In Person)

OTHERS PRESENT – This meeting was held remotely as well as in person. Not all of the names of people in attendance were available, or partial names were listed. The names of people in attendance are listed as they were shown and included: Corie Dow-Kramer, Mindy Leasure

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -

COMMENTS & QUESTIONS –

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Huntington

Seconded By: Director Grafton

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of October 18, 2021 Board Meeting
Certificated Employment Recommendations

CERTIFICATED PERSONNEL
November 1, 2021

New Hires:
Carter, Trisha - Elementary Teacher, Barnes Elementary
1.0 FTE
Effective October 18, 2021

Cornett, Pauline - Elementary Teacher, Wallace Elementary
1.0 FTE
Effective October 6, 2021.

*Prudnikova, Tatyana - Roving Substitute, Kelso High School
1.0 FTE
Effective October 18, 2021

Out of Endorsement Waiver:
Hiatt, Laura - Secondary Teacher, Kelso Virtual Academy
1.0 FTE
Effective August 24, 2021
Out of endorsement in all fields other than 4-12 History and 4-12 Social Studies due to teaching in an ALE environment

Hutchison, Diane - Secondary Teacher, Kelso Virtual Academy
1.0 FTE
Effective August 24, 2021
Out of endorsement in all fields due to teaching in an ALE environment

Hyde, Tamara - Secondary Teacher, Kelso Virtual Academy
1.0 FTE
Effective August 24, 2021
Out of endorsement in all fields other than science due to teaching in an ALE environment

Robertson, Mandie - Secondary Teacher, Kelso Virtual Academy
1.0 FTE
Effective August 24, 2021
Out of endorsement in all fields due to teaching in an ALE environment

Weiss, Hunter - Secondary Teacher, Kelso Virtual Academy
1.0 FTE
Effective August 24, 2021
Out of endorsement in all fields other than health and fitness due to teaching in an ALE environment

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED
October 14, 2021 to October 27, 2021

Date Issued	Employee	Position	Bldg
10/25/2021	Stevens, Heidi	Intramural Module - Lunch Learners/Tutoring	Barnes Elementary
10/25/2021	Mejia, Jaime	Intramural Module - Tutoring Afterschool	Barnes
10/25/2021	Mejia, Jaime	Intramural Module - Tutoring Afterschool	Barnes
10/25/2021	Hennessey, Rhonda	Intramural Module - After School Tutoring	Barnes
10/25/2021	Hennessey, Rhonda	Intramural Module - After School Tutoring	Barnes
10/25/2021	McCormick, Kristin	Intramural Module - Barnes Variety Show	Barnes
10/25/2021	Wilson, Jerry	Intramural Module - Barnes Variety Show	Barnes
10/25/2021	Mejia, Jaime	Intramural Module - After School Tutoring	Barnes
10/25/2021	Clement, Colette	Intramural Module - Sewing for Life	Huntington Middle S
10/25/2021	Keatley, Kimberly	Intramural Module - Science Support	Huntington Middle S
10/25/2021	Keatley, Kimberly	Intramural Module - Drama	Huntington Middle S
10/25/2021	Fromdahl, John	Intramural Module - Futsol	Huntington Middle S
10/25/2021	Roffler, Elizabeth	Intramural Module - Running Club	Huntington Middle S
10/25/2021	Anderson, Thressa	Intramural Module - Running Club	Huntington Middle S
10/25/2021	Trafelet, Tammy	Intramural Module - Language Arts Support	Huntington Middle S
10/25/2021	Despain, Penelope	Intramural Module - Math Support	Huntington Middle S
10/25/2021	Despain, Penelope	Intramural Module - Math Support	Huntington Middle S
10/25/2021	Ahola, Kathryn	Intramural Module - AVID ER (job share w/Darcy Wishard)	Huntington Middle S
10/25/2021	Wishard, Darcy	Intramural Module - AVID ER (job share w/Katie Ahola)	Huntington Middle S
10/25/2021	Ahola, Kathryn	Intramural Module - AVID ER (job share w/Darcy Wishard)	Huntington Middle S
10/25/2021	Wishard, Darcy	Intramural Module - AVID ER (job share w/Katie Ahola)	Huntington Middle S
10/25/2021	Houglum, Ann	Intramural Module - Open Library	Rose Valley
10/25/2021	Latham, Alison	Intramural Module - Fun Fitness	Rose Valley
10/25/2021	Houglum, Ann	Intramural Module - Fun Fitness	Rose Valley
10/25/2021	Parsons, Tammy	Intramural Module - Harry Potter Club	Lexington
10/25/2021	Taylor, Amanda	Intramural Module - Harry Potter Club	Lexington
10/25/2021	Zorn, Anne Marie	Intramural Module - Family Involvement Night	Lexington
10/25/2021	Muir, Elizabeth	Intramural Module - Family Involvement Night	Lexington
10/25/2021	Muir, Elizabeth	Intramural Module - College and Career Readiness	Lexington
10/25/2021	Allais, Hailey	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Andrechak, Rachel	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Allais, Hailey	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Andrechak, Rachel	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Schill, Sarah	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Schill, Sarah	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Uhrlaub, Laura	Intramural Module - STEAM Team	Lexington
10/25/2021	Uhrlaub, Laura	Intramural Module - Book Tasting	Lexington
10/25/2021	Andrechak, Rachel	Intramural Module - 5th Grade Community Leaders	Lexington

Date Issued	Employee	Position	Bldg
10/25/2021	Schill, Sarah	Intramural Module - 5th Grade Community Leaders	Lexington
10/25/2021	Rothwell, Cami	Intramural Module - 5th Grade Community Leaders	Lexington
10/25/2021	Zorn, Anne Marie	Intramural Module - Recess Leadership	Lexington
10/25/2021	Jorgenson, Rhonda	Intramural Module - LEX Eagles Running Club	Lexington
10/25/2021	Erickson, Jenee	Intramural Module - Lifeskills 101	Lexington
10/25/2021	Reveal, Jeannie	Intramural Module - Lifeskills 101	Lexington
10/25/2021	Boone, Kristy	Intramural Module - Phonics Club	Lexington
10/25/2021	Boone, Kristy	Intramural Module - Phonics Club	Lexington
10/25/2021	Hennessey, Rhonda	Intramural Module - Tutoring in Reading	Barnes
10/27/2021	Parsons, Tyler	Coach Basketball Girl's - Asst.	Huntington Middle S
10/27/2021	Crowe, Nick	Coach Basketball Boy's - Asst.	Huntington Middle S
10/27/2021	Muir, Adam	Coach Basketball Girl's - Head	Huntington Middle S
10/27/2021	Neves, Mike	Coach Wrestling - Head	Huntington Middle S
10/27/2021	Sitch, Justin	Coach Wrestling - Asst.	Huntington Middle S
10/27/2021	Sunday, Fred	Coach Basketball Boy's - Head	Huntington Middle S
10/27/2021	Muir, Adam	Coach Bowling - Head	Huntington Middle S

Classified Employment Recommendations

CLASSIFIED PERSONNEL
November 1, 2021

New Hires:
Becker, Eric - Custodian, Kelso High School
8.0 hrs/day, 260 days/year
Effective October 13, 2021

Johnson, Annie - Paraeducator, LAP, Butler Acres Elementary
6.0 hrs/day, 190 days/year
Effective November 8, 2021

Myers, Adrean - Human Resources Specialist - Benefits, Administration
8.0 hrs/day, 260 days/year
Effective October 28, 2021

Perez, Jessenia - Truancy Specialist, Kelso High School
8.0 hrs/day, 192 days/year
Effective October 18, 2021

Resignations:
Miller, Magdalene - Paraeducator, Sped Resource, Coweeman Middle School
6.25 hrs/day, 191 days/year
Effective November 1, 2021

Schimmel, Gary - Supervisor Facilities and Operations, Administration
8.0 hrs/day, 260 days/year
Effective January 1, 2022

Retirements:
Buck, Brenda - Paraeducator, LAP/Playground, Lexington Elementary
6.0 hrs/day, 190 days/year
Effective November 1, 2021

Warrants:

November 1, 2021			
General Fund	**Warrant Date**	**Amount**	**Warrant Number**
AP- Reissue	10/20/2021	$7,603.47	260838
AP	10/29/2021	$1,025,011.59	260839-261021
AP-ACH	10/29/2021	$2,887.78	261022
Payroll	10/29/2021	$4,828.10	261023-261026
AP- Payroll	10/29/2021	$4,949,198.57	261027-261058
AP- Comp Tax	10/29/2021	$523.54	261059
AP- Payroll	10/29/2021	$42,541.23	261060
Capital Projects Fund			
AP-Accrual	10/13/2021	$14,594.98	3622
AP	10/29/2021	$945,942.23	3623-3637
AP- Comp Tax	10/29/2021	$140.53	3638
ASB Fund			
AP	10/29/2021	$20,241.16	30979-31006
AP- Comp Tax	10/29/2021	$70.81	31007
Trust & Agency Fund			
AP	10/29/2021	$1,392.88	1680-1681

Contracts:

For Board Approval: November 1, 2021

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
CompHealth	Heather Ogden	Staffing agreement for Lindsey Ivey (OT)	Cost is $75/hr $112.50/hr OT
Collins Architectural Group P.S.	Scott Westlund	**Butler Acres Modernization Change Orders**	
		CO71 Provide roof curbs per RFI 110	$4,941.00 Increase
		CO97 Remove existing roof vents. Patch sheathing to existing joist framing or new blocking. Apply vapor barrier to deck surface. Patch riigd insulation with R-30 Polyisocyanurate board (minimum 2 layers) Type II, Class 1, cellulose felt or glass fiber mat both faces. Match existing depth of insulation & mechanically fasten. Patch coverboard & TPO roofing with seaming as recommended by membrane manufacturer	$3,791.00 Increase
Forecast 5	Scott Westlund	5Sight - License Agreement (4 Users) for 9 months 2021/2022	Cost os $4,917.37
FORMA Construction	Scott Westlund	**Huntington Change Order**	
		CO-01 Includes CCD's 003,001,004,005,006PT-001,011, 010, 012,013,015,017	$63,061.00 Increase
FORMA Construction	Scott Westlund	**Huntington Change Order Directives**	
		CCD-015 Remove existing formwork at ceiling of steam tunnels per RFI 053	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-017 Add (2) microwaves as shown in elevation 1C/A460 per CDA-015	As provided by Article 7.3 and 7.5 of the General Conditions
		Add (2) microwaves as shown in elevation 1B/A460 per CDA-015	As provided by Article 7.3 and 7.5 of the General Conditions
		Add duplex receptacles in casework at 24' AFF for microwaves in (8) locations	As provided by Article 7.3 and 7.5 of the General Conditions
		Extend GFCI protected circuit using MC cable thru partial height wall from nearest above count GFCI receptacle	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-018 Add new pipe & backwater valve housed in drain basin per RFI-064	As provided by Article 7.3 and 7.5 of the General Conditions
		Add rerouted waste line below existing concrete wall footing per RFI-064	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-019 Demo portion of existing footing per RFI-067 Add sleeve & new footing section & dowels / RFI-067	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-020 Door revisions for various doors	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-023 Revise Telecommunications System Riser Diagram per Sheet E700REV1	As provided by Article 7.3 and 7.5 of the General Conditions
		Revise Communications Backbone Conduit per attached Sheet E700REV1	As provided by Article 7.3 and 7.5 of the General Conditions
FORMA Construction	Scott Westlund	**Lexington TCM's (Team Change Memo)**	
		TCM#48 Electrical inspection report added GFCI receptacles to a number of rooms (receptacles within 6' of sinks required to have GFCI receptacles)	$3,319.00 Increase
		TCM#049 Power & ethernet (signal) rough-in required for motorized blinds in Stage 176, Commons 180, Library 201 & Reception 105 per RFI 383. Revised to eliminate cost for Gym 191 per review comments	$25,690.00 Increase
		TCM#076 Concrete burb between NW corner lawn & wood chip area per RFI response	$1,364.00 Increase
		TCM#078 Interior door thresholds in gym per RFI response. Credit for original thresholds will be included in cost issue 137 (RFI 432 Door Hardware Cover Plate & Gasketing)	$3,611.00 Increase
		TCM#082 Added isolation sheet per Prosoco site visit	$3,854.00 Increase
		TCM#083 Scope gap of 16 GA steel brake shape per detail 10 on A551. BP 7.2 scope was for small gauge metal on exterior of bulding while BP 3.0 was for larger gauge metal on interior. Neither the structural steel or sheet metal subcontractors could bend the metal as shown in detail 10/A551	$1,353.00 Increase
		TCM#085 NW Curbing & grading was discussed & revised per RFI 342, some of the curbing & grading in this area was revised & communicated after work was completed	$5,661.85 Increase
		TCM#089 Add chase wall around HVAC duct in Room 322 per	$1,975.89 Increase

		470 response. (Note: 2 access panels are needed for access to a cleanout & damper motor - RFI response only references 1)	
		TCM#090 Relocation of the Davit Crane in area C per CCD 036	$3,211.92 Increase
Northwest Playground Equipment	Scott Westlund	Carroll's FF&E order - (1) Access gate & (1) Mod Pods Quad Vertical	Cost is $7,302.19
Pacific Office Automation	Scott Westlund	Lease of copier for Family Resource Center - Don Iverson	Cost is $24.50 per month for 48 months
Technology Integration Group - TIG	Scott Westlund	Suuport Agreement for voice application servers, software & phones 11/1/21-10/31/22	Cost is $10,000.00 for 1 year contract
Technology Integration Group - TIG	Scott Westlund	HPE/Aruba Renewal from 8/12/21 to 8/11/22	Cost is $1,011.82
Technology Integration Group - TIG	Scott Westlund	Essential Software Support - SMARTnet 8x5xNBD	Cost is $16,235/56
TROX - Troxell Communications	Cody Reid	Quote# QUO-10945-59346 dated 7/29/21 to purchase 150 laptops **E-rate ECF Order**	Cost after E-rate discount is $90,799.50
ESD 112 CONTRACTS			
Behavioral Health Program	Don Iverson	To provide on-site behavioral health professional to District	Cost not to exceed $30,000.00

Update to Non-Represented Salary Schedule:

Request for Sunday Activity:

Motion to Approve by: Director Moore
Seconded by: Director Conrad

UNFINISHED BUSINESS

APPROVED POLICY 2152/2125P SEXUAL HEALTH EDUCATION (2ND READING & ACTION) - KIM YORE

- There are some changes to the policy. All students are to receive Sexual Health Education. Information is to be physically and scientifically true as determined by OSPI
- Parents will be allowed to review materials before-hand and given an opportunity to opt out for their student

Director Grafton took time to review all materials and finds it to be very conservative and feels comfortable knowing this is what is being taught.
Director Conrad took time to review all materials and believe them to be very appropriate.

Motion to Approve By: Director Grafton
Seconded By: Director Conrad

APPROVED POLICY 3116/3116P STUDENTS IN FOSTER CARE (2ND READING & ACTION)- DON IVERSON

· Don stated that there have been slight changes to this policy and it basically mirrors Mckinney-Vento

Motion to Approve By: Director Huntington
Seconded By: Director Moore

APPROVED POLICY 3122/3122P EXCUSED AND UNEXCUSED ABSENCES (2ND READING & ACTION) - DON IVERSON

· There were minor changes to this policy. Now there is a required parent meeting after 5 absences. Will change to a required parent meeting after 7 absences.

Motion to Approve By: Director Conrad
Seconded By: Director Grafton

APPROVED POLICY 5011/5011P SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED (2ND READING & ACTION) - HOLLY BUDGE

· Changes include the addition of how complaints are handled.

Motion to Approve By: Director Huntington
Seconded By: Director Moore

NEW BUSINESS

Heard Wallace Resource Center & Wallace Headstart Presentation - Mindy Leasure & Corie Dow

Director Haas- Was excited to see this on the agenda. On the board for LINK.
Superintendent Tack - Pleasure to introduce these 2 women who are making a huge impact on our community.

Corie Dow (Community Resource Center) -
How we got here: Goal was to find a way to connect families to resources available through LINK. South Kelso families were at a disadvantage because of the location of the LINK center in relation to their neighborhood. By putting a center near Wallace Elementary, it provides the opportunity to bring resources to the families right where they live. Early conversations made it clear that early learning facilities have strong relationships with families.

Once open: There will be evening and weekend activities for families such as groups and game nights. The possibilities are endless. Also available will be mental health support. Not only for english speaking families but for Spanish and Chuukese language families as well. The Lower Columbia Gardens will also partner to provide nutrition classes as well as nutritional food .

Mindy Leasure (Early Learning Center) -
Realized early on that there is an opportunity gap that is often due to the income divide. Already supporting 119 Headstart Preschool with the possibility of 190 after possible staffing updates. After looking at many properties, the home by Wallace was a perfect fit. Already 34 Wallace students are being served temporarily at Wallace Elementary until the new building is finished. These students are able to learning in a high quality environment with the help of KSD speech therapist. Family advocates (aka personal cheerleaders) are available to the community. Able to connect families to resources to get needs met. All they have to do is walk out their front door.

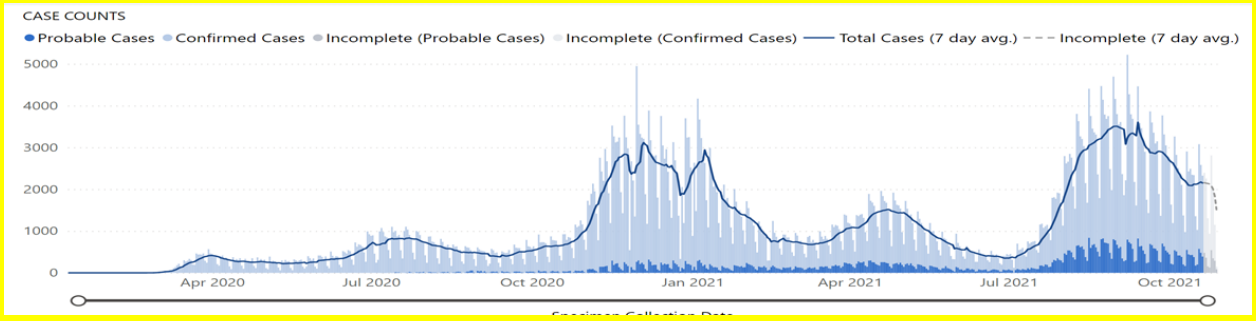
Construction completion and occupancy is due February 2022.

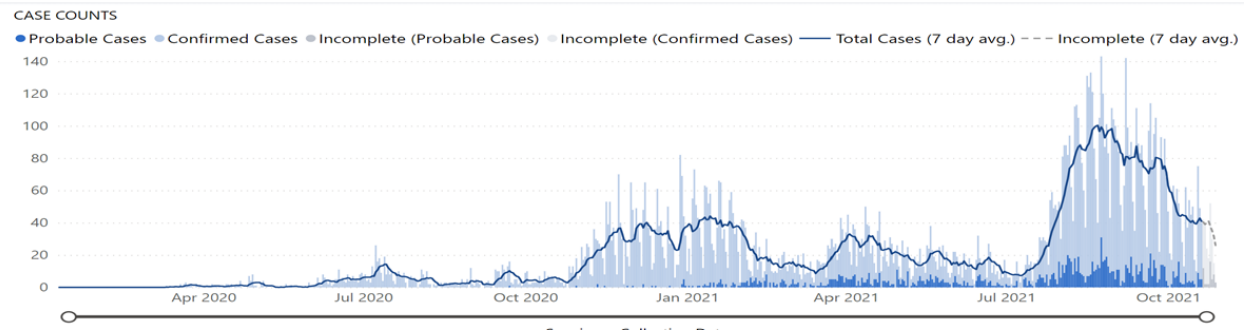
Director Haas - This shows the strength of partnership and is a terrific addition. The community now has the NEW Wallace building and will soon have the NEW Resource Center.

Superintendent Tack - This addresses the wide gap and the ripple effects of these supports will have great results.

HEARD HEALTH AND SAFETY FALL OPENING UPDATE - DON IVERSON
Current Data

Washington State Department of Health Data





Mitigation Strategies

- Staying home when sick and seeking evaluation.
- Face coverings/masks.
- Physical distancing.
- Increase ventilation.
- Handwashing.
- Respiratory etiquette.
- Cleaning and disinfecting.
- Access to COVID-19 Testing.

STAY HOME WHEN SICK

Staying home when sick with COVID-19 is essential to keep COVID-19 infections out of schools and prevent spread to others.

Students and school employees who have symptoms of infectious illness, such as influenza (flu) or COVID-19, should stay home and seek medical evaluation, which may include testing for COVID-19 and other respiratory infections.

Face Covering/Masks

New --Face Covering/Masks

- Verified fully vaccinated staff working in non-public areas
  - Employer not required to enforce mask use.
  - Staff may choose to wear PPE.
  - Employer not required to enforce PPE use.
  - Only applies when no customers, students, volunteers, visitors, or other nonemployees are present.

COVID Testing

Kelso School District Testing Center

1902 Allen Street

Open from 10:00-4:30 Monday-Friday

No appointment necessary.

COVID-19 Testing--Athletics

To ensure safe participation in athletics, schools must institute screening testing protocols for unvaccinated athletes, coaches, trainers, and other personnel who work with athletes in high-risk indoor sports.

Screening testing is required for all unvaccinated athletes in high-risk indoor sports (basketball and wrestling).

School Safety Teams

Barnes	Butler Acres	Carrolls	Lexington	Rose Valley	Wallace	Coweeman	Huntington	KHS	KVA/Loowit
Angie Hansen	Mark Connolly	Julie Owens	Tim Yore	Brooke Henley	Ray Cattin	Greg Gardner	Nick Crowe	Melissa Boudreau	Cindy Cromwell
Andy Lundberg	Sarah Dahl	Sheri Townsend	Lynette Oswald	Denelle Davis	Seth Peck	Doug McCoy	Mike Neves	Jayne Kolberg	Bonnie Kandoll
Sean Scattergood	Susan Dorcheus	Tom Mundell	Tara Micheletto	Elaina Flores	Karen Mars	Rachel Leinweber	Susan Morrow	Megan Elam	Gianne Curry
Jerry Wilson	Jennifer Ulrich	Jamaica Hadaller	Laura Uhrlaub	or Alison Latham	Beth Booterbaugh	Ryan Prothero	Theresa Long	Shannon Quintano	Shelley Kyllo
Jessica Malone	Parker Dean	Angie Blum	Anne Marie Zorn	Mr. Chuy	Kalena Gustin	Katie Gardner	Tom Booterbaugh	Joe Anderson	
Richard Smith	Trish Watson		Paige M	or custodial sub	Colleen Shuttleworth				
			Tanya H						
			Alejandra L						
2nd Wednesday of Month @ 9:00	9/23, 10/21, 11/18, 12/9, 1/20, 2/17, 3/17, 4/21 & 5/19	3rd Friday of Month @ 8:15	1st Friday of Month @ 8:15	3rd Wednesday of Month @ noon	Every other Wednesday morning @ 8:15	1st Friday of Month @ 9:00	3rd Thursday of Month @ 7:00	3rd Thursday of Month	1st Monday of Month @ 7:45

SUPERINTENDENT REPORT

- School Board of Directors
    - KSD School board was one of 34 in the state to be nominated for the Board of Distinction award
    - The showed exemplary work
    - Addressed gaps
    - They champions and supported:
        - Wireless connection opportunities
        - options for learning
        - tech 1 to 1 for full virtual
        - Resource Center expansion
        - Summer School larger than ever (697 students and 142 staff)
- Sped Staff
    - Leadership of Director Ogden
    - Help support serving remotely
    - IEP's updated and aligned with state standards

    - PUPS preschool
    - Support of Julie Chrest and Becky Kent
- Staff approaching Conferences
    - Ability to support families with multiple choices of communication based on family comfort level

FOR THE GOOD OF THE ORDER

- Director Moore: Attended General Assembly. WSSDA will be deciding legislative decisions as a group to bring to assembly. They will rank propositions and only one will vote for the priorities of the state school boards across the state.

Adjourn at 6:37 pm

(EXECUTIVE SESSION 42.30.110(1)(C) was held between the work session and board meeting. Time documented on the work session minutes)

X_____

President

X_____

Secretary

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
11/1/21

The work session meeting of the Board of Directors of Kelso School District No. 458 was called to order at 5:00 p.m. at the RoyParsons Executive Board Room through a Zoom online/phone platform.

Board Members:	Leah Moore (In-Person) Karen Grafton (In-Person) Jeane Conrad - Vice President (In Person) Mike Haas - President (In-Person) Ron Huntington (Zoom)
Cabinet Members:	Scott Westlund – Chief Financial Officer (Zoom) Holly Budge – Director of Human Resources (Zoom) Don Iverson – Director of Student Services (Zoom) Heather Ogden – Director of Special Programs (Zoom) Kim Yore – Director of Teaching & Learning (Zoom)
Superintendent:	Mary Beth Tack (In Person)
Asst. Secretary:	Molly Guler (In Person)

OTHERS PRESENT – This meeting was held remotely. Not all of the names of people in attendance were available, or partial names were listed. The names of people in attendance are listed as they were shown and included:Lacey DeWeert, Melissa Boudreau

Dual Credit and Seniors - Melissa Boudreau & Lacey Deweert

Dual Credit

What is the difference between College in the High School (CiHS) vs. CTE Dual Credit?

College in the High School courses are currently college credit earning classes, through UW or LCC, but taught by Kelso HS staff. There is no cost to the student to take these

courses. Credit is issued upon course completion and students start building a college transcript. The cost of the CiHS courses is picked up by KSD Teaching & Learning department.

CTE Dual Credit: Students earn college credit by completing the high school course with a “B” or better. There is zero cost to the student or district. It's a partnership to ensure students get exposure to post-secondary education while still in high school.

Current CTE Dual Credit partnerships with LCC and Clark Community College.

Available Dual Credit Options

- AP-Advanced Placement
- CTE Dual Credit (formerly Tech Prep)
- College in the High School (CinHS)
- Running Start

CURRENT-
Advanced Placement Courses

AP Computer Science
AP Literature and Composition
AP Calculus
AP Biology (offered every other)
AP Chemistry (offered every other)
AP World History
AP United States Government and Politics
AP United States History

CURRENT-
College in the high school (CIHS)

University of Washington

- Math 120 (Pre Calculus)
- Math 124/125 (Calculus 1 and 2)
- ENGL 111 (English Composition: Literature)
- ENGL 131 (English Composition: Exposition)
- Japanese 103
- Chem 110

Lower Columbia College

- Math 146 Introduction to Stats

CTE Dual Credit

	KELSO HIGH SCHOOL COURSES	LOWER COLUMBIA COLLEGE COURSES
Automotive Technology	Introduction to Automotive Skills (1 trimester) STIHL Engine Tech (1 trimester)	AMTC 100 Essentials of Mechanics (5 credits) AMTC 121 Gas Engines 1 (5 credits)
Business Management	Marketing (2 trimesters) Advanced Marketing (2 trimesters) Retail Merchandising (2 trimesters)	BUS 165 Salesmanship (5 credits) BUS 259 Starting/Managing a Small Business (5 credits) BUS 159 Principles of Retailing (5 credits)
Business Technology	Tech Tools*	CS 110 Introduction to Microcomputer Applications (3 credits) BTEC 104 Introduction to Business Technology (5 credits)
	**Students are eligible for additional college credit(s) if Microsoft Office Certification(s) are earned during the Tech Tools course. Certifications available and corresponding college credits:* • Excel Core..... • PowerPoint..... • Word Core.....	BTEC 131 Introduction to Spreadsheets (5 credits) BTEC 146 PowerPoint Fundamentals (2 credits) BTEC 145 Intro to MS Word (5 credits) ***OR*** BTEC 111 Word Processing I (5 credits)
Criminal Justice	Police Science (3 trimesters)	CJ 101 Introduction to Criminal Justice (5 credits) CJ 184 The Administration of Justice (5 credits)
Early Childhood Education	Child Development Careers in Child Care	ECED 132 Infant/Toddler Care (2 credits) ECED 105 Intro to Education with Field Experience (5 credits)
Math	Industrial Math	MATH 106 Industrial Mathematics (5 credits)
Pre-Nursing and Allied Health	Health Science Careers (3 trimesters) Anatomy & Physiology	MEDA 101 Medical Vocabulary I (3 credits) ***OR*** BTEC 181 Medical Terminology I (3 credits) MEDA 102 Medical Vocabulary II (3 credits) ***OR*** BTEC 182 Medical Terminology II (3 credits) AH 114 Healthcare Communication Skills (2 credits) MEDA 120 Survey of Human Anatomy & Physiology (4 credits)
Welding Technology	Welding 1 (1 trimester) Welding 2 (1 trimester) Welding 3 (1 trimester)	WELD 151 Introduction to Oxy Acetylene (2 credits) WELD 152 Introduction to Arc Welding (2 credits) WELD 221 Wire Machine Welding (2 credits)

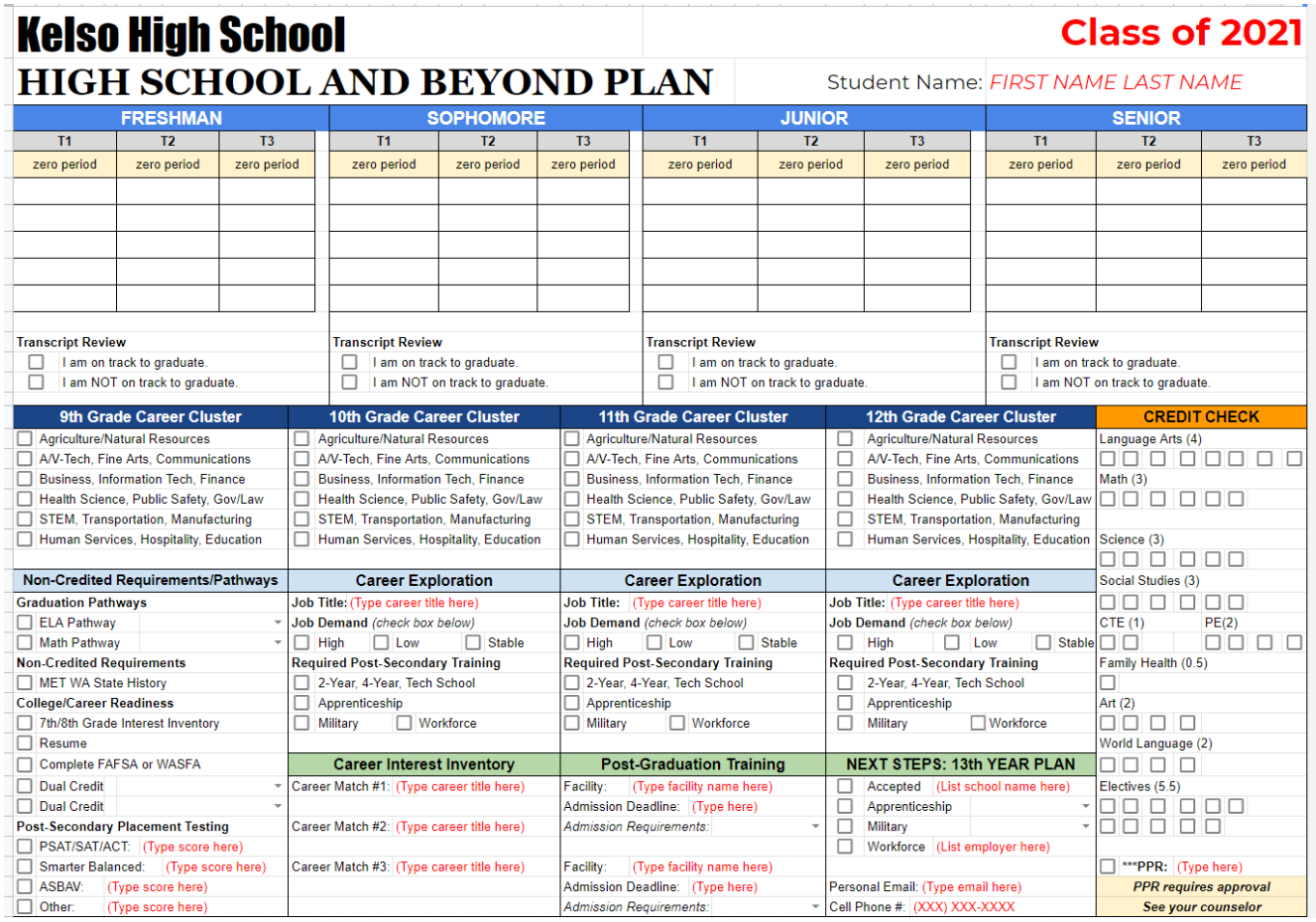
	KELSO HIGH SCHOOL COURSES	CLARK COLLEGE COURSES
Computer Aided Design	CAD II CAD III	CADD 140 Basic AutoCAD (4 credits) CADD 141 Architectural Drafting I (4 credits)

Growth Opportunities

2022-2025

- Review current course catalog to find less rigorous/less forecasted for classes that can be replaced with dual credit offerings.
- Review current course catalog for current high level courses that are not currently aligned with an existing Dual Credit program and align.
    - Example: College Prep 1 = English 101
- Addition of another CIHS LCC Math 125, Applied Algebra class and a CTE Dual

Credit Industrial Foundations class, in 2021-2022



Kelso High School — **Class of 2021**

HIGH SCHOOL AND BEYOND PLAN — Student Name: *FIRST NAME LAST NAME*

FRESHMAN			SOPHOMORE			JUNIOR			SENIOR		
T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
zero period	zero period	zero period	zero period	zero period	zero period	zero period	zero period	zero period	zero period	zero period	zero period

Transcript Review
- ☐ I am on track to graduate.
- ☐ I am NOT on track to graduate.

9th Grade Career Cluster	10th Grade Career Cluster	11th Grade Career Cluster	12th Grade Career Cluster	CREDIT CHECK
☐ Agriculture/Natural Resources	☐ Agriculture/Natural Resources	☐ Agriculture/Natural Resources	☐ Agriculture/Natural Resources	Language Arts (4) ☐☐☐☐☐☐☐☐
☐ A/V-Tech, Fine Arts, Communications	☐ A/V-Tech, Fine Arts, Communications	☐ A/V-Tech, Fine Arts, Communications	☐ A/V-Tech, Fine Arts, Communications	
☐ Business, Information Tech, Finance	☐ Business, Information Tech, Finance	☐ Business, Information Tech, Finance	☐ Business, Information Tech, Finance	Math (3) ☐☐☐☐☐☐
☐ Health Science, Public Safety, Gov/Law	☐ Health Science, Public Safety, Gov/Law	☐ Health Science, Public Safety, Gov/Law	☐ Health Science, Public Safety, Gov/Law	
☐ STEM, Transportation, Manufacturing	☐ STEM, Transportation, Manufacturing	☐ STEM, Transportation, Manufacturing	☐ STEM, Transportation, Manufacturing	
☐ Human Services, Hospitality, Education	☐ Human Services, Hospitality, Education	☐ Human Services, Hospitality, Education	☐ Human Services, Hospitality, Education	Science (3) ☐☐☐☐☐☐
Non-Credited Requirements/Pathways	**Career Exploration**	**Career Exploration**	**Career Exploration**	Social Studies (3) ☐☐☐☐☐☐
Graduation Pathways	**Job Title:** (Type career title here)	**Job Title:** (Type career title here)	**Job Title:** (Type career title here)	
☐ ELA Pathway	**Job Demand** *(check box below)*	**Job Demand** *(check box below)*	**Job Demand** *(check box below)*	CTE (1) PE(2) ☐☐☐☐☐☐☐
☐ Math Pathway	☐ High ☐ Low ☐ Stable	☐ High ☐ Low ☐ Stable	☐ High ☐ Low ☐ Stable	
Non-Credited Requirements	**Required Post-Secondary Training**	**Required Post-Secondary Training**	**Required Post-Secondary Training**	Family Health (0.5) ☐
☐ MET WA State History	☐ 2-Year, 4-Year, Tech School	☐ 2-Year, 4-Year, Tech School	☐ 2-Year, 4-Year, Tech School	
College/Career Readiness	☐ Apprenticeship	☐ Apprenticeship	☐ Apprenticeship	Art (2) ☐☐☐☐
☐ 7th/8th Grade Interest Inventory	☐ Military ☐ Workforce	☐ Military ☐ Workforce	☐ Military ☐ Workforce	
☐ Resume				World Language (2) ☐☐☐☐
☐ Complete FAFSA or WASFA	**Career Interest Inventory**	**Post-Graduation Training**	**NEXT STEPS: 13th YEAR PLAN**	
☐ Dual Credit	Career Match #1: (Type career title here)	Facility: (Type facility name here)	☐ Accepted (List school name here)	Electives (5.5) ☐☐☐☐☐☐
☐ Dual Credit		Admission Deadline: (Type here)	☐ Apprenticeship	
Post-Secondary Placement Testing	Career Match #2: (Type career title here)	*Admission Requirements:*	☐ Military	☐☐☐☐☐
☐ PSAT/SAT/ACT: (Type score here)			☐ Workforce (List employer here)	
☐ Smarter Balanced: (Type score here)	Career Match #3: (Type career title here)	Facility: (Type facility name here)		☐ ***PPR: (Type here)
☐ ASBAV: (Type score here)		Admission Deadline: (Type here)	Personal Email: (Type email here)	***PPR requires approval***
☐ Other: (Type score here)		*Admission Requirements:*	Cell Phone #: (XXX) XXX-XXXX	***See your counselor***

Added a “dual credit’ tracking option to the HSBP.

