



REGULAR BOARD MEETING - REVISED

**Housel Middle School Library
2001 Highland Drive
COVID-19 Measures in place**

11/24/2021 07:00 PM

I. 7:00 p.m. - Call to Order Regular Board Meeting

- a. Pledge of Allegiance
- b. Recognition: Jesalyn Cole and Mark Gunderson - Leadership Award:
Prosser School Board Members

II. Oath of Office of Elected Board Members

III. Annual Organizational Meeting: Election of Officers

- a. Calls for Nominations for President
- b. Election of President (roll call vote)
- c. Assumption of Office by New President
- d. Calls for Nomination for Vice-President
- e. Election of Vice-President (roll call vote)

IV. Resume Regular Board Meeting

- a. Approval of Agenda

V. Protocol for Addressing Board

[Welcome to the Board Meeting.pdf \(p. 3\)](#)

VI. Hearing of Visitors

VII. Reports

- a. Assistant Superintendent's Report - Curriculum and Instructions
- b. Assistant Superintendent's Report - Business and Operations

[Student Enrollment November 2021.pdf \(p. 4\)](#)

- c. Superintendent's Report
- d. Board Members' Reports
- e. Student Representatives' Reports

VIII. Consent Items: REVISED

- a. ASB Clubs: Revised

[ASB Club Revised.pdf \(p. 8\)](#)

- b. Approval of Minutes

[November 10, 2021 Board Meeting Minutes.pdf \(p. 9\)](#)

- c. Certificated Personnel

[November 24, 2021 Certificated Employees.pdf \(p. 13\)](#)

d. Classified Personnel

[November 24, 2021 Classified Employees.pdf \(p. 16\)](#)

IX. Action Items

a. Vouchers and Payroll

[Vouchers.pdf \(p. 17\)](#)

X. Discussion Items

a. School Improvement Plan

[School Improvement Plans.pdf \(p. 49\)](#)

[Prosser High School SIP.pdf \(p. 50\)](#)

[Housel Middle School SIP.pdf \(p. 73\)](#)

[Heights Elementary School SIP.pdf \(p. 100\)](#)

[Keene Riverview Elementary SIP.pdf \(p. 121\)](#)

[Whitstran Elementary SIP.pdf \(p. 137\)](#)

XI. Future Meetings

Special Board Meeting, November 30, 2021, Housel Middle School Library, 6:00 p.m.

Regular Board Meeting, December 8, 2021, Housel Middle School Library, 7:00 p.m.

XII. Adjournment

SCHOOL BOARD MEETINGS

Prosser School District No.116 •

Welcome to a meeting of Prosser School District Board of Directors!

Your views and interest in education are important to us and to your schools. Whether your visit is for the purpose of bringing information to the board's attention, solving a problem, or simply to see what's going on, we hope you'll feel welcome and comfortable at this meeting. We also hope that you will leave with a better understanding of your school district and its board of directors.

How the Board Operates

As the board meeting progresses, you may notice that there is quick action on some items. This is because the board generally considers an issue for several meetings before taking action, and also because background materials on the various items are sent to members for their careful study prior to the meeting. Sometimes the board will approve a motion that encompasses many items. These items, grouped under the "consent" portion of the agenda, are considered routine. You'll be able to follow the action more carefully if you pick up a copy of the agenda that is available.

Board members are: Peggy S. Douglas, Andy Howe, Jeanie Aubrey, Elisa Riley and Jason Rainer, Student Representatives: Andres Ruvalcaba, Ezekiel Akinbade, Monserrat Diaz and Hannah Norris.

About Board Meetings

Business meetings are held twice each month, usually on the 2nd and 4th Wednesday. The first meeting of the month is also a time for the various educational programs of the district to provide an educational presentation to the Board. These meetings begin at 7:00 p.m.

The board encourages input on all issues under discussion at the business meetings.

About Executive Session

The board may occasionally go into executive session, thus excluding the public and the news media from witnessing the discussion. You should know

though, that the board will only discuss issues in executive session. It must, by law, take all actions in an open meeting. The law also limits what the board can legally discuss in executive session. These closed discussions may only concern litigation, personnel selection or evaluation, negotiations, complaints against an officer or staff member or real estate transactions where public disclosure would be damaging to individuals or the general welfare of the district. Before going into executive session, the board president must estimate the time the board will return to open session.

Study Sessions

Board Study Sessions are held by the board to address specific issues and to give the board an opportunity to have staff make presentations regarding specific areas of instruction or operation. Study sessions are open meetings and offer the community an opportunity to hear the issues being discussed. Study sessions follow the same protocols as regular board meetings for addressing the board with questions or concerns.

Addressing the Board

You may present a concern to the board during the time reserved for hearing public comment. If this is the case, we ask that you:

- Prior to the start of the meeting, sign in, noting the topic you intend to address to the board.
- Come to the microphone and state your name.
- Do not reflect adversely on the political or economic view, ethnic background, character or motives of any individual.
- Do keep your comments concise, non-emotional and brief.

The board is interested in hearing your concerns and your compliments too. It's best to call the superintendent's office a couple of days before the meeting. If this isn't possible, you can ask the board president to recognize you during the hearing section.

Board Hearings

The school board can be compared to a "court of last resort." If a concern cannot be solved by first talking with the teacher, principal, or appropriate district personnel, it may be forwarded to the board for hearing. Sometimes this hearing may be conducted in "executive session," meaning the public and the media are not in attendance.

About Your Board

Public schools are especially close to the communities they serve because they are governed by men and women selected from the community. These men and women - your school board; are volunteers who spend a great deal of time on the many details involved in providing quality education.

Board members serve four-year terms. They are required to file financial disclosure statements with the Washington State Public Disclosure Commission and must be registered voters of the school district

School board members attend meetings, keep communications open with other members of the community and represent the needs of the district before local, state and national representatives. They make critical decisions that have a direct impact on what children learn and how they learn it. However, a school board is a legal body and can only make decisions as a body.

You may notice that many of the decisions the board must make are not directly related to instruction. School board members are also responsible for keeping the buildings and grounds in good shape, balancing the budget, protecting the district's legal interests, and providing for long-range planning.