In an effort to support the work with students around planning for next steps.

Senior Updates

Important Senior Information

- SAT being offered this year
- ASVAB - 16 students recently took ASVAB
- FAFSA - hosted 2 family information nights (3 more scheduled)
    - *KHS 11.5% completion > WA State completion at 10.3% (Currently above state average)*
- Homeroom Data
- Hiring Event (May)
- 13th Year Signing Celebration
- Graduation, June 11th

Director Grafton- When parents are helping their students fill out college applications, would they say yes to the question regarding whether or not they have attended any college?
Director Boudreau- Students should answer yes to these questions.

Director Moore- Who pays for the CTE Dual Credit Courses?
Director Boudreau- We have partnerships with schools and programs that cover any expenditures. There is no fee for students. Many look at these as possible ways of recruiting.

Director Huntington- It seems we should offer a CDL driving course.
Director Boudreau- That request as well as for forklift certification comes in often, unfortunately because of age restrictions that isn't possible in a high school.
Superintendent Tack- This is a conversation that is continually on the table for hope of future movement.

Director Haas- How involved are our local industries in developing curriculum?
Director Boudreau- We bridge the gap well in our community by working with LCC or the Chamber of Commerce (Bill Marcum) to make sure we are well aligned with state standards in the workplace.

Director Haas- Is all of our state of the art equipment in CTE helping?
Director Boudreau- We have businesses come in annually to make sure everything is up to new codes and standards.

Director Conrad- Could we get an update in the spring?

Director Boudreau- We will work on that.

Director Moore- Is there a way to get data on what kinds of cost savings families are seeing through these opportunities?
Director Boudreau- That sounds like a great idea.

ADJOURN TO EXECUTIVE SESSION 42.30.110(1)(C) at 5:20 pm

Executive Session adjourned at 5:55

X_____

President

X_____

Secretary

CERTIFICATED PERSONNEL
November 15, 2021

New Hires:

Guler, Harrison - Roving Substitute, Coweeman Middle School
1.0 FTE, Leave replacement
Effective November 1, 2021

Prudnikova, Tatyana - Roving Substitute, Kelso High School
1.0 FTE, Leave replacement
Effective October 18, 2021

* = Leave Replacement
TBD = To Be Determined

Distribution List: Human Resources, Payroll, KEA, Student Records Manager, Cody Reid

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED
October 28, 2021 to November 10, 2021

Date Issued	Employee	Position	Bldg
11/8/2021	Aldrich, Jessica	Coach Swimming Boys' - Asst.	KHS
11/8/2021	Clark, Lori	Coach Swimming Boy's - Head	KHS
11/8/2021	Connors, Patrick	Coach Wrestling - Asst.	KHS
11/8/2021	D'Aboy, Thomas	Coach Basketball Boy's - Asst	KHS
11/8/2021	Dieter, Jason	Head Coach - Girls' Basketball	CMS
11/8/2021	Engebo, Doug	Coach Wrestling - Asst. 6.58% of four pooled stipends	KHS
11/8/2021	Freund, Bob	Coach Wrestling - Head	KHS
11/8/2021	Fugleberg, Justin	Coach Bowling Girl's - Head	KHS
11/8/2021	Hamilton, Jennifer	Coach Basketball Girl's - Head	KHS
11/8/2021	Holter, Zac	Coach Wrestling - Asst	CMS
11/8/2021	Iddings, Ryan	Coach Wrestling - Asst. 17.93% of four pooled stipends	KHS
11/8/2021	Kinch, Joe	Coach Basketball Boy's - Head	KHS
11/8/2021	Lindeman, Tyson	Coach Wrestling - Asst. 19.91% of four pooled stipends	KHS
11/8/2021	Miller, Riley	Coach Wrestling - Asst. 15.77% of four pooled stipends	KHS
11/8/2021	Sims, Scott	Coach Basketball Boy's - Asst.	KHS
11/8/2021	Sitch, Brandon	Coach Wrestling - Asst. 19.90% of four pooled stipends	KHS
11/8/2021	Smale, Jack	Coach Basketball Girl's - Asst.	KHS
11/8/2021	Spaulding, Krista	Coach Basketball Girl's - Asst.-	KHS
11/8/2021	Wishard, Sierra	Assistant Coach - Girls' Basketball	CMS
11/2/2021	Watson, Trish	Intramural Module - Coding	Butler Acres
11/2/2021	Webb. Beth	Intramural Module - Library Leaders/Media Matters	Butler Acres Elementary
11/2/2021	Webb, Jon	Intramural Module - Flag Football, Basketball, Track	Butler Acres Elementary
11/2/2021	Barella, Olivia	Intramural Module - Fall Choir	Butler Acres Elementary
11/2/2021	Barella, Olivia	Intramural Module - Spring Choir	Butler Acres Elementary
11/2/2021	Marlow, Sarah	Intramural Module - Leadership & Empathy Club	Butler Acres Elementary
11/3/2021	Caddel, Lisa	Additional Period Contract	Huntington Middle School

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED
October 28, 2021 to November 10, 2021

Date Issued	Employee	Position	Bldg
11/3/2021	Heasley, John	Additional Period Contract	Huntington Middle School
11/2/2021	Allred, Emily	Suicide Prevention Grant Implementation Lead	Coweeman Middle School
11/2/2021	Leinweber, Rachel	Suicide Prevention Grant Implementation Lead	Coweeman Middle School
11/8/2021	Curry, Gianne	Intramural Module - Leadership Broadcast	KVA
11/8/2021	Curry, Gianne	Intramural Module - Leadership Broadcast	KVA
11/8/2021	Curry, Gianne	Advisor - National Honor Society	KVA
11/8/2021	Jabusch, Julia	Intramural Module - Early Literacy Club	KVA
11/8/2021	Beard, Deanna	Intramural Module - Virtual Animal and Pet Club	KVA
11/8/2021	Robertson, Mandi	Intramural Module - What's Your Story?	KVA
11/8/2021	Robertson, Mandi	Intramural Module - What's Your Story?	KVA
11/8/2021	Phipps, Jennifer	Intramural Module - Art with Firsties	Lexington
11/8/2021	Jorgenson, Rhonda	Intramural Module - Morning Running Club	Lexington

CLASSIFIED PERSONNEL
November 15, 2021

New Hires:

Adams, Jessica - Paraeducator, LAP, Rose Valley Elementary
6.0 hrs/day, 190 days/year
Effective October 19, 2021

Applebury, David - Paraeducator, LAP, Coweeman Middle School
7.0 hrs/day, 191 days/year
Effective November 15, 2021

Cook, Victoria - Bus Driver, Transportation
4.25 hrs/day, 207 days/year
Effective November 9, 2021

Davenport, Savannah - Paraeducator, Sped Resource, Lexington Elementary
6.50 hrs/day, 190 days/year
Effective November 10, 2021

Dutra, James - Bus Driver, Transportation
4.0 hrs/day, 191 days/year
Effective 11/04/2021

Gislason, Janie - Nutrition Services Helper, Barnes Elementary
5.25 hrs/day, 190 days/year
Effective October 25, 2021

Hayes, Alexis - Paraeducator, Sped Resource, Barnes Elementary
6.25 hrs/day, 190 days/year
Effective November 10, 2021

Mackin, Kari - Paraeducator, Sped SLC, Lexington Elementary
6.50 hrs/day, 190 days/year
Effective November 10, 2021

Masse, Amber - Paraeducator, LAP/Playground, Rose Valley Elementary
7.0 hrs/day, 190 days/year
Effective November 15, 2021

Richie, Paul - Supervisor, Facilities and Operations, Administration
8.0 hrs/day, 260 days/year
Effective November 8, 2021

Smart, Gary - Bus Driver, Transportation
4.5 hrs/day, 191 days/year
Effective 11/05/2021

Whitman, Robyn - Bus Driver, Transportation
4.75 hrs/day, 191 days/year
Effective 11/08/2021

Resignations:

Chaffin, Tanja - Paraeducator, Sped Resource, Kelso Virtual Academy
6.25 hrs/day, 191 days/year
Effective November 8, 2021

Letteer, Jamie - Paraeducator, Sped SLC, Huntington Middle School
7.0 hrs/day, 191 days/year
Effective November 22, 2021

McDougall, Angie - Nutrition Services Helper, Butler Acres Elementary
2.25 hrs/day, 190 days/year
Effective November 2, 2021
* = Temporary Position
TSP = Timesheet Position
TBD = To Be Determined

Distribution List: Human Resources, Payroll, PSE 1/Field Office, PSE 1 President, Cody Reid, Student Records Mgr, PSE 2/Field Office, Special Programs

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
Collins Archictectural Group	Scott Westlund	**Butler Acres Modernization Directives**	
		No 16R Remove & replace 144sf existing asphalt & base down to create a minimum 8ft slope transition	TBD
Collins Architectural Group	Scott Westlund	**Butler Acres Modernization Change Orders**	
		CO82 Patch concrete floor with leveling compound in Corridor 41 at grid 3 to install finishes in Classrooms 18 & 20	$4,181.00 Increase
		CO103 Replace carpet CPT-B with EF Contract AX904 Ditto Paper 12X48 (CPT-A) Install Parquet Patttern in hightlighted corridor crossing	$874.00 Increase
		CO107 Provide credit for high performance system paint on gym stair handrail	($727.00) Decrease
Comfort Inn & Suites	Cathy Usher	Room reservations for KHS Swim Team 11/12/21-11/13/21	Cost is $114/rm plus tax X 3 rooms
Eastern Washington University	Holly Budge	Student Affiliation Agreement to provide clinical educational experiences for Communication Disorders, Occupational Therapy and Physical Therapy to students of EWU	Non-financial
FORMA Construction	Scott Westlund	**Huntington Change Order Directives**	
		CCD-021 Demo existing clay masonry wall at STAFF TLT room 006 per RFI 078 Revise STAFF TLT room 006 wall framing per RFI 078	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-022 Multiple Additions of fire alarm control modules as well as multiple revisions of door frames as described in directive	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-024 Additions of furring walls and revisions of vent routing as described on directive	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-026 Revisions to TOS @ POST & MECH Screen as described in directive	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-027 Add detail 12/S027 per attached sketch Revise structural wall elevation 16/S204 per sketch	As provided by Article 7.3 and 7.5 of the General Conditions

		CCD-028 Add Environmental & Hazardous Material Report - Music Room Amendment Add 2125 SF of ACMs to be removed per 028213 - Mucis Room	As provided by Article 7.3 and 7.5 of the General Conditions
Meteor Education	Scott Westlund	FF&E Order for Carrolls	Cost is $25,664.64
Pacific Office Automation	Scott Westlund	New copier leases for Family Resource Center & Lexington	Family Resource Center $24.50/mo Lexington $176.20/mo
Qualified Envelope Diagnostics Inc	Scott Westlund	To provide required air barrior testing at Huntington	Cost estimates: Level III Air Barrier Testing $7,235.00 AAMA Window Testing $11,220.00 AAMA & Level III Air Barrier $18,455.00
Red Lion Columbia Center	Tim Wines	Room reservations for KHS State Cross Country	4 rooms @ $169/rm X 2 nights

ESD 112 CONTRACTS

Career Connect Southwest	Melissa Boudreau	To provide support to Career Connect Southwest for the purpose of expanding career connected learning across K-12	Cost not to exceed $7,500.00

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of November 1, 2021, the board, by a _____ vote, approves payments, totaling $3,350.89. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261061 through 261061, totaling $3,350.89

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
261061	Brosnan, Samantha	11/08/2021	3,350.89

1 Computer Check(s) For a Total of 3,350.89

General Fund

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of November 1, 2021, the board, by a _____ vote, approves payments, totaling $1,545.33. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261062 through 261064, totaling $1,545.33

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
261062	HCA-SEBB BENEFITS	11/09/2021	1,290.00
261063	METROPOLITAN LIFE	11/09/2021	215.13
261064	The Standard Insurance Company	11/09/2021	40.20
3	Computer Check(s) For a Total of		1,545.33

NON-REPRESENTED SALARY SCHEDULE
2021-22 SCHOOL YEAR
Effective December 1, 2021

		Step 1	Yr 2-6	Yr 7-9	Yr 10-12	Yr 13-19	Yr 20-24	Yrs 25-26	Yrs 27+
300	**Administrative Assistant to Sup't**	$ 33.29	$ 33.71	$ 34.16	$ 34.60	$ 35.03	$ 35.47	$ 36.50	$ 36.87
301	**Administrative Assistant to Director**	$ 26.57	$ 27.00	$ 27.44	$ 27.86	$ 28.28	$ 28.73	$ 29.56	$ 29.86
302	**HR Generalist**	$ 26.57	$ 27.00	$ 27.44	$ 27.86	$ 28.28	$ 28.73	$ 29.56	$ 29.86
303	**HR Specialist/Benefit Specialist**	$ 30.30	$ 31.82	$ 33.42	$ 35.10	$ 36.31	$ 37.60	$ 38.91	$ 39.30
304	**HR Associate**	$ 23.82	$ 24.39	$ 24.98	$ 25.55	$ 26.16	$ 26.73	$ 27.51	$ 27.78
305	**Payroll Associate**	$ 27.17	$ 28.45	$ 28.76	$ 29.08	$ 29.41	$ 29.70	$ 30.57	$ 30.88

		Step 1	Step 2	Step 3
306	**Supervisor, Facilities and Operations**	$ 108,636	$ 110,830	$ 113,021
307	**Assistant Supervisor, Operations**	$ 56,765	$ 60,966	$ 74,693
308	**Supervisor, Transportation**	$ 95,687	$ 98,158	$ 100,629
309	**Supervisor, Nutrition, Info & Tech Svcs**	$ 93,217	$ 95,687	$ 98,158
310	**Public Relations Officer**	$ 84,864	$ 90,168	$ 95,472
311	**Department Manager**	$ 73,053	$ 75,600	$ 82,052
312	**Fiscal Coordinator/Budget Analyst**	$ 67,500	$ 70,000	$ 73,500

Board Approval

By: _____ Date: _____
School Board President

UNFINISHED BUSINESS

NEW BUSINESS

A. Construction Update ..... Forma/Integrus/CSG
B. Butler Acres School Achievement Presentation ..... Mark Connolly & Sarah Dahl
C. Approve School Improvement Plans (SIP) (Action) ..... Gunnar Guttormsen
D. Health & Safety Update ..... Don Iverson
E. Procedure 2402P English Language Arts Mastery Based (Information) ..... Kim Yore
F. Procedure 2403P Math Mastery Based (Information) ..... Kim Yore
G. Procedure 2404P Science Mastery Based (Information) ..... Kim Yore
H. Procedure 2405P Social Studies Mastery Based (Information) ..... Kim Yore
I. Procedure 2409P World Language Mastery Based (Information) ..... Kim Yore
J. Superintendents Report ..... Mary Beth Tack

Construction Update

Butler Acres Elementary Achievement Presentation

KELSO SCHOOL DISTRICT

2021-2022

SCHOOL IMPROVEMENT PLANS (SIP)

BARNES

2021-2022

ELEMENTARY

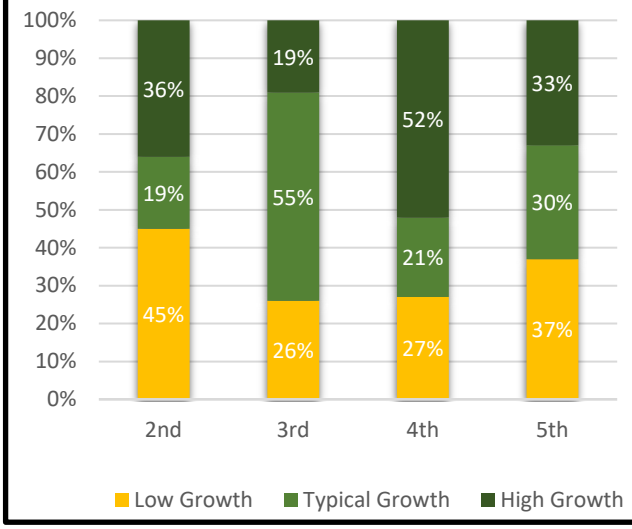
SCHOOL IMPROVEMENT PLAN (SIP)

Barnes Elementary School

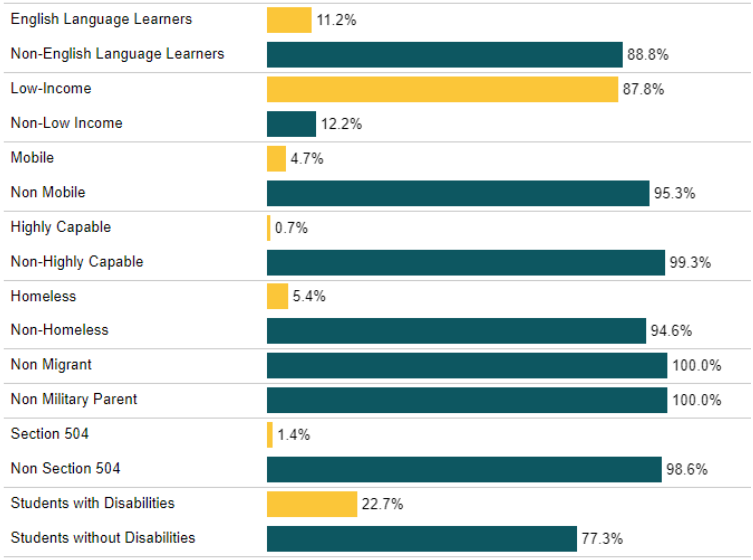
SCHOOL IMPROVEMENT DATA

2020 - 2021

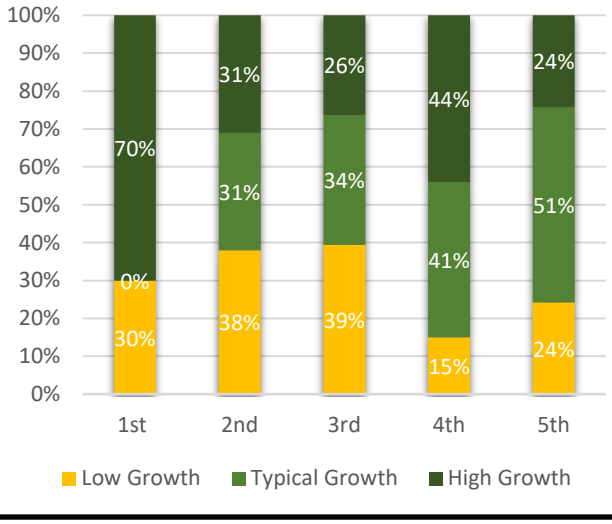
Star Reading Fall to Spring 20-21 SGP



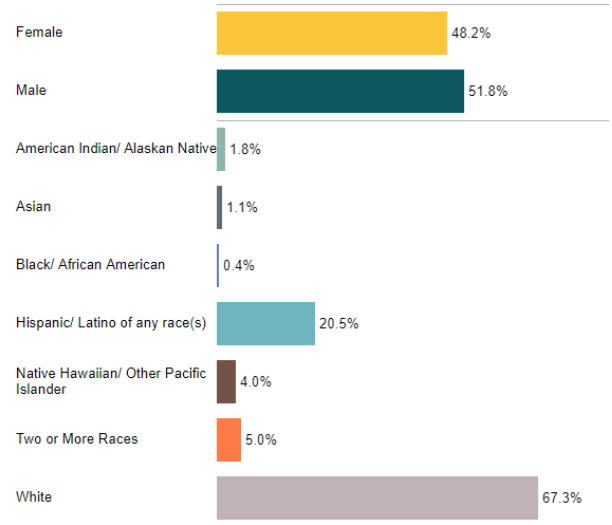
How many students were enrolled at the beginning of the school year, by student program and characteristics?



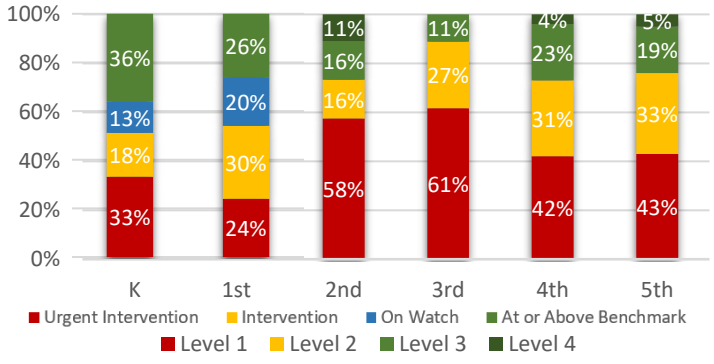
Star Math Fall to Spring 20-21 SGP



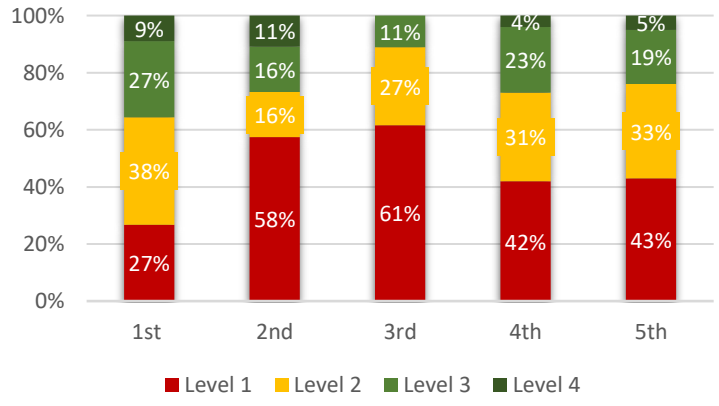
How many students were enrolled at the beginning of the school year, by student demographics?



Star Early Literacy Skills & Star Reading Fall 2021 Performance Levels



Star Math Fall 2021 Performance Levels



SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Site Information

SchoolName:BarnesElementarySchool

Principal: Angela Hansen

Address: 401 Barnes Street

District: Kelso School District

County: Cowlitz

City, State, ZIP: Kelso, WA 98626

AVID Information

Elementary Sites

AVID Site Coordinator: Angela Hansen/Angela Dyer

Number of AVID Elementary Classes: 9

Grade Level(s) Implementing: 5th, 4th, 3rd, 2nd, 1st

Date First Implemented: 9.2021

Secondary Sites

AVID Site Coordinator: _____

AVID Administrator: _____

Number of AVID Elective Sections: _____

Date First Implemented: _____

Site Goals Prepared By:

Please include the name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

Professional Development Team	Academic Team	Climate & Culture Team	AVID Trained Teachers
Angie Hansen Andy Lundberg Angela Dyer, Title Coordinator Sean Scattergood, STEAM Kelli Stewart, SPED Resource Amy Coy, 2nd grade Rhonda Hennessey, 3rd grade	Angie Hansen, Principal Andy Lundberg, Assistant Principal Julie Brigman, Kindergarten Monica Ramey, 1st grade Heidi Stevens, 1st grade Julie Morse, 2nd grade Jaime Mejia, 3rd grade Laci Bolster, 5th grade	Andy Lundberg, Assistant Principal Angie Hansen, Principal Cheri Gaston, Kindergarten Danielle Thomas, 1st grade Kristy Wright, 4th grade Kelsey Schueller, 4th grade Julie Earls, Title ParaEducator Lisa Payne, Title ParaEducator Rebecca Viscuso, Counselor	Danielle Thomas, 1st grade Heidi Stevens, 1st grade Amy Coy, 2nd grade Kelli Stewart, SPED Resource Rhonda Hennessey, 3rd grade Sean Scattergood, STEAM Tessa Hensley, 4th grade Kelsey Schueller, 4th grade Laci Bolster, 5th grade Rebecca Viscuso, Counselor

X _____
AVID Coordinator

X _____
District Director

Support Needs: At this time, our projected needs for support include: Ongoing AVID professional development

KSD Boundary Adjustment 2021-2022

Barnes Elementary is a kindergarten through grade 5 school located in Kelso, Washington; one ECEAP Head Start program is located on our campus. At the end of the 2020-2021 school year, Kelso School District was preparing to open a new Elementary School causing a boundary adjustment to be made between schools. As Catlin Elementary School closed and Lexington Elementary School opened, transitions of students resulted in approximately 100 students shifting from/to Barnes.

As the current OSPI report card still reflects the 2020-2021 school year for attendance, and 2018-2019 school year for academic data, Barnes Elementary made adjustments to the School Improvement Plan based on our current student population for the 2021-2022 school year. The following data is reflected from the KSD database:

Demographics:

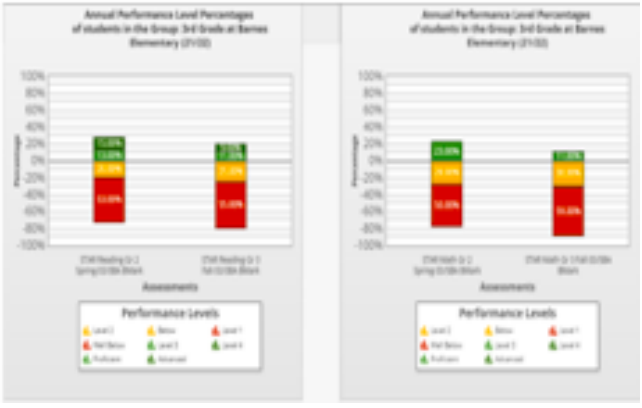
Barnes Elementary School is part of the Kelso School District and serves approximately 306 students. Of those 306 students, 11% are English Learners, 18% are Students with Disabilities (Special Education), .09% are Section 504, 85.3% are Low Income, and .04% are considered homeless. Our student population consists of 65% white students, 23% Hispanic/Latino, .09% two or more races, .03% Native Hawaiian, .003% Asian, .003% American Indian/Alaskan Native, .003% Black/African American. Within the student population we have 45% females, 55% males. The staff is made up of approximately 26 Certificated Staff, 27 Classified, 2 Office Staff, and 2 Administrative Staff.

Levels of Achievement: (Changes from STAR Spring 2021 to Fall 2021) – Reflects boundary adjustment

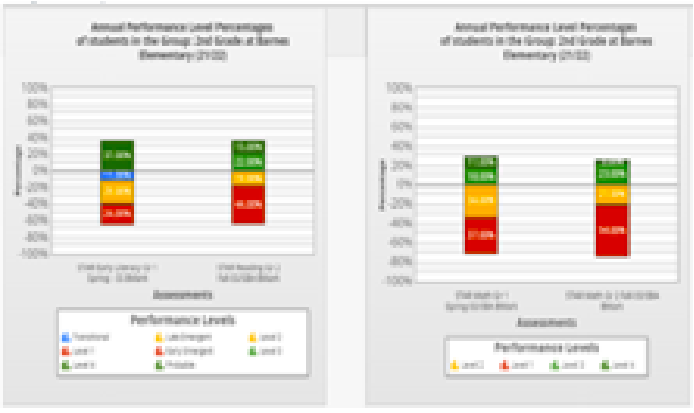
5th grade:

4th grade:

3rd grade:



2nd grade:



1st grade:

Kindergarten

SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your SIP team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. I

SMART GOALS *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOALS**
100% of Barnes staff will implement and monitor organizational tools & strategies to support student learning toward the path of college and career readiness by June 2022. **This goal is a:** ☑New Goal ☐Revised or Updated Goal ☐Continuing Goal **This goal supports:** ☑Rigorous Academic Preparedness ☐Student Agency ☐Opportunity Knowledge **This goal integrates with other plans:** ☑School ImprovementPlan ☑District Strategic Plan Other: _____	**Domain:** INSTRUCTION **Indicator(s):** **3: Focused Note Taking** **9: Organizational Methods (Goal setting)** **10: AVID Organizational Tools**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	
• Currently, few AVID trained teachers use organizational binders and specific AVID note taking strategies in their classroom. • Several staff provide students opportunities to establish goals in a variety of ways in their classrooms (ie. AR tests, STAR assessments, etc.)	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
Provide professional development training to all staff on grade-level specific note taking strategies.	Teachers will complete reflection questions to demonstrate growth on their understanding of and ability to implement note-taking strategies.	The training will occur during WER days	PD team will use meeting time and AVID resource books to develop training.
Provide professional development training to all staff on AVID organizational tools.	Teachers will provide instruction and implement one AVID organizational tool within their classroom.	Throughout the school year 2021-2022	PD team will use meeting time and AVID resource books to develop training.
Provide professional development on WICOR to develop a WICOR Matrix for each grade level	WICOR Matrix developed for each grade level - common language across grade levels	2021-2022 & beyond	PD team will develop training for All Staff

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- MyAVID Professional Development Trainings & videos
- AVID Elementary Foundations book
- District ELA Coaches to support instruction
- Teacher leaders within the school to share and demonstrate

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

<table>
<tr><td>SMART GOAL
What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)</td><td>CCI DOMAINS/AWSP INDICATORS aligned with the GOAL</td></tr>
<tr><td>Barnes will implement and monitor an AVID Site Plan in conjunction with our School Improvement Plan (Title) to ensure alignment to college readiness.

This goal is a:
☑New Goal ☐Revised or Updated Goal
☐Continuing Goal
This goal supports:
☑Rigorous Academic Preparedness
☐Student Agency ☐Opportunity Knowledge
This goal integrates with other plans:
☑School Improvement Plan ☑District Strategic
☐Plan Other: _____</td><td rowspan="3">Domain: SYSTEMS
Indicator(s):
1. Site Plan
2. Collaboration on Access to Rigorous Curriculum</td></tr>
<tr><td>BASELINE
What data do we have to validate this goal? Using that data, what is our established baseline?</td></tr>
<tr><td>Ongoing School Improvement Plan from previous year (Title Plan)
The AVID Site Plan is new this school year; no previous data available</td></tr>
</table>

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
Establish an AVID Site Plan.	CCI document reviewed/scored by all staff to identify areas for plan.	October 2021	All Staff
Grade level collaboration teams will meet to review ReadyGen alignment & progress monitor student achievement.	Meeting agendas/minutes Progress monitor reports/Google data Assessment spreadsheets	2021-2022 school year	Angie Hansen, Principal Andy Lundberg, Asst Principal Grade level teams
PD/Academic/Climate & Culture teams collaborate and plan WER days focused on AVID strategies	Team Agendas/minutes Progress monitor Site Plan goals	2021-2022 school year	Individual teams/All staff
K-5 Collaboration Time to review student progress throughout each unit of study; make adjustments as needed	ReadyGen Text Selection Tests& Unit Tests Math Connects/Zearn Assessments STAR District Benchmarks to review student growth; monthly STAR assessments as needed	2021-2022 school year	Angie Hansen, Principal Andy Lundberg, Asst Principal Grade level teams

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

WICOR posters

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART? (Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
Subdomain: College & Career Readiness Mission and Vision Barnes staff will review the current mission statement and revise it to align with the AVID mission/vision and communicate this to our stakeholders (students, families, community members and staff) by the end of the 2021-2022 school year. This will be communicated to 100% of our stakeholders via social media, websites, newsletter, and email. Communication will be translated into all languages of our school. **This goal is a:** ☑New Goal ☐Revised or Updated Goal ☐Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness ☐Student Agency ☐Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☑District Strategic ☐Plan Other: _____	**Domain:** LEADERSHIP **Indicator(s):** 1. **School Mission and Vision are aligned with AVID** 2. **Communicate School Mission and Vision to stakeholders**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	
Current Mission Statement: Let's Make it Happen! Current Vision Statement: We, the staff of Barnes Elementary School, are committed to providing a climate that fosters the academic quality and responsible behaviors required to reason, communicate, and live with dignity in a safe and civil society.	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
● PD team review Barnes Mission/Vision statement; create plan for engaging staff in revision ● Add mission/vision statements to our Parent Compact for student/parent signatures. ● Develop our mission statement in writing. ● Communicate vision/mission statements to stakeholders	WER School Agenda/minutes Vision statement Mission statement	Ongoing throughout school year; to be completed by May 2022.	PD team and AVID trained teachers

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Current mission/vision statement
District Mission/Vision statements
District Strategic Plan

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART? (Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
During the 2021-2022 school year, 100% of Barnes teachers will engage in monthly grade level PLC meetings (Collaboration Time) to analyze and prepare for rigorous instruction. During the 2021-2022 school year, 100% of 3rd, 4th and 5th grade classrooms will implement the AVID philosophy of college and career readiness and begin to shift beliefs and behaviors of our student body by engaging in meaningful conversations around post high school plans. Staff will begin to champion colleges, universities, businesses, trade schools, and other professional organizations by engaging and exposing students to the opportunities after their K-12 experience. Strategies to help facilitate conversations will include the promotion of college and career readiness by displaying pennants, banners, and/or posters and the implementation for all students a college/career gear recognition day. The recognition will occur every Wednesday and all staff and students will be encouraged to participate. **This goal is a:** ✔New Goal ☐Revised or Updated Goal ☐Continuing Goal **This goal supports:** ✔Rigorous Academic Preparedness ✔Student Agency ☐Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ✔District Strategic ☐Plan Other: _____	**Domain:** CULTURE **Indicator(s):** **2 - Collaboration Through PLC's** **5 - College Pennants and Banners** **6 - College Talk**

BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	
Currently, 2 of 18 (About 11%) Barnes grade-level, specialists, and Resource classrooms promote college and career readiness by displaying pennants, banners, & posters.	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
In order to increase the effectiveness of teacher collaboration time in the 2021-2022 school year, Collaboration meetings have been implemented to provide grade level sessions with structured protocols & agendas .	● Meeting agendas/notes ● Sign in sheets ● Training materials ● Teacher reflections ● Walk through data to evaluate instruction and assessment ● Admin will use the adopted instructional framework to monitor and support effective instruction and assessment practices.	2021-2022 School year	Angie Hansen, Principal Andy Lundberg, Assistant Principal Grade Level Teachers
In order to increase college and career readiness 3rd-5th grade staff will begin to implement strategies to encourage students to begin thinking about post secondary goals	*The increase in the number of classrooms representing and championing college & career related items within their classrooms. *Staff and student participation in College wear Wednesdays. *The creation of at least two areas within the school where a college and career focus will be placed through bulletin boards and signage to facilitate school-wide conversations	2021-2022 School year	Rebecca Viscuso, School Counselor - Implementation of classroom meetings in 3rd-5th grade classrooms related and focused on college and career post secondary goals. Andy Lundberg, Assistant Principal

RESOURCES

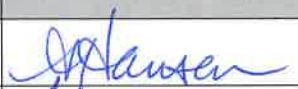
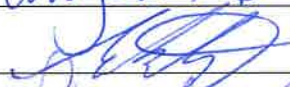
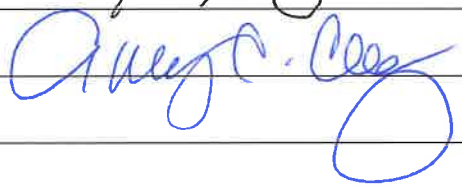
What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Barnes Elementary

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: Angie Hansen	
Assistant Principal: Andy Lundberg	
Title Coordinator: Angela Dyer	
STEAM Teacher: Sean Scattergood	
3rd grade Teacher: Rhonda Hennessey	
SPED Resource Teacher: Kelli Stewart	
2nd grade Teacher: Amy Coy	

BUTLER ACRES

2021-2022

ELEMENTARY

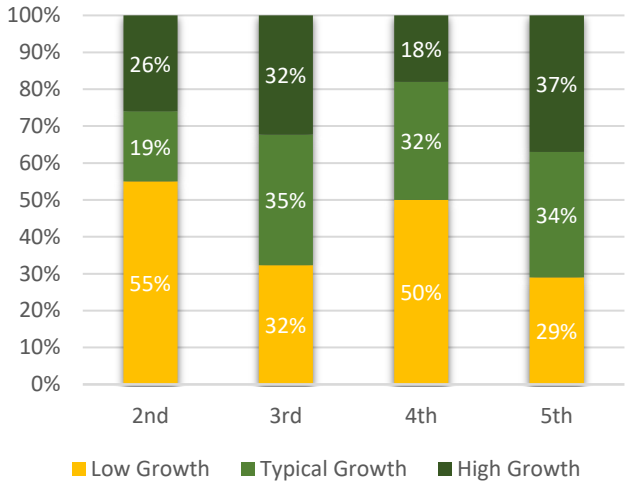
SCHOOL IMPROVEMENT PLAN (SIP)

Butler Acres Elementary School

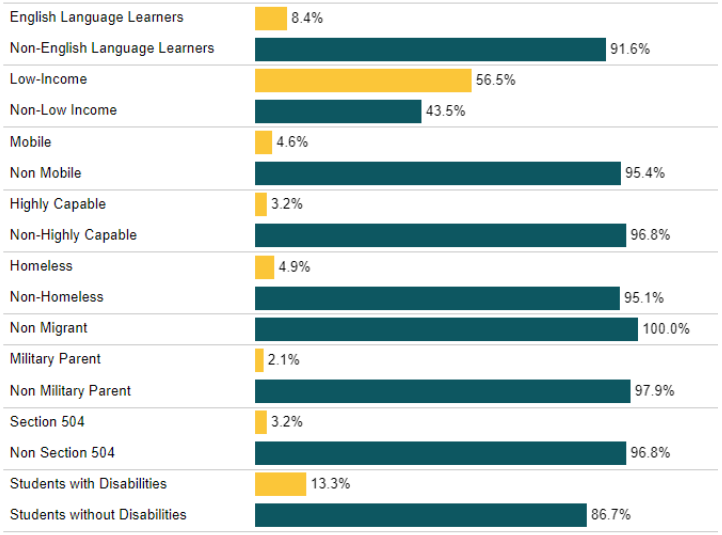
SCHOOL IMPROVEMENT DATA

2020-2021

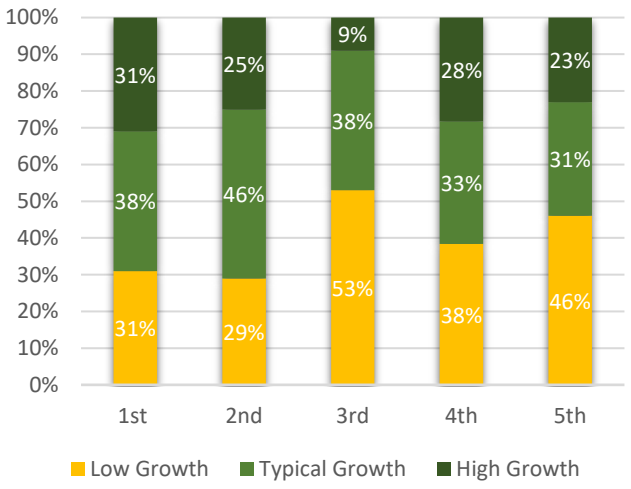
Star Reading Fall to Spring 20-21 SGP



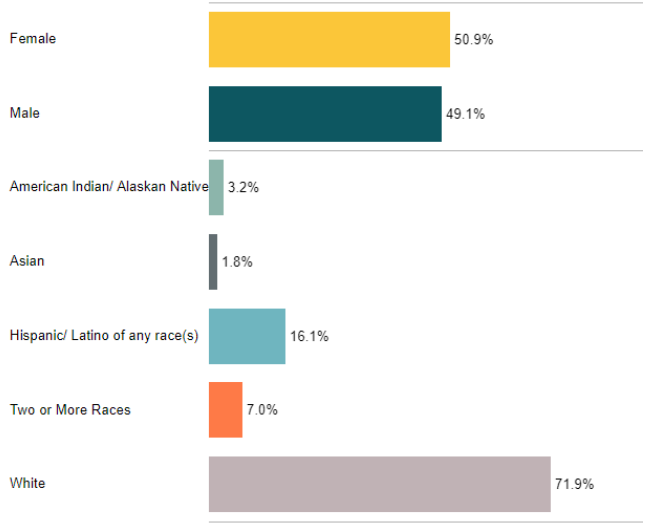
How many students were enrolled at the beginning of the school year, by student program and characteristics?



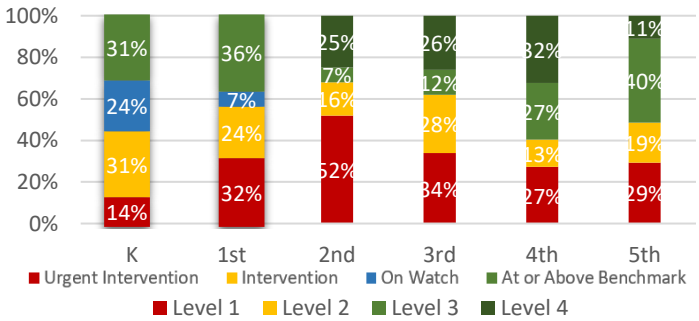
Star Math Fall to Spring 20-21 SGP



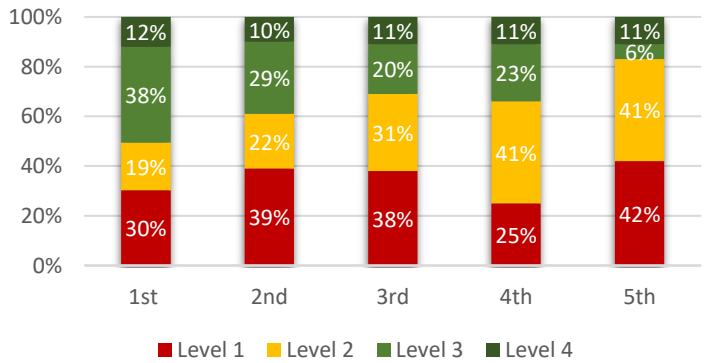
How many students were enrolled at the beginning of the school year, by student demographics?



Star Early Literacy Skills & Star Reading Fall 2021 Performance Levels



Star Math Fall 2021 Performance Levels



SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Site Information

School Name: Butler Acres Elementary

Principal: Mark Connolly

Address: 1609 Burcham St.

District: Kelso School District

County: Cowlitz

City, State, ZIP: Kelso WA 98626

AVID Information

Elementary Sites

AVID Site Coordinator: Koko Musgrove

Number of AVIDElementary Classes: 6

Secondary Sites

AVID Site Coordinator: _____

AVID Administrator: _____

Grade Level(s) Implementing: 4th grade and 5th grade

Date First Implemented:9/22/21

Number of AVID Elective Sections: ____

Date First Implemented: _____

Site Goals Prepared By:

Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

X _____
AVID Coordinator

X _____
District Director

Support Needs: At this time, our projected needs for support include:

SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your SIP team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. I

SMART GOALS *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOALS**
ELA Our "instruction goal" is to use intervention to close the gap that has been created due to COVID. The result will be that each grade level will attain or surpass their grade level ELA student growth goals by the end of the school year. The measurement tool for each of these goals varies from grade to grade, but most relate to STAR data. Kindergarten- **Increase letter sound knowledge** for 75% of students by one level on the kindergarten assessment rubric by June 2022.. First Grade- **Increase fluency** within reading. 51% of students are in urgent and intervention status among 73 collective students. 100% of our students will increase their fluency level by 1 year's growth from pre to post tests. Second Grade- **Increase students' sight word recognition**. 55% of students are at a pre-primer or primer level on the STAR assessment. This targeted group will grow by one year as measured on the spring STAR Post assessment. Third Grade- **Increase integration of knowledge and ideas (informational text)** from a grade level average of 2 to a grade level average of 3 as measured on the STAR fall and spring assessments. Fourth Grade- Increase **Independent Reading Level.** Based off the STAR Reading assessment, 47% of fourth graders have a 3.9 and lower independent reading level. This group will increase	**Domain:** INSTRUCTION **Indicator(s):** **CCI Goal: Indicator 12 AVID Site team and at least 50% of the teachers throughout the school routinely use WICOR strategies.** **5.1- Uses adopted instructional framework to monitor and support effective instruction and assessment practices.** **5.3- Assists staff in developing required student growth pans and identifying valid, reliable sources of evidence of effectiveness.** **5.4- Provides evidence of student growth of selected teachers.** **1.1- Develops and sustains focus on a shared mission and clear visions for improvement of teaching and learning.** **1.2- Engages in essential conversations for ongoing improvement of the school.** **3.5- Provides evidence of studnet growth that results from**

students reading level by one year measured by the spring STAR assessment.

Fifth Grade- **Increase vocabulary knowledge and fluency**. Based off of the Fall STAR data, 44 out of 65 (68%) students have an independent reading level below fifth grade. This group will grow by one year as measured on the Spring STAR assessment.

This goal is a:

x New Goal ☐Revised or Updated Goal
☐Continuing Goal

This goal supports:

x Rigorous Academic Preparedness

☐Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan x District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

Our baseline comes from our Fall STAR Reading assessment in grades 1-5.

Our baseline data for kindergarten is based on the district's kindergarten assessment.

In both cases, individual and whole group data can be used. Each grade level used this data to establish baseline and set data-based goals that are time specific and measured by a post assessment of the same format.

the school improvement planning process.

8.3- Implements and monitors plans to shrink achievement gaps.

ACTION STEPS	EVIDENCE	TIMELINE	INDIVIDUAL COMMITMENTS
What action steps do we think will generate improvement?	*What evidence will we use to measure progress?*	*What is an appropriate timeline for the action steps?*	*Who will be involved, and what will they do? (Name/Role/Action)*
All grade levels will participate in PLC's bi-monthly. They will use in-house personnel as resources along with having access to district support. Teams will collaborate around student data to ask, "so what? now what?" So what does the data tell us? Now what do we do to respond to those needs? Teams will generate team plans that get to the "now what" aspect of planning and presenting. Teams will focus on WICOR, differentiation, and data-driven instructional practice through their collaborative efforts. PLCs will expand to include support staff from LAP and SPED so that intervention time is used intentionally.	Grade levels will look at Winter and Spring STAR data to monitor progress towards their goal. Kindergarten will be using their kinder assessment in the Winter and Spring to monitor progress towards their goal. Students in grades K-5 who receive pullout LAP services will be progress monitored weekly. Students on IEPs will work with the SPED Team who will individualize their specially designed instruction in support of student growth toward the grade level goal. Teachers will use grade level appropriate formative assessments within their small groups during intervention.	In each grade level team, this work will start in September 2021 and continue through June 2022. Teams will set short term instructional goals designed to respond to specific data points. They will collaborate by sharing time, ideas, resources, data, and strategies to improve student outcomes. Intentionality with differentiation and the use of intervention time will start in October 2021 and will continue through June 2022.	Every grade level will have full participation of all three grade level teachers. These teachers will use their baseline student data to inform next steps in their instruction as a team. Our LAP and Resource Room staff members will partner with the grade level teams in support of goal attainment. The building administrators will support this team effort by providing meaningful instructional feedback that will support increased student learning. They will also participate in PLCs to provide support and delegate resources. District-level instructional coaches will be invited to meet with teams in support of their efforts to improve student learning.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Our staff will receive training on WICOR and apply this AVID application to their instruction and intervention time. We will utilize the District AVID Leaders to provide this training on a School Wednesday.

Each grade level team will be encouraged to invite instructional coaches to support their needs as they arise. Building administrators will encourage the use of the support provided by Marilyn Melville, Jan Rauth, Sarah Ecklund, and Misa Reardon as warranted.

After identifying specific needs within a grade level or throughout the school, our AVID Site Coordinator will be asked to lead Professional Development through MyAVID and the On-Demand Modules. This will take place over the course of the school years as needed.

A focus on the O of WICOR, organization, will take place through PD and collaboration in the 4th and 5th grade teams. This will extend to the 3rd grade team after successful implementation in 4th and 5th grade are established.

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/AWSP INDICATORS aligned with the GOAL**
Our "systems goal" is to create pathways and support collaboration within grade level teams so that teachers can meet (daily if desired, but) at least one hour per week as PLC teams. Related to this goal is the development of a student "intervention block" for each grade level to apply appropriate AVID and intervention instructional strategies that teachers identify through their PLC time. The overall objective of this goal is to increase collaboration so that student learning can be increased through those efforts. The pathway will be supported by creative scheduling that will enable this important opportunity. The result will be that each grade level will attain or surpass their grade level ELA student growth goals by the end of the school year. The measurement tool for each of these goals varies from grade to grade, but most relate to STAR data and common Unit Assessments. In kindergarten, pre and post data will be the district's kindergarten assessment. Under the leadership of the AVID Site Coordinator, some of this PLC time in the intermediate grades will be utilized to focus on WICOR's Organization aspect of team implementation. This collection of teachers will also focus on implementing the AVID instructional strategy of focused note taking.	**Domain:** SYSTEMS **Indicator(s):** **CCI Goal: Indicator 4 - Creating Strong Horizontal Alignment that will evolve into Vertical Alignment between Grade Levels** **1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning.** **1.2 Engages in essential conversations for ongoing improvement of the school.** **1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning.** **1.4 Promotes and distributes leadership.** **3.4 Implements data-informed improvement plans.** **8.2 Creates plans to dismantle barriers and increase achievement.**

8.3 Implements and monitors plans to shrink achievement gaps.

This goal is a:

X New Goal ☐Revised or Updated Goal

☐Continuing Goal

This goal supports:

X Rigorous Academic Preparedness

☐Student Agency X Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan X District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

Teams at Butler Acres have not had extended common planning time on a weekly basis. The research of Richard and Rebecca DeFour suggests the importance of teams collaborating around a common set of their "vision, mission, values, and goals" is critical in serving students and promoting their growth. Our objective is to use our baseline of zero PLC meetings per week to at least one hour of intentional PLC meeting time, per week, for every grade level team.

The school-wide data in ELA suggests that there are growth opportunities to identify, target, and address through shared efforts. The teachers recognize that the work requires support and partnership with others: parents, LAP, SPED, paras, and one another. Each team developed an implementation plan that includes these partners in the area of improving student growth in ELA as measured at each grade level.

In analyzing our data, each team identified a baseline within their ELA data from which they developed meaningful grade level goals designed to improve student learning. Though the individual starting point differs from grade to grade, the shared focus is to improve ELA learning outcomes in every grade level as measured by a specific assessment utilized in that grade.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Administrators will develop a specialist schedule that provides each grade level team with multiple shared prep times. This includes a designed PLC block of time no less than one hour long (and up to an hour and fifteen minutes) for every team. This PLC time occurs every week. Also included in the master schedule will be a designated "intervention block" of 30 minutes per day for four days per week. The intent of this time is that pull out of LAP and SPED identified students for their targeted instruction will allow the classroom teachers an opportunity for the same with the remaining students. The design of this system is to support collegial collaboration and focused teaming around assessment, instruction, and curriculum. Teachers are also asked to support one another with planning, pacing, and presenting ideas.	The PLC time will occur every week. This will be monitored by administrative calendars. Intervention Time will occur within every team as monitored by LAP and SPED intervention minutes for each grade level. Teams will invite district office coaches in for consultation as monitored by building administrators and instructional coach calendars.	A master schedule including daily PLC blocks, one day of extended PLC time, and a 30 minute per day intervention time will be developed by the building administrators. LAP and SPED teachers will contribute to the development of this schedule so that it aligns with their push-in/pull out schedules. The PLC work will begin in October and continue throughout the school year. Intervention Time will start in late September and continue throughout the school year. Coaches will be invited in as needed. This invitation will come from the teams or the administrators.	Site based administrators will develop a specialist (master) schedule that includes PLC opportunities every day with one day having extended time. Grade level teams will adhere to the PLC times each week. They will use data to inform instructional practice. This will lead to intentional differentiation for all students during intervention time as well as instructional support for teams from district-level instructional coaches.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Our teams will be partnering with district support personnel such as academic coaches, ELL Coordinator, HiCap Coordinator, AVID Leaders, SEL Coordinators, and Teaching and Learning Leaders. These resources and others provided through the district and ESD will be used by each team in support of their goal attainment.

This fall, several grade level teams have invited district personnel in to support their work in their PLCs. For example, Marilyn Melville has provided guided support to our third grade team and helped them to identify meaningful instructional goals and strategies. Jan Rauth and Sarah Eklund have partnered with two separate grade levels to support ELA challenges stemming from lost instructional time. Gunnar Guttormson has supported math instruction in math pilot classrooms. Misa Reardon has met with HiCap Cluster Teachers in support of their goals. Tammy Trafelet has provided training for our ELL person. These are the first of many opportunities for collaboration in support of improving student learning. Our teachers are committed to continuing these collaborative partnerships.

At various times in the school year, we will be tapping into AVID leadership and training opportunities to increase the application of AVID strategies and increase more robust AVID implementation.

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART? (Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
As a school, we will increase the application of AVID from zero to a full phase one implementation. Phase one will include an overview of AVID's focus on 100% of our students becoming career and college ready. It will also include a focus on WICOR, specifically Organization that will be practiced initially in 6 classrooms by January, 2022, then 9 by May, 2022.. To attain the school-wide phase one implementation, we will initiate a "career and college wear day" each week for the whole school. We will reach out to community businesses to seek shirts for staff and students that reflect career opportunities in our community. We will also develop signage and messaging at our school that promotes our district target of attaining "100% career and college ready". Career and college wear Wednesday will be in full implementation starting on September 22, 2021. The AVID Focus from the front door throughout the building will be in place in November, 2021. WICOR application will start with our 4th and 5th grade classrooms. We will further extend this application to 9 classrooms total by adding our 3rd grade team to the mix in the winter. We will have full implementation of WICOR "Organization" as well as implementing the AVID instructional strategy of focused note taking in these 9 classrooms by May of 2022.	**Domain:** LEADERSHIP **Indicator(s):** **CCI Goal: Indicator 1 - School and AVID mission and vision align for students on their path to college and career readiness and are evident in school policies, practices, and procedures.** **1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning.** **1.4 Promotes and distributes leadership.** **7.3 Engages with community to promote learning.** **8.2 Creates plans to dismantle barriers and increase achievement.** **8.3 Implements and monitors plans to shrink achievement gaps.**

This goal is a:

X New Goal ☐Revised or Updated Goal

☐Continuing Goal

This goal supports:

X Rigorous Academic Preparedness

X Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan X District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

Zero out of 6 grade levels are implementing WICOR's Organization strategies nor AVID's focused note taking instructional strategy.

The baseline for focusing on "career and college readiness" was approximately 20% of the staff and students participating in a career and college wear day. Students could not articulate the meaning of the "why" behind this focus of wearing career and college attire.

From that baseline data, we plan to implement fully throughout every grade level the career and college wear day. We will provide AVID information related to this effort through our student-led morning announcements. We also plan to implement Organization and focused note taking in our 3rd, 4th, and 5th grade teams.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
In order to increase the application of AVID from zero to a full phase one implementation we will introduce AVID to staff and students. We will provide PD on WICOR, in order to develop capacity and start work on Organization. We will initiate a "career and college wear day" each week for the whole school. We will reach out to community businesses to seek shirts for staff and students that reflect career opportunities in our community. We will develop signage and messaging at our school that promotes our district target of attaining "100% career and college ready".	As a result of the AVID introduction to the school, staff and students will be able to articulate the "why" related to Career and College wear day. Teachers will understand WICOR and the basic tenets of AVID. 4th and 5th grade staff and students will implement focused note taking and aligned notebook organization. Once implemented successfully, 3rd grade staff and students will be added to the Organization aspect of AVID. Every Wednesday, staff and students in every classroom will participate in career and college wear day. Those without such attire will be invited to wear blue or gold for KHS. An entrance carpet with AVID concepts will greet all visitors at the front door of the school. 100% signage will be on display throughout the school. Staff and students will be able to articulate each of these aspects of phase one of AVID implementation.	September 2021 staff meeting followed by student discussion and introduction of the "why" of career and college wear day. PD on WICOR will take place 1 Wednesday per Trimester. Career and College wear Wednesdays will start on September 22, 2021. This will occur weekly throughout the school year. Staff members will solicit friends and neighbors with local business connections in order to receive and wear shirts of those companies. Shirt donations will be sought for adults and children. This will be an ongoing activity in support of our AVID goals. An entrance carpet has been designed. It will be installed in November 2021. 100% posters will be distributed and displayed throughout the school by the end of October, 2021.	School administrators, AVID Site Coordinator, and District AVID Leaders will provide professional development. The topics for each trimester will be "the why of AVID, WICOR, Organization and Instructional Strategies". Tier 1 representatives will connect PBIS practice with AVID strategies. They will support the Site Coordinator through this effort. These leaders will infuse knowledge and excitement for application with staff that will translate to practice, student excitement, consistent vocabulary, and consistent practice throughout the school.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

In order to advance this goal, the resources needed include training for the AVID Site Coordinator and administrative team. This will expand to the resources available in the district as well as through My AVID and OnDemand Modules.

The advancement of the career and college wear day will depend heavily on business partnerships and ongoing relationships. This will be the work of our staff members to bring this to fruition.

Through funding made available through the superintendent, an AVID-focused entry rug will be ordered and placed at the entrance of the newly remodeled school. The district's communication and PR lead will work with school administration and the carpet company to coordinate this order.

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
Our Tier 1 PBIS Team will develop, present, and implement school-wide standards and expectations by September of 2021. This will include establishing our 3Rs in every location of our school, providing signage with common language throughout the school and through our shared practice. We will also implement new practices aimed at improving the recognition system related to student successes that relate to our PBIS focus. This will be practiced starting on October 1, 2021 and continue each month throughout the year. SWIS data will be collected to identify where we need to improve our implementation efforts and our Tier 1 PBIS Team will lead the necessary adjustments throughout the school. This data reflection will take place at the end of each trimester in order to inform our next steps of improvement. We will measure this year's data against future years in anticipation of reflecting a reduced percentage of minor and major discipline events over time. **This goal is a:** X New Goal ☐Revised or Updated Goal ☐Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness	**Domain:** CULTURE **Indicator(s):** **CCI Goal: Indicator 7 - Where AVID Site Team and other teachers expect AVID elementary students to attend college as evidenced by AVID Site Team and teacher surveys.** **1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning.** **1.2 Engages in essential conversations for ongoing improvement of the school.** **1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning.** **1.4 Promotes and distributes leadership.** **3.4 Implements data-informed improvement**

X Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan X District Strategic

☐Plan Other: _____

plans.

6.4 Managing fiscal resources.

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

Based on the previous year, the Tier 1 Team identified areas to address in improving the school-wide PBIS implementation. This review led the team to develop, present, and implement school-wide standards and expectations.

With the remodel of the school, the Tier 1 Team will relocate 3Rs signage in each of the locations identified throughout the school. Additional signage will be purchased and installed on the front pillars of the school's entrance.

Because of unique circumstances in the school, new practices aimed at improving the recognition system related to student successes that relate to our PBIS focus will be developed to align with COVID and construction restrictions.

SWIS data has not been used in the past. This will go into effect this year to monitor opportunities for growth.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Tier 1 PBIS Team will develop, present, and implement school-wide standards and expectations by September of 2021.	PBIS practices will be practiced in each classroom, on the playground, and in shared spaces.	September, 2021	Building Administrative Team and PBIS Leaders
3Rs and PBIS signage will be purchased and posted throughout the school.	Signs will be purchased, framed, and placed throughout the school.	September, 2021	Building Administrative Team
Materials for prizes will be purchased for the updated recognition system that will be implemented.	PBIS banners will be purchased and installed on the entryway pillars.	November, 2021	PTO, PR District Leader, Building Administrative Team
SWIS training will be conducted so that a small team will be able to enter data.	SWIS data will be entered into the system.	October, 2021	District SEL Coordinator will train administrators and para who will be the data entry person on SWIS.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Tier 1 Team will have the need to meet multiple times throughout the school year. It is possible that subs or pay for the members of this team will be sought for the outcomes to be developed and properly supported.

School, Kelso Foundation Grant Money, and PTO funds will be needed for the purchase of the necessary materials for the implementation plan. School and PTO funds will support signage, banners, and frames. If a KSFG is received, those funds will purchase pencils, stickers, bracelets, water bottles, and shirts that will be used as PBIS prizes.

Time from our SWIS Team and guidance through our District SEL Coordinator will be needed to get training and implementation under way for our SWIS Data entry plan.

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Butler Acres

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: Mark Connolly	Mark Connolly
Assistant Principal: Sarah Dahl	SarahKDahl
Teacher Lisa Jones	LisaSJones
Teacher Marci McCoy	Marci McCoy
Teacher Jesse Atkinson	Jesse Atkinson
Teacher Kelcey Parsons	Kelcey Parsons
Teacher Carly Sims	Carly Sims
Teacher Koko Musgrove	Koko Musgrove
Teacher Parker Dean	Parker Dean

CARROLLS

2021-2022

ELEMENTARY

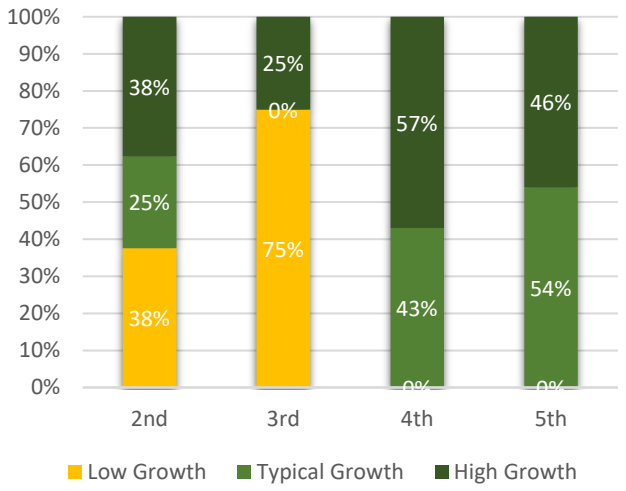
SCHOOL IMPROVEMENT PLAN (SIP)

Carrolls Elementary School

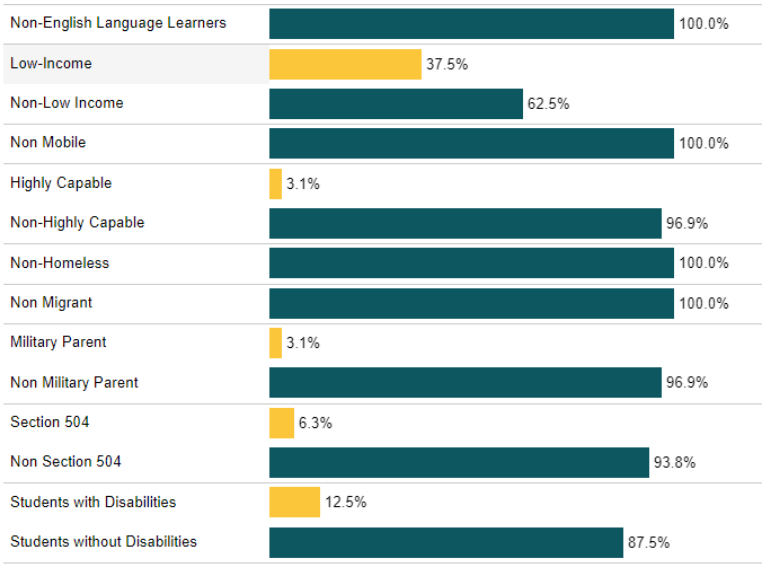
SCHOOL IMPROVEMENT DATA

2020-2021

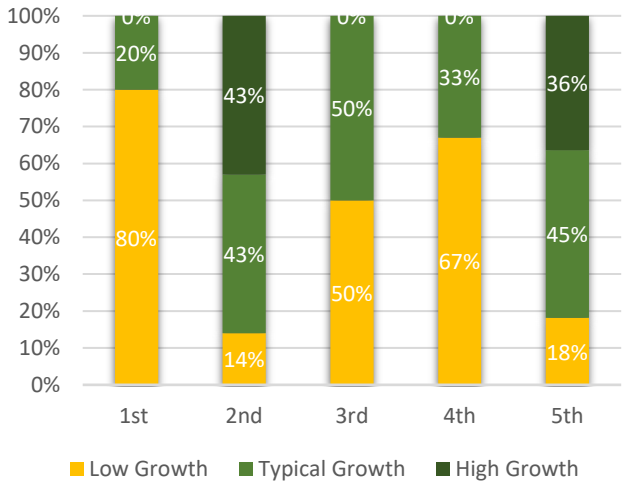
Star Reading Fall to Spring 20-21 SGP



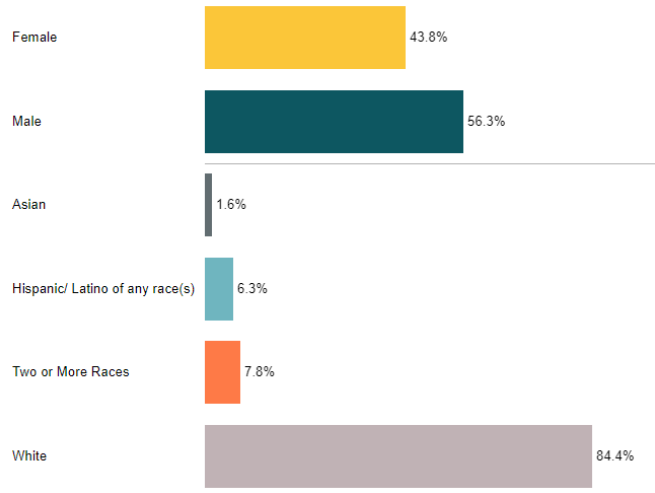
How many students were enrolled at the beginning of the school year, by student program and characteristics?



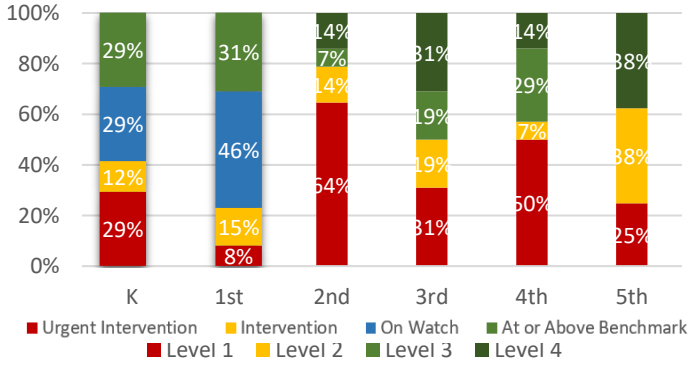
Star Math Fall to Spring 20-21 SGP



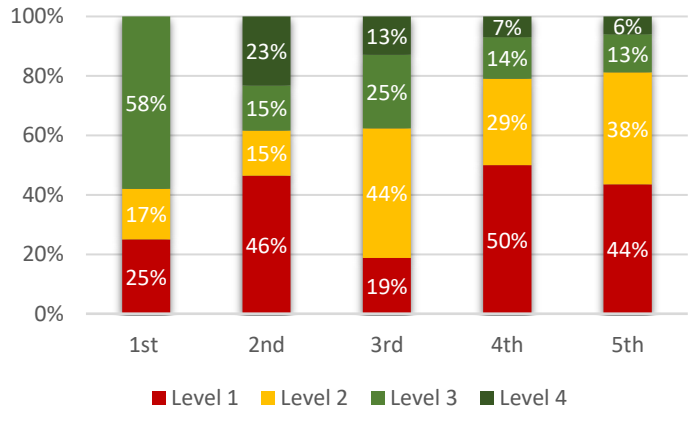
How many students were enrolled at the beginning of the school year, by student demographics?



Star Early Literacy Skills & Star Reading Fall 2021 Performance Levels



Star Math Fall 2021 Performance Levels



SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Site Information

School Name: Carrolls Elementary

Principal: Julie Owens

Address: 3902 Old Pacific Highway S.

District: Kelso School District

County: Cowlitz

City, State, ZIP: Kelso, WA 98626

AVID Information

Elementary Sites

AVID Site Coordinator: Julie Owens – Principal

Number of AVID Elementary Classes: 2 AVID trained teachers

Grade Level(s) Implementing: K-5

Date First Implemented: August 2019

Secondary Sites

AVID Site Coordinator: _____

AVID Administrator: _____

Number of AVID Elective Sections: _____

Date First Implemented: _____

Site Goals Prepared By:

Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

Julie Owens - Principal
Danielle Lund – Kindergarten
Bella Schafer – 1st grade
Jamaica Hadaller – 2nd grade
Jamie Fischer – 3rd grade
Tiffany Pavey – 4th grade
Cindy Sherrell – 5th grade
Angie Blum – Specialist
Billea Smith – LAP/Resource
Rachel Isley – Para
Madeline Flint – Para
Alex Blum - TSEC

X _____
AVID Coordinator

X _____
District Director

Support Needs: At this time, our projected needs for support include: Professional development in Avid Strategies, WICOR, and the application of strategies in practice.

SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your SIP team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. I

SMART GOALS *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOALS**
Using STAR Data from the 2021 fall benchmarking window, 34% of students in grades 1-5 are currently at or above grade level benchmarking. The goal is to increase Carrolls' students' scores to show that 90% of students will make a year's growth by June 2022 as measured by STAR Math data. While kindergarten students engaged in the process of taking STAR Math, their data is not part of the percentage. In order to support this goal, the staff at Carrolls is going to focus on AVID strategies that will strengthen teaching and learning. These include intentionality in PLCs (culture) and organizational tools to help students' thinking and learning (instruction). This goal takes into account students currently well above their current grade level who may not make a year or more growth. Currently, Carrolls' teachers identified the second column of the CCI. By May 2022, Carrolls' teachers will identify within the third column of the CCI to utilize AVID binders/color-coded folders, portfolios of student work, and graphic organizers. A strategic focus on utilizing organizational tools will support teachers in implementing and refining instructional practices to increase student learning. Through the organizational lens of WICOR, students learn to manage materials, time, and self: practice methodical study habits in class that will carry over to home: plan and prioritize: engage in goal-setting, planning, and reflecting: and learn to strategically and intentionally take responsibility for their own learning. These skills will be fostered through color-coding of binders/folders/notebooks, graphic organizers, the focused note-taking process, goal-setting, and through collaborative study groups in the classroom.	**Domain:** INSTRUCTION **Indicator(s): 1.1.10 Organizational Tools**

This goal is a:

☒New Goal ☐Revised or Updated Goal
☐Continuing Goal

This goal supports:

☒Rigorous Academic Preparedness

☒Student Agency ☒Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic

☒Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

Math:20/21 Data

K – No 20/21 data
1st – No 20/21 data
2nd – 43% at or above grade level in STAR
3rd – 50% at or above grade level in STAR
4th – 22% at or above grade level in STAR
5th – 20% at grade level in STAR

Math:21/22 Data

K – % at or above grade level in STAR
1st – 36% at or above grade level in STAR
2nd – 30% at or above grade level in STAR
3rd – 37% at or above grade level in STAR
4th – 22% at or above grade level in STAR
5th – 18% at grade level in STAR

Data provided was gained from Spring 2021 STAR scores. It needs to be noted that this data is only for students who completed the STAR Math test for Spring 20/21 and are currently enrolled at Carrolls Elementary for the 21/22 school year. Therefore, this data may not be reflective of all students currently attending Carrolls Elementary in the 2021-2022 school year.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Intentional vertical PLCs and PLCs with Rose Valley teachers	PLC notes addressing analysis of data. Data driving instructional decisions.	Twice/month	K-5, specialists engage in the PLC process, review data, plan
Monitoring STAR data – Mastery Standards (AWSP 8.1, 8.2, 8.4, 3.1, 3.2, 3.5) Specialist – Use of graphic organizers for research in library	Monthly STAR reports and eVAL notes on sharing data with teachers. Using teacher provided formative assessments to align with STAR. SBA when available Student ability to self-start on a project, find evidence independently, cite sources	Monthly 3-5 times per year in library	Julie – Check in with teachers to determine supports needed and to celebrate growth. Julie will send monthly STAR reports to teachers. Teachers will use STAR in conjunction with formative assessments to guide teaching. Angie – 3-5 mini research projects during the year using graphic organizers, source citing format, "reliable sources", displaying learning information using technology.
K We will meet as a K-1 PLC to review STAR data and use that assessment data to improve our instructional practices.	We will use monthly STAR reports to monitor progress, as well as log our PLC meetings on the PLC document.	Twice a month	K-1
1 We will meet as a K-1 PLC to review STAR data and use that assessment data to improve our instructional practices.	We will use monthly STAR reports to monitor progress, as well as log our PLC meetings on the PLC document.	Twice a month	K-1
2 Students will work on goal setting activities to work towards growth each month on STAR Small group work will be tailored to STAR data to work on deficits and weaknesses shown in the test data.	Monthly Star report data to drive instruction in small group setting.	Monthly	Students will be involved to work toward goals in every day instruction during daily 5, small groups and large group lessons. Communication with LAP teachers will also help guide our work.
3 The action steps that will generate improvement will be student data tracking and goal setting. The students will graph their Star data over time and make goals. I will also use acceleration versus remediation and pull small groups to differentiate instruction.	I will use monthly Star reports to monitor progress.	The students will graph and set goals once a month based on their most recent Star data.	Myself and the students.
4			

Multiplication Fact Practice using XtraMath.com, Flashcards, and/or Games	STAR Reports	2x/week and monitor STAR growth every 6 weeks	Tiffany
5 Multiplication Fact Practice using XtraMath.com, Flashcards, and/or Games	STAR Reports	2x/week and monitor STAR growth every 6 weeks	Cindy

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

We will utilize STAR reports to identify areas of need for students based on standards. Teachers will utilize a 25 minute intervention time that is built into the master schedule to focus on targeted supports in math for students. Using instructional materials such as binders and color-coding will help students organize their materials and the use of graphic organizers in math will support students with organizing their thinking. Teachers will ensure they are using district-adopted materials to guide their work and supplement with areas where the current adopted materials do not meet the needs of students/standards. Gunnar & Tony W will be utilized to support math. Angie adds math/counting/patterns into PE/Music. Teachers will share their focus with Angie and she can add this into her work.