Student Enrollment for November 2021

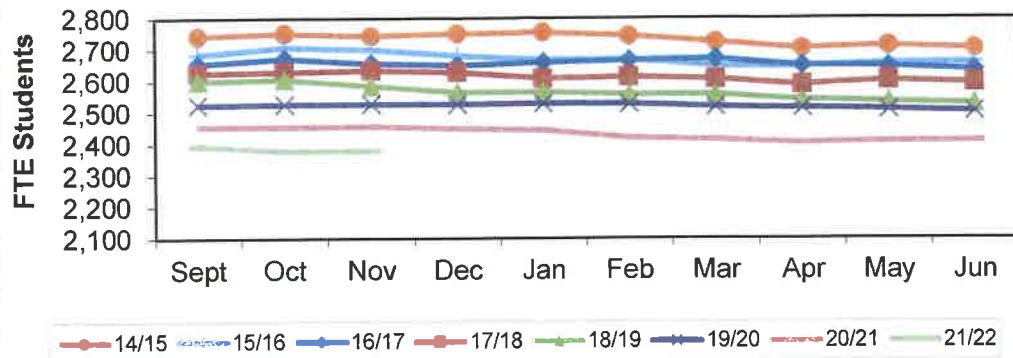


STUDENT ENROLLMENT/WITHDRAWALS

NOVEMBER 2021

SCHOOL	ENROLLMENT	WITHDRAWALS	VIRTUAL LEARNERS
KRV	7	2	3
Whitstran	1	7	3
Heights	2	4	1
HMS	8	5	5
PHS	11	13	14
Total	29	31	26
	20		New to District
	3		School Choice
			Re-entry
		23	Moved Out of District
	2		Homeschool
			Dropped Out
			Completed Grad Requirements
	1	5	Graduation Alliance
			Full-time Running Start
	3	3	Between Schools in District

District Monthly FTE Enrollment from 14/15 to 21/22 (Not Including Virtual)

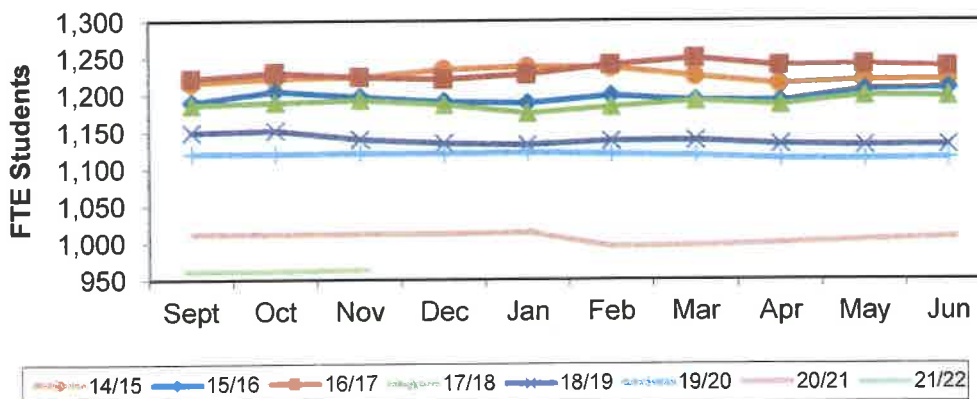


	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average
14/15	2,745	2,752	2,745	2,752	2,756	2,745	2,725	2,705	2,713	2,703	2,734
15/16	2,685	2,708	2,700	2,681	2,667	2,669	2,647	2,646	2,657	2,658	2,672
16/17	2,656	2,672	2,657	2,651	2,660	2,667	2,671	2,650	2,646	2,634	2,656
17/18	2,627	2,631	2,635	2,630	2,609	2,614	2,607	2,590	2,602	2,594	2,614
18/19	2,601	2,606	2,585	2,565	2,565	2,559	2,558	2,542	2,534	2,528	2,564
19/20	2,525	2,527	2,527	2,527	2,530	2,528	2,519	2,515	2,509	2,503	2,521
20/21	2,457	2,456	2,458	2,450	2,446	2,421	2,414	2,405	2,409	2,410	2,432
21/22	2,394	2,379	2,380								2,384

21/22 Budget
(Under) Over

2,356
28

Elementary Monthly FTE Enrollment from 14/15 to 21/22

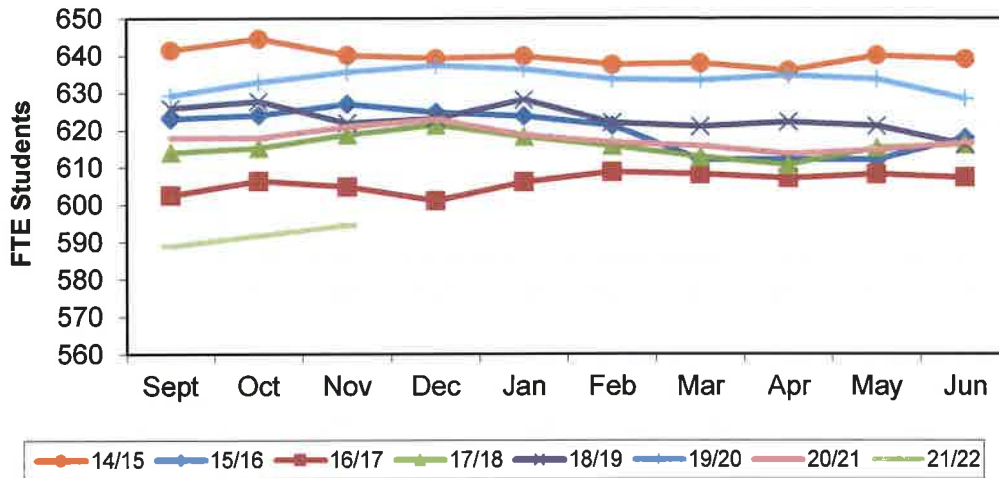


	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average
14/15	1,217	1,223	1,224	1,234	1,238	1,236	1,225	1,214	1,219	1,219	1,225
15/16	1,191	1,206	1,198	1,191	1,189	1,199	1,193	1,192	1,207	1,209	1,197
16/17	1,222	1,230	1,224	1,221	1,227	1,240	1,249	1,239	1,240	1,237	1,233
17/18	1,187	1,190	1,193	1,187	1,175	1,184	1,192	1,187	1,199	1,198	1,189
18/19	1,149	1,152	1,140	1,135	1,133	1,138	1,139	1,133	1,131	1,132	1,138
19/20	1,121	1,121	1,122	1,121	1,122	1,120	1,118	1,114	1,113	1,115	1,119
20/21	1,011	1,011	1,012	1,012	1,014	995	996	999	1,003	1,006	1,006
21/22	962	962	964								963