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
Currently, 2 Carrolls teachers have received training (multi-day sessions) and 1 administrator has received training through AVID Summer Institute in AVID WICOR methodologies, therefore, the current data indicates, based on the CCI, that Carrolls falls within the first column, "The AVID Site Team is not trained in AVID WICOR…" by August, 2022, Carrolls AVID Site Team would like to fall into the "(at least 60%)…" A strategic focus on being trained in AVID WICOR methodologies by teachers ensures teachers, leadership, and staff receive professional learning related to AVID WICOR strategies and methodologies to ensure college readiness for students. With a focus on **all** teachers being trained, it provides equity across the building as there will be a focus on **all** students receiving intentional instruction in: Writing to Learn to process and retain their learning (note-taking, learning logs, quick writes) in order to make sense of information: Inquiry that supports moving the student to action through explicit and implicit questions (SE1) that drive students in working through ideas to reach a solution. Inquiry supports students in the analysis and synthesis of materials to clarify their own thinking (SE1, SE2, SE4, SE5) and to probe peers' thinking for a deeper level of understanding (SE3, SE2) within an environment that is safe to take risks and to engage in authentic inquiry (CEC4, SE5, PCC5): Collaboration supports students in building positive interdependence while working with others toward a common goal – this supports students in increased motivation and attention to rigorous learning opportunities: Organization helps students find and refine systems for recording work and their thinking, making sense of and organizing materials, goal-setting and monitoring outcomes, and being self-reliant: Reading to Learn provides students an opportunity to develop skills by practicing close and critical reading where they focus on reading for meaning and to gain meaning, understanding, and knowledge from their materials.	**Domain:** SYSTEMS **Indicator(s): 2.4.11 - Training in AVID WICOR methodologies**

This goal is a:

☒New Goal ☐Revised or Updated Goal

☐Continuing Goal

This goal supports:

☒Rigorous Academic Preparedness

☒Student Agency ☒Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

Established baseline of 2 teachers having had some sort of access to AVID training (multi-day). Since Carrolls is a small staff, all 6 classroom teachers, 1 specialist, 1 LAP/Resource, 1 counselor, and 1 admin are all integral components of the AVID Site Team. We would like at least 60% of staff trained in AVID WICOR methodologies.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Attending AVID Summer Institute and/or a 2-day session on WICOR strategies	Attendance logs	Attend by August 2022	All classroom teachers (except 2/4), counselor, specialist and SPED. When an opportunity presents itself, staff will sign up for training
WICOR PD through AVID site team meetings (AWSP 1.1, 1.2, 1.5, 4.2, 5.1, 8.1, 8.2)	Monthly AVID agenda	Sept 2021-May 2022	Dr. Owens, principal, will provide PD at AVID Site Team meetings. Will check in with teachers for extensions or modified supports to meet the needs of learners in the classroom utilizing WICOR strategies.
Site visit to Monticello	Sub time in building for teacher release	October 2021-March 2022	k-5 teachers visiting classrooms to observe WICOR strategies – come back and share out with AVID Site Team
Aligning work from CMS to Carrolls (AWSP 1.4, 7.3)	Notes – strategies tried in classrooms.	October 2021-May 2022	Julie reach out to: Ryan Prothero & Sierra Wishard.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

District funding to support small schools without a budget to send teachers for AVID Summer Institute.

Contacting Lacey DeWeert and inviting her in to some AVID meetings to guide the work we are doing.

Connecting with Sierra Wishard/Ryan Prothero @ CMS to share WICOR strategies

Funds for sub release time to visit Monticello or other AVID sites.

Using MyAVID for staff PD opportunities

Connecting with Wallace/Rose Valley

Funds to purchase AVID Books

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
Currently, the Mission and Vision statements of Carrolls Elementary align with the first column of the AVID CCI. By May 2022, Carrolls AVID Site Team and Tier I team will work to re-envision the Mission and Vision of Carrolls to become Sustaining AVID Schoolwide in the last column. A strategic focus on aligning the school's mission and vision with AVID and the district will impact student learning by setting the tone that promotes college, career, military, trade readiness through high expectations for all students. The specific work of aligning Carrolls' mission and vision statement to AVID's philosophy ensures a focus is on open and equal access to rigor and that resources are available to promote high expectations for **all** students.	**Domain:** LEADERSHIP **Indicator(s): 3.1.1 School mission and vision are aligned with AVID**

This goal is a:

☒New Goal ☐Revised or Updated Goal

☐Continuing Goal

This goal supports:

☒Rigorous Academic Preparedness

☒Student Agency ☒Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

The current data gathered is the Mission Statement found on Carrolls' webpage. Currently, there is not a vision statement. Additionally, our mission is not found on pertinent documents such as parent newsletters, around the building, email taglines, etc.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Researching other mission/vision statements	Copies of missions/visions individuals appreciate with aspects to include	October 2021-December 2021	Staff – research different missions/visions of schools.
Utilize AVID Site team time, school WER time, and staff meetings to unpack mission and vision statements. Work to refine Carrolls' mission and vision to show alignment to KSD and AVID philosophy. (AWSP 1.2, 1.4, 1.5)	Updated mission/vision statement	January 2022-April 2022	AVID Site team, staff – collaborate to identify the key identifiers of who we are at Carrolls, what we believe, and how we will get there.
Create email signature	Email signature	June 2022	All staff – include the updated mission statement on email signature
Carrolls' updated mission/vision present on Newsletters (AWSP 1.1, 7.1)	Monthly newsletters	May 2022	Sheri and Julie will ensure each newsletter that goes out has the school's updated mission/vision present

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

AVID's mission & vision statement
KSD's mission & vision statement
Other schools' missions & visions
Contact Lacey DeWeert for support in tightly aligning the work

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
Based on the AVID CCI, Carrolls' teachers currently score in the second column. By May 2022, the goal is for Carrolls' teachers to score within the fourth column. Currently, 0 teachers make a bi-monthly commitment to intentionally PLC with a Rose Valley (or another school) or another Carrolls' teacher. By May, all teachers will make a bi-monthly commitment to intentionally PLC with another teacher/grade level, etc. Teachers will reflect upon how the PLC supported their intentionality with teaching and how it supported student growth. This will be evidenced through PLC notes shared in the Carrolls schoolwide drive. Through the lens of intentional culture of PLCs, teachers engage with one another and establish a mindset that all students can and will benefit from rigorous and challenging coursework. Teachers build capacity to work in collaborative teams that intentionally focus on common goals for the improvement of student learning. Teachers work with one another to identify needs of individual students and problem solve to intervene for each student. Through the analysis of assessments and progress monitoring, teachers can identify needed interventions and enrichment activities to impact student learning.	**Domain:** CULTURE **Indicator(s): 4.1.2 – Collaboration through PLCs**

This goal is a:

☒New Goal ☐Revised or Updated Goal

☐Continuing Goal

This goal supports:

☒Rigorous Academic Preparedness

☒Student Agency ☒Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

Teacher input on not yet intentionally planning with other teachers to include WICOR or other AVID strategies. Currently baseline is 0 teachers, moving up to all teachers at Carrolls.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Julie will input PLC notes into eVAL and check with teams on identified needs for student support. (AWSP 1.1, 1.2, 1.3, 5.2, 5.3)	PLC notes uploaded into eVAL	Throughout the year	Julie will input PLC notes into eVAL and check with teams on identified needs for student support.

Intentional vertical PLCs and PLCs with Rose Valley teachers	PLC notes addressing analysis of data. Data driving instructional decisions.	Twice/month	K-5, specialists – PLC, review data, take notes
Angie – Music PLC	Engagement of students – based on 5 minute tally at other schools	Twice monthly, or more	Angie – music teachers at other elementary buildings. Gen music teachers
LAP/Resource - aligned/intentional/structured/ routine based interventions in the areas of academics, adaptive, and social/emotional learning for students.	Evidence we will use to measure progress include data collection, STAR progress Monitoring, Benchmarking data for Intervention Screeners, and Collaboration with teachers and other instructional providers for students.	An appropriate timeline for the action steps include, but not limited to: Daily – Data Collection for small groups, observations, goal check-ins. Weekly – Review of daily data, group fluency assessments, goal tracking. Monthly – STAR Assessments, Adjustments to instruction material, as needed. Quarterly – Benchmarking, Group adjustments to support student needs, if necessary.	General education teachers will support in data collection in the classroom to support small group intervention. LAP Paras/Teacher will use district approved intervention materials to assess and support students' academic needs. Resource Para/Teacher will do daily instruction in goal related areas, support students in their classroom with accommodations/modifications and collect data and progress monitor regularly.
K We will have intentional PLCs as a K-1 team twice a month.	We will use PLC forms to set intentions and track our PLC time.	Twice a month	K-1
1 We will have intentional PLCs as a K-1 team twice a month.	We will use PLC forms to set intentions and track our PLC time.	Twice a month	K-1
2 I will work with staff members either within the building or in other buildings at least once a month to intentionally work towards outcomes to increase student growth and learning	I will use PLC notes added into EVAL as well as our school wide drive to show evidence of these meetings.	At least one time monthly	Jamaica-participant/facilitator Other Staff members decided upon by dates on PLC notes taken at previous meetings.
3 I will PLC with another teacher from our school once a month during School WER's and I will PLC with the K-2 team once a month during a school or teacher WER.	I will use PLC notes to document the PLC's.	Twice/month	K-5, Specialists

4 Scheduled PLC with Cindy/5th Grade bi-monthly	PLC Notes addressing current STAR data and xtra Math data	Twice/Month	Cindy and Tiffany
5 Scheduled PLC with Tiffany/4th Grade	PLC Notes addressing current STAR data and xtra Math data	Twice/Month	Cindy and Tiffany

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Team's own PLC form/notes the first few months and transition to district/Carrolls PLC form

Utilizing time during teacher WER & part of school WER

Access to team members at other schools or district support personnel

Marzano's book to provide PD on PLCs

Gunnar's additional guiding questions:

Considerations as you finalize your SIP:

- ✔ As a result of your SIP, what will be the measured student learning outcome(s)? As staff, we will specifically focus on Math, utilizing STAR data as our guide to compare Spring 2021, Fall 2021, and Spring 2022 benchmarking windows. This will be further broken down by student to look at a year's growth for measuring as a second data point and an additional place to continue the work into the 22-23 school year.
  Additionally, students will gain skills in AVID organizational strategies to include color-coding in their classrooms (binders, folders, notebooks), fluidity in using a variety of graphic organizers, and utilize strategies in reviewing notes through multiple points in time to increase retention of information.
- ✔ As the principal or assistant principal, how is your role or action steps explicitly stated so it reflects your Cycle of Inquiry? *(As principal, I am charged with pulling STAR data to review it and support teachers and our LAP teacher. I provide time for teachers to PLC during 1 school WER (1 hr if available)/month, I provided the district template and allowed teachers to transition to using the district template to build their skills and efficacy in taking notes while meeting then moving to a designated form. Measureable outcomes will include student growth, uploaded PLC notes into eVAL for teachers, AVID strategies shared during monthly AVID site team meetings, and continued progress on aligning Carrolls' mission/vision to AVID and the district.*
- ✔ What are the AWSP Leadership Framework Indicators you are focusing on in your Cycle of Inquiry? 1.1, 1.2, 1.3, 1.5, 3.1, 3.2, 3.3, 3.4 (need to continually revisit SIP to see if this is the right focal area and adjust supports as needed), 3.5, 4.2, 5.1, 5.2, 5.3, 7.3, 8.1, 8.2, 8.4
- ✔ What is the priority AVID CCI Indicator your team is focusing upon within each of the Domains? *(While only the MAIN indicators from each domain are highlighted in the above SIP, other indicators are supported throughout the school and within the work on the SIP. The MAIN AVID indicators are:* **Domain:** INSTRUCTION **Indicator(s): 1.1.10 Organizational Tools, Domain:** SYSTEMS **Indicator(s): 2.4.11 – Training in AVID WICOR methodologies, Domain:** LEADERSHIP **Indicator(s): 3.1.1 School mission and vision are aligned with AVID, Domain:** CULTURE **Indicator(s): 4.1.2 – Collaboration through PLCs**

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Carrolls

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: Julie Owens	
Teacher: Jamie Fischer	
Teacher: Bella Schafer	
Teacher: Jamaica Hadaller	
Teacher: Danielle Lund	
Para : Madeline Flint	
TSEC : Alex Blum	
Teacher - Tiffany Pavey	
Teacher - Cynthia Sherrell	
Teacher - Angie Bayer-Blum	
Para - Rachel Isley	
Teacher - Billea Smith	

LEXINGTON

2021-2022

ELEMENTARY

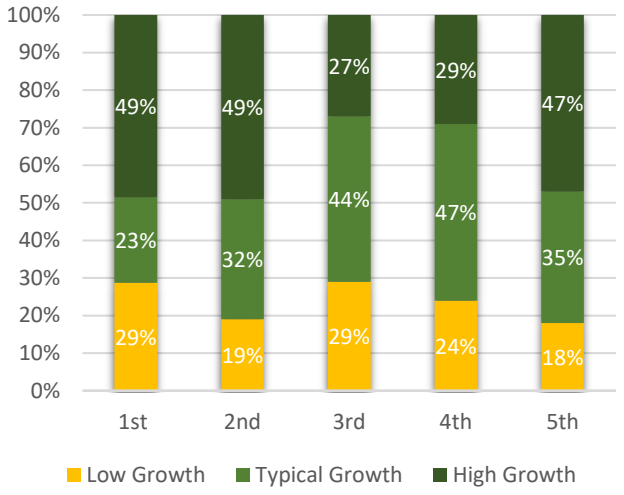
SCHOOL IMPROVEMENT PLAN (SIP)

Beacon Hill Elementary School

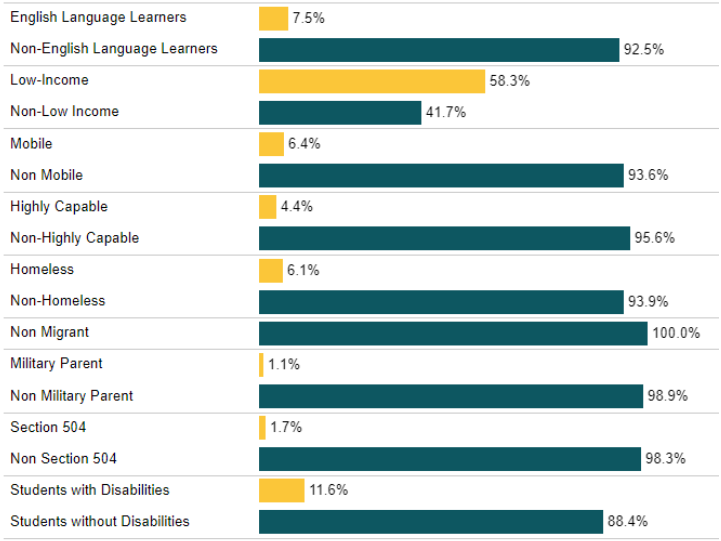
SCHOOL IMPROVEMENT DATA

2020-2021

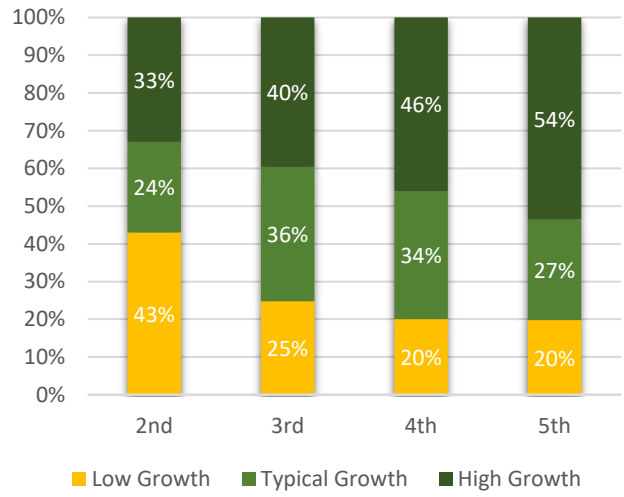
Star Math Fall to Spring 20-21 SGP



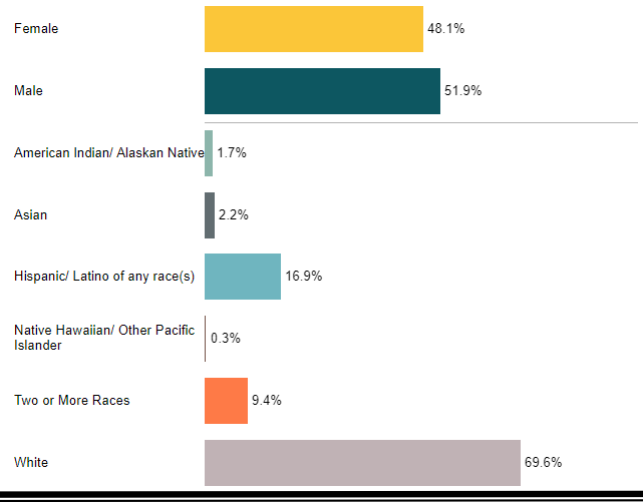
How many students were enrolled at the beginning of the school year, by student program and characteristics?



Star Reading Fall to Spring 20-21 SGP

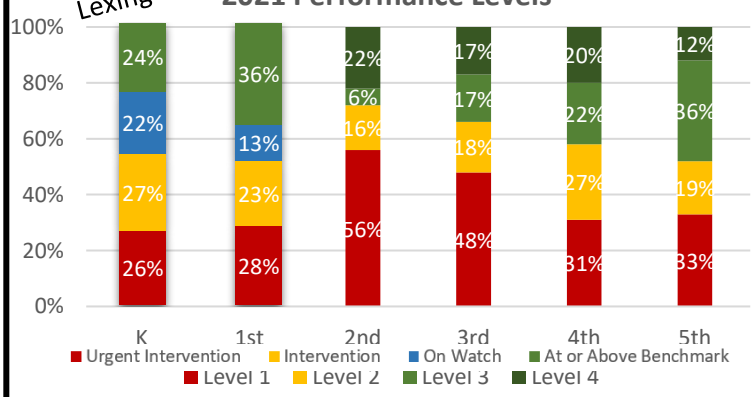


How many students were enrolled at the beginning of the school year, by student demographics?



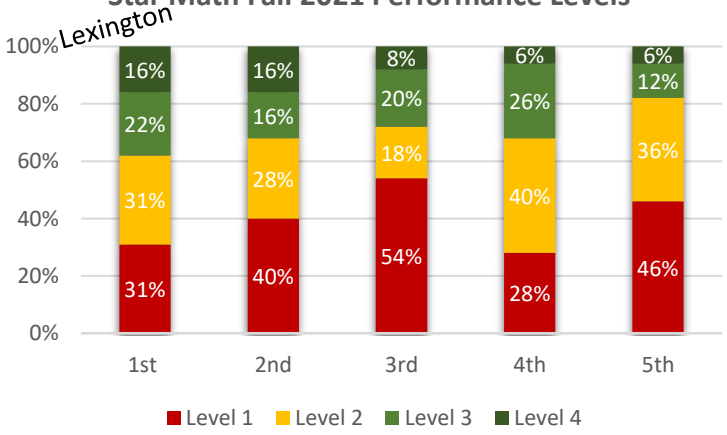
Star Early Literacy Skills & Star Reading Fall 2021 Performance Levels

Lexington



Star Math Fall 2021 Performance Levels

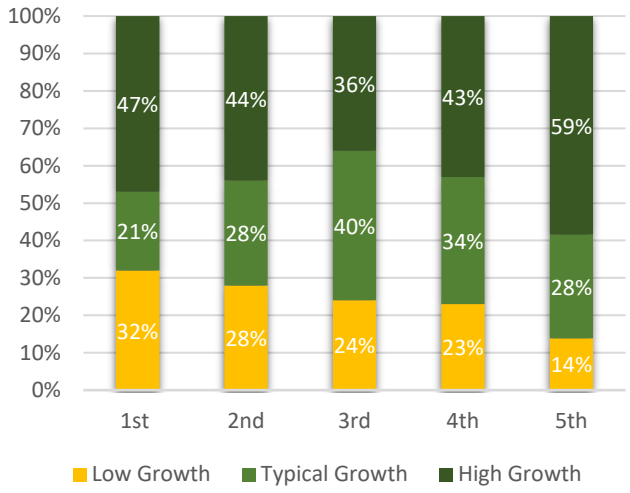
Lexington



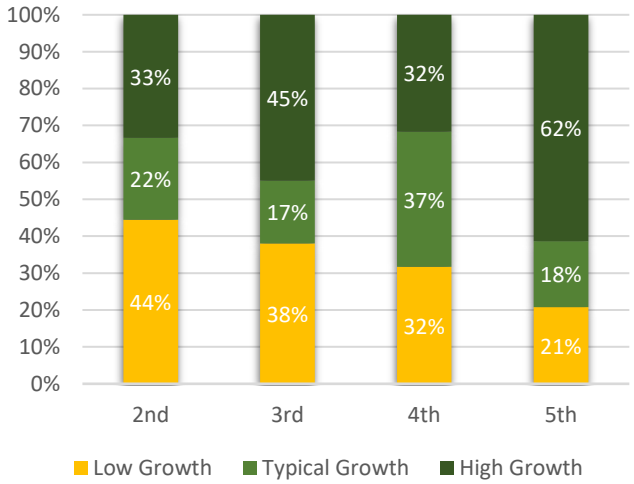
Catlin Elementary School

SCHOOL IMPROVEMENT DATA
2020-2021

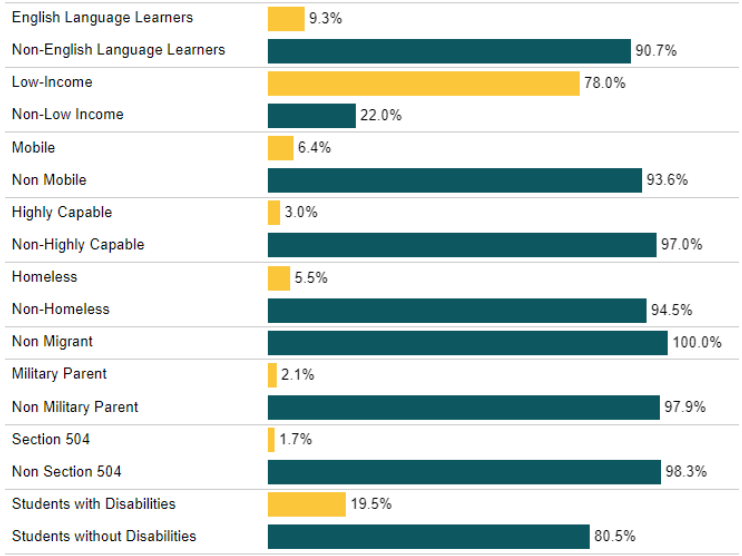
Star Math Fall to Spring 20-21 SGP



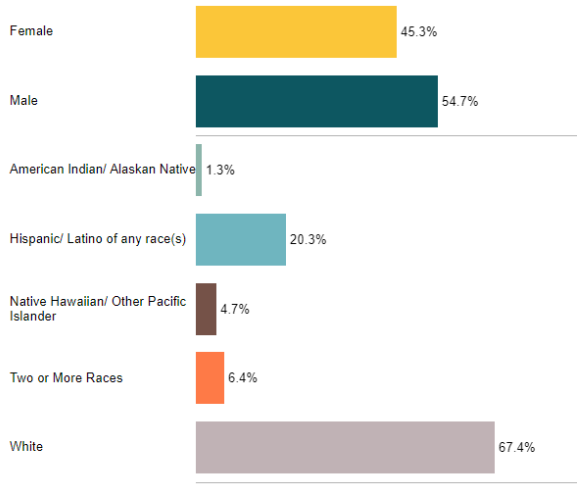
Star Reading Fall to Spring 20-21 SGP



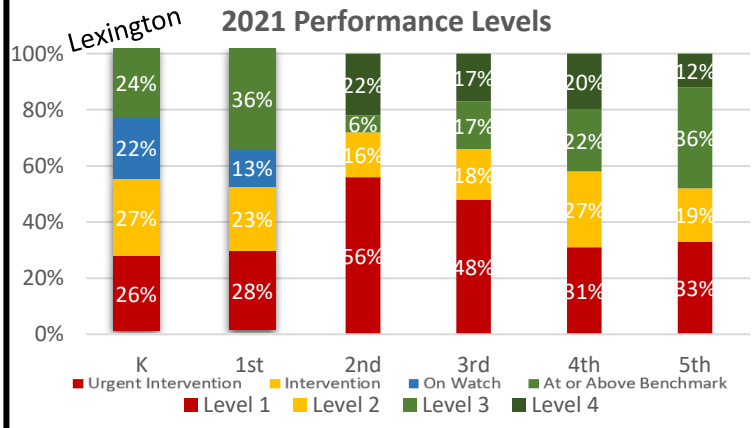
How many students were enrolled at the beginning of the school year, by student program and characteristics?



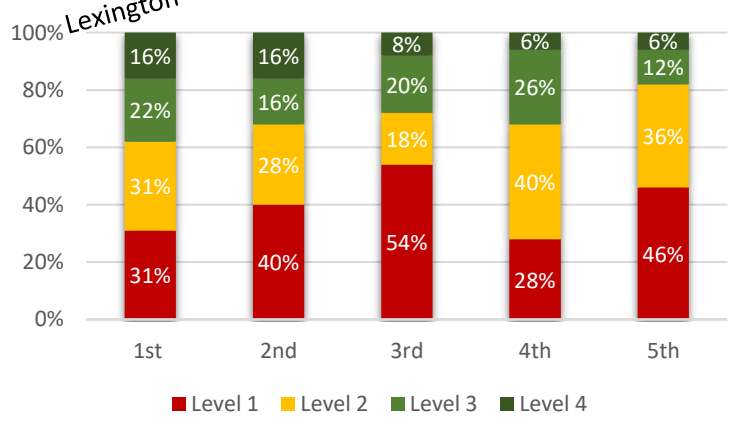
How many students were enrolled at the beginning of the school year, by student demographics?



Star Early Literacy Skills & Star Reading Fall 2021 Performance Levels



Star Math Fall 2021 Performance Levels



SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Site Information

School Name: Lexington Elementary School

Principal: Tim Yore

Address: 200 Boardwalk Way

District: Kelso School District

County: Cowlitz

City, State, ZIP: Kelso, WA 98626

AVID Information

Elementary Site

AVID Site Coordinator: Elizabeth Muir & Tara Micheletto

Number of AVID Elementary Classes: School-wide

Grade Level(s) Implementing: K-5

Date First Implemented: 09/20/21

Site Goals Prepared By:

Please include the name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

Tim Yore, Principal Lynette Oswald, Asst. Principal Tara Micheletto, Asst. Principal/AVID Site Coordinator

Elizabeth Muir, Title/LAP,AVID Site Coordinator Christine Ott, 3rd Grade Teacher Taylor Atkins K-2 STEAM Teacher

Stacey Booth, Kindergarten Teacher Katie Watkins, Second Grade Teacher Rebecca Huhta, Fourth Grade Teacher

Jeannie Reveal, Fifth Grade Teacher Jenee Erickson, Fifth Grade Teacher Erin Sasser, Counselor

XDistrict Director X AVID Coordinator

Support Needs: At this time, our projected needs for support include:

SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your SIP team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable.

SMART GOALS

What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)

CCI DOMAINS/INDICATORS aligned with the GOALS

Domain: INSTRUCTION

Indicator(s): I.I.I0 AVID Organization tools

ELA - Our most recent SBA data reveals 3-5 grade results are near 50% proficiency on the English Language Arts assessment.

GOAL STATEMENT

- 80% of students will show high growth (more than 1.0 years growth by June 2022 in Reading) as measured by STAR.
- By June 2022, 30% of students identified to receive intervention services will show improved growth to exit intervention services, as measured by STAR data in June 2022.

This goal is a:

☐ New Goal X Revised or Updated Goal

☐ Continuing Goal

This goal supports:

X Rigorous Academic Preparedness

☐ Student Agency ☐ Opportunity Knowledge

This goal integrates with other plans:

X Title I Plan X District Strategic

☐ Plan Other:

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

- STAR
- WAKids
- SBA Interims
- SBA fall and spring Summative
- Unit Assessments
- 95% group, PASI, PSI
- Daily Classroom Assessments aligned with Success Criteria

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Distribute binders/folders/notebooks	Binders/folders/notebooks	Start of school year to the end of the school year	Teachers
Routine use of binders/folders/notebooks	Check in during site meetings to reflect and add accountability for teachers	Ongoing	Teacher and students
Ongoing binders/folders/notebooks checks	All students will have binders/folders/notebooks with appropriate materials designated to correct colors	On going, monthly, after each unit	Teachers and students
Modeled through Staff notebooks	Staff bring binders to staff meetings to incorporate AVID strategies and notetaking within	Ongoing during staff meetings and as a reference point	Teachers, Yore, Oswald, Micheletto

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- *ReadyGEN* curriculum will be fully implemented in alignment with District expectations for year 4, becoming the first resource used by all K-5 staff to address grade-level ELA standards.
- Teachers will design and deliver instruction in a manner that strictly adheres to the domains enumerated in the CEL 5D+ Model.
- A district-wide focus for classroom instruction is to clearly identify learning targets for each reading, writing, math, and science lesson, using the “I can . . . This means . . ." format. Lexington teachers focus on delivering direct instruction that is aligned to the academic language embedded in learning targets. They are expected to explicitly state the goal of a lesson at its beginning, to have learning targets posted, and to help students know and understand the learning objective in each lesson.
- School WERs will have a dedicated time for PLC work. Teachers have this time available to collaborate on data review, student growth, Teacher Professional Evaluation Process (TPEP), Cycle of Inquiry projects, student learning goals, and instructional planning.
- On Wednesdays, Title 1/LAP paraeducators conduct progress monitoring of students and/or receive specific instructional training provided by the Title 1/LAP Specialists. Training for paraeducators is provided for strategies and interventions needed to meet educational goals identified by teachers and Title 1 Specialist—both content strategies and instructional behaviors (e.g., active engagement, redirecting students who are off-task, multiple repetitions for new learning, how to adjust intensity, praise and correction feedback, Template strategies, student learning research).
- The most at-risk students are identified in reading. A school-wide “Walk to Read” program is fully implemented. Pull-out/push-in intervention group size goal is to keep intervention groups smaller for more intensive support. As students make significant

gains, they may exit the program and more students are added to the intervention groups.

- Planning, training, and scheduling of paraeducators support a school-wide plan to increase academic intervention time for students not meeting grade level expectations. Paraeducators are scheduled for reading and math interventions in 15-30 minute blocks, four to five days a week. Students may be served in either pull-out, push-in, or a combination of both. The service model is determined by the teachers and Title 1 specialist based on students' needs. During times when students are in small group pull-out intervention, teachers are providing tiered small group instruction for those students who are in class.
- Title 1 incorporates pull-out services this school year in addition to some push-in services. The combination of these models provides additional opportunities for addressing differentiated needs.
- Teachers meet monthly (or more frequently, as needed) with the Title 1/LAP Coordinator to discuss student growth, specific learning needs, progress monitoring, and interventions.
- Teachers in grades 1 – 5 will test all of their students with STAR and be able to pinpoint the need for intervention, grade level or acceleration. STAR reports will be analyzed to inform instructional decisions in and outside of core.
- Data Dives will occur at the conclusion of each Benchmark Testing Window with grade level teams and the school data management coordinator..

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL

What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)

By May 2022, the AVID Site Team will have met monthly to discuss, support, and implement AVID Elementary as identified in our School Improvement Plan including providing professional development opportunities, coaching/modeling, and PLC time around AVID implementation.

CCI DOMAINS/AWSP INDICATORS aligned with the GOAL

Domain: SYSTEMS

Indicator(s): II.I.3 Quality of Implementation

This goal is a:

X New Goal ☐Revised or Updated Goal
☐Continuing Goal

This goal supports:

X Rigorous Academic Preparedness

☐Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

X Title I Plan X District Strategic

☐Plan Other:

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

- AVID Site team
- WER and Staff meetings
- PLC's with grade levels
- Star Assessment Data
- PSI Screener data
- Teacher feedback

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
District provided PD opportunities to connect with AVID strategies	Attendance	Ongoing	Lexington teachers attending PD
AVID Strategies demonstrated at staff meetings by AVID teachers	Binders and staff participation	Monthly	Lexington teachers participating in the meetings
Compose a Comprehensive Site Plan to incorporate Lexington's foundational goals for 2021-2022	SIP/Site Plan	By October 31st	Site Team, Title/LAP Coordinators, Data Coach, AVID Teachers-meet 2 times prior to deadline to review the goals and connect plan to the foundational goals
Evaluate Lexington's demographics/population to attend to the diverse populations and needs	STAR Data, OSPI Data, classroom assessments	Ongoing	Site Team, Admin, Title/LAP coordinators, AVID Teachers analyze data and utilize strategies within the classrooms to deliver rigorous instructional practices
Involving community agencies in college/career readiness informational sessions.	Schedules and agendas	January-May 2022	Counselors, outside agencies, Site Team
Family Involvement Nights	Family participation and surveys.	August-June 2022	Title/LAP coordinators
Teacher/Parent Compacts	Signed compacts.	Distributed/explained during conference. Accountability throughout the school year.	Title/LAP coordinators and classroom teachers.
Attendance tracking	Student attendance trackers	September 2021-June 2022	Students and Classroom Teachers
College and Career Readiness Opportunity	Student letters to research college and career choices	January-June 2022	Elizabeth M., Intermediate students

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- Use of AVID Site/SIP Plan
- Exploration of PLC opportunities from Teaching and Learning, District Specialists
- Allocating funds for PLC opportunities
- Consistent review of AVID Months at a glance calendar
- Incorporating MyAVID training modules during opportune times
- ReadyGEN curriculum usage with fidelity
- Open Court usage with fidelity
- Reviewing Site Team Agenda/minutes for dissemination information of instructional best practices
- Individual teacher SIP goals applied to COI

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL

What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)

By May of 2022, at least 30% of the School Leadership Team will be on the AVID Site Team, including administration, AVID Elementary teachers, a counselor, and/or instructional specialists. The SLT, AVID Site Team, and administration will collaboratively make decisions that promote college readiness and high expectations of students.

CCI DOMAINS/INDICATORS aligned with the GOAL

Domain: LEADERSHIP

Indicator(s): III.2.4 AVID Site team composition

This goal is a:

X New Goal ☐Revised or Updated Goal

☐Continuing Goal

This goal supports:

☐Rigorous Academic Preparedness

☐Student Agency X Opportunity Knowledge

This goal integrates with other plans:

X Title I Plan X District Strategic

☐Plan Other:

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

- Previous Site Team composition
- AVID cessation for 2020-2021
- AVID Agenda and Minutes
- Staff meeting Agenda and Minutes

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Setting the AVID course for the 2021-22 school year.	Related material in binder. Exit slip responses indicate understanding	August 2021	Micheletto and Muir
Identify current team members and who should be added to the team.	New members attending meetings that align with missing roles (counselors and instructional specialist).	At the conclusion of each monthly meeting.	Muir and Micheletto
Ensure meetings are viewed as an efficient use of time and generating desirable outcomes.	Exit slip responses	At the conclusion of each monthly meeting	Muir and Micheletto
Counselors implementing the ASCA model.	Counselor report during AVID monthly meetings	Monthly and WER:School	Admin and counselors
Consistent invitation reminders prior to each monthly AVID site team meeting.	Emails and Sign-in sheets	Monthly and ongoing	AVID Site team

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- Align AVID meeting agendas with identified best practices
- Align AVID implementation with counseling focus for the year
- Allocate funding for PD attendance for team members and identified participants
- Follow MyAVID recommendations for team participants and inclusion
- Feature AVID Strategies as determined by the team for WER

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL

What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)

As measured through our AVID Site Goals teachers will set goals to apply to their COI and end of year Eval from September 2021 to June 2022.