21/22 Budget
(Under) Over

974

HMS Monthly FTE Enrollment from 14/15 to 21/22

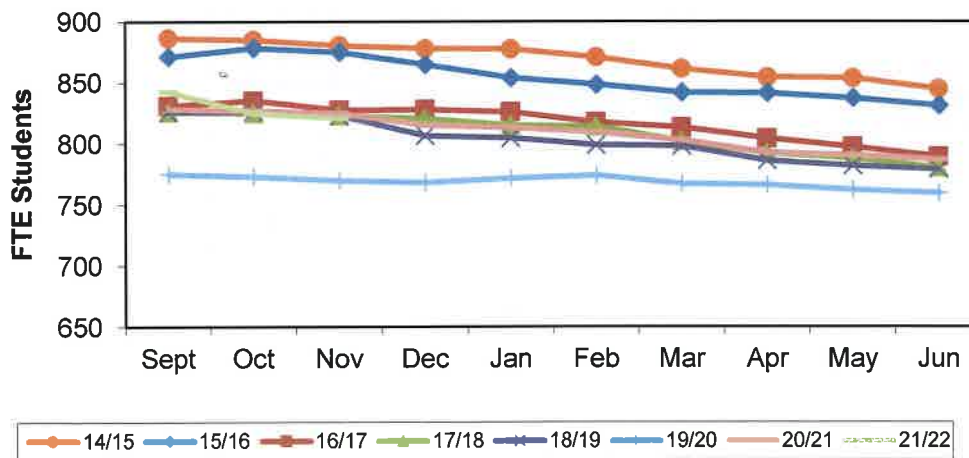


	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average
14/15	642	645	640	639	640	638	638	636	640	639	640
15/16	623	624	627	625	624	621	612	612	612	618	620
16/17	603	606	605	601	606	609	608	607	608	607	606
17/18	614	615	619	621	618	616	613	611	615	616	616
18/19	626	628	622	623	628	622	621	622	621	616	623
19/20	629	633	636	637	636	634	633	635	634	628	633
20/21	618	618	621	623	619	617	616	614	615	617	618
21/22	589	592	595								592

21/22 Budget
(Under) Over

585
7

PHS Monthly FTE Enrollment from 14/15 to 21/22 (includes Falls Alternative HS through 16/17)



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average
14/15	887	885	881	878	878	871	861	855	854	845	869
15/16	871	879	875	865	854	849	842	842	837	831	855
16/17	831	835	828	828	826	818	813	804	798	790	817
17/18	826	825	823	821	815	814	802	792	788	780	809
18/19	826	827	823	807	805	799	798	786	782	779	803
19/20	775	773	770	768	772	774	767	766	762	760	769
20/21	828	827	825	816	813	809	803	793	791	787	809
21/22	843	825	821								829

21/22 Budget
(Under) Over

797
32

BOARD PACKET

TO: Board of Directors
SUBJECT: ASB Clubs
AGENDA: Consent
DATE: November 24, 2021
PREPARED BY: Kevin Lusk, Athletics & Activities

ASB Clubs: REVISED

It has been recommended to approve the Mustang Barbell Club and the Gender and Sexuality Alliance Club (GSA Club).

Regular Board Meeting November 10, 2021

REGULAR BOARD MEETING:

CALL TO ORDER

The regular meeting of the Board of Directors of Prosser School District was called to order at 7:00 p.m. by President Peggy Douglas. Other Board members present include Vice President Jesalyn Cole, Mrs. Jeanie Aubrey, and Mark Gunderson. Also present were Mr. Matt Ellis, Superintendent, Mrs. Deanna Flores, and Mr. Craig Reynolds Assistant Superintendents. Student Representatives Ezekiel Akinbade and Andres Ruvalcaba present. Board Member Andy Howe was excused from the meeting.

APPROVAL OF REVISED AGENDA:

Motion to approve the revised agenda was made by Jesalyn Cole, seconded by Jeanie Aubrey and motion carried unanimously.

PROTOCOL FOR ADDRESSING BOARD:

- President Douglas reviewed the protocols for addressing the Board of Directors.

HEARING OF VISTORS:

- Gerti Desallier questioned the board as to whether there would be a concern if the survey that was given to PHS students wasn't about LGBTQ issues?
- Jessica Huntington, a teacher, commended students who spoke at the October 27th board meeting regarding the GSA club.
- Sara Miller wants to know the boards stance on the COVID19 vaccine mandate for students and administrating vaccines at schools without parental consent.
 - Mr. Ellis commented saying that this is something that has been put on the agenda or discussed at a board meeting. The mandate as far as school employees was an executive order from the governor and if they did not comply then we would lose funding from the state. Mr. Ellis said that he is sure that there will be a separate executive order coming out within the next few months and when that does the district will have the option to either accept or reject.
- Delilah Forrister expressed her support for the GSA club and believes the GSA club could potentially provide education on how to properly handle bullying or potentially coming out to one's family or friends.
 - Mr. Ellis expressed that the board has the best interest of kids in mind. The board has not received a formal proposal which the ASB constitution requires that a formal proposal be conducted. Also, the Washington Association of Business Officials says that it is best practice that boards do approve this so they can create a budget for it. An advisor would also need to be hired for the club. The board is open to considering the club and does recognize that there is a need for said club, but a formal proposal will need to be completed by the Athletic Director/Director of Student Activities – Mr. Kevin Lusk.
- Brett Dillahunt, a teacher at PHS, wanted to reiterate that students feeling safe, and a sense of belonging is connected to their academic success as well as their social and emotional health. Mr. Dillahunt praised students who spoke at the October 27th meeting regarding the GSA club.

REPORTS:

Deanna Flores, Assistant Superintendent of Curriculum, and Instruction

- Mrs. Flores shared that filing teachers positions in the past several years has been challenging and applicant numbers have been down. There are currently twelve student teachers in the district.

Regular Board Meeting November 10, 2021

- Orten Gillingham training on Saturday, November 6th. Thanked the twenty-four educators who spent their weekend participating in the training.

Craig Reynolds, Assistant Superintendent of Business and Operations

- Mr. Reynolds wanted to share that the yearend financials have been reviewed and approved by the Educational Service District. Anticipates having a report by the second meeting in December.

District Directors' Reports

- Mark Gunderson had a question regarding the Athletics & Activities report and vaccinated and un-vaccinated athletes.
 - Mr. Lusk stated that those that are vaccinated do not have to test and those that are un-vaccinated would have to test at least two times a week. Regarding masks if athletes are vaccinated or are participating in the testing protocol, they are not required to wear a mask.

Matt Ellis, Superintendent

- Mr. Ellis shared that we started work on a new website with Apptagy and beginning the process of transitioning our current website.
- Hired a new Executive Assistant to the office Selena Swearingen.
- Recommended to hire a new Maintenance Director Bryan Aaberg.
- The Wednesday before Thanksgiving we will be swearing in new board members once they are certified and there will also be a reorganization of the seats in the office.
- This past Saturday we partnered with Prosser Memorial Hospital to do a vaccination booster clinic at PHS.
- Mr. Ellis shared a commendation he received regarding the PHS veterans' day assembly. On behalf of the Prosser School District and the Prosser School Board a "Thank you to Veterans" was submitted to the Prosser Record Bulletin.

BOARD MEMBERS' REPORTS

Mark Gunderson

Mark shared that there has been headway on the wrestling club. Mark stated that he was a part of the "Natural Helper Program" as a child and that it was a huge part of his life. Mark believes that the GSA club is along the same line as that and that he thinks that the club is great for peer relationships.

Jeanie Aubrey

Jeanie shared that she attended her first migrant PAC meeting. Thanked leadership class and the advisor for their handwork on the Veterans Day events. Jeanie shared her thoughts on the GSA club and wants kids within the Prosser School District to feel comfortable and accepted.

Jesalyn Cole

Jesalyn attended the WASDA (Washington State School Directors Association) general assembly. Jesalyn also shared that the Veterans Day parade tomorrow (November 12th) at 11:11 a.m. which starts at the library and then they work their way around downtown. The theater's production of "All Together Now" is this weekend. Tickets are on sale for Friday, Saturday, and Sunday.

Peggy Douglas

Peggy shared that Prosser always does a terrific job celebrating the people in our community who have served our country. Peggy worked with Jeanie, Matt, Deanna, and Cindy this week selecting the new Maintenance Supervisor. Thanked Dave for his 30 years of service as the Maintenance Supervisor.

STUDENT REPRESENTATIVES' REPORTS:

Ezekiel Akinbade

Ezekiel expressed his support for the eventual establishment of the GSA club. Ezekiel also touched on dress codes and explained that he would be working on gathering data from the high school student population so that he can share what other students' thoughts are on the current policies.

- Mr. Ellis said that it is one of their goals to be able to review the dress code policy over the winter and hopefully have a new policy put in place by the spring. Mr. Ellis stated that he would like to work with a group of students, parents, and community members to recraft the policy.

Andres Ruvalcaba

Andres shared that the Princess Theater will have their production of "All Together Now" this Friday, Saturday, and Sunday. Andres also mentioned the production that the high school will be having which he will be a part of on the 18th, 19th, and the 20th.

CONSENT ITEMS:

Motion to approve the Consent Agenda - revised by Jeanie Aubrey, seconded by Mark Gunderson and motion carried unanimously.

ACTION ITEMS:

Vouchers and Payroll

Motion to approve the warrants by Jesalyn Cole, seconded by Jeanie Aubrey and motion carried unanimously.

Motion to approve the Construction, Access, and Utility Easement by Jeanie Aubrey, seconded by Mark Gunderson and motion carried unanimously.

DISCUSSION ITEMS:

- Mr. Reynolds spoke regarding the Educational Programs and Operations Levy (EPO). Mr. Reynolds recommended that a study session or special meeting be scheduled to look at numbers and assessments.
 - Peggy Douglas suggested that a special board meeting be scheduled for Tuesday, November 30th at 6:00 p.m. to be able to pass a resolution on December 8th.
- Mr. Ellis spoke regarding the District Boundary Report explaining that a shorter duration lease is preferable because of the construction and bonding which will be taking place at Whitstran soon. Worked with Sammamish Data Solution required to consider census data and consider if district boundary lines need to be redrawn.
- Mr. Ellis shared that at the new high school streaming video over COVID19 has become something that our community has really enjoyed. Considering some hardware and software (Pixelott) that would allow games to be streamed. This company would install cameras within the gymnasium so that they could stream it out.
 - Kevin Lusk added that Pixelott could be used in the gymnasiums and at the stadium and could also be a great option for graduation.

ADJOURNMENT FROM REGULAR SESSION TO MOVE ON TO THE EXECUTIVE SESSION:

Motion to adjourn from the regular meeting to move on to the executive session by Mark Gunderson, seconded by Jesalyn Cole, regular meeting was adjourned by unanimous consensus at 8:09 p.m. to take a 6-minute break and come back to move into Executive Session at 8:15 p.m. for 45-minute discussion.

Regular Board Meeting November 10, 2021

EXECUTIVE SESSION:

- To discuss Current Appraisals of District Property – RCW 42.30.110 (c)

FUTURE MEETINGS:

- Regular Board Meeting, November 24, 2021, Housel Middle School Library, 7:00 p.m.
- Special Board Meeting, November 30, 2021, Housel Middle School Library, 6:00 p.m.

ADJORNMENT:

Extended the Executive Session at 9:00 p.m. for twenty minutes.

9:20 p.m.: Motion to adjourn Executive Session and move back into regular meeting by Jesalyn Cole, seconded by Jeanie Aubrey and motion carried unanimously.

Motion to adjourn by Mark Gunderson, seconded by Jeanie Aubrey, meeting was adjourned by unanimous consensus at 9:20 p.m.