CCI DOMAINS/INDICATORS aligned with the GOAL

Domain: CULTURE

- **Indicator(s): IV.I.I WICOR, Scaffolding, Rigorous practices**

This goal is a:

XNew Goal ☐Revised or Updated Goal

☐Continuing Goal

This goal supports:

☐Rigorous Academic Preparedness

☐Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☐District Strategic

☐Plan Other:

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

- Established baseline includes fall state assessment results and STAR data in addition to classroom based assessments
- Data collected from individual and collaborative inquiries including formative and summative entries
- Spring summative assessment results including state assessments, STAR and classroom based assessments

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
AVID Meet the Eagle Signs	Displayed in each classroom/office and referenced	Ongoing	All Staff
College Pennants displayed	Staff and Student modeling	Beginning of Year	All Staff
Advertising college/career opportunities	College career attire	Every Wednesday throughout the year	Staff and Students
K-5 organizational tools WICOR (notebooks, binders, folders)	Student notebooks and organizational tools	Ongoing	K-5 Students
Staff Handbooks	WER: School-inserts and notes section	Monthly	All Staff
Common school-wide structures and routines around AVID strategies for Collaboration	Observation of collaborative work will show alignment of routines and structures.	Ongoing	All Staff

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- Implementation of benchmark data teams
- Presentation of modules related to each focus area
- Align practices with partnering elementaries that have successfully implemented the identified action steps.

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Lexington

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name		Signature
Principal:		
Secretary	Claudia Broschat	Cbroschat
Sped R	Shyla Jorgusen	Shyla
SPed SLC	Aaron Madsen	
Data	BeckyRichards	BeckyRichards
Title I/LAP	AnneMarie Zorn	AnneMarie Zorn
Teacher	Toni Gravelle	Toni Gravelle
Teacher	Christine Ott	Christine Ott
Counselor	Erin Sesser	
Counselor	Cami Rothwell	
Teacher	Taylor Atkins	
Asst. Principal	Lynette Oswald	
Asst Principal	Tara Micheletto	Tara Micheletto

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Lexington

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal:	
2nd grade teacher Cheryl Carson	Cheryl Carson
2nd grade teacher Elaine VanMil	Elaine VanMil
STEAM 3-5 Laura Uhrlaub	
1st grade Jennifer Phipps	Jennifer Phipps
SLC Grace Mendez	Grace Mendez
Counselor Cami Rothwell	
4th grade teacher Tammy Parsons	Tammy L Parsons
4th grade teacher Amanda Taylor	
5th grade teacher Hailey Allen	Hailey Allen
5th grade Teacher Jenee Erickson	
5th grade teacher Jeannie Reed	
5th Rachel Andreach	

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: _____

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal:	
Kindergarten Dani Freeman	
4th grade Rebecca Hutto	
resource para makenzie Stephenson	Maenzi Stephenson
Special Ed. Teacher Kelsey Davis	Kelsey Davis
2nd Grade Katie Watkins	Katie Watkins
3rd grade Kristy Boone	
Behavior Management Coach - Beth Wills	
1st Grade Kalyn Pearsall	Kalyn Pearsall

ROSE VALLEY

2021-2022

ELEMENTARY

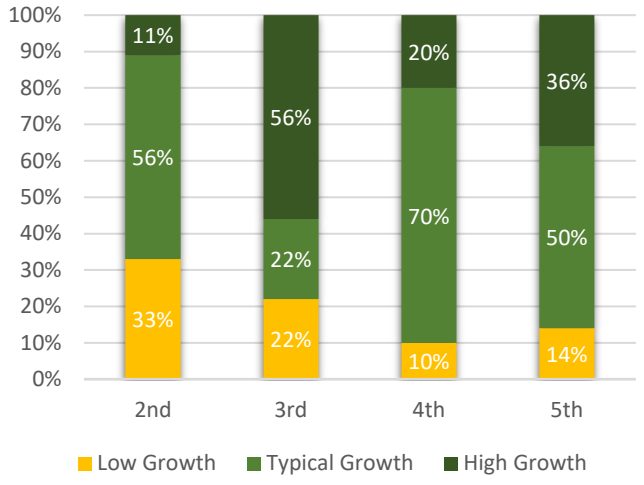
SCHOOL IMPROVEMENT PLAN (SIP)

Rose Valley Elementary School

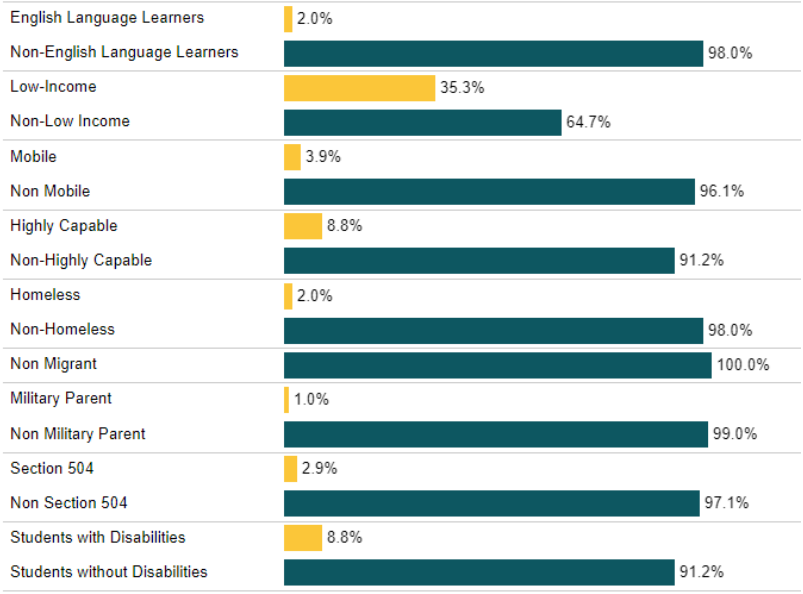
SCHOOL IMPROVEMENT DATA

2020-2021

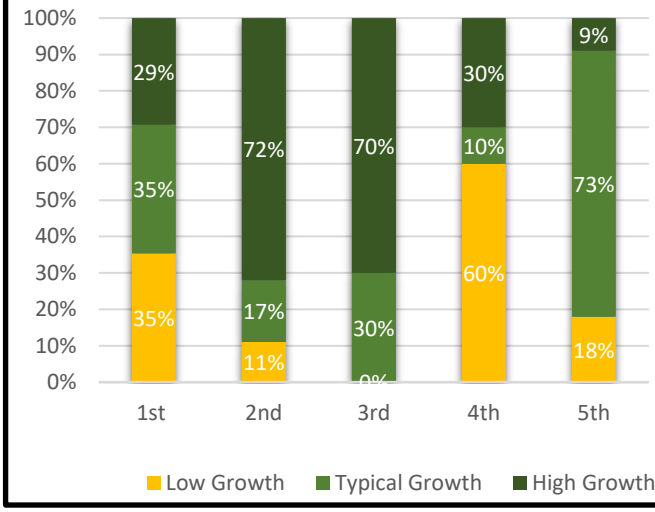
Star Reading Fall to Spring 20-21 SGP



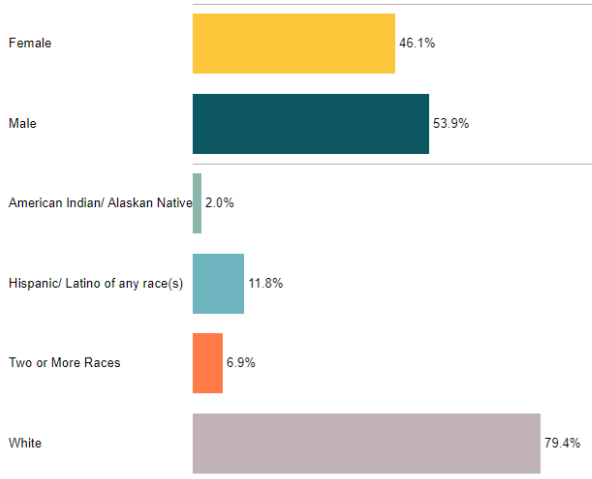
How many students were enrolled at the beginning of the school year, by student program and characteristics?



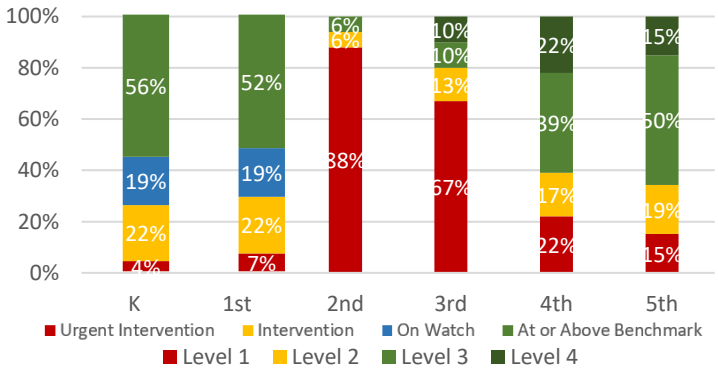
Star Math Fall to Spring 20-21 SGP



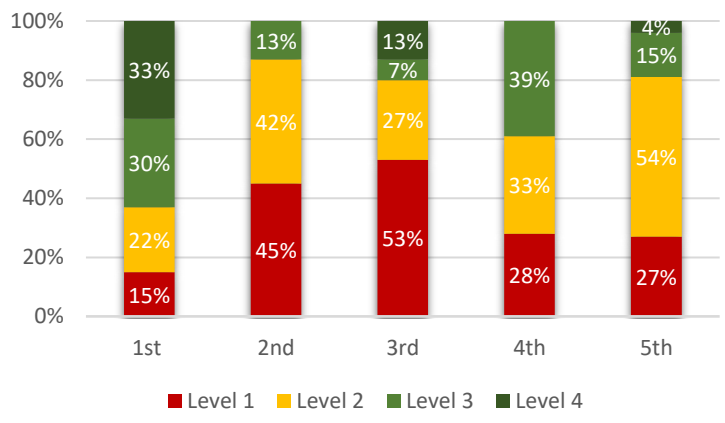
How many students were enrolled at the beginning of the school year, by student demographics?



Star Early Literacy Skills & Star Reading Fall 2021 Performance Levels



Star Math Fall 2021 Performance Levels



SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Site Information

School Name: Rose Valley Elementary

Principal: Brooke Henley

Address: 1502 Rose Valley Rd, Kelso, WA 98626

District: Kelso School District

County: Cowlitz

City, State, ZIP: Kelso, WA 98671

AVID Information

Elementary Sites

AVID Site Coordinator: Brooke Henley

Number of AVID Elementary Classes: 8

Grade Level(s) Implementing: K-5

Date First Implemented: September 2019

Secondary Sites

AVID Site Coordinator: _____

AVID Administrator: _____

Number of AVID Elective Sections: _____

Date First Implemented: _____

Site Goals Prepared By:

Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

Brooke Henley, Alicia Van, Lyndsey Wright, Colene Risner, Tony Whipps, Ann Houglum, Elaina Flores, Natalie Schneibel, Alison Latham, Denelle Davis, Janell Wheatley, Kristin McCormick

X _____
AVID Coordinator

X _____
District Director

Support Needs: At this time, our projected needs for support include:

Time during School WER, continued learning around MyAVID resources, and professional development on AVID strategies.

SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your SIP team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. I

SMART GOALS

What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)

MATH - Rose Valley students in grades 1-5 will increase proficiency levels in the STAR Math Assessments by 10% from the Fall 2021 to the Spring 2022 Benchmark. Specifically, 10% more students will be at levels 3 or 4 (proficient) rather than levels 1 or 2 (below proficiency). We will utilize interactive notebooks during math instruction in order to increase instructional rigor in all grades K-5. INBs will also be utilized in Special Education (Resource) instruction as well as during our STEAM (Science, Technology, Engineering and Mathematics) specialist.

This goal is a:

☒New Goal ☐Revised or Updated Goal
☐Continuing Goal

This goal supports:

☒Rigorous Academic Preparedness
☒Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic
☐Plan Other: _____

CCI DOMAINS/INDICATORS aligned with the GOALS

Domain: INSTRUCTION

Indicator(s):

1-Learning Through Writing

3-Focused Note Taking

4-Higher-Level Thinking

5-Structures for Inquiry

10-AVID Organizational Tools

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

The fall 2021 STAR Math assessment benchmark data shows that 27% of our students in grade 1-5 are at/above grade level (level 3 or 4). We could not use kindergarten data as they only have one data point in the STAR program.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Create progression document (below) to plan for INBs school-wide, professional development on INBs for staff	Teachers will use INBs in all K-5 classrooms in Math.	Fall – professional development for teachers on what INBs are and look like; create progression document (below)	Brooke – Research rigorous instructional practice of INB; provide aligned professional development on INBs for teachers; created shared leadership in the creation of the progression document (AWSP 3.1, 3.2)
K Pre-Teach INBs using a practice packet INB first before using spirals for INBs	Student progress in utilizing practice INB packets first in order to transition to spirals	Fall – begin practice INBs January – transition to spiral INBs	K-1 teachers will collaborate on student progress and plan for using INBs in spirals when they are ready
1 Pre-Teach INBs using a practice packet INB first before using spirals for INBs	Student progress in utilizing practice INB packets first in order to transition to spirals	Fall – begin practice INBs January – transition to spiral INBs	K-1 teachers will collaborate on student progress and plan for using INBs in spirals when they are ready
2 Students will create covers, table of contents, page numbers, learn input/output sides, sticky notes to keep their place, graphic organizers and vocabulary in IBs.	Criteria will be established by the teacher for how notes are taken, and that students improve when they do not meet the criteria	Mid-October – begin ELA INBs Late-October – begin Math INBs	2nd grade teachers to collaborate on INB structures and criteria for student notes
3 INBs to include highlighting and color coordination, free writes and reflection, and 3-column notes	Binder checks once a month for INBs	Fall – begin INBs in ELA and Math	3rd grade teacher to collaborate with 4th and 5th grade teachers on student progress with INBs and checks using rubric
4 Start with reading and writing INBs, and encouraging students to refer back to their INBs and interact with the notes	Student work and teacher master INB, as well as student self-assessment using the INB rubric	August – begin reading and writing INBs Mid-November – use rubric for pre-inquiry cycle data	4th and 5th grade teachers to collaborate on rubric and student self-assessment
5 Students create INBs in Reading and Math	Student self-assessment using the INB rubric	August/September – build structures and routines for INBs	4th and 5th grade teachers to collaborate on rubric and student self-assessment

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

MyAVID for professional development trainings and videos, AVID Foundations books, district ELA and Math coaches to support instruction, and teacher leaders within the school to share and demonstrate INBs, math talks, etc. to staff.

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL

What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)

100% of Rose Valley students in grades K-5 will implement organizational tools by June 2022. Teachers will assist students in utilizing backpack tags, daily school-to-home Classroom Connector folders, assignment agendas, and classroom binders. Student engagement will increase and lifelong learning habits will strengthen as a result of the system-wide use of organizational tools. Ultimately, student achievement in math will increase. Teachers will meet once a month to collaborate on these procedures and to review goals and progress in the ECCI.

This goal is a:

☒New Goal ☐Revised or Updated Goal
☐Continuing Goal

This goal supports:

☐Rigorous Academic Preparedness
☒Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic
☐Plan Other: _____

CCI DOMAINS/AWSP INDICATORS aligned with the GOAL

Domain: SYSTEMS

Indicator(s):

1-Site Plan

2-Collaboration on Access to Rigorous Curriculum

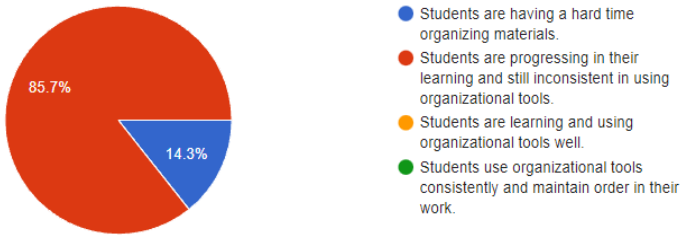
3-Quality of Implementation

4-Grade-Level Vertical and Horizontal Articulation

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

Baseline data from a teacher survey shows that students still need significant support and practice with organizational tools.



ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Teach and reinforce the use of backpack tags and the backpack, classroom connectors, agendas, and binders as organizational too.	Students use backpack tags, and students keep backpacks organized. Students bring classroom connectors back and forth to/from school and home each day. Students utilize teacher-created agendas to keep track of their day. Students and teachers utilize binders for organizing learning materials.	August/September 2021 teach backpack tags and backpack organization, as well as classroom connector folders. Winter 2021 collaborate on agendas and binders, and create a progression document for each grade level.	Brooke – work to order more supplies if needed. Teachers – teach routines for backpack tags, classroom connectors, agendas, and binders within the classroom. Brooke—provide opportunities for teachers to discuss agenda and binder routines, regularly monitor student binder check data, and to create a progression document. (AWSP 3.3, 3.4)

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

MyAVID, the AVID Elementary Foundations book lessons.

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL

What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)

By June 2022, Rose Valley teachers and staff in all areas of the school will embed our school's mission statement within our email signatures, family newsletters, staff bulletins, assemblies, and public communication on a regular basis. The focus on our school mission statement communication will result in an increase in school unity around our goals. This sense of community and a common direction will strengthen our school culture.

This goal is a:

☒New Goal ☐Revised or Updated Goal
☐Continuing Goal

This goal supports:

☐Rigorous Academic Preparedness

☐Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

7/17 full-time (at Rose Valley) staff members currently have our mission statement as an email signature. This baseline will give us an idea of who still needs to incorporate our mission statement into their email signature.

CCI DOMAINS/INDICATORS aligned with the GOAL

Domain: LEADERSHIP

Indicator(s):

1-School Mission and Vision are Aligned with AVID

2-Communicate School Mission and Vision to Stakeholders

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Created school mission statement spring 2020. Communicate mission currently in bulletins and newsletters. Encourage staff to embed mission statement in emails and family communications. Discuss as a staff on how to further embed the mission statement with students, staff, and families.	Staff and students will know the mission statement. Mission statement will be seen on all communications. Mission statement will be in all or nearly all of public events, spoken and/or referred to by presenters.	Fall 2021 - Teach staff how to put mission statement in email signature. Winter 2021 – Discuss ideas on how to get the mission statement out to the public more. Spring 2022—Look at creating a vision statement	Brooke, Natalie, Ann – teach staff how to embed email signature. Brooke – Lead discussion on mission statement. (AWSP 3.3)

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

MyAVID, time to discuss and support technology for embedding an email signature.

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL

What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)

During the 2021-2022 school year, Rose Valley teachers will engage in monthly grade-band PLCs to analyze data and prepare for rigorous instruction to close the achievement gap in mathematics. It is our goal to increase student academic achievement, strengthen current PLCs within the school, and foster community PLCs with job-alike peers in other schools. This should result in aligned curriculum and academic growth in math.

This goal is a:

☒New Goal ☐Revised or Updated Goal
☐Continuing Goal

This goal supports:

☐Rigorous Academic Preparedness
☒Student Agency ☒Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic
☐Plan Other: _____

CCI DOMAINS/INDICATORS aligned with the GOAL

Domain: CULTURE

Indicator(s):

2 – Collaboration Through PLCs

5 – College Pennants and Banners

6 – College Talk

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

Before this school year, teachers started to implement PLCs. In years prior, it was sporadic. We would like to see PLCs happen at least once a month for data analysis and to collaborate on rigorous instruction. At the start of the 2021-2022 school year, there were no cross-school PLCs happening. We would like to see an increase in Rose Valley and Carrolls PLCs.

Currently, teachers are strengthening their PLC practices with ELA, and we will transition this winter to a mathematics PLC around student data and interventions in math.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Establish PLC groups. Encourage the use of the PLC template. Schedule monthly PLC data dives for teachers.	PLC template completion. Observational data for conversations in PLCs	August – discuss PLCs September – Start monthly data PLCs Continue to hold PLCs once a month, at minimum	Brooke – Schedule, Accountability with PLC template Teachers—Dedicate time for additional PLCs as needed; learn how to and where to access PLC templates Brooke – Continue to learn effective PLC structures and strategies through Kelso School District's leadership opportunity through state supports Brooke—Analyze STAR Data as well as LAP and classroom assessment data in math and ELA. Present this to staff during monthly PLCs. Foster data-driven conversations around assessments, student core instruction, and interventions. (AWSP 3.1, 3.2, 3.3, 3.4)

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

AVID Foundations lessons on PLCs, Kelso School District PLC template, PLCs at Work documents and trainings

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: ROSE VALLEY ELEMENTARY

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Brooke Henley, Principal	
Alison Latham, Teacher	
Elaina Flores, Teacher	
Colene Risner, Teacher	
Ann Houglum, Teacher	
Tony Whipps, Teacher	
Natalie Schneibel, Teacher	
Denelle Davis, Teacher	
Lyndsey Wright	
Kelly Holter, para	
Teresa Melene-Para	

WALLACE

2021-2022

ELEMENTARY

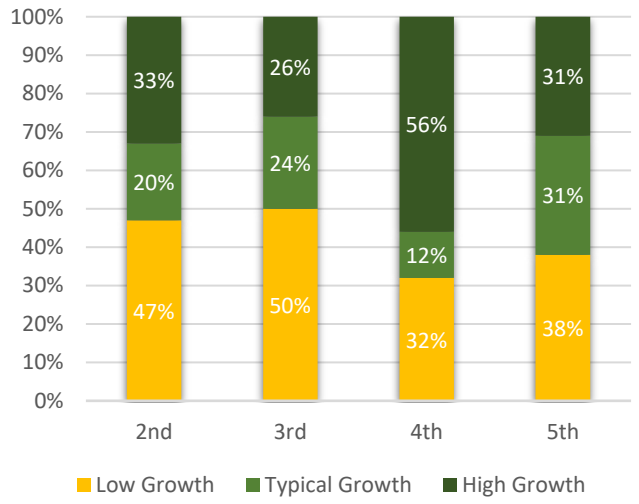
SCHOOL IMPROVEMENT PLAN (SIP)

Wallace Elementary School

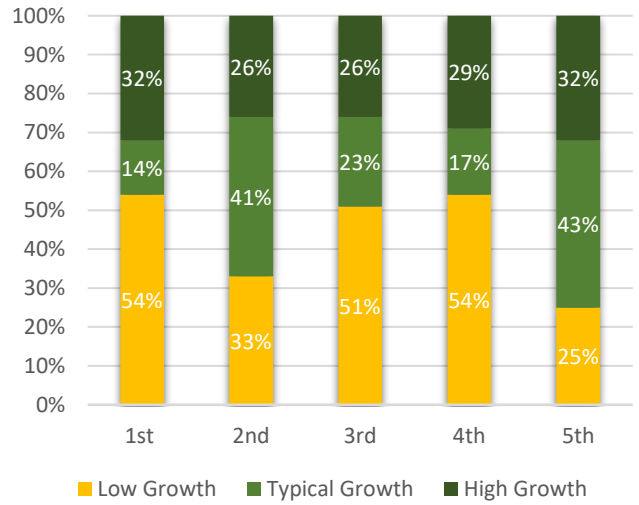
SCHOOL IMPROVEMENT DATA

2020-2021

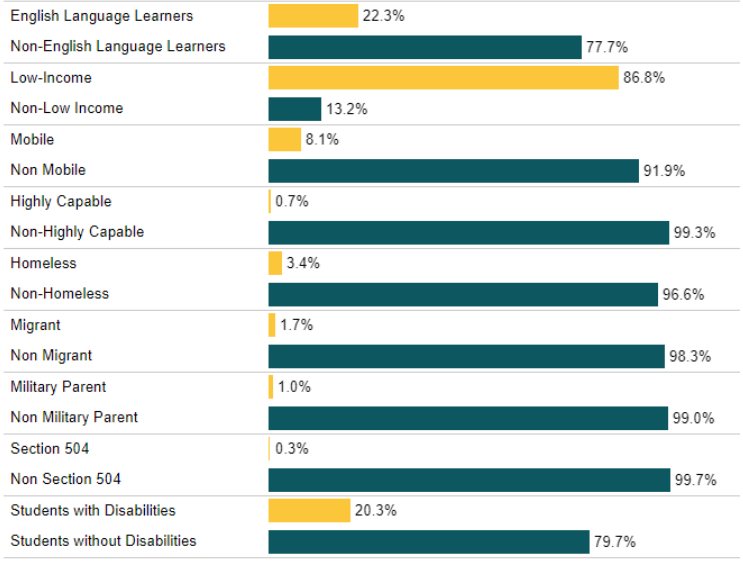
Star Reading Fall to Spring 20-21 SGP



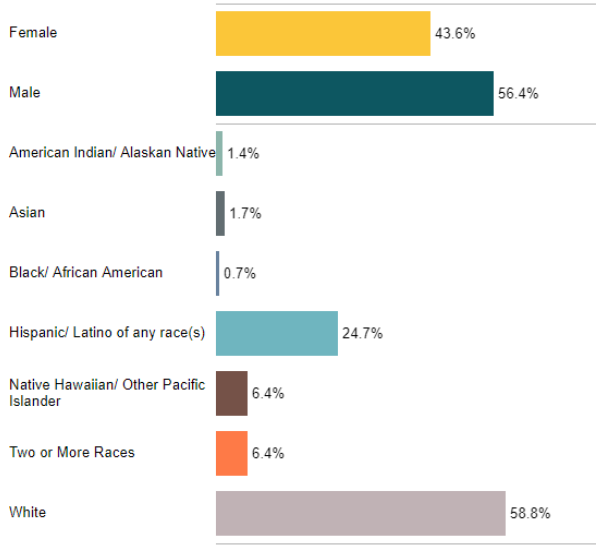
Star Math Fall to Spring 20-21 SGP



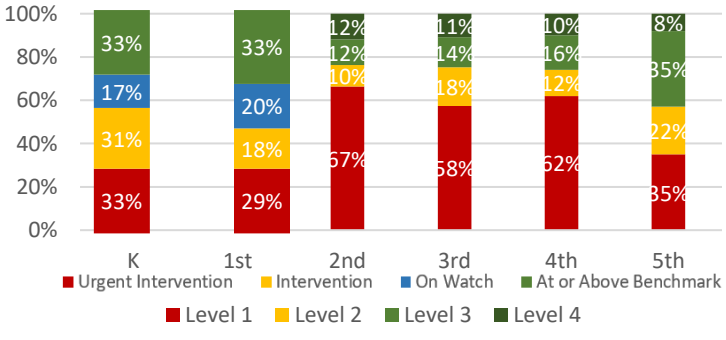
How many students were enrolled at the beginning of the school year, by student program and characteristics?



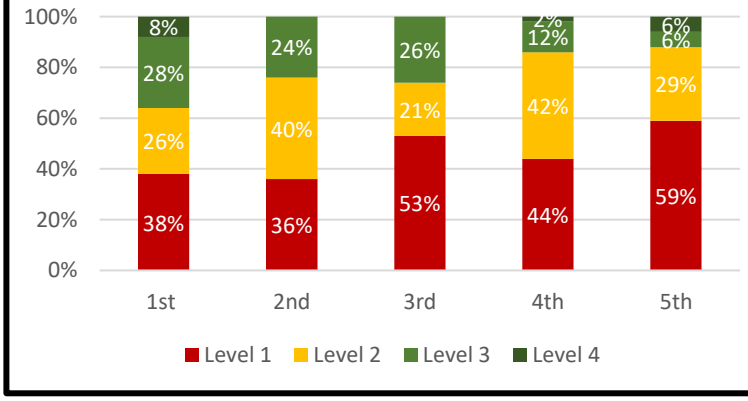
How many students were enrolled at the beginning of the school year, by student demographics?



Star Early Literacy Skills & Star Reading Fall 2021 Performance Levels



Star Math Fall 2021 Performance Levels



SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Site Information

School Name: Wallace Elementary

Principal: Ray Cattin

Address: 1213 S. 5th Ave.

District: Kelso School District

County: Cowlitz County

City, State, ZIP: Kelso, WA 98626

AVID Information

Elementary Sites

AVID Site Coordinators: Julie Toney/Tangi Bennett

Number of AVID Elementary Classes: 16

Grade Level(s) Implementing: K-5

Date First Implemented: August 2017

Secondary Sites

AVID Site Coordinator: _____

AVID Administrator: _____

Number of AVID Elective Sections: _____

Date First Implemented: _____

Site Goals Prepared By:

Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

Ray Cattin--Principal
Seth Peck—Asst. Principal
Julie Toney—STEAM teacher
Tangi Bennett—5th grade
Alysse Johnson--Kindergarten
Merissa Olsen--Kindergarten
Ashley Lowry—1st grade
Brianna Pearson—1st grade
Kalena Gillihan—1st grade
Kerry Farnham—2nd grade
Sue Junnikkala—2nd grade
Erica Buckhalter--3rd grade
Amber Fortner—3rd grade
Brittany Lee—3rd grade
Keri Klayum—4th grade
Atticus Tatum—4th grade
Jessica Carter—5th grade
Karen Anderson--PE
Abby Guttormsen--PE
Colleen Shuttleworth—Title/LAP Coordinator
Megan Yarroll—2nd grade

X _____ X _____

AVID Coordinator District Director

Support Needs: At this time, our projected needs for support include:

SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your SIP team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. I

SMART GOALS

What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)

At least 50% of teachers will routinely use WICOR strategies in at least one or more content areas.

CCI DOMAINS/INDICATORS aligned with the GOALS

Domain: INSTRUCTION

Indicator(s):

12 (WICOR Strategies)

This goal is a:

☐New Goal ☐Revised or Updated Goal
☒Continuing Goal

This goal supports:

☒Rigorous Academic Preparedness

☐Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

Evidence:
-WICOR Tracker
-Lesson Plans
-Posters/Displays
-Peer to Peer Observation Reports
-Revisit Organization
*Monthly Focus: August/September Organization
October - Reading
-Color code and align work with dividers

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
* Teacher: Peer to peer observation reports	* WICOR Lesson Review * Lesson plans (pg 40)	*Collaboration *Ongoing PD	*Teachers upload monthly evidence
* Record of WICOR usage	*Examples -WICOR Tracker -Posters -Lesson Plans	*Monthly upload of usage to the Google Drive *WICOR template (pg 42)	*Teachers upload evidence throughout the year. *Admin walk-throughs (Ray and Seth weekly walk-throughs using AVID observational tool)
* Costa's Levels of Thinking/Questioning (Moving to level two and three questions)	*Observations by Ray and Seth *Teacher and Student observations & Student work samples *List of K-5 words to master	*Costa's poster of words (contained in all student planners)	*Classroom Teachers *Admin walk-throughs weekly with AVID observational tool.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

*AVID Implementation Guides

*MyAVID website

*AVID Weekly

*Opportunities for Professional Development throughout the year

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL

What is the identified goal? Is it SMART? (Specific, Measurable, Action-oriented, Realistic, Timely)

Grade level teams will collaborate to align AVID strategies using a school wide matrix designed through backwards mapping using Middle School AVID expectations. Each grade level will implement/master 1 to 2 AVID strategies for each piece of WICOR. The creation of the matrix should be done by the end of October and the implementation done throughout the 2021-2022 school year.

CCI DOMAINS/AWSP INDICATORS aligned with the GOAL

Domain: **Systems**

Indicator(s):

4 (Grade level vertical and horizontal articulation)

This goal is a:

☐New Goal ☐Revised or Updated Goal
☒Continuing Goal

This goal supports:

☒Rigorous Academic Preparedness

☐Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

The completed matrix and evidence of WICOR strategies being implemented. Examples are student work, walk through observations, and lesson plans.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Middle School AVID expectations	Have their expectations	*By the end of August 2021 *Middle School AVID coach	*Julie/AVID site team *Contact middle school Staff
5th Grade team will create actions to meet middle school goals	Completed matrix	Beginning of 2021	5th Grade Team
4th Grade team will create actions to meet 5th grade goals	Completed Matrix	2nd week of December 2021	4th Grade Team
3rd Grade team will create actions to meet 4th grade goals	Completed Matrix	End of December of 2021	3rd Grade Team
2nd Grade team will create actions to meet 3rd grade goals	Completed Matrix	2nd week of December 2021	2nd Grade Team
1st Grade team will create actions to meet 2nd grade goals	Completed Matrix	Last week of December 2021	1st Grade Team
K team will create actions to meet 1st grade goals	Completed Matrix	Last week of December 2021	K Team

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

*Coweeman AVID Site Team

*AVID Implementation Guide

*Any samples of a school-wide matrix

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL

What is the identified goal? Is it SMART? (Specific, Measurable, Action-oriented, Realistic, Timely)

Our staff will communicate the school's mission and vision statements and communicate these to our stakeholders (students, families, community members and staff.)

This will be initially completed by the end of October 2021, but will be an ongoing goal for Wallace. The mission will be communicated to 100% of our stakeholders via social media, websites, newsletter, and email throughout the year. Communication will be translated into all languages in our school.

This goal is a:

☐New Goal ☐Revised or Updated Goal
☒Continuing Goal

This goal supports:

☒Rigorous Academic Preparedness

☐Student Agency ☐Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

CCI DOMAINS/INDICATORS aligned with the GOAL

Domain: Leadership

Indicator(s):

1 (School's mission and vision are aligned with AVID)

2 (Communicate school's mission and vision to stakeholders)

-Previous year’s (2019) certification report

-Staff, student, family perception survey

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Ray to guide process of alignment with both AVID and Kelso School District mission and vision. (Completed in 2019-20)	Completed mission and vision	This step has been completed	Ray to lead process with AVID site team, then the draft presented to staff for approval. (This step was completed prior to COVID)
Add mission to Title 1 compacts	Completed Title 1 compacts	November 2021	Colleen Shuttleworth (Title/LAP coordinator) will add the mission to the compacts prior to getting them out to families in November.
Ray & Seth to share with families at back to school night, and throughout the year at family engagement activities & events	Mission published in all parent & family communications, beginning with November newsletter.	This will happen throughout the school year at all events and in communications with stakeholders.	Admin (Ray & Seth) will continue to reference the mission and vision when talking with families throughout the year.
Develop our mission statement in writing. (Done)	Completed mission statement	This step has been completed.	Ray and AVID site team drafted, staff approved.
Communicate mission/vision to stakeholders.	Publish mission statement in all communications. Mission statement will be added to the back wall of the office for all visitors to see.	Ongoing throughout the school year. Vinyl lettering to be installed asap.	Ray will arrange for the vinyl lettering to be designed, purchased, and installed.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Resources for creation of the mission and vision:

1. AVID site team members & Ray for drafting, the entire staff for adopting/approving
2. Ray, arranging for the lettering to be design and installation in the office.
3. Seth, continually referencing the mission when meeting with stakeholders.
4. Karen, making sure the mission is in the newsletter and on the website.
5. Colleen, adding mission statement to the Title 1 student compacts.

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL

What is the identified goal? Is it SMART?
(Specific, Measurable, Action-oriented, Realistic, Timely)

To increase collaboration between instructional staff by providing time and professional development opportunities within the contract day for PLCs in order to support teachers in order to design lessons that engage Wallace AVID Elementary students in rigorous curriculum as well as ongoing professional development throughout the year.

This goal is a:

☐New Goal ☐Revised or Updated Goal
☐Continuing Goal

This goal supports:

☒Rigorous Academic Preparedness

☒Student Agency ☒Opportunity Knowledge

This goal integrates with other plans:

☐Title I Plan ☒District Strategic

☐Plan Other: _____

BASELINE

What data do we have to validate this goal? Using that data, what is our established baseline?

CCI DOMAINS/INDICATORS aligned with the GOAL

Domain: CULTURE

Indicator(s):

#1 (WICOR, Scaffolding, and Rigorous Instructional Practices)

#2 (Collaboration through PLCs)

We have not had consistent dedicated PLC time embedded within the school day since March of 2019.