Clerk to the Board

Board President

Secretary to the Clerk of the Board

BOARD PACKET

TO: Board of Directors
SUBJECT: Certificated Personnel
AGENDA: Consent
DATE: November 24, 2021
PREPARED BY: Mr. Matt Ellis, *Superintendent*

CERTIFICATED EMPLOYEES

Wendell Hill has been recommended as the Barbell Club advisor at the Prosser High School.

Kila Salyers Smith has been recommended as the Gender and Sexuality Alliance Club (GSA Club) advisor at the Prosser High School.

James Hatch has resigned from his position as assistant baseball coach at the Prosser High School.

**Prosser School District
Recommendation for Hire Form**

To be Completed by Administrator/Supervisor

Recommended Employee Wendell Hill Years of Experience 4

Telephone Reference Checked (forms attached) Staff

Position Offered Barbell Clubs School/Depart PHS

Certificated _____ Classified _____ Coach _____ Substitute _____

Continuing _____ Non- Continuing _____ Temporary _____

New Position X Leave Replacement _____

Replacement for Resignation, Retirement or Non-Renewal _____

Funding Source _____

Name of the person being replaced _____

Signature of Administrator/Supervisor [Signature] Date 11/18/21

ALL screening, interviewing and telephone reference check forms must be attached.

Pre Offer

To be Completed by District Office

Verification of certificate required for position being offered (Julie Hyatt) _____

Verification of meeting Requirements for Highly Qualified (Deanna Flores) _____

Signature of Superintendent or Assistant Superintendent [Signature] Date 11/23/21

**Prosser School District
Recommendation for Hire Form**

To be Completed by Administrator/Supervisor

Recommended Employee Kila Salinas Smith Years of Experience 12

Telephone Reference Checked (forms attached) _____

Position Offered BSA Clubs School/Depart JHS

Certificated _____ Classified _____ Coach _____ Substitute _____

Continuing _____ Non- Continuing _____ Temporary _____

New Position X Leave Replacement _____

Replacement for Resignation, Retirement or Non-Renewal _____

Funding Source _____

Name of the person being replaced _____

Signature of Administrator/Supervisor [Signature] Date 11/18/21

ALL screening, interviewing and telephone reference check forms must be attached.

Pre Offer

To be Completed by District Office

Verification of certificate required for position being offered (Julie Hyatt) _____

Verification of meeting Requirements for Highly Qualified (Deanna Flores) _____

Signature of Superintendent or Assistant Superintendent [Signature] Date 11/23/21

BOARD PACKET

TO: Board of Directors
SUBJECT: Classified Personnel
AGENDA: Consent
DATE: November 24, 2021
PREPARED BY: Craig Reynolds, *Assistant Superintendent*

CLASSIFIED EMPLOYEES

Dakota Karas has been recommended for the position of special education paraeducator at the district preschool. His duties began on November 16, 2021.

Sonia Rivera has been recommended for the position of special education paraeducator at the district preschool. Her duties began on November 22, 2021.

Patricia Ortiz has been recommended for the position of food service assistant in the food services department. Her duties began on November 22, 2021.

Javier Tapuy has been recommended for the position of special education paraeducator at Keene Rverview Elementary School. His duties began on November 22, 2021.

Alexander Rojas has been recommended for the position of special education paraeducator at Prosser Heights Elementary School. His duties began on November 22, 2021.

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 24, 2021, the board, by a _____ vote, approves payments, totaling \$351,705.26. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS PAYABLE:
Warrant Numbers 904179 through 904297, totaling \$351,705.26

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
904179	ALONZO, JESSICA D	11/30/2021	41.33
904180	ALSCO AMERICAN LINEN	11/30/2021	191.01
904181	AM HARDWARE	11/30/2021	1,943.94
904182	Vendor Continued Check	11/30/2021	0.00
904183	AMAZON CAPITAL SERVICES	11/30/2021	6,588.04
904184	AMAZON.COM	11/30/2021	192.10
904185	AMERICAN SCHOOL COUNSELOR ASSO	11/30/2021	593.34
904186	AMERICAN READING COMPANY	11/30/2021	2,400.00
904187	ARAMBUL, JESSIE L	11/30/2021	5.37
904188	ARAMBUL, JOAQUIN	11/30/2021	49.00
904189	AT & T MOBILITY	11/30/2021	759.42
904190	AVANT ASSESSMENT LLC	11/30/2021	995.00
904191	BANK, U S	11/30/2021	7,192.46
904192	BENDER, ASHLEY	11/30/2021	268.80
904193	BENTON REA	11/30/2021	3,109.95
904194	BESTEBREUR, ALISON L	11/30/2021	13.34
904195	BJ PAINT & CARPET INC	11/30/2021	803.87
904196	BLEYHL CO-OP	11/30/2021	68.68
904197	BROWN'S TIRE CO	11/30/2021	1,394.69
904198	BRYSON SALES & SERVICE	11/30/2021	638.48
904199	CART AND CAN, LLC	11/30/2021	7,666.52
904200	CHRISTENSEN, INC	11/30/2021	273.92
904201	CHUMLEY, JOHN	11/30/2021	17.17
904202	CI INFORMATION MANAGEMENT	11/30/2021	203.49
904203	CITY OF PROSSER	11/30/2021	6,500.00
904204	CLASS 5	11/30/2021	4,596.93
904205	CLIFF'S SEPTIC TANK SERVICE	11/30/2021	1,078.00
904206	COFFMAN, MARCIE R	11/30/2021	22.51
904207	COMM/TECH	11/30/2021	6,366.13
904208	CONQUISTADOR LLC	11/30/2021	1,298.40
904209	CTS LANGUAGE LINK	11/30/2021	15.68
904210	DAVY'S TOTAL LAWN CARE SERVICE	11/30/2021	1,734.23
904211	DE ROBLES, SANDRA O	11/30/2021	14.64