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Adjust master schedule to provide 30 minutes of PLC time twice per week for each grade level team.	PLC meeting notes TPEP evidence (Ray & Seth participate and record evidence in eVal of professional collaboration to improve student learning)	After the October intersession. PLC schedule began on October 25th.	Ray will work with Karen Anderson on adjusting the master schedule to accommodate a third section of kindergarten and moving from two lunches to three.
Provide teachers one of the PLC times to work together on common planning and the other as an admin directed focus (or led) PLC	Consistent meeting times/places, TPEP evidence, PLC meeting notes.	Beginning October 25th and continuing throughout the school year.	Colleen Shuttleworth will meet with grade level teams once per month to analyze STAR data and adjust intervention groups accordingly. Ray & Seth will sit in on some of the PLC meetings to support teachers and collect TPEP evidence. AVID site team leaders (Julie Toney & Tangi Bennett) will provide supports for the AVID focus area for PLC meetings once per month. Ray & Seth will arrange for ongoing professional development based on teacher needs/requests

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Resources to be utilized include STAR data, district ELA and math coaches, and a variety of AVID resources from teachers' myAVID accounts, and Wallace AVID site team created materials to support WICOR instructional strategies.

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: WALLACE ELEMENTARY

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: RAY CATTIN	
Asst Principal Seth Peck	
Atticus Tatum Teacher	
Karen Anderson Teacher	
Julie Toney Teacher	
Parent Liz Jones	
Parent Victoria Shrofe	
Parent Maura Orth	
Colleen Shuttleworth - Title I LAP Coordinator	
Parent Alexis Hayes	
Tangi Bennett Teacher	
Becky Davis TSEC - Para	
Para title (Jennie Porter)	

COWEEMAN

2021-2022

MIDDLE SCHOOL

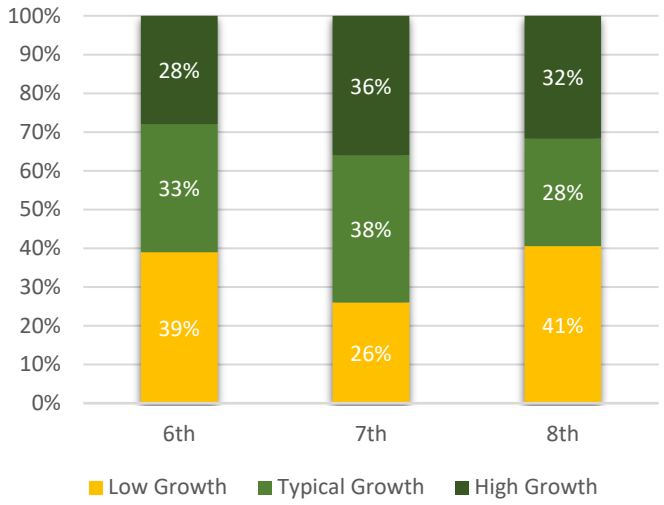
SCHOOL IMPROVEMENT PLAN (SIP)

Coweeman Middle School

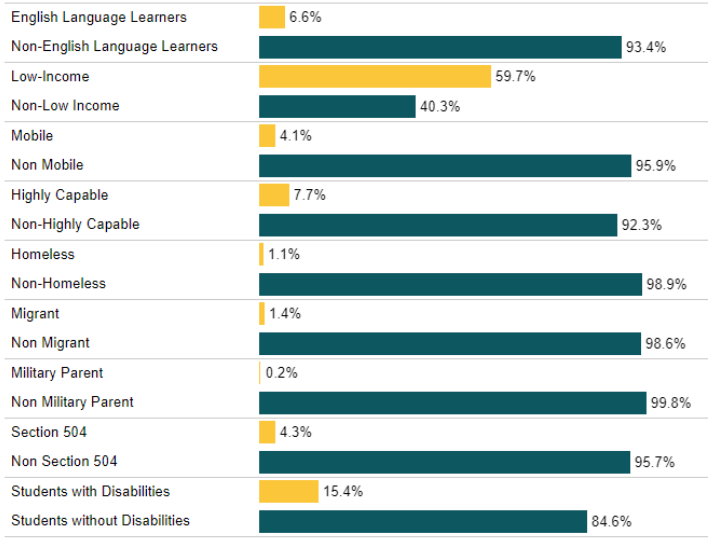
SCHOOL IMPROVEMENT DATA

2020-2021

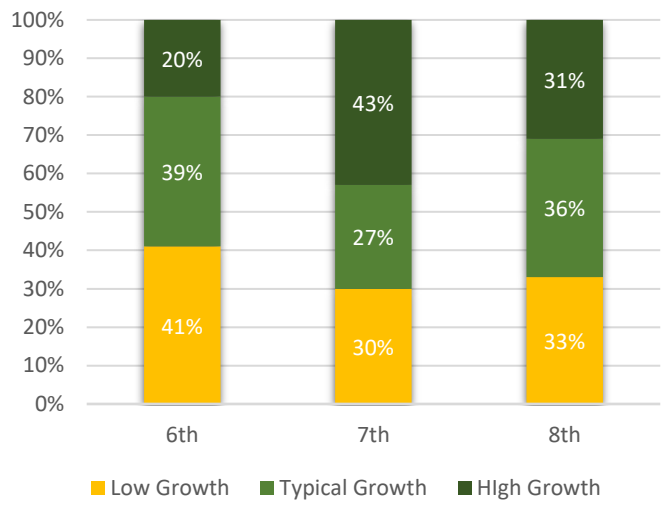
Star Reading Winter to Spring 20-21 SGP



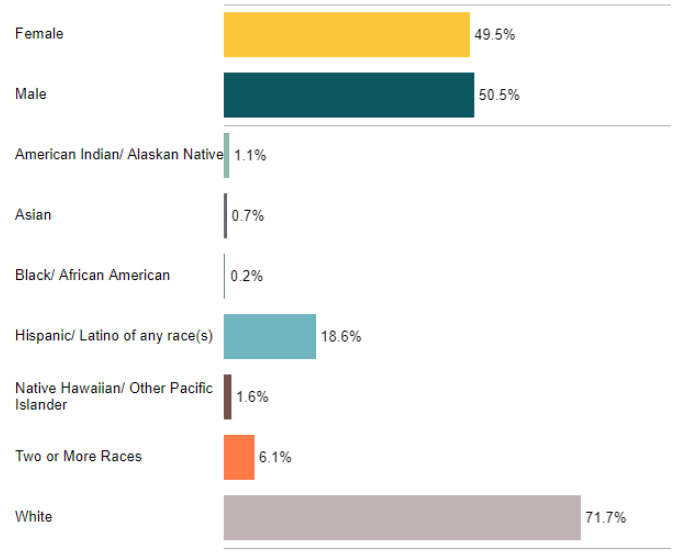
How many students were enrolled at the beginning of the school year, by student program and characteristics?



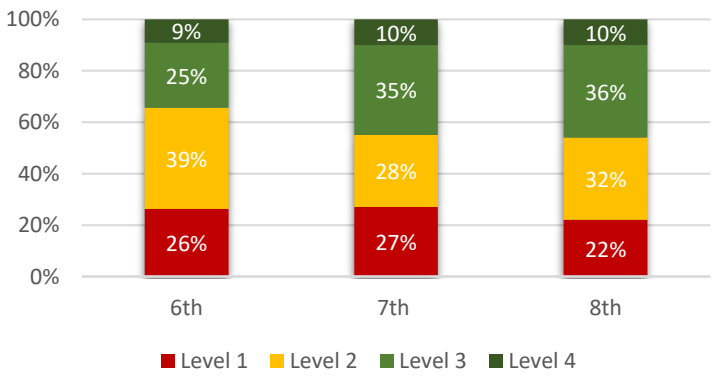
Star Math Winter to Spring 20-21 SGP



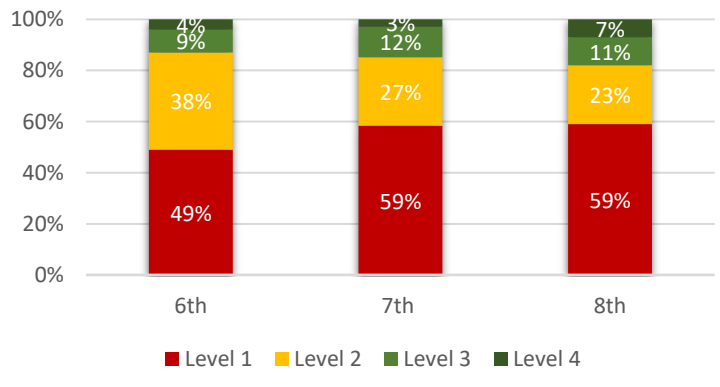
How many students were enrolled at the beginning of the school year, by student demographics?



Star Reading Fall 2021 Performance Levels



Star Math Fall 2021 Performance Levels



SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Site Information

School Name: Coweeman Middle School

Principal: Greg Gardner

Address: 2000 Allen St.

District: Kelso School District

County: Cowlitz

City, State, ZIP: Kelso, Washington 98626

AVID Information

Elementary Sites

AVID Site Coordinator: N/A

Number of AVID Elementary Classes: N/A

Grade Level(s) Implementing: N/A

Date First Implemented: N/A

Secondary Sites

AVID Site Coordinator: Emily Allred

AVID Administrator: Greg Gardner

Number of AVID Elective Sections: 2 – (7th and 8th grade)

Date First Implemented: 2017-2018 School Year

Site Goals Prepared By:

Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

Site Team Members:

-Emily Allred
-Greg Gardner
-Sierra Wishard
-Samantha Brosnan
-Ryan Prothero
-David Alexy
-Jennifer Echtle
-Taylor Freeman
-Jasmine Saccio
-Rachel Leinweber
-Gretchen Brown
-Michelle Benson-Welch
-Haley Teeters
-Marla Green
-Tauni Hatfield
-Toni Miner

X Emily Allred

AVID Coordinator

X

District Director

Support Needs: At this time, our projected needs for support include:

SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your SIP team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. I

SMART GOALS *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOALS**
70% of our classroom teachers at Coweeman Middle School will routinely use WICOR strategies in all content areas. ELA –Students will improve their independent reading by meeting reading goals set in the Fall. By Spring Break 70% of our students will increase their grade equivalency (GE) in their reading. MATH – When given a math problem 70% of students will be able to share strategies and idea, test ideas, share thoughts, ask clarifying questions, and justify their answers/reasoning. 70% of students will improve their discourse and collaboration by Spring Break 2022, this will be measured by student perception surveys, exit tickets and student participation. SCIENCE – Students will increase their knowledge of the scientific argument through content standard (MS-ESS2-3). Students will be able to analyze and interpret evidence and will increase their ability to do so by Spring Break 2022. **This goal is a:** ☒New Goal ☒Revised or Updated Goal ☐Continuing Goal **This goal supports:** ☒Rigorous Academic Preparedness ☐Student Agency ☐Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☒District Strategic ☐Plan Other: _____	**Domain:** INSTRUCTION **Indicator(s):** **-1.15 (WICOR Strategies)**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	

Looking at our 2018-19 School improvement data, an area of concern is our SBA scores are stagnate or decreasing, yet Student Growth in STAR Reading and Math is showing typical to high growth.

Our goal this year is to increase the students who meet standard in all grade level cohorts in both ELA and Math. The 2020-2021 CMS Focus was to increase collaboration and student engagement. CMS continues to work towards becoming an AVID School-wide. This is our fifth year in AVID implementation. Currently we have two AVID elective classes (7th and 8th). AVID instructional strategies (best teaching practices) are being used throughout the school.

Goal area(s):

* **English Language Learners** CMS had 12% of our English Language Learners meet proficiency on the SBA. However, these students have shown average (48%) student growth in ELA and above average (54%) in math. Our goal this year is to increase this proficiency to 20% and maintain above average student growth in both ELA and Math.
* **Students with disabilities** CMS had a SPED math participation rate of 94.6% (71/75) for math. Our goal is to increase our percentage by 1.5%. Special education case managers will encourage full SBA participation in all areas.

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
-AVID Site team will begin by testing different ways to display WICOR strategies before implementing in all classrooms school wide	-Site team members self-reporting back to site team on how they displayed their use of WICOR (ex: google classroom, on the white board, WICOR display outside of door)	-By the end of November site team meeting, all site team members will determine how to display WICOR strategies in the classroom	-Site team members: testing different WICOR display strategies before next meeting
-CMS teachers will display their use of WICOR strategies and use WICOR strategies in all courses.	- Admin will collect evidence from Department Chairs and AVID Site Team members. We will monitor and adjust this collection system. - Admin will start collecting building wide evidence in Dec. 2021 after adjustments have been made.	-By spring break 2022, 70% of CMS teachers will routinely use and display WICOR strategies in all courses - By December 2021 all staff we will indicating where and how they use WICOR strategies.	-Admin will collect evidence by walkthroughs. Teachers will display WICOR in a way that works for them and their students. (Learning Target, Whiteboard, Google Classroom, or WICOR board outside classroom.
-Second semester admin/AVID site team will look at the "how" we are using WICOR and support areas that we feel need more support. (example – if data suggests we are needing more collaboration, PD will be around the "C" in WICOR.	-AVID site team will determine which areas of WICOR will be our focused area.	- By the end of January 2022 the AVID site team will determine where our staff's greatest area of growth is needed in relation to WICOR.	

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

We will be utilizing both Department Heads and the AVID Site Team to begin this work. During Staff meetings, we will model WICOR strategies utilizing specific strategies to strengthen writing, inquiry, collaboration, organization and reading skills.

- 3 column notes
- Reflect and connect
- Costa's Levels of Thinking

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and school wide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/AWSP INDICATORS aligned with the GOAL**
School AVID site team will use the SIP as a living document that is discussed/interacted with at every AVID site team meeting, School Directed WER and Department Chair and revised according to need. 75% of our AVID site team (2019-2020) perceived that our students struggle to work inclusively and collaboratively. Seventy-five (75%) of instructional staff from Coweeman Middle School will use structures for collaboration 1-3 times per week by Spring Break 2022. **This goal is a:** ☐New Goal ☐Revised or Updated Goal ☒Continuing Goal **This goal supports:** ☒Rigorous Academic Preparedness ☐Student Agency ☐Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☒District Strategic ☐Plan Other: _____	**Domain:** SYSTEMS **Indicator(s): 6 – Uses a site plan as a living document that is discussed at each site tem meeting and revised according to data and certification results.** **20 – Implement, monitor, and adjust academic support structures as needed and rigorous instructional practices to ensure students throughout the school develop deeper levels of understanding in rigorous work**

BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	
2019 Data Looking at our 2018-19 School improvement data, an area of concern is our SBA scores are stagnate or decreasing, yet Student Growth in STAR Reading and Math is showing typical to high growth. Our goal this year is to increase the students who meet standard in all grade level cohorts in both ELA and Math. The 2021-2022 CMS Focus is to increase collaboration with staff for continued professional learning to increase student learning and increase student-to-student collaboration in all classrooms. CMS continues to work towards becoming an AVID School-wide	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
August/September 2021- Staff Survey conducted to teachers around areas of PD Model collaborative strategies during staff meetings Provide PD during WER around new systems or systems in place that need to be revised	Use this system yearly to distinguish our staff's level of need for Professional Development for the school year. Staff Professional Development notes/presentations	CMS administration will build their building instructional/systems goals around this yearly survey By the end of the 2021-2022 school year all CMS staff have a better understanding of the "why" behind decisions that are made across the school community.	Greg Gardner and Marla Green-Use building survey data to determine areas of professional development.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Staff perception surveys.

Exit slips in our professional development

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and school wide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
AVID site team have representation from every department, a principal and a counselor. AVID site team will promote the current missions by displaying the schools mission statement. **This goal is a:** ☐New Goal ☐Revised or Updated Goal ☒Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness ☐Student Agency ☒Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☐District Strategic ☐Plan Other: _____	**Domain:** LEADERSHIP **Indicator(s): 1 – The school's mission and vision are aligned with AVID's mission and vision for college readiness which serve as a foundation for decision-making and are integrated throughout existing school documents such as the SIP** **2 – Principal and SLT communicate the school's mission and vision and stakeholders (including faculty and staff, students, families and community members) embrace and support he school mission and vision.**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	

-Previous year's (2019) certification report:

AVID identified areas of growth for CMS were…

- Increase schoolwide use of instruction practices and routines that involve structures for collaboration (interactive focused note-taking, give one get one, philosophical chairs, Socratic seminar, elbow partners)
- Increase the awareness of how AVID instructional practices enhance culturally responsive teaching (CRT)
- Teachers to provide students time to talk peer to peer and lead their own learning. Direct instruction is about teaching – student led inquiry is about learning.

With more systems for managing the AVID Elective in place, the school team is positioned to focus more on instruction on the Instruction Domain of the CCI (Coaching Certification Instrument) and the feedback from the walk through.

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
-Copy of the school mission and vision to all classroom teachers.	All staff will have a copy of the school's / AVID school mission statement displayed in their classrooms.	All classrooms and public spaces will have a copy of the school's mission displayed by December 2021.	AVID site team
Admin and AVID site team will put into practice, referencing our school/AVID mission statement in newsletter and community events (Conferences, student showcases)	All communication out to our school community will include Mission and Vision statement.	Starting September 2021 all communication that goes out to the school community will include the mission/AVID school plan.	Admin and AVID site team.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Copy of the School's mission/AVID statement

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and school wide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
Coweeman Middle School staff will continue to work on implementing a school culture where each student's social and emotional needs are met. By the end of the 2021-2022 school year, CMS will have a Multi-Tiered Support System (MTSS) in place to support the social and emotional needs of our students. **This goal is a:** ☐New Goal ☒Revised or Updated Goal ☐Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness ☐Student Agency ☐Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☐District Strategic ☐Plan Other: _____	**Domain:** CULTURE **Indicator(s): 2** **When teachers collaborate through PLC's or other formal collaboration structures in the design of lessons in all content courses that engage students throughout the school in rigorous assignments.**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
Admin, counselors and SEL team meeting weekly as the Tier 2 team to implement systems of targeted supports to students.	-SEL team templates with weekly notes and meeting notes. Targeted systems continually established.	By the end of the 2021-2022 school year we will have a more complete Tiered 2 system.	Jake Alabiso/Bob Johanson Greg Gardner Marla Green Emily Allred Rachel Leinweber Rebecca Keithley
Admin, counselor and SEL team meeting weekly as the Tier 3 team to implement systems of individualized supports to students.	-SEL team templates with weekly notes and meeting notes. Individualized systems continually established	By the end of the 2021-2022 school year we will have a more complete Tiered 3 system.	
Tier 1 team meets at least once a month to establish SEL lessons around Coweeman Middle School's Big Beliefs.	Weekly lesson developed by the Tier 1 team to be pushed out to CMS community. These lessons are shown weekly.	This is a yearly goal- By the end of the 2021-2022 school year our CMS community will have a better understanding of our school's Big beliefs and students will feel more connected to school.	Tier 1 Team
Learning Center established.	Hire and clearly define what the Learning Center will be used for.	By the end of November 2021 we will hire a Learning Center coordinator. Data will be collected on who accesses the LC and in what classes.	CMS Administration and Learning Center coordinator.
Student Assistance Program (SAP) Coordinator Hired. Met with Joy Lyons (ESD 112) and Laura Darland (CMS-SAP) and Don Iverson to clearly define roles and responsibilities with this new position	Kelso Middle Schools were granted a SAP to work with targeted students who need support from unhealthy life style choice.	By winter break 2021, CMS will have a system of support in place for our shared SAP.	CMS Administration. Laura Darland (Middle School SAP)
Counselor Needs Assessment	Counselors will use a Google form to collect data from all grade levels around the three counseling domains: Social/Emotional, Academic and career. The data will be used to form small groups, refer to outside resources and support individual student needs.	By the end of September 2021, all CMS students will complete the student needs assessment.	Emily Allred and Rachel Leinweber
Healthy Youth Survey	We will gather data from the HYS and review data for students who may need targeted supports (counselors, SAP, SEL or outside resources.	By January 2022 CMS admin, counselors, SAP, and SEL team will use this information to give students targeted or individual support	CMS Admin, Counselors, SAP and SEL team

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Learning Center

Student Assistance Program Coordinator

Counselor Needs Assessment

Healthy Youth Survey

Tier 1 Team Notes

Tier 2 Team Notes

Tier 3 Team Notes

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Coweeman Middle School

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: Greg Gardner	Gregory M. Gardner
Marla Green	M Green – Assistant Principal
Doug Engebo	Doug Engebo – teacher
Haley Teeters	Haley Teeters – teacher
Sierra Wishard	Sierra Wishard – teacher
Erin Loden	– teacher
Debby Iverson, teacher	Debby Iverson – teacher
Kristo McCoy, teacher	Kristo S. McCoy – teacher
Laura Darland	Laura Darland – SAP
Taylor Freeman	– teacher
Chris West	– teacher
Samantha Brennan	– teacher
Katie Olason	– teacher
Tauni Hatfield	– teacher
Sydney Rademacher	– teacher
Kris Sayers	– teacher

ELA Michelle Benson-Welch	Michelle Benson-Welch -teacher
Joe Krieder	-teacher
Jason Mozes -Teacher	-teacher
Jason Dieter	-teacher
Ryan Prothero -Teacher	-teacher
Jasmine Saccio	-teacher
Teacher - David Alexy	-teacher
Robbi Birdsell	Robbi Birdsell -teacher
Teacher - David Shoddy	-teacher
Gretchen Brown, Sped Teacher	-teacher

HUNTINGTON

2021-2022

MIDDLE SCHOOL

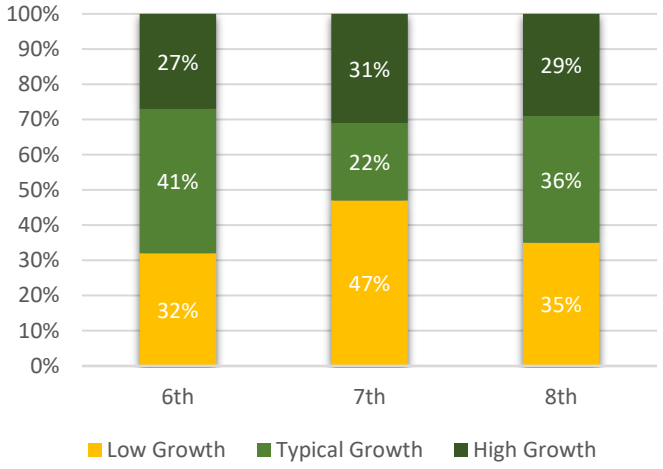
SCHOOL IMPROVEMENT PLAN (SIP)

Huntington Middle School

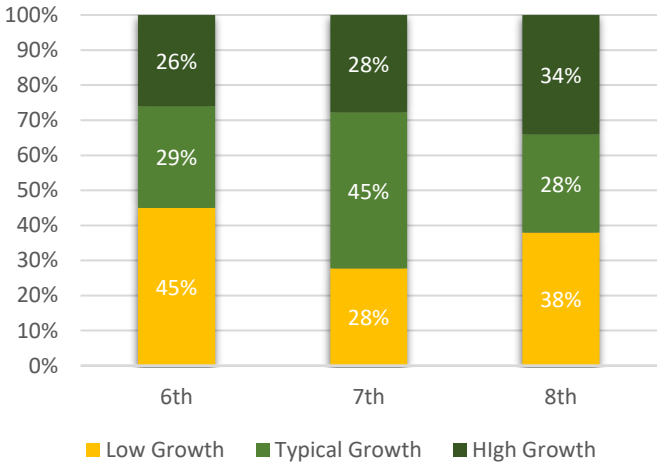
SCHOOL IMPROVEMENT DATA

2020-2021

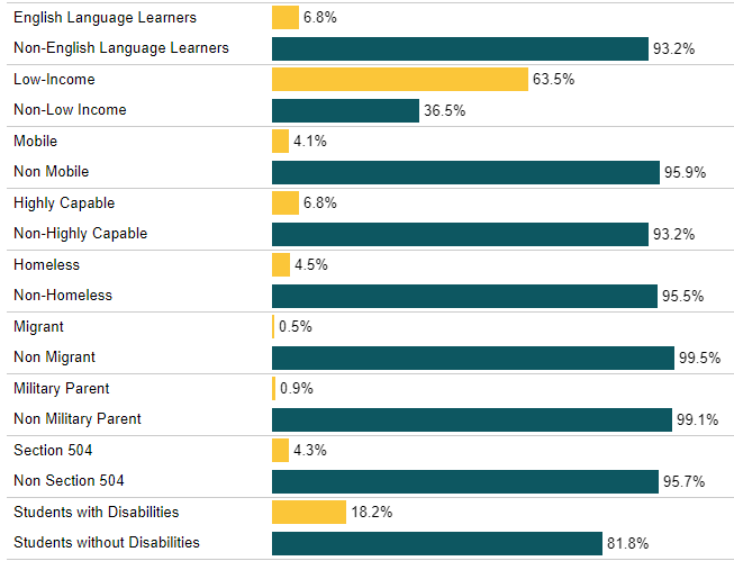
Star Reading Winter to Spring 20-21 SGP



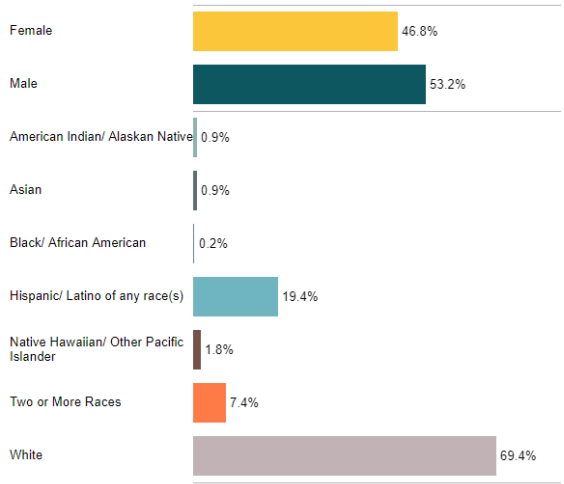
Star Math Winter to Spring 20-21 SGP



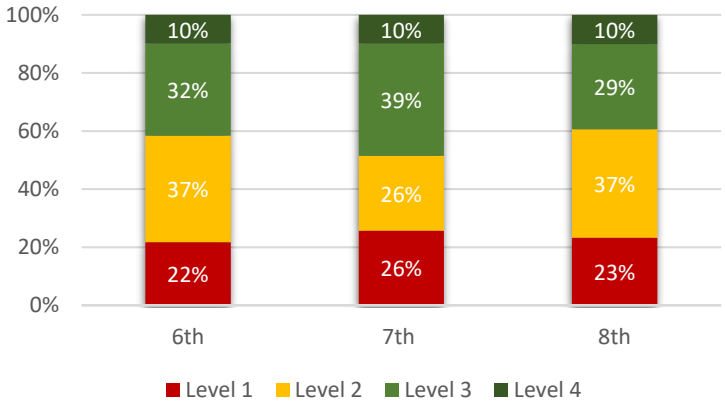
How many students were enrolled at the beginning of the school year, by student program and characteristics?



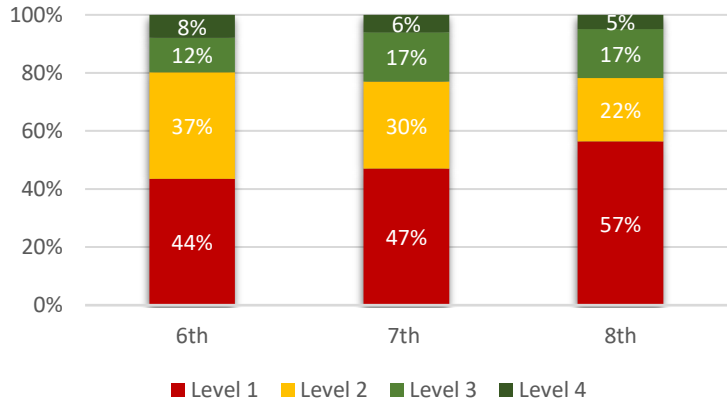
How many students were enrolled at the beginning of the school year, by student demographics?



Star Reading Fall 2021 Performance Levels



Star Math Fall 2021 Performance Levels



SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Site Information

School Name: Huntington Middle School

Principal: Kim Allais

Address: Catlin Site 404 Long Ave.

District: Kelso School District

County: Cowlitz

City, State, ZIP: Kelso, Washington 98626

AVID Information

Elementary Sites

AVID Site Coordinator: _____

Number of AVID Elementary Classes: _____

Grade Level(s) Implementing: _____

Date First Implemented: _____

Secondary Sites

AVID Site Coordinator: Darcy Wishard

AVID Administrator: Chris Wiseman

Number of AVID Elective Sections: 3

Date First Implemented: Fall 2015

Site Goals Prepared By:

Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

Darcy Wishard, AVID Coordinator
AVID Site Team Members;
Zoe Dieter
Nick Crowe.
Lindsay Johaneson
Katie Ahola
Christina Zepeda
Chris Wiseman
All Staff at HMS use AVID Classroom Strategies

X Darcy Wishard
AVID Coordinator

X _____
District Director

Support Needs: At this time, our projected needs for support include:
Professional Development

SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your SIP team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. I

SMART GOALS *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOALS**
By June of 2022, all HMS teachers will provide students with multiple opportunities to engage in the reflection and application stages of the focused note-taking process. The Huntington Team recognizes the impact that high levels of implementation of school-wide AVID instructional strategies to support building wide goals has had on student growth toward proficiency. Intentional planning by teachers will allow more consistent student interaction with their own notes. SBA Testing in the Fall of 2021 and the Spring of 2022 will be compared to ensure data showing the improvement in the SBA test scores. **This goal is a:** ☐New Goal ☐Revised or Updated Goal ☒Continuing Goal **This goal supports:** ☒Rigorous Academic Preparedness ☒Student Agency ☒Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☒District Strategic ☐Plan Other: _____	**Domain:** INSTRUCTION **Indicator(s)** **#1 Learning Through Writing** **#2 Writing Process** **#3 Focused Note Taking** **#4 Higher-level Thinking**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	

Baseline Data- Teacher survey provided by our AVID Site Team. Previous Avid Training Current AVID Strategies already taking place in classrooms. Identification of Staff on AVID Site Team. Identification of already commonly used AVID strategies that can be used in all classrooms. Ongoing Data, staff survey and observations with Site Team. STAR Benchmark assessment data. SBA Testing data comparison from the Fall of 2021 to the Spring of 2022.	

ACTION STEPS *What action steps do we think will generate improvement?*	EVIDENCE *What evidence will we use to measure progress?*	TIMELINE *What is an appropriate timeline for the action steps?*	INDIVIDUAL COMMITMENTS *Who will be involved, and what will they do? (Name/Role/Action)*
Deep Dive into focused notes during our State In-service Day on October 8th, 2021	Survey staff on needs for use of strategy prior to In-service.	Staff will be given one week to respond to the survey. Reminder will be sent.	AVID Site Team will come up with, send and evaluate needs of staff prior to the professional development provided. AVID site team includes Principal and Assistant Principal.
AVID Site Team will take 15 to 30 minutes during each School WER to remind staff of an AVID strategy and allow time for staff to share and reflect.	Survey feedback from staff if they have used the shared strategy and observations from administration during informal, formal and walk through opportunities. Staff will share student work that reflects the strategy discussed.	Twice a month following School WER presentation of AVID Site Team.	AVID Site Team and Administration and Volunteers to share out strategies. Oct. Share out by Mr. Muir, Mr. Sunday and Mrs. Morrow. Ms. Johanason volunteered to share a strategy used in Art class.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

The AVID Site Team is continuing to grow its membership as we return to in person learning. The team has reignited the focused note taking work through professional development with staff collaboration.

Huntington is in the sixth year of AVID schoolwide implementation. The CCI tool is used to measure the implementation of AVID in the four domains of Instruction, Systems, Leadership and Culture. Key CCI feedback that will drive this year's school improvement work includes;
Consider how you will keep alive the great work you have already done, while still stretching to do something new. The use of student Binders for all Huntington Middle School Students to help them organize their academic life is a valued tradition with all staff.
Can departments articulate the common, expected AVID skills all students experience? Does each department have AVID agreeables that they plan with?
Each Department has non-negotiables regarding, student binders, planners and focused note taking.

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/AWSP INDICATORS aligned with the GOAL**
During the 18-19 school year HMS implemented AVID Binders school wide. Building these organizational skills during the 19/20 school year HMS provided every student with a planner included in their binder and built in time for students to fill in their daily planner. During the 20/21 school year HMS introduced a digital planner option for students to explore. This year binders will be used again by all students at HMS. We continue to develop a more consistent, building wide use of this time. All Students will be able to use their planner to organize their academic expectations on a daily basis in each class they attend. **This goal is a:** ☐New Goal ☐Revised or Updated Goal ☒Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness ☒Student Agency ☒Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☒District Strategic ☐Plan Other: _____	**Domain:** SYSTEMS **Indicator(s):** **#4 Voluntary Participation** **#6 Site Plan** **#8 Quality of Implementation** **#10 Trained Tutors**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	

Returning from remote learning, students are struggling with understanding and organizing themselves with a regular school schedule. PAWS Time will be used to work on their notebooks and planners. Data will be collected on student planners being used and their grades in their classes. The data will be collected in their PAWS classes. Staff generated PD: Common expectations and choice activities. Math Mondays, (Freckle) School Wide Lesson Tuesdays (AVID, PBIS, SLC and SEL) Interventions and Extension Grouping (WSH Credit Recovery and Intramurals after school program) Discussions on important academic (SBA testing) and social-emotional topics in an effort to support students coming back in the building full time.	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
Professional Development in August of 2021.	Survey to staff on notebook use in their classroom and during PAWS time.	Survey taken in November.	Principal, Assistant Principal and Dean of Students /PBIS/AVID Teams
PBIS/Tier 1 Team Professional Development School WER's During the 2021/22 school year. Scheduled in November, February and April.	Department Heads conversations with staff and results sent to administration.	Information collected and provided to staff.	Administration including Principal, Assistant Principal and Dean of Students.
Department goals focusing on attendance and engagement.	Departments turned in goals for the 2021/22 school year.	Due in September.	Staff within each department.
AVID Tutor Work	Daily agenda for Tutor work with individual students and Elective Teacher support.	Throughout the year.	AVID Tutor

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

Department Goals focus on engagement and assignment completion.

ELA Department Goal: During first semester, 90% of HMS students will engage in learning 75% of the time, in at least one of the following ways: attempting and/or completing GC/My Perspective lessons, accessing additional content websites or asking for help during support times.

Math Department Goal; During first semester most students will engage in at least one of the following activities each wee around math standards: warm-ups, exit slips, and dialogue or questions during class time to clarify understanding.

Social Studies Department Goal; During first semester SS will see an increase in student engagement by building relationships through a daily entry task. Our goal is to have 75% of students engaging through verbal communication.

Special Education Department; by the end of Semester 1, students will increase engagement by accessing the SPED supports that are in place for them by using the last 30 minutes of class, Para support and attendance as measured by grades and/or missing assignments.

Elective Department Goal; By the end of 1st Semester, 75% of students will complete a meaningful project or performance in their Elective Courses in order to foster student engagement.

Science Department Goal; Students in HMS Science will use INB's to support learning using AVID Strategies and are measured by frequent notebook checks throughout the 2021/22 school year.

Tutor Hired to Support AVID Electives.