Check Nbr	Vendor Name	Check Date	Check Amount
904212	DEATON, IRMA L	11/30/2021	44.00
904213	DENCHEL FORD COUNTRY	11/30/2021	343.93
904214	DFG VENTURES	11/30/2021	631.37
904215	DONDI'S GARAGE DOOR SOLUTIONS	11/30/2021	220.73
904216	EDGENUITY, INC	11/30/2021	21,000.00
904217	EPCO INC / IN STITCHES	11/30/2021	160.46
904218	FOOD DEPOT	11/30/2021	525.28
904219	FORT SCOTT COMMUNITY COLLEGE	11/30/2021	8,139.00
904220	GEARY PACIFIC CORPORATION	11/30/2021	34.07
904221	GILMAN, KEVIN M	11/30/2021	1,474.23
904222	GRADUATION ALLIANCE, INC	11/30/2021	19,849.96
904223	GRAINGER	11/30/2021	5,058.15
904224	GRANDVIEW LUMBER	11/30/2021	310.90
904225	GRAY, STACY	11/30/2021	125.59
904226	HACHTEL, CONNIE F	11/30/2021	13.48
904227	HANSEN PIANO	11/30/2021	250.00
904228	HAYTER, STEPHEN A	11/30/2021	86.88
904229	HOFSTAD, JODI A	11/30/2021	23.86
904230	HOUGHTON MIFFLIN	11/30/2021	651.60
904231	HULSE, REBECCA G	11/30/2021	24.19
904232	HUMBERSTAD, ROBIN ELISE	11/30/2021	146.60
904233	IBS INCORPORATED	11/30/2021	221.91
904234	IMAGINE LEARNING, INC	11/30/2021	27,693.00
904235	INTEGRATED REGISTER SYSTEMS	11/30/2021	379.66
904236	INTRADO INTERACTIVE SERVICES C	11/30/2021	4,344.00
904237	INZUNZA, YVETTE	11/30/2021	75.00
904238	IRRIGATION SPECIALISTS INC	11/30/2021	233.03
904239	JOHNSTONE SUPPLY CO	11/30/2021	261.33
904240	JUPITER EDUCATION SERVICES LLC	11/30/2021	7,950.00
904241	K C D A	11/30/2021	263.41
904242	LARSON, JOANNE L	11/30/2021	16.99
904243	LINK, CENTURY	11/30/2021	1,335.18
904244	LOCKSHOP	11/30/2021	4.33
904245	LOWRY, MICHELLE J	11/30/2021	8,797.50
904246	M & M BOLT CO INC	11/30/2021	191.05
904247	MADDOX, RYLEE M	11/30/2021	80.21
904248	MANSFIELD ALARM/ GUARDIAN SECU	11/30/2021	1,826.91
904249	MCGRAW HILL SCHOOL EDUCATION H	11/30/2021	128.30
904250	MENKE JACKSON LAW FIRM	11/30/2021	9,032.00
904251	MID-AMERICAN RESEARCH CHEMICAL	11/30/2021	1,172.42
904252	NEWSOLA, INC	11/30/2021	22,964.00
904253	NW TEXTBOOK DEPOSITORY CO	11/30/2021	658.91
904254	OFFICE DEPOT INC	11/30/2021	1,165.41
904255	OSPI - CHILD NUTRITION SERVICE	11/30/2021	785.21
904256	OXARC INC	11/30/2021	1,704.63
904257	PACIFIC OFFICE AUTOMATION	11/30/2021	31.47
904258	PAPE MACHINERY	11/30/2021	220.32
904259	PAXTON/PATTERSON	11/30/2021	11,022.90
904260	PERKINS, HANNAH M	11/30/2021	88.34
904261	PHASE 2 ELECTRONIC INC	11/30/2021	2,220.46

Check Nbr	Vendor Name	Check Date	Check Amount
904262	PHILLIPS66/CONOCO/76	11/30/2021	215.58
904263	PLATT ELECTRIC SUPPLY	11/30/2021	993.74
904264	PRO-ED, INC	11/30/2021	70.48
904265	PROSSER NAPA	11/30/2021	396.15
904266	PROSSER HIGH SCHOOL	11/30/2021	300.00
904267	PROSSER RENTALS	11/30/2021	32.58
904268	PROSSER ECONOMIC DEVELOPEMENT	11/30/2021	400.00
904269	RIDERS HARDWARE STORE	11/30/2021	232.69
904270	RIFTON EQUIPMENT	11/30/2021	321.73
904271	SAFEGUARD	11/30/2021	401.82
904272	SAMMAMISH DATA SYSTEMS	11/30/2021	600.00
904273	SCHOLASTIC INC	11/30/2021	2,715.00
904274	SCHOOL DATEBOOKS	11/30/2021	2,497.80
904275	SCHOOLOUTLET.COM	11/30/2021	41,272.45
904276	SHENYER, PAULINE J	11/30/2021	75.25
904277	SIAS, MECHELLE	11/30/2021	18.14
904278	SIX ROBBLEES INC	11/30/2021	1,015.88
904279	SMITH, DEAN DONALD	11/30/2021	100.00
904280	STATE OF WASHINGTON DEPT OF LI	11/30/2021	429.00
904281	STAUDENMAIER, BRITTNEY A	11/30/2021	6.38
904282	TED BROWN MUSIC	11/30/2021	6,212.79
904283	THE HOME DEPOT PRO	11/30/2021	14,907.61
904284	THE SUPPLY COMPANY LLC	11/30/2021	354.63
904285	THERMAL SUPPLY	11/30/2021	290.00
904286	TLC ENTERPRISES	11/30/2021	312.80
904287	ULINE	11/30/2021	582.30
904288	USF - SPOKANE	11/30/2021	52,987.27
904289	VALLEY WATER SERVICES	11/30/2021	522.50
904290	VEREX CHEMICAL COMPANY	11/30/2021	160.73
904291	VERIZON WIRELESS	11/30/2021	80.02
904292	VOEGELE, CARLA	11/30/2021	18.82
904293	WALTER E NELSON COMPANY	11/30/2021	318.20
904294	WASTE MANAGEMENT OF KENNEWICK	11/30/2021	275.07
904295	WEAVER EXTERMINATING	11/30/2021	839.47
904296	WSIPC	11/30/2021	509.18
904297	YAKIMA BINDERY	11/30/2021	220.60
119	Computer	Check(s) For a Total of	351,705.26