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
During the 2021/22 school year HMS will increase the level of participation, understanding and awareness of college and career readiness throughout the HMS learning community to support students as they enter an ever changing global society. **This goal is a:** ☐New Goal ☐Revised or Updated Goal ☒Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness ☒Student Agency ☒Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☒District Strategic ☐Plan Other: _____	**Domain:** LEADERSHIP **Indicator(s):** **#1 School Mission and Vision are aligned with AVID** **#3 School Leadership Team (SLT) Composition** **#4 AVID Site Team Composition**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	
Needs Assessment given Nov. 2nd to all students at HMS.	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
College and Career Lessons through the Career Center and PAWS classes.	Participation during PAWS class time and surveys given.	Throughout the year.	Tier 2 and Tier 3 Teams Groups of students who need additional supports are served by this team. Including the Principal, Assistant Principal and Dean of Students.
College Wear Wednesdays, college pennants and flags displayed in classrooms and throughout the school halls.	Participation on Wednesdays by both students and staff will be collected randomly throughout the year.	Throughout the year.	PBIS Team provide positive behavioral expectations and rewards. Including the Dean of Students.
College Field Trips (school wide and AVID cohort)	Scheduled and participated in.	When scheduled.	AVID Site Team emphasize AVID expectations. Including the Assistant Principal.
Career Day (6th grade and AVID cohorts)	Scheduled and participated in.	When scheduled	AVID Site Coordinator coordinates lessons.
Site Team focus on sustainability of AVID cohorts through the recruiting, staffing and advising process.	Number of students in each cohort over a 5 year period of time and reflection of the changes within the student cohort. Recruiting process studied and updated as needed.	During AVID Site Team meetings.	AVID Cohort Team teach AVID classes School Counselors coordinate field trips. Department Heads provide two way communication to support implementation of school goals and systems. Per Direction of the Principal and Assistant Principal. Student Leadership provided student voice and participation in our school mission and vision. Conversations with the Principal, Assistant Principal and Dean of Students, as well as our school counselors.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

District Self Studies
AVID Regional Pathway Training
Math Standard Scope and Sequence development and district coaching.
Monthly AVID Site Team Meetings to monitor goal progress and share best practice.
Monthly Tier 1,2 and 3 Meetings to analyze student data and respond to needs through supports in place.
Wednesday Early Release WER and/or In Service PD

AVID Site Goals 2021–2022

Complete this page for each college and career readiness goal for your site to ensure that the goal is: clearly defined, validated, aligned to the AVID Coaching and Certification Instrument (CCI) and the AVID College and Career Readiness Framework, and integrated with school and district plans. Use this template to guide your team through the Plan Phase of the Continuous Improvement Cycle to set goals that are validated by existing data. Define action steps, determine the evidence that will be used to monitor progress, establish a timeline, and identify resources that will support the implementation phase. As the action steps are defined, have individuals formulate commitments to ensure that the efforts include many stakeholders and are sustainable. Integrate the goals into other school and district plans for the purpose of continuous improvement and schoolwide impact of your AVID College and Career Readiness System.

SMART GOAL *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**CCI DOMAINS/INDICATORS aligned with the GOAL**
HMS staff are working to reach every students social emotional needs by committing to improving our tiered structures of academic and SEL student support. We are intentionally focusing on school systems and structures that have historically left certain demographic groups underserved and ignored. **This goal is a:** ☐New Goal ☐Revised or Updated Goal ☒Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness ☒Student Agency ☒Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☒District Strategic ☐Plan Other: _____	**Domain:** CULTURE **Indicator(s):** **#2 Collaboration Through PLC's** **#4 College Awareness** **#5 College Pennants and Banners**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	

Student Needs Assessment Given to students on November 2nd 2021. Skyward **Discipline** Data IEP/504 Information Behavior Screeners to be given in January. Healthy Youth Survey Given in October of 2021. Tier 2 and 3 Team students supported and change in behaviors data collected.	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
Working alongside District SEL coaches to insure vertical alignment and consistency within KSD.	Professional Development conversations with SEL District staff.	June of 2022	Principal, Assistant Principal, Dean of Students, Staff on Tier 1, 2 and 3 Teams and DO Staff leaders.
Staff and student behavior screeners to be administered universally starting in January.	Screener information collected and processed.	June of 2022	Tier 2 Team will process and prepare students for screeners and collect results.
Weekly data analysis by Tier 2 and Tier 3 teams to identify students in need of greater supports.	Using the format and student forms created by the District Team.	Throughout the year.	Principal, Assistant Principal, Dean of Students and Tier 1, 2 and 3 Teams and DO leads.
Development of a student support continuum that students can access as identified in their tier support plans.	Work in progress with the Tier 2 and Tier 3 team until complete.	Throughout the year.	Tier 1, 2 and 3 Teams
Continued support for our TSEC room to support skill building for Tier 2 and 3 students.	Weekly updates during Tier 2 and Tier 3 Team meetings.	Throughout the year.	Tier 1, 2 and 3 Teams

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

The District Office MTSS Lead Team including Don Iverson.

Monthly Meeting Agenda's planned at the onset of each meeting in Tier 1, 2 and 3.

MTSS Professional Development attendance in 6/2021 by Principal.

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Huntington Middle School

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: Kim Allais	Kim M Allais
A. Principal	
Dean of Students	
AVID Site Coordinator	Darcy Weinard
Counselor	

KELSO

2021-2022

HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN (SIP)

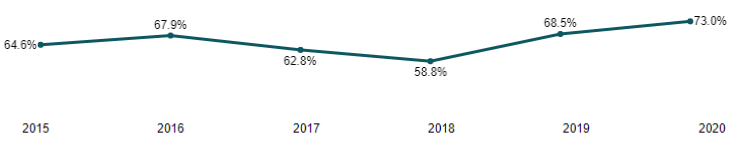
Kelso High School

SCHOOL IMPROVEMENT DATA

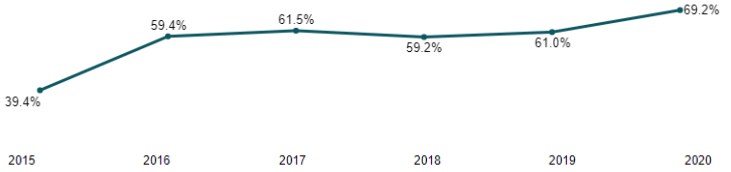
2020-2021

What percent of students passed all their courses in ninth grade over time?

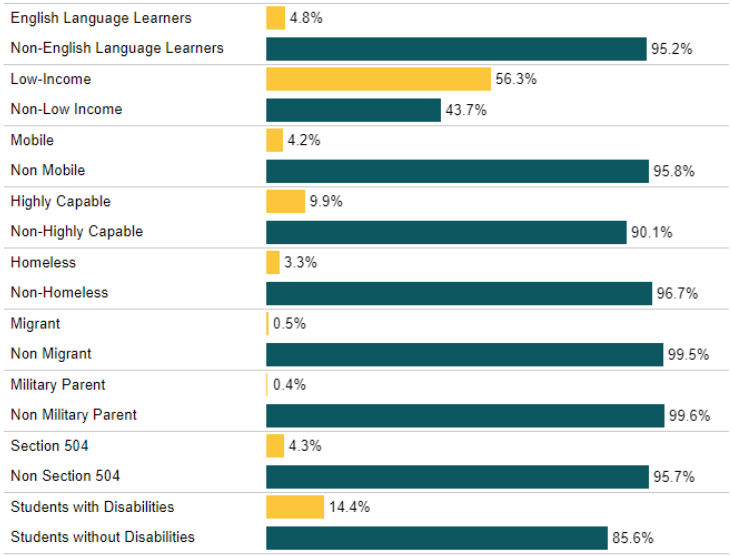
Ninth graders are considered on track if they passed all credits they attempted in 9th grade. This does not include withdrawals. This includes first time 9th graders only.



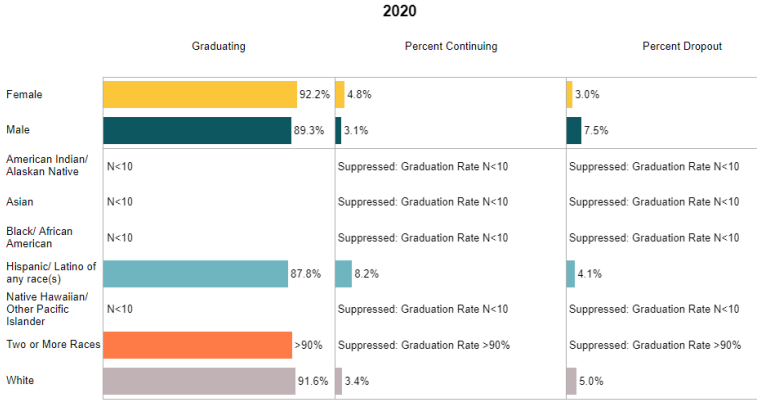
What percent of high school students completed a dual credit course, over time?



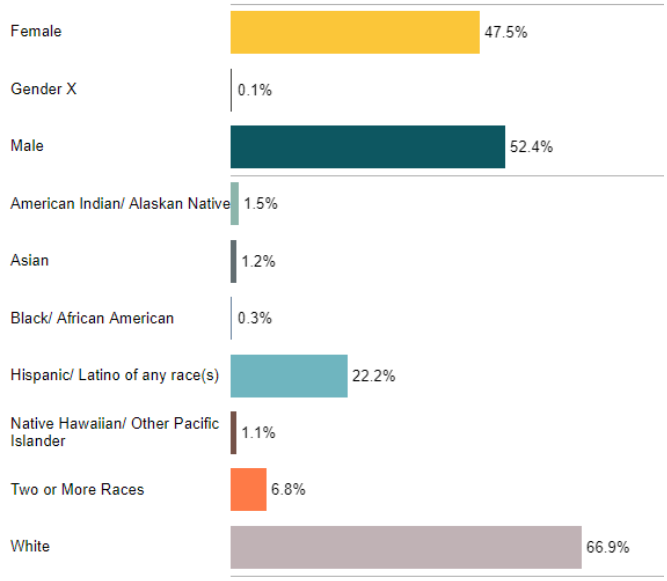
How many students were enrolled at the beginning of the school year, by student program and characteristics?



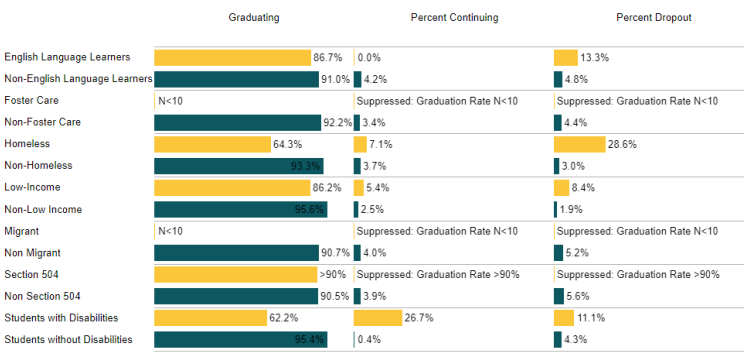
What percent of students graduated in four years, by student demographics?



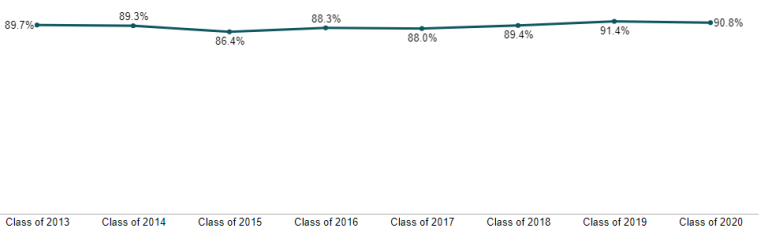
How many students were enrolled at the beginning of the school year, by student demographics?



What percent of students graduated in four years, by student program and characteristic?



What percent of students graduated in four years, over time?



SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

Site Information

School Name: KELSO HIGH SCHOOL

Principal: LACEY DEWEERT

Address: 1904 ALLEN ST

District: KELSO SCHOOL DISTRICT

County: COWLITZ

City, State, ZIP: KELSO, WA 98674

AVID Information

Elementary Sites

AVID Site Coordinator: _____

Number of AVID Elementary Classes: _____

Grade Level(s) Implementing: _____

Date First Implemented: _____

Secondary Sites

AVID Site Coordinator: Jason Coburn

AVID Administrator: Lacey DeWeert

Number of AVID Elective Sections: 4

Date First Implemented: Fall of 2016

Site Goals Prepared By:

Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of your AVID College and Career Readiness System at your site.

Lacey DeWeert, Principal
Jason Coburn, Site Coordinator
Sheri Walker, Assistant Principal
Rob Birdsell, Assistant Principal
Lynda Carlson, AVID Elective Teacher & Instructional Coach
Darin Gardner, Instructional Coach
Melissa Boudreau, CTE Director
Angie Knowles, Counseling Dept. Head
Jack Smale, AVID Elective Teacher/Social Studies
Noah Hall, AVID Elective Teacher/ELA
Jen Hamilton, AVID Elective Teacher/Math
Lane Salvig, Social Studies
David Killian, Science

X _____
AVID Coordinator

X _____
District Director

Support Needs: At this time, our projected needs for support include:

KELSO HIGH SCHOOL IMPROVEMENT PLAN - AVID Site Plan 2021–2022

SMART GOAL #1 *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**AVID CCI DOMAINS /INDICATORS and AWSP ELEMENTS aligned with the GOALS**
By June of 2022, Kelso High School teachers will be able to incorporate identifiable AVID instructional and/or student engagement strategies into their classroom instruction at least 5x per week. KHS teachers will intentionally plan daily lessons that include AVID instructional strategies. This goal will be measured through: survey results, walk-through documentation, student feedback and teacher feedback. **This goal is a:** ☐New Goal ☐Revised or Updated Goal ☐Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness ☐Student Agency ☐Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☐District Strategic ☐Plan Other: _____	**Domain: Instruction** **Indicator(s):1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15** **Domain: Systems** **Indicator(s): 2.19, 2.37, 2.38, 2.40** **Domain: Leadership** **Indicator(s): 3.3, 3.5** **Domain: Culture** **Indicator(s): 4.1, 4.2** **AWSP ELEMENTS: 1.1,1.2, 1.3, 1.4, 3.1, 3.3, 3.5, 4.1, 4.2, 4.3, 5.1, 5.3, 5.4, 8.1, 8.2**

BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	
Baseline Data - Teacher survey of: Previous AVID training Current AVID strategies already being used in the classroom Identification of staff who will be identified as strong AVID teacher – leaders Identification of already commonly used AVID strategies that can be leveraged so that all students have experience in them. Teacher perception survey of student expectations. Ongoing Data – Teacher Survey and Administration, Instructional Coach Observations	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
Highlight via School WER's and a monthly Instructional Coaches newsletter constaining AVID strategies teachers can incorporate	Survey feedback from teachers if they have used the shared strategies. WICOR walk throughs to gather evidence to support goal.	November 2021 it will start	Darin Gardner and Lynda Carlson will craft and distribute an Instructional Coaches newsletter. KHS admin and Instructional Coaches will work together to plan monthly WER's.
Admin and AVID elective teacher will share out at School WER's activities and strategies they are using in their classrooms to engage students support academic rigor. We will rotate through our AVID elective teachers, so each one will present to staff over the course of the school year.	Survey feedback from teachers if they have used the shared strategies.	This sharing out will start Nov 3rd and go through the end of the school year.	Lynda, Darin, Jason and Lacey will work AVID elective teachers to prep for their part of a WER.
Instructional coaches and administration will participate in instructional walk-throughs to observe lens through the lens of WICOR. This will also help with calibration for admin around TPEP.	Calendared walk-throughs and post-walk-through debriefs.	The goal is for this to start in October, and will be monthly visits.	Lacey, Rob, Melissa, Sheri, Jason, Darin and Lynda will find available times to calendar the walk-throughs and to calendar the time to debrief.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- ✓ Kelso High School Instructional Coaches – Darin Gardner and Lynda Carlson
- ✓ Kelso High School Current and Former AVID Teachers – Jen Hamilton, Jack Smale, Noah Hall, Lacey DeWeert, Sheri Walker
- ✓ AVID/SIP Team
- ✓ TPEP / AVID Crosswalk Document
- ✓ AVID Western Program Manager, Courtney Yinger
- ✓ MyAVID on Demand Modules
- ✓ MyAVID Core Strategies Webpage
- ✓ MyAVID Curriculum Library

SMART GOAL #2 *What is the identified goal? Is it SMART?* *(Specific, Measurable, Action-oriented, Realistic, Timely)*	**AVID CCI DOMAINS /INDICATORS and AWSP ELEMENTS aligned with the GOALS**
By June of 2022, Kelso High School will have established a Tier 1 MTSS team to address Tier 1 behavior expectations and supports at Kelso High School. By June of 2022, we will have established a Tier 1 team, the Scot's Resolution Center, and identified and put into practice interventions and support for Tier 1 students. Our team will consist of KHS admin, SRC clerk, counselor, gen ed teacher(s) and special education teacher(s), school security officer and input from KHS Leadership students. **This goal is a:** ☐New Goal ☐Revised or Updated Goal ☐Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness ☐Student Agency ☐Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☐District Strategic ☐Plan Other: _____	**Domain: Instruction** **Indicator(s): 1.10** **Domain: Systems** **Indicator(s): 2.4** **Domain: Leadership** **Indicator(s): 3.3, 3.4, 3.5, 3.8** **Domain: Culture** **Indicator(s): 4.3** **AWSP ELEMENTS: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 7.1, 7.2**

BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	
Returning from remote learning, students are struggling with understanding and following behavior expectations at Kelso High School. Discipline in matters such as: tardiness, mask wearing, hallway behavior and general social interactions is higher than the current system can support.	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
Through department feedback, each department will identify one member to be the department representative on the Tier 1 team.	Names turned in on October 8th	First Tier 1 whole group meeting will occur on Nov 8. After that, the Tier 1 meetings will occur after school and on School WER's.	Sheri Walker, Jason Coburn and Joe Kinch will lead this work. Department representation is as follows: Karen Kreider, Jack Smale, Charemon Smith, Tom D'Aboy, Joe Tivnan, Andrea Phillips, Wendy Droke, Brandon Sitch, Shawn Conrad, Tammy Smith and Taylor Hunter
As a Tier 1 team, first order of business is to identify and define the qualitites of a successful Hilander student and an effective Hilander teacher.	Staff along with students in Leadership and AVID classes were asked for their input as to the qualities that they want to see in successful Hilander students and effective Hilander teachers.	This information will be gathered in October and shared with the Tier 1 team on November 8th.	Sheri, Jason and Joe will lead this work with the Tier 1 team.
Tier 1 team will then address the issue that most hits teachers in regards to student expectations. Once that issue has been identified, the Tier 1 team in cooperation with the Leadership classes and the AVID classes, will create PSA's to be shared during class times and at lunches to address and teach the expectations.	Evidence will be the identification of the most needed issue around student expectations and the creation of the PSA's.	This work will start after the November 8th work has been completed.	Sheri, Jason and Joe will lead this work with the Tier 1 team.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- ✓ AVID/SEL Crosswwalk
- ✓ OSPI SEL Framework
- ✓ Tier 1 Team
- ✓ ASCA Needs assessment survey
- ✓ Teacher, Student and Parent input via surveys
- ✓ KSD SEL Department

SMART GOAL #3 *What is the identified goal? Is it SMART? (Specific, Measurable, Action-oriented, Realistic, Timely)*	**AVID CCI DOMAINS /INDICATORS and AWSP ELEMENTS aligned with the GOALS**
By June of 2022, Kelso High School will have identified, made plans for, and addressed 3 critical areas of school culture, as identified by staff, students and parents. The work to address these culture, will be taken on by: Tier 1, instructional coaches, admin and the Kelso High School Leadership and AVID classes. Surveys will be drafted by the end of November and distributed to staff, students and parents via email or Google classroom. Based upon survey results, the top theme from each user group will be identified and plans will be crafted to address those issues. **This goal is a:** ☐New Goal ☐Revised or Updated Goal ☐Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness ☐Student Agency ☐Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☐District Strategic ☐Plan Other: _____	**Domain: Instruction** **Indicator(s): 1.7** **Domain: Systems** **Indicator(s): 2.4** **Domain: Leadership** **Indicator(s): 3.1, 3.2, 3.3, 3.8** **Domain: Culture** **Indicator(s): 4.5, 4.9** **AWSP ELEMENTS: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 7.1, 7.2**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	
Teachers and students will participate in teacher, student and parents perception surveys to establish the baseline of: school culture, teacher perceptions, parent perceptions and identification of needs for support. Based upon initial surveys, administrators, teacher leaders and KHS Leadership students will make specific plans to address the	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
Survey will be distributed to grades 5-12 by the end of November. Based upon survey results, the top themes will be identified and plans will be embedded in all content areas to address skills gaps related to students' awareness of Career, College, Community readiness.	Step 1, students complete the survey. Step 2, Career Center and admin disaggregate the data to determine a triage plan for support. Step 3, execute the triage plan.	Survey will go out by the end of November. Triage plan will be created by the end of December. Plan will be in place before students start forecasting in February.	Melissa Boudreau will administer the survey. Nicole Johnson will use the survey data to plan Career Center activities. Lacey DeWeert will use the data to better understand how staff can assist students in the HSBP planning and in the creation of the Master Schedule.
KHS Counselors will push out through Google classroom the ASCA Needs Assessment survey. Students will take the survey in October to help staff better understand the social emotional standing of our students as they return to school. The survey will also give us insight into where students feel staff could better assist them in their experience at school and in their post-secondary planning.	Step 1, students complete the needs assessment survey. Step 2, counselors and KHS admin and Tier 1 team will disaggregate the data to determine a triage plan for support. Step 3, execute the triage plan. Step 4, repeat the survey in the spring to see if things have changed.	Survey will go out by the end of October. Triage plan will be created by the end of November. Tier 1 team will meet regularly to assess their work in regards to the student needs survey.	KHS counselors will use the survey data to identify overall themes around SEL at KHS and use the individual student surveys to start making contact with individual students who requested to meet with their counselor. Admin and Dean of Students will use this information to start working with our Tier 1 team to address SEL and student behavior at KHS.
KHS admin, counselors and career center will push out a Skyward parent survey by the end of November to better understand what parents need support around as their student(s) return to in-person school this year. Survey questions around behavior, school climate, forecasting, and HSBP will be part of the survey.	Step 1, parents complete the needs assessment survey. Step 2, counselors, career center and KHS admin will disaggregate the data to determine a triage plan for support. Step 3, execute the triage plan. Step 4, repeat the survey in the spring to see if things have changed.	Survey will go out by the end of November. Triage plan will be created by the end of December.	KHS admin, counselors and Career Center will use this information to determine where the school put its energy in creating informational nights, Zooms, documentation, etc. to support parents in regards to understanding the HSBP, forecasting, graduation requirements and SEL at KHS.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- ✓ KHS Counseling Center
- ✓ KHS Career Center, Melissa Boudreau
- ✓ KHS Administrative Secretary
- ✓ KHS Leadership and AVID students
- ✓ KHS Admin Team

SMART GOAL #4 *What is the identified goal? Is it SMART? (Specific, Measurable, Action-oriented, Realistic, Timely)*	**AVID CCI DOMAINS /INDICATORS and AWSP ELEMENTS aligned with the GOALS**
By June of 2022, Kelso High School will be ready to implement a new master scheduling process and program in order to more accurately and efficiently advise students, schedule students and assign staff to the academic needs of Kelso High School students. This goal will move us towards advising and guiding students based on their High School and Beyond plan which focuses on understanding pathways and the multiple dual credit course opportunities and not just graduation credit requirements. **This goal is a:** ☐New Goal ☐Revised or Updated Goal ☐Continuing Goal **This goal supports:** ☐Rigorous Academic Preparedness ☐Student Agency ☐Opportunity Knowledge **This goal integrates with other plans:** ☐Title I Plan ☐District Strategic ☐Plan Other: _____	**Domain: Instruction** **Indicator(s): 1.7** **Domain: Systems** **Indicator(s): 2.4, 2.6, 2.7, 2.16, 2.17, 2.24, 2.25, 2.27, 2.28, 2.29, 2.35, 2.36** **Domain: Leadership** **Indicator(s): 3.1, 3.2, 3.3, 3.5, 3.6, 3.8** **Domain: Culture** **Indicator(s): 4.3, 4.4, 4.8, 4.9** **AWSP ELEMENTS: 1.1, 1.2, 1.3, 6.1, 6.4, 7.1, 8.1, 8.2**
BASELINE *What data do we have to validate this goal? Using that data, what is our established baseline?*	
The data we have is anecdotal. Every spring, we are pushing to the master schedule done before June 30. Our students are forecasting based upon their graduation credit requirements, which gives a minimalist view of what it takes to graduate. The shift that needs to happen is, students need to be forecasting with their High School and Beyond Plan front and center, so that they are maximizing the courses available to them in their graduation pathway.	

ACTION STEPS *What action steps do we think will generate improvement?*	**EVIDENCE** *What evidence will we use to measure progress?*	**TIMELINE** *What is an appropriate timeline for the action steps?*	**INDIVIDUAL COMMITMENTS** *Who will be involved, and what will they do? (Name/Role/Action)*
Lacey DeWeert will work with Superintendent Tack to secure work with Steven Gherig at ABL this school year.	Appointments calendared with ABL	First meeting is October 27th. Additional meetings will be calendared from there.	Lacey DeWeert will lead this work for Kelso High School. Kelly Toftemark, district registrar will be a technical advisor on the project. Sarah Rice, KHS registrar, will be a technical advisor on the projector. Angela Knowles, KHS Counseling Department Chair, will provide master schedule support.
Based upon department feedback on the October 8th in-service, staff members who want to be part of the work will be identified.	List of staff who have volunteered to be on the master schedule team.	This was completed October 8	Master schedule Team: Lacey DeWeert, Sheri Walker, Rob Birdsell, Angie Knowles, Sarah Rice, Bob Gustin, Holly McMahon, David Kilian, Melissa Boudreau
F's, I's and students released to will be tracked as we approach the end of each trimester to determine the impact on master schedule needs.	F and I reports will be ran by admin	F and I reports will be ran before the end of each trimester	Rob Birdsell and Angie Knowles will run the reports. Master schedule adjustments will be made in conjunction with conversations with Lacey DeWeert.
Starting November 3, the staff that self identified as wanting to be a part of the Master Schedule team will meet to discuss the vision of the team, ABL's role in the team, and discuss what it truly means to have a rigorous and open schedule.	Agenda for the meeting and notes kept during the meeting.	This will be completed before November 3, 2021	Lacey DeWeert will create the meeting agenda and designate someone to take notes.
Faculty Council and Lacey DeWeert will meet to discuss the barriers of our current master schedule and the	Agenda for the meeting and notes kept during the meeting.	This will be completed before the November 16th Faculty Council meeting	Lacey DeWeert will create the meeting agenda and designate Charla Schueller to take notes.

vision of what is should be in order for all students to have access to a rigorous and open schedule.			
Faculty Council and Lacey DeWeert will implement a course review sunsetting process to identify courses that no longer meet the needs of our students, their HSBP and the strategic plan of the Kelso School District.	A template will be created for this process. The template will then be used with the Faculty Council to take their department through the course catalog to determine which courses need to be sun setted.	The course review documentation will be created by mid-November. The documentation will be used starting in December with the Faculty Council, to take back to their departments. The January 5th the school WER will give time for departments to meet and discuss their final decisions.	Lacey DeWeert and Melissa Bourdreau will create the template for departments to use and will create the talking points for department heads to use with their teams.
Continued meetings will happen with: ABL, KSD technical support personnel, KHS Master Schedule team, faculty council and entire staff.	Meetings will be calendared, agendas will be sent and meeting notes will be kept.	This will be completed after the October 27th phone conversation with Steven Gering from ABL.	Lacey DeWeert will calendar the meetings, designate note takers and identify the proper channels of communication for each stakeholder group as the process moves forward.
Working with the Master Schedule team, Faculty Council, Counseling Department and Career Center, a plan will be crafted to train teachers on how to assist students in forecasting for their classes, using the HSBP as the driver of course selection. January 2022, staff will begin training on how best to support students in using their HSBP to do their forecasting, which will happen in late Spring. Staff will have more than one opportunity to be trained	Master Schedule team and Faculty Council will help identify the gaps in understanding that teachers need support with before they can move forward with assisting students with forecasting.	This work will start on November 16 at the next Faculty Council meeting.	Lacey DeWeert will organize the work for this meeting. Department heads will participate and lend their thinking to creating the best training process for teachers.

RESOURCES

What resources will we use to advance this goal? What/who are the resources in your school/district will need to be accessed? Be sure to consider the resources available through MyAVID, including: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules.)

- ✓ Steven Gering, ABL
- ✓ KHS Counseling Department
- ✓ District Registrar, Kelly Toftemark
- ✓ KHS Registrar, Sarah Rice
- ✓ KSD Teaching & Learning Department

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Kelso High School

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: Lacey DeWeert	
FCS Teacher Megan Lamb	Megan Lamb
Asst Prin Rob Birdsell	
Japanese Teacher Jayne Kolberg	Jayne Kolberg
Science Teacher Dwayne Edwards	Dwayne Edwards
Choir Director - Colin Cossi	Colin Cossi
Athletic Director Jason Coburn	
Fine Arts Chair/Teacher Charemon Smith	Charemon L. Smith
Social Studies Teacher Lisa Streissguth	L. Streissguth
Business & Marketing - Megan Thomas	
Math Teacher - Jennifer Hamilton	
Principal, Lacey DeWeert	
Assistant Principal Sheri L. I. Walker	Sheri L. I. Walker

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: _____

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal:	Nancy Karnejeli, KHS SPED Dept Chair
	Zoe Mc[illegible] → KHS CTE Dept Chair

Pg 2 of 2

KELSO VIRTUAL ACADEMY

2021-2022

SCHOOL IMPROVEMENT PLAN (SIP)

OSPI School Improvement Plan for 2021-2022
(and End-of-Year Improvement Plan Review for School Year 2020-21)

(Corresponds to Sections 15c, 16b, 17a, and 17b of the OSPI Consolidated School Improvement Plan Template)

For guidance on completing Sections I, II, & III below, please refer to the SY 2021-2022 School Improvement Plan Template Implementation Guide.

Section I. End-of-Year School Improvement Plan Review for School year 2020-21

This section will serve as a summative evaluation of SY 2020-2021 goals, activities, measures, and results. Please, use Sections 13, 15a, 15b, and 16a of OSSI's Consolidated Improvement Plan Template—or comparable sections if using your own custom SIP form—for reference in reflecting on your implementation and results.

Note: For schools operating a Title I, Part A, Targeted Assistance Program do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Building Data: *Please provide your school district, building name, and date of submission of this template to OSSI's SharePoint if applicable below.*

School District Name:	**Building Name:**	**Date of Submission to OSSI SharePoint (if applicable):**
Kelso School District	Kelso Virtual Academy	June 15, 2021

SY 2020-2021 High-Priority Goal #1: All students of Kelso Virtual Academy will understand the pathways to graduation through assessments and other avenues this will occur by June 2021. Our goal will be for scores in the proficient range on the ELA assessment. However, depending upon student needs, other options that best show student achievement may be utilized. Some Kelso Virtual Academy students were able to take, and pass, the ASVAB for graduations.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.**	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1)Coordination of Kelso High School CTE department, KHS Career Center, KVA Principal and KVA teachers to train KVA teachers on how to facilitate, monitor and update the High School and Beyond Plan for all grades 9-12 KVA students.	Counselors, teachers and principal worked with students and families to identify the most accurate graduation pathway for each student. Students reviewed their current and projected course schedules aligned with course completion information to ensure they were on track to meet their HSBP goals. Choice of ELA class, along with grade achievement played a large role in the adjustments of the HSBP. We utilized a google document to share real time information with all staff involved and ensure students follow through.	All HSBP were updated based upon the work done by staff, students and families to review student achievement, in alignment with HSBP goals. Students modified ELA course selections, as their HSBP plans changed.
2)Continuation of support and advocacy from principal in regards to regular attendance, academic progress and progress towards graduation	Our staff completed various weekly and monthly reviews of our students. We utilized reports via Odysseyware to look at participation and course completion progress. In addition, we evaluated students on their weekly two way engagement with their teacher.	Previous course rates reflect a 54% completion rate in prior years. This year our secondary course completion rates based on mid-year data reflects a 90% average completion rate for our students in grades 6-12.

SY 2020-2021 High-Priority Goal #2: All students of Kelso Virtual Academy will understand the pathways to graduation through assessments and other avenues this will occur by June 2021. Our goal will be for scores in the proficient range on the Math assessment. However, depending upon student needs, other options that best show student achievement may be utilized. Some Kelso Virtual Academy students were able to take, and pass, the ASVAB for graduations. More students are showing interest in taking the SAT and/or ACT in place of the SBAC.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.**	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1)Math tutoring support for our students in grades 6-12	We provided all of our students in grades 6-12 with tutoring support and our team reached out individually to students who were struggling based on course completion and performance rates.	We have seen continually increasing engagement and attendance with students attending the math tutoring sessions. The increased math support is directly reflected in the increase in course completion rate, from 54% to an average of 90%.
2)Continuation of support and advocacy from the principal in regards to regular attendance, academic progress, and progress towards graduation.	Our staff completed various weekly and monthly reviews of our students. We utilized reports via Odysseyware to look at participation and course completion progress. In addition we evaluated students on a weekly two way engagement with their teacher.	Previous course rates reflect a 54% completion rate in prior years. This year our secondary course completion rates based on mid-year data reflects a 90% average completion rate for our students in grades 6-12.

SY 2020-2021 High-Priority Goal #3: The graduation rate at Kelso Virtual Academy will continue its march toward the OSSI goal of 67% 4-year graduates by June 2021. Through intentional Odysseyware scheduling, Hybrid schedules with KHS, attention to the SEL needs of our students, professional development opportunities to support SEL strategies, student attendance expectations, parent communication, and tracking student progress and proficiency students will have ownership and accountability of their learning, successes, and the creation and care of their optimal learning environment.

Section III. OSPI School Improvement Plan for 2021-2022

Using the goals and activities, guiding questions, and planned adjustments detailed in Sections I and II above, please fill out the table below restating, reinterpreting or rewriting new SMARTIE Goals, associated activities, and budget allocations for SY 2021-22, incorporating any adjustments as necessary. Please refer to the OSSI SY 2020-2021 End-of-Year Review and SY 2021-2022 School Improvement Plan Template Implementation Guide for more details on examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2021-22 SMARTIE Goal #1: ***Decrease the Algebra math course incomplete and grades of D's of ALL Kelso Virtual Academy students in grades 9-12 from 27% (19 students) to 10% as measured by Odysseyware completion report from March 2021 to June 2022. Note: 14 of the 19 students who received a grade of a D or an incomplete are experiencing poverty.***

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	**Timeframe** *What is the projected length of time of the activity?*	**Lead** *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	**Resources** *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	**Measures** *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Provide math tutoring support in the area of math for students in grades 6-12. This will be used on a voluntary basis	September 2021-June 2022	Principal, 6-12 KVA staff, counselor	Math tutoring supports, access to Odysseyware curriculum, training of	Participants in math supports, identification of students not at expected completion rate within

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.**	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) Continuation of support and advocacy from principal in regards to regular attendance, academic progress and progress towards graduation	Our staff completed various weekly and monthly reviews of our students. We utilized reports via Odysseyware to look at participation and course completion progress. In addition we evaluated students on their weekly two way engagement with their teacher.	Previous course rates reflect a 54% completion rate in prior years. This year our secondary course completion rates based on mid-year data reflects a 90% average completion rate for our students in grades 6-12.
2) Ongoing meetings and communication with school counselors and KVA staff to support the work and on-track behaviors of our students	Students in need of social and emotional support are receiving support through a coordination of care by their brick and mortar school along with various outside mental health agencies (if needed).	Grade level participation and engagement within class meetings and a shared collaboration with brick and mortar staff to support the various social and emotional needs of our students.

Section II. 2020-21 End-of-Year Summary and Reflection Questions

The following Section is a summary reflection on end-of-year findings as documented in Section I above and to inform decision-making about 2021-2022 SIP Goals and Activities in Section III below. The purpose of these reflective and guiding questions is for building leadership to engage in practical and sustainable planning processes. Use of these questions and the additional Sections of this Template can encourage the formation of practical high-leverage goals and activities, progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2020-21, how have you responded to emerging student equity needs, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities furthest from educational justice?

   Previous years KVA families had to provide their students with the necessary technology in order to utilize technology. This year, we provided all students with a 1:1 device for use. In addition, Kelso Virtual Academy students that have internet access barriers were encouraged to come to various internet cafe's located throughout the district to access the online curriculum. We partnered with student's neighborhood schools to provide additional social emotional support for students. This allowed us to provide supports for the mental well being for our students.

Section III. OSPI School Improvement Plan for 2021-2022

Using the goals and activities, guiding questions, and planned adjustments detailed in Sections I and II above, please fill out the table below restating, reinterpreting or rewriting new SMARTIE Goals, associated activities, and budget allocations for SY 2021-22, incorporating any adjustments as necessary. Please refer to the OSSI SY 2020-2021 End-of-Year Review and SY 2021-2022 School Improvement Plan Template Implementation Guide for more details on examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2021-22 SMARTIE Goal #1: ***Decrease the Algebra math course incomplete and grades of D's of ALL Kelso Virtual Academy students in grades 9-12 from 27% (19 students) to 10% as measured by Odysseyware completion report from March 2021 to June 2022. Note: 14 of the 19 students who received a grade of a D or an incomplete are experiencing poverty.***

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	**Timeframe** *What is the projected length of time of the activity?*	**Lead** *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	**Resources** *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	**Measures** *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Provide math tutoring support in the area of math for students in grades 6-12. This will be used on a voluntary basis	September 2021-June 2022	Principal, 6-12 KVA staff, counselor	Math tutoring supports, access to Odysseyware curriculum, training of	Participants in math supports, identification of students not at expected completion rate within

2. **If Tribal consultation is applicable/required by ESSA Section 8538 in your district and building:** How is your district engaging in timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP plan supporting AI/AN students, families, and communities?