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
904179	ALONZO, JESSICA D	11/30/2021	SUPPLIES		0	41.33	41.33
10 E 530 9800 44 5005 0750 0000 0000 0			General Fund/Expenditures/Food Service			41.33	
904180	ALSCO AMERICAN LINEN	11/30/2021	LSP02459771		0	63.67	191.01
10 E 530 9900 53 7270 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			63.67	
			LSP02462039		0	63.67	
10 E 530 9900 53 7270 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			63.67	
			LSP02464335		0	63.67	
10 E 530 9900 53 7270 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			63.67	
904181	AM HARDWARE	11/30/2021	47715		0	1,943.94	1,943.94
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			1,943.94	
904182	Vendor Continued Void	11/30/2021					0.00
904183	AMAZON CAPITAL SERVICES	11/30/2021	1671-DYMK-6DLN	Speech Supplies -	6302100017	112.19	6,588.04
			Whitstran				
10 E 530 2100 27 5005 1100 0000 0000 0			General Fund/Expenditures/Spec Ed - State			112.19	
			17Q9-HF66-D1K1	Para Winter Supplies	1302100030	131.39	
10 E 530 0100 23 5005 1300 0000 0000 0			General Fund/Expenditures/Basic Education			131.39	
			17VC-1PV9-L3MX		0	263.70	
10 E 530 2100 27 5005 2400 0000 0000 0			General Fund/Expenditures/Spec Ed - State			263.70	
			17YN-TM6L-Y6RN	Health Science Order	4562100038	-135.60	
10 E 530 3166 27 5005 4500 0000 0000 0			General Fund/Expenditures/HEALTH SCIENCE			-135.60	
			1996-WQND-JP7C	Teacher and Front Office Supplies	2402100027	285.02	
10 E 530 0100 27 5005 2400 0000 0000 0			General Fund/Expenditures/Basic Education			285.02	
			19KV-QVH7-G71Q	School supplies	2402000020	159.94	
10 E 530 0100 27 5050 2400 0000 0000 0			General Fund/Expenditures/Basic Education			159.94	
			1CWD-CLH9-Y7XM	Health Science Order	4562100038	-96.48	
10 E 530 3166 27 5005 4500 0000 0000 0			General Fund/Expenditures/HEALTH SCIENCE			-96.48	
			1D4Q-XXQ9-QGC3	Board Sounds System	7602000122	1,824.75	
10 E 530 9730 72 5310 2400 1900 0000 0			General Fund/Expenditures/Tech Coordinator - Office			1,824.75	
			1DGY-K73J-K3NW	BUILDING SUPPLIES	1202100017	571.45	
10 E 530 0100 27 5005 1200 0000 0000 0			General Fund/Expenditures/Basic Education			571.45	
			1f9g-tdt6-6m66	Supplies	7602100023	36.57	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 72 5005 0760 0000 0000 0			General Fund/Expenditures/District-Wide Support			36.57	
			1GHJ-D9H3-FVK6	OFFICE: SUPPLIES	1202100003	433.93	
10 E 530 0100 27 5005 1200 0000 0000 0			General Fund/Expenditures/Basic Education			433.93	
			1HFT-FVFP-PWNR	Shop Floor Tape	4562100044	129.48	
10 E 530 3160 27 5005 4500 0000 0000 0			General Fund/Expenditures/Agriculture			129.48	
			1HRN-3NRL-T7DC	Health Science Order	4562100038	-21.68	
10 E 530 3166 27 5005 4500 0000 0000 0			General Fund/Expenditures/HEALTH SCIENCE			-21.68	
			1KG4-M1L1-QQ41		0	130.30	
10 E 530 1200 27 5005 4500 0000 0000 0			General Fund/Expenditures/Fed Stim - School Improve			130.30	
			1KT3-1CQM-LDXC	Laminate	2402100033	181.24	
10 E 530 0100 27 5005 2400 0000 0000 0			General Fund/Expenditures/Basic Education			181.24	
			1NCJ-166R-QFP6	Supplies for Leadership	2402000017	32.54	
10 E 530 0100 27 5020 2400 0000 0000 0			General Fund/Expenditures/Basic Education			32.54	
			1NPR-191G-LQ3R	Dry Erase Clipboards - Jedi Sabin	1302100027	25.79	
10 E 530 0100 23 5005 1300 0000 0000 0			General Fund/Expenditures/Basic Education			25.79	
			1PCG-1WQ1-CXYR	Kevlar Sleeves for KRV Life Skills	6302100022	70.50	
10 E 530 2100 27 5005 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			70.50	
			1PML-VPHD-GGPM	Classroom Supplies - Kollmar, Stevens	6302100026	289.68	
10 E 530 2100 27 5005 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			289.68	
			1PQG-1NTV-46DX	Shop Vac For CADD classroom	4562100024	107.51	
10 E 530 3167 27 5005 4500 0000 0000 0			General Fund/Expenditures/Technology Education			107.51	
			1Q49-PT7M-HCNJ	Health Science Order	4562100038	-48.24	
10 E 530 3166 27 5005 4500 0000 0000 0			General Fund/Expenditures/HEALTH SCIENCE			-48.24	
			1Q49-PT7M-QCTK	Pens	7602100027	39.97	
10 E 530 9700 72 5005 0760 0000 0000 0			General Fund/Expenditures/District-Wide Support			39.97	
			1R4T-T799-4G47	Light for iPevo, boxes for	7602100024	46.67	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				chargers			
10 E 530 9700 72 5005 0760 0000 0000 0			General Fund/Expenditures/District-Wide Support			46.67	
			1TPL-QH6K-F16R	STICKY NOTES FOR	1302100029	297.06	
				RESTROOMS			
10 E 530 0100 23 5005 1300 0000 0000 0			General Fund/Expenditures/Basic Education			297.06	
			1V44-1GYJ-4J6C		0	375.74	
10 E 530 9800 44 5005 0750 0000 0000 0			General Fund/Expenditures/Food Service			375.74	
			1WKV-17FH-HDDD	Missing Supplies	2402100035	154.00	
10 E 530 0100 27 5005 2400 0000 0000 0			General Fund/Expenditures/Basic Education			154.00	
			1XPd-1K3J-964P	Building:	1202100015	781.47	
				Supplies			
10 E 530 0100 27 5005 1200 0000 0000 0			General Fund/Expenditures/Basic Education			781.47	
			1YXN-7G3R-1GYP	Health Science	4562100038	746.57	
				Order			
10 E 530 3166 27 5005 4500 0000 0000 0			General Fund/Expenditures/HEALTH SCIENCE			746.57	
			1YXN-7G3R-1GYP CR	Health Science	4562100038	-337.42	
				Order			
10 E 530 3166 27 5005 4500 0000 0000 0			General Fund/Expenditures/HEALTH SCIENCE			-337.42	
904184 AMAZON.COM		11/30/2021	845636853888	MIGRANT MATH	6002100054	192.10	192.10
				MANIPULATIVES			
10 E 530 5320 27 5005 0600 0000 0000 0			General Fund/Expenditures/Migrant Ed			192.10	
904185 AMERICAN SCHOOL COUNSELOR ASSO		11/30/2021	3639041	15 copies of the	6002100025	593.34	593.34
				book "A Framework			
				for School			
				Counseling			
				Program - 4th			
				edition.			
10 L 601 0000 00 0000 0000 0000 0000			General Fund/Accounts Payable			-51.03	
10 E 530 5210 31 5005 0600 0000 0000 0			General Fund/Expenditures/Title II TQ - Part A			644.37	