   Click or tap here to enter text.

3. Did you achieve any of your high-priority goals listed in Section I above? Describe what led to achieving that(/those) goal(s) or what prevented you from achieving it(/them).

   Our students have a clear understanding of pathways and the work of the High School and Beyond Plan. However, a formalized assessment was not able to occur due to COVID and the plans for a fall Smarter Balanced Assessment.

4. How did at least one of the documented activities mentioned in Section I above (from SY 2020-21) positively impact student outcomes in relation to achieving its associated high-priority goal?

   The training and implementation of reviewing and updating the High School and Beyond Plan positively impacted every student. This impact was reflected in the scheduling choices made by students for the 2021-2022 school year. Students and families were very intentional and thoughtful in their course selections; whether it was scheduling for an accelerated course or remedial course. Students clearly understood how their course scheduling affected their graduation pathway.

5. What challenge(s) did you encounter this year with implementing activities for at least one high-priority goal?

   The restrictions around in-person learning and the delay of Smarter Balanced Assessment from spring 2021 to fall of 2021 prevented assessment opportunities.

6. What adjustments and modifications could be made towards addressing the challenge(s) detailed above for the upcoming academic year?

   As we work our way out of this global pandemic our students will have more opportunities for in person learning and will be able to participate in standardized tests (eg SBA) to allow us to more effectively monitor progress and better evaluate our program.

Section III. OSPI School Improvement Plan for 2021-2022

Using the goals and activities, guiding questions, and planned adjustments detailed in Sections I and II above, please fill out the table below restating, reinterpreting or rewriting new SMARTIE Goals, associated activities, and budget allocations for SY 2021-22, incorporating any adjustments as necessary. Please refer to the OSSI SY 2020-2021 End-of-Year Review and SY 2021-2022 School Improvement Plan Template Implementation Guide for more details on examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2021-22 SMARTIE Goal #1: ***Decrease the Algebra math course incomplete and grades of D's of ALL Kelso Virtual Academy students in grades 9-12 from 27% (19 students) to 10% as measured by Odysseyware completion report from March 2021 to June 2022. Note: 14 of the 19 students who received a grade of a D or an incomplete are experiencing poverty.***

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	**Timeframe** *What is the projected length of time of the activity?*	**Lead** *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	**Resources** *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	**Measures** *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Provide math tutoring support in the area of math for students in grades 6-12. This will be used on a voluntary basis	September 2021-June 2022	Principal, 6-12 KVA staff, counselor	Math tutoring supports, access to Odysseyware curriculum, training of	Participants in math supports, identification of students not at expected completion rate within

7. What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?

   Once final grades are issued, we will review each course area to determine where we had the highest course completion, and the lowest. We will use this data to plan around the needs for the 2021-2022 school year. Whether it be scope & sequence work, teacher PD or additional tutoring support.

Section III. OSPI School Improvement Plan for 2021-2022

Using the goals and activities, guiding questions, and planned adjustments detailed in Sections I and II above, please fill out the table below restating, reinterpreting or rewriting new SMARTIE Goals, associated activities, and budget allocations for SY 2021-22, incorporating any adjustments as necessary. Please refer to the OSSI SY 2020-2021 End-of-Year Review and SY 2021-2022 School Improvement Plan Template Implementation Guide for more details on examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2021-22 SMARTIE Goal #1: *Decrease the Algebra math course incomplete and grades of D's of ALL Kelso Virtual Academy students in grades 9-12 from 27% (19 students) to 10% as measured by Odysseyware completion report from March 2021 to June 2022. Note: 14 of the 19 students who received a grade of a D or an incomplete are experiencing poverty.*

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	**Timeframe** *What is the projected length of time of the activity?*	**Lead** *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	**Resources** *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	**Measures** *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Provide math tutoring support in the area of math for students in grades 6-12. This will be used on a voluntary basis	September 2021-June 2022	Principal, 6-12 KVA staff, counselor	Math tutoring supports, access to Odysseyware curriculum, training of	Participants in math supports, identification of students not at expected completion rate within

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Kelso Virtual Academy

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: Cindy Cromwell	Cindy Cromwell
HUNTER WEISS (TEACHER)	
Angela Green (Teacher)	
Deena McGhee (secretary)	
Yeni Woodall (Counselor)	
Registrar April Huff	
Para Shelley Kyllo	
Bonnie Kandoll (Teacher)	
Julia Jabusch (Teacher)	
Gianne Curry (Teacher)	
Mandie Robertson (Teacher)	
Robbin Treadway (Teacher)	
Deanna Beard (Teacher)	
Tanja Chaffin (paraeducator)	
Denise Freund, teacher	
Laura Hatt (teacher)	
Diane Hutchison (Teacher)	

LOOWIT

2021-2022

HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN (SIP)

OSPI School Improvement Plan for 2021-2022
(and End-of-Year Improvement Plan Review for School Year 2020-21)

(Corresponds to Sections 15c, 16b, 17a, and 17b of the OSPI Consolidated School Improvement Plan Template)

For guidance on completing Sections I, II, & III below, please refer to the SY 2021-2022 School Improvement Plan Template Implementation Guide.

Section I. End-of-Year School Improvement Plan Review for School year 2020-21

This section will serve as a summative evaluation of SY 2020-2021 goals, activities, measures, and results. Please, use Sections 13, 15a, 15b, and 16a of OSSI's Consolidated Improvement Plan Template—or comparable sections if using your own custom SIP form—for reference in reflecting on your implementation and results.

Note: For schools operating a Title I, Part A, Targeted Assistance Program do not forget to progress monitor the effectiveness of your goals and activities supporting the targeted student population.

Building Data: *Please provide your school district, building name, and date of submission of this template to OSSI's SharePoint if applicable below.*

School District Name:	Building Name:	Date of Submission to OSSI SharePoint (if applicable):
Kelso School District	Loowit High School	June 15, 2021

SY 2020-2021 High-Priority Goal #1: All students of Loowit High School will understand the pathways to graduation through assessments and other avenues. Our goal will be for scores in the proficient range on the ELA/Math assessment. However, depending upon student needs, other options that best show student achievement may be utilized. Some Loowit High School students were able to take, and pass, the ASVAB for graduations.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.**	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) Provide Individualized Paraeducator Support	Student and staff conversations, course completion rates of Loowit Students	Through work with instructional aide support all Loowit students have started and updated their High School and Beyond Plan for the 2020-2021 school year.
2)Support and advocacy from the principal in regards to regular attendance, academic progress and progress towards graduation.	Weekly meetings with students to evaluate progress towards completion of work, High School and Beyond Planning and instruction	Ongoing meetings with principal, students, families, and support staff regarding student progress towards graduation.

SY 2020-2021 High-Priority Goal #2: The graduation rate at Loowit High School will continue its march toward the OSSI goal of 67% 4-year graduates. Through intentional Odysseyware scheduling, Hybrid schedules with KHS, attention to the SEL needs of our students, professional development opportunities to support SEL strategies, student attendance expectations, parent communication, and tracking student progress and proficiency students will have ownership and accountability of their learning, successes, and the creation and care of their optimal learning environment.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.**	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1) Supports and advocacy from principal in regards to regular attendance, academic progress and progress towards graduation.	Student and staff conversations, course completion rates of Loowit Students	We met regularly to discuss student progress. In addition, principal and teacher met continuously with students to support their academic work along with social emotional needs.
2)Creation of monitoring tools to better track student progress towards credit earned and course completion.	We created various monitoring tools/documents for staff and students to use to allow for all parties to better monitor progress.	Successfully used these tools to allow for students to better progress monitor themselves and for staff to better monitor course completion.

SY 2020-2021 High-Priority Goal #3: Loowit High School will secure on-site professional development that addresses the Social Emotional Learning needs and supports for our students. Once the professional development is complete, we will begin immediate planning and implementation of learned strategies to better support our students and staff. At the end of the school year we will survey our students with a SEL Survey that addresses the needs they have previously communicated and from what we have learned and implemented. We will strive for a positive response rate of 80% for student perceived learning and SEL supports.

Activities: Choose and describe two **high-leverage activities implemented or tested related to achieving the stated high-priority goal** above**.**	**Measures:** How did you analyze and evaluate? Please list and describe the tools you used to measure progress towards achieving your high-priority goal. Why were these tools appropriate?	**Results/Progress:** Please describe your results and progress so far in one to two sentences, i.e., what did you find in your data and what did it mean? (Paste hyperlinks in the space below to relevant documents if necessary.)
1)Coordination of SEL district services provided to Loowit Students.	Unfortunately due to COVID and school closure we were not able to coordinate SEL district services. However, during teacher, IA, admin meetings we discussed student specific needs and concerns.	When staff meet formally and informally (when students were virtual and in person) we discussed concerns, celebrations, and needs of students.
2)Training for SEL class meetings	Due to COVID the training was not able to happen	Due to the lack and limited in person learning we were not able to provide this formalized training for our staff but will for the 2021-2022 school year.

Section II. 2020-21 End-of-Year Summary and Reflection Questions

The following Section is a summary reflection on end-of-year findings as documented in Section I above and to inform decision-making about 2021-2022 SIP Goals and Activities in Section III below. The purpose of these reflective and guiding questions is for building leadership to engage in practical and sustainable planning processes. Use of these questions and the additional Sections of this Template can encourage the formation of practical high-leverage goals and activities, progress monitoring using multiple indicators and measures, and data-informed adjustments within implementation cycles.

1. In SY 2020-21, how have you responded to emerging student equity needs, particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities furthest from educational justice?

   Yes, with the small population of students within Loowit High School staff were able to spend quite a bit of time with each student one on one. This allowed us to discuss graduation requirements, high school and beyond plans and monitor their progress towards graduation in real time throughout the week.

2. **If Tribal consultation is applicable/required by ESSA Section 8538 in your district and building:** How is your district engaging in timely, meaningful, and ongoing Tribal consultation in the planning and implementation of your SIP plan supporting AI/AN students, families, and communities?

   NA

3. Did you achieve any of your high-priority goals listed in Section I above? Describe what led to achieving that(/those) goal(s) or what prevented you from achieving it(/them).

   We were able to support the successful graduation of a Loowit student and did work with each student on their High School and Beyond Plan. However, due to COVID restrictions, students did not participate in state assessment and they had very limited opportunities to participate in high stakes testing such as ASVAB, SAT, and ACT.

4. How did at least one of the documented activities mentioned in Section I above (from SY 2020-21) positively impact student outcomes in relation to achieving its associated high-priority goal?

   Creation of progress monitoring documents allowed for staff and students to see in real time to determine their progress towards course completion. This combined with High School and Beyond Plan reviews allowed for students to develop a clear understanding of what will lead them to earning their high school diploma.

5. What challenge(s) did you encounter this year with implementing activities for at least one high-priority goal?

   With the state wide school closure in effect for half of the school year we were not able to develop a plan of coordinated services with the district's Social and Emotional Learning Department. With the COVID shutdown we were not able to follow up with in person connections with potential Loowit students.

6. What adjustments and modifications could be made towards addressing the challenge(s) detailed above for the upcoming academic year?

   With all schools opening up full time next fall the support services of the district Social Emotional Learning team will better be able to readjust their support calendar to work with our team.

7. What additional sources of data, if needed, will be collected to monitor the progress of those activities to be adjusted or modified?

   Fall/Spring Smarter Balance Assessment and additional high stakes testing opportunities for our students will provide excellent graduation pathway options for the students of Loowit High School.

Section III. OSPI School Improvement Plan for 2021-2022

Using the goals and activities, guiding questions, and planned adjustments detailed in Sections I and II above, please fill out the table below restating, reinterpreting or rewriting new SMARTIE Goals, associated activities, and budget allocations for SY 2021-22, incorporating any adjustments as necessary. Please refer to the OSSI SY 2020-2021 End-of-Year Review and SY 2021-2022 School Improvement Plan Template Implementation Guide for more details on examples of SMARTIE Goals, short- and long-term data sources that may be used in the "Measures" column for support, and other helpful planning aids.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the appropriate Components.

SY 2021-22 SMARTIE Goal #1: 100% of *Loowit High School students will participate in pathway assessment in alignment with their High School and Beyond Plan. In addition,* KVA principal will work with OSPI and KHS Administration to create new approved CTE pathways for graduation during the summer of 2021.				
Activities	**Timeframe**	**Lead**	**Resources**	**Measures**

Students in grades 10-12 will participate in a pathway assessment such as ASVAB, Smarter Balance, SAT, or ACT. *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	**Fall 2021-Spring 2022** *What is the projected length of time of the activity?*	**School Counselor, District Assessment Coordinator, Instructional Aide** *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	**High School & Beyond Plan, Assessment Calendar** *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	*HSBP assessment info* *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Student review and update of High School and Beyond Plan	Two times during school year	School Counselor, Instructional Aide, Teacher	High School and Beyond Plan, professional development of teacher and instructional aide	Completion rates
2)Advertisement, communication, and research of various assessment opportunities	Throughout the 2021-2022 school year	School Counselor, Instructional Aide, Teacher	Collaboration with KHS staff and other testing administrators	Completion rates
Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*				
1) KSD BEA funded certificated teacher and counselor				
2) OSSI iGrant 874 funded instructional aide, for 4 hours per day. Assuming rate of pay and SEB would cost approximately $17,086				

SY 2021-22 SMARTIE Goal #2: Increase the review and updating of High School and Beyond Plans and on track credit status between staff member(s) and all students in grades 9-12 from one time each year to two times per school year for the 2021-2022 school year (including summer of 2021).

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	**Timeframe** *What is the projected length of time of the activity?*	**Lead** *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	**Resources** *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	**Measures** *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1)Mid-year and end of the school year student conferences with a staff member to review, update, and plan activities/schedules.	During the second trimester of the 2021-2022 school year.	School counselor, classroom teachers, administrator, and instructional aide support staff.	Professional development to review the HSBP completion, additional time with students during weekly meetings, HSBP database for documentation purposes.	We will be able to monitor the percentage of students with updated plans mid-year and at the end of the school year.
2)High School and Beyond Plan reflections by staff to continue to build educational activities and experiences to better prepare students for post high school graduation. Throughout the summer of 2021 Loowit staff will be working with potential students to support re-engagement and program planning based on HSBP and credit status.	Throughout the 2021-2022 school year include summer of 2021.	Department of Teaching and Learning, school counselor, classroom teachers, administrator, and instructional aide support staff.	Time built into Professional Learning Communities to discuss commonalities and ideas, along with networking for opportunities.	Percentage of chosen career clusters, graduation requirements unfilled, post graduate career exploration.

Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*
1)Re-engagement coordinator would be fully funded through iGrant 145, $20,000
2)Teachers and counselor are to be funded via KSD BEA funds. Paraeducator would be covered via Smartie goal #1, OSSI dollars from iGrant 873

SY 2021-22 SMARTIE Goal #3: ***Loowit High School will be starting with a new teacher at a new location beginning the 2021-2022 school year. Because of these changes it will be important to establish a positive climate and culture. This will increase attendance and student engagement within their coursework.***

Activities *What evidenced-based practice will you implement and at or with whom is this activity aimed in order to achieve this goal? Describe two activities.*	**Timeframe** *What is the projected length of time of the activity?*	**Lead** *Who will be responsible for implementing, measuring and adjusting the activity? Who else will be involved?*	**Resources** *What resources will be needed to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?*	**Measures** *What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?*
1) Provide 1:1 assistance when needed for Loowit HS students.	August 2021-June 2022	Instructional Aide	Hiring of instructional aide, training, time to collaborate with newly hired teacher.	Course Completion Rates of Loowit Students
2) School counselor, instructional support and general education staff will provide various class meeting opportunities to build relationships with students.	September 2021-June 2022	School counselor, staff, instructional aide and administrator	Training in the use of classroom meetings, social emotion training of staff	Calendar, self-reflections, surveys

Funding amount and source(s) allocated to support activity (*SY 2021-22 Expenditure linked to activity): Please list and describe funding source(s) associated with Activity 1 and Activity 2 above:*
1) Teacher and counselors are to be funded via KSD BEA funds. Paraeducator would be covered via Smartie goal #1, OSSI dollars from iGrant 874

2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Loowit High School

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name		Signature
Principal:	Cindy Cromwell	Cindy Cromwell
Registrar	April Huff	April Huff
Secretary	Dena McGhee	Dena McGhee
Counselor	Yeni Woodall	Yeni Woodall
Teacher	Diane Hutchison	Diane Hutchison

KELSO GOLD

2021-2022

SCHOOL IMPROVEMENT PLAN (SIP)

Kelso GOLD – Open Doors
SCHOOLWIDE PLAN

Name of Principal: Cindy Cromwell and Rob Birdsell	**Date: October 2021**
Mission As a community of learners, we are committed to meeting the educational and social needs of our students through team work, clear communication, goal setting and community support. Students will determine their educational and post-secondary plans. These goals and plans will be based on their current skill levels, interests, aptitudes and abilities. Along with academic progress, career exploration and employability skills will be the foundation of the educational and post-secondary plan.	**Vision** We are committed to the academic and social needs of our students. Through two- way communication, clear expectations, and community support, we strive to rekindle a desire for learning and spark hope for a better future.

COMPONENT #1: NEEDS ASSESSMENT

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

- **Briefly describe student demographics, levels of achievement, atmosphere, and staffing.**

Kelso GOLD is an Open Doors Re-Engagement program that was created initially in collaboration with Goodwill Industries. For the 2019-2020 school year, an additional partnership was established with Lower Columbia College (LCC). The Open Doors program at LCC is named Renaissance and students could pursue enrolling there starting January 6th, 2020.

The purpose of a re-engagement program is to support and advance students who have been identified as potential drop-outs, or who have already dropped out. Kelso GOLD still has the same college, career and community readiness expectations as students attending the Kelso High School and Loowit campuses. Kelso School District administration and staff work in collaboration with the staff at Goodwill and Renaissance-LCC to ensure the needs of all students are being met. The primary goal of the Kelso School District is to stay in two-way communication with Goodwill and Renaissance-LCC, the students, and their families to ensure the program placement is correct and that they are making academic progress towards either a high school diploma or GED.

Student Demographics

On Oct 1st, 2019 ***Student Enrollment:***	***On Oct 1st, 2019*** ***Gender:***	***On Oct 1st, 2019*** ***Ethnicity:***	***On Oct 1st, 2019*** ***FRL Rate***	***For the 2018-2019 School Year*** ***Attendance Rate***
10th-1 11th – 2 12th – 7	Males – 9 Females - 1	White – 5 Hispanic – 2 Two or More-3	*80%*	87%

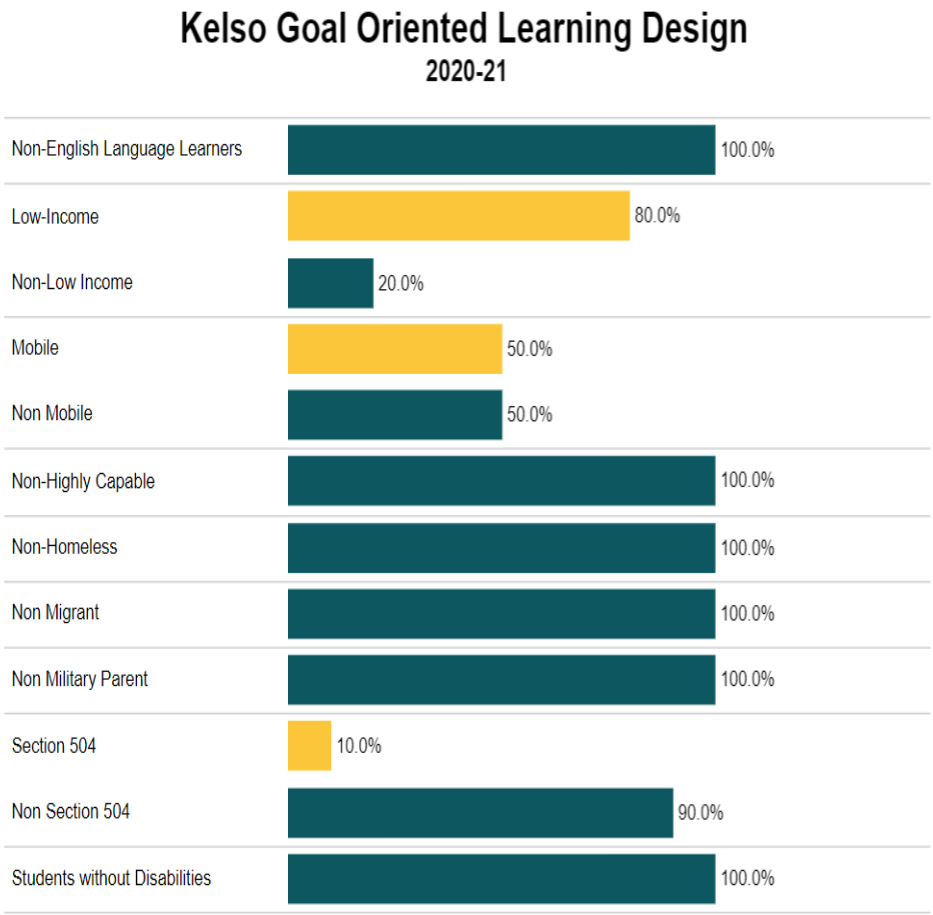
2021-2022

School Improvement Plan (SIP) Team Signature Page

School: Kelso Gold

Please legibly sign your name and identify your role on the team (teacher, paraeducator, parent, etc.)

Role and Name	Signature
Principal: Cindy Cromwell	Cindy Cromwell
Secretary Deena McGhee	Deena McGhee
Secretary April Huff	April Huff



Current Levels of Achievement at Open Doors-Goodwill:

- For the 2020-2021 school year, no students participated in the Smarter Balance Assessment. We are hoping that our students will participate in the fall of 2021 and spring of 2022.

Current Levels of Achievement at Open Doors – Renaissance at Lower Columbia College (LCC)

- This program became active 01-06-2020, so data continues to be limited to CASAS testing data. Our current student average score on the CASAS shows their incoming skill range in the B-C grade range.

- **Briefly describe the process you and your staff utilize to review progress towards achieving school-wide goals.**

Process to Enroll in Kelso GOLD

1. For the majority of Kelso students, the expectation is that they will first attempt one the alternative learning environments available in the Kelso School District prior to enrolling in Kelso GOLD. In extreme cases, Rob Birdsell, Assistant Principal of Kelso High School has the professional discretion to by-pass this step and enroll a student directly in Kelso GOLD or Career Education Options (CEO) at LCC. This situation is usually reserved for students who have transferred into our district late in their high school career and/or are extremely credit deficient.
2. Next step is to schedule a meeting with the Assistant Principal Birdsell to have an exit interview and to determine which Kelso GOLD location will best fit the student. At this meeting, a parent/guardian must be present. The student, parent/guardian and principal discuss the

strengths and areas of growth of the student, along with students' interests and aptitudes, to determine the best placement in the Kelso GOLD program. Through this discussion a decision will be reached and paperwork will be completed for a student to enroll in Kelso GOLD.

3. It is the duty of the student to take the enrollment paperwork to the appropriate location and to set up the appointment for entrance exam testing. The Assistant Principal Birdsell/Loowit registrar notifies the receiving location that a student has been released to join their program, and sends over any necessary accompanying student documentation.

Process to Review Progress Towards School-Wide Goals:

Staff from the Kelso School District meet monthly with staff at both Goodwill and Renaissance-LCC to monitor student progress. Discussed at these meetings are the following topics:

1. Current student enrollment
2. Current student enrollment attendance
3. Current enrollment trends and available seats
4. Current student academic progress towards high school diploma or GED
5. Current student progress in vocational programs
6. Any students approaching earning a high school diploma or GED
7. Any students of concern. Discussion can range from personal/social struggles a student may be having to staff concerns about appropriate program placement. If a change in placement is discussed and considered to be the best move for a student, there is a wraparound meeting to bring the student and family back into the conversation and problem solve.

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

GOAL STATEMENT

- To increase our participation in state testing from 0% in 2019 to at least 95% in 2021-2022.
- Measurement: Last year, due to state requirements and guidelines no student participated in the assessment.

GOAL STATEMENT

- Create a cleaner, more efficient student enrollment system between the Kelso School District and our Open Doors partners to ensure correct enrollment data.
- Measurement: Currently, our registrar at Loowit High School is responsible for the gathering and sending of student documentation to the receiving Open Doors site. Then monthly, the Open Doors sites are responsible for sending their student enrollment count to our district registrar. Currently, we are encountering a multitude of errors because we do not have a standardized practice for sending student documentation or student count. To improve our clerical system, a calendar will be created to ensure all parties know the important due dates of student data and the current enrollment packet will be updated to more accurately reflect the needed documentation to transfer students to these programs.

GOAL STATEMENT

1) Create a more efficient tracking and communication system between the Kelso School District and our Open Doors partners to ensure students who complete a GED test and/or complete a college course, are given appropriate credit on their high school transcript.
- Measurement: Currently, the Kelso School District has to pursue this data from the Open Doors sites. The registrar with the Kelso School District is working collaboratively with the Open Doors

registrars to create a system that shares this information in a more timely manner. With the changing of staff at Open Doors this continues to be a goal for this school year.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

Action Plan Towards School-Wide Goals:

Goal #1 – Improve Student Participation in State Testing

Action Step 1 - To inform Open Doors site each month of students they have on their roster who would be eligible to participate in state testing. The testing will occur in the areas of math, ELA and science .

Action Step 2 - Send letters to the Open Doors sites addressed to eligible students informing them of the opportunity to test. Letter will include: test site location, test topic, test time and a contact number of a counselor at the high school they can contact if they have any questions.

Action Step 3 - Contact will be made with the parent/guardian of any student eligible to test to inform them that state testing is approaching and that the expectation is that their student will participate in testing.

Goal #2 - Create a cleaner, more efficient student enrollment system between the Kelso School District and our Open Doors partners to ensure correct enrollment data.

Action Step 1 - The registrar for the Kelso School District will work with the registrar from Loowit High School to ensure all paperwork is complete and correct before releasing a student to Kelso Gold.

Action Step 2 - The registrar with the Kelso School District will work in direct contact with the registrars at Goodwill and Renaissance-LCC to ensure: accurate student count, accurate student enrollment in courses, accurate data reporting for course passage and accurate reporting data for students completing a GED exam.

Goal # 3 Create a more efficient tracking and communication system between the Kelso School District and our Open Doors partners to ensure students who complete a GED test and/or complete a college course, are given appropriate credit on their high school transcript.

Action Step 1 - Kelso GOLD Principal and Loowit registrar will meet monthly with Goodwill staff and Renaissance-LCC staff to review student progress towards school wide goals. The results of those meetings will be to clean up any missing data and to share information about student progress and successes. If there are students of concern, they will be discussed at this meeting as well.

COMPONENT #4: COORDINATION AND INTEGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

- **How will the school leverage combined funds to improve the schoolwide plan?**

  There are no combined funds for Kelso GOLD. The Kelso School District sends 93% of the per student BEA allocation to the receiving Open Doors site. The 7% retained by the Kelso School District is kept to cover the administrative costs of the program.

- **Briefly describe the services that students have access to at your school.**

  Students enrolled in Kelso GOLD have access to the following at school:

  1. Opportunity to obtain course advising
  2. Opportunity to mental health and case management support
  3. Opportunity to change programming, after discussion with current site and potentially new site.
  4. Contact information for Kelso GOLD principal to discuss items as needed
  5. Contact information for Kelso High School Counselor to discuss questions or concerns about state assessment testing
  6. Flexible hours for students to come in and take course work
  7. Counseling/case management support to develop a post-secondary plan for the student to transition either into another educational setting or into the workforce
  8. Support in resume writing and interview skills
  9. Opportunity to take any necessary assessment: SBA, WACS, ASVAB, SAT, ACT
  10. Opportunity to apply for Kelso Public Schools Foundation scholarships and to attend the scholarship night awards
  11. Opportunity to access the career center at Kelso High School for FAFSA assistance
  12. Opportunity to attend all high school events such as: plays, dances, music concerts, etc.

Health & Safety Update

English Language Arts Mastery-Based Credit
Procedure 2402P

Demonstrating Mastery/Proficiency in English Language Arts

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in English Language Arts. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating mastery in the following ways:

1. The student may ~~recover~~ obtain up to 1 full credit English Language Arts credit and/or following a failed or incomplete English Language Arts course if the student meets standard on a state assessment in English Language Arts;

2. The student may recover up to 1 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on another approved state alternative that meets the graduation requirement; SAT with writing earning a cut score of 410 or higher and/or ACT with writing earning a core of 14+.

3. The student may obtain up to 1 English Language Arts credit for passing an Odysseyware end of course assessment in a like course. Students do not need to have attempted and failed a course before being eligible for this option.

4. General Education Development Test: Students may obtain (1) English Language Arts credit for achieving a passing score on a general education development test in English Language Arts. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.

5. Mastery-based credit is available in the following English Language Arts courses: fill in or delete as accurate if the student achieves a C or higher grade in the next-higher level course in the B section of an A/B course.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adopted: 09.28.20
Revised: 05.03.21

Math Mastery-Based Credit
Procedure 2403P

Demonstrating Mastery/Proficiency in Math

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in math. Mastery-based credit can be used either for awarding credit in place of traditional course, or for credit recovery purposes.

Students may demonstrate competence in the following ways:

1. The student may ~~recover~~ obtain up to 1 credit following a failed or incomplete math course if the student meets standard on a state assessment in the equivalent math subject. Students can earn (1) credit for Algebra 1, 2 or Geometry;

2. The student may recover up to 1 math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement; SAT earning a cut score of 430 or higher and/or ACT earning a cut score of 16+. Students can earn 1 credit for Algebra 1, Algebra 2, or Geometry.

3. The student may obtain up to 1 math credit for passing an Odysseyware end of course assessment in a like course. Students do not need to have attempted and failed a course before being eligible for this option.

4. General Education Development Test: Students may obtain (1) math credit for achieving a passing score on a general education development test in math. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.

5. Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify in the section of an A/B course.

Additionally, the student may demonstrate competency/proficiency in a math subject and be awarded credit if the student achieves a C or higher grade in the next-higher level course in that math subject (algebra, and geometry).

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adopted: 09.28.20
Revised: 05.03.21

Science Mastery-Based Credit
Procedure 2404P

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in science. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

Students may recover credit by demonstrating competence in the following ways:

1. The student may ~~recover~~ obtain up to 1 science credit in integrated 9 – Earth, space, physics, biology, or Chemistry 1 A/B ecology- genetics following a failed or incomplete science course if the student meets standard on a state assessment in science;
2. The student may recover up to 1 science credit following a failed or incomplete science course if the student meets standard on another approved state alternative that meets the graduation requirement.
3. The student may obtain up to 1 science credit for passing an Odysseyware end of course assessment in a like course. Students do not need to have attempted and failed a course before being eligible for this option.
4. General Education Development Test: Students may obtain (1) science credit for achieving a passing score on a general education development test in science. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.
5. Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

The district collects and annually reviews disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adopted: 09.28.20
Revised: 05.03.21

Social Studies Mastery-Based Credit
Procedure 2405P

Demonstrating Mastery/Proficiency in Social Studies

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency in social studies skills. Mastery-based credit can be used either for awarding credit in place of a traditional course, or for credit recovery purposes.

1. A student may obtain up to 1 Social Studies credit for passing an Odysseyware end of course assessment in a like course. Students do not need to have attempted and failed a course before being eligible for this option.
2. General Education Development Test: Students may obtain (1) social studies credit for achieving a passing score on a general education development test in social studies. A passing score will be determined by the State Board of Education in consultation with the Office of the Superintendent of Public Instruction.
3. Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

The district collects and annually reviews disaggregated data to see which sub groups of students are receiving master-based credit. If disproportionality is found, the district takes appropriate actions to ensure equitable access to these crediting opportunities.

Adopted: 09.28.20
Revised: 05.03.21

World Language Mastery-Based Credit
Procedure 2409P

World Languages Credit for Competency/Proficiency

Definition:
For purposes of this procedure, a world language is defined according to the definition used by the Higher Education Coordinating Board as "[a]ny natural language that has been formally studied […], including American Sign Language (AMESLAN, the language of the deaf community), and languages no longer spoken, such as Latin and ancient Greek. However, neither computer 'languages' nor forms of deaf signing aside from AMESLAN are acceptable."

Demonstrating Mastery/Proficiency in a World Language

The district will manage the assessment process so that students seeking mastery-based credit can demonstrate mastery/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure consistency across languages. The district will select the appropriate assessment instrument(s) from the following:

1. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is available (as of ~~2011~~ 2021, Spanish, French, German, Italian, Japanese, Chinese). STAMP is offered by Avant Assessment (http://avantassessment.com).
2. American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Writing Proficiency Test (WPT) — for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (http://www.languagetesting.com).
3. Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
4. For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.
5. OSPI and the federally recognized Tribes in Washington have a language proficiency system in place with the First Peoples' Language and Culture Certificate. Native/Tribal language students will have their proficiency determined by each Tribe.
6. The student may recover up to 1 World language credit following a failed or incomplete foreign language course if the student meets standard on an end-of-course exam from a foreign language course (where an end-of-course exam is available). Odessyware

7. Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Determining Mastery and Credit Equivalencies

The district will award one or more credits based on the student demonstrating an overall proficiency level according to the ACTFL Proficiency Guidelines as follows:

1. Novice Mid – 1 credit (Carnegie Unit)
2. Novice High – 2 credits
3. Intermediate Low – 3 credits
4. Intermediate Mid – 4 credits

Since students may demonstrate varied levels of proficiency across skills, credits will be awarded based on the lowest common level of proficiency demonstrated across the skill areas.

(*Example: If a student demonstrated Intermediate Mid-level proficiency in Speaking, but Novice Mid in Reading and Writing, then credits would be awarded based on the lowest common level of demonstrated proficiency: one credit for Novice Mid. The student would not receive individual credits for separate language skills. In this example, the student would not receive four credits for Intermediate Mid in Speaking and one credit each for Novice Mid in Reading and Writing. The total award is one World Language credit.*)

Offering Testing Opportunities

The district will manage the assessment process so that students have multiple opportunities to take or retake the assessment(s) required to demonstrate proficiency. Assessments must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the assessments are offered, which could include individual schools, district buildings, community colleges, universities, educational service districts, or other community settings.

Paying for Assessments

The district will set a fee for the assessments to cover administrative costs, test fees, and/or proctoring. Fees may vary depending on the assessment costs. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced price lunch. Current fees and financial assistance information are available from the Teaching and Learning department.

Reporting Results

The district will receive official test results for each student participating in the assessment process. The district will provide a letter to the student with a copy of the test results and an indication of how many world language credits, if any, may be awarded. If requested by the student, the school counselors will record the world language credits earned on the official transcript. Credits will be awarded with a grade of "Pass".

The district will manage the assessment process so that the sutdents seeking mastery-based credit can demonstrate mastery/proficiency across language skills. Assessments will be aligned to the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines in order to ensure

consistency across languages. The distric twill select the appropriate assessment instrument(s) from the following:

1. Standards-based Measurement of Proficiency (STAMP) in reading, writing, and speaking (and listening, if available) for all languages for which it is. STAMP is offered by Avant Assessment (http://avantassessment.com)
2. American Council on the Teaching of Foreign Languages (ACTFL) assessments Oral Proficiency Interview (OPI) or Oral Proficiency Interview Computer Based (OPIc) and Writing Proficiency Test (WPT) - for languages for which STAMP is not available or for which ACTFL assessments are deemed to be more appropriate. ACTFL assessments are offered through Language Testing International (http://www.languagetesting.com).
3. Appropriate assessments for American Sign Language such as the Sign Language Proficiency Interview (SLPI).
4. For languages that do not currently have any other nationally available proficiency based assessment, the district will work with local language communities and the Office of Superintendent of Public Instruction (OSPI) World Languages Program to develop a collection of evidence process, such as LinguaFolio, that is aligned with ACTFL Proficiency Guidelines.
5. OSPI and the federally recognized Tribes of Washington have a language proficiency system in place with the First Peoples' Language and Culture Certificate. Native/Tribal language students will have their proficiency determined by each Tribe.

Adopted: 5.9.16
Revised: 5.3.21

Superintendents Report