904186 AMERICAN READING COMPANY		11/30/2021	0000170134	PROFESSIONAL	6002000107	2,400.00	2,400.00
				DEVELOPMENT			
10 E 530 6400 31 5070 0600 0000 0000 0			General Fund/Expenditures/Limited English Proficien			2,400.00	
904187 ARAMBUL, JESSIE L		11/30/2021	SEPT & OCT 2021		0	5.37	5.37
10 E 530 1200 24 8010 1200 0000 0000 0			General Fund/Expenditures/Fed Stim - School Improve			5.37	
904188 ARAMBUL, JOAQUIN		11/30/2021	SUB CERT		0	49.00	49.00
10 E 530 9700 14 7001 0720 0000 0000 0			General Fund/Expenditures/District-Wide Support			49.00	
904189 AT & T MOBILITY		11/30/2021	996468694X11042021		0	759.42	759.42
10 E 530 0100 23 7115 1300 0000 0000 0			General Fund/Expenditures/Basic Education			37.57	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 23 7115 2400 0000 0000 0				General Fund/Expenditures/Basic Education		49.74	
10 E 530 0100 26 7115 0640 0000 0000 0				General Fund/Expenditures/Basic Education		75.10	
10 E 530 2100 21 7115 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		24.87	
10 E 530 5320 24 7115 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		280.22	
10 E 530 9700 12 7115 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		25.92	
10 E 530 9700 61 7115 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		37.38	
10 E 530 9730 72 7115 0760 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office		34.87	
10 E 530 9900 51 7115 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		193.75	
904190	AVANT ASSESSMENT LLC	11/30/2021	19869	50 Avant STAMP 4S - Language - Spanish	6002100034	995.00	995.00
10 E 530 0172 27 7001 0600 0000 0000 0				General Fund/Expenditures/Districtwide Assessments		995.00	
904191	BANK, U S	11/30/2021	11/04/2021		0	7,192.46	7,192.46
10 E 530 3465 27 8030 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		735.71	
10 E 530 0100 23 5005 1200 0000 0000 0				General Fund/Expenditures/Basic Education		139.74	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		156.23	
10 E 530 3161 27 5005 4500 0000 0000 0				General Fund/Expenditures/Business		140.98	
10 E 530 5320 27 5005 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		1,638.90	
10 E 530 9700 12 5005 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		36.50	
10 E 530 9900 53 5005 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		2,427.70	
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		756.70	
10 E 530 9700 11 7001 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		580.00	
10 E 530 9700 62 7001 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		330.00	
10 E 530 3465 27 7001 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		250.00	
904192	BENDER, ASHLEY	11/30/2021	OCT 2021		0	268.80	268.80
10 E 530 5104 27 8030 0600 0000 0000 0				General Fund/Expenditures/Title I-Homeless		268.80	
904193	BENTON REA	11/30/2021	109768		0	3,100.00	3,109.95
10 E 530 9700 72 7080 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		3,100.00	
			990255700 10/31/21		0	9.95	
10 E 530 9700 13 7050 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		9.95	
904194	BESTEBREUR, ALISON L	11/30/2021	BATTERIES 11/01/2021		0	13.34	13.34
10 E 530 0100 26 5005 0640 0000 0000 0				General Fund/Expenditures/Basic Education		13.34	
904195	BJ PAINT & CARPET INC	11/30/2021	81302		0	13.34	803.87
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		13.34	
			81340		0	261.73	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		261.73	
			81346		0	8.68	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		8.68	
			81353		0	53.14	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		53.14	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			81390		0	466.98	
10 E 530 9700 63 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			466.98	
904196 BLEYHL CO-OP		11/30/2021	699365/4		0	68.68	68.68
10 E 530 9700 62 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			68.68	
904197 BROWN'S TIRE CO		11/30/2021	74300254778		0	1,394.69	1,394.69
10 E 530 9700 75 5005 0730 0000 0000 0			General Fund/Expenditures/District-Wide Support			1,394.69	
904198 BRYSON SALES & SERVICE		11/30/2021	400-4354		0	31.31	638.48
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			31.31	
			400-4355		0	126.70	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			126.70	
			400-4359		0	906.40	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			906.40	
			400-4360		0	267.63	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			267.63	
			400-4385		0	21.18	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			21.18	
			400-4481		0	31.76	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			31.76	
			400-61491		0	162.50	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			162.50	
			903181		0	-909.00	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			-909.00	
904199 CART AND CAN, LLC		11/30/2021	10001346		0	192.81	7,666.52
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			192.81	
			10001537		0	226.88	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			226.88	
			10001735		0	226.88	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			226.88	
			10001830		0	811.26	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			811.26	
			10002094		0	269.11	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			269.11	
			10002171		0	226.88	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			226.88	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			10002290		0	227.09	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			227.09	
			10002292		0	779.95	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			779.95	
			10002391		0	226.66	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			226.66	
			10002393		0	879.06	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			879.06	
			10002412		0	312.20	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			312.20	
			10002562		0	226.66	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			226.66	
			10002652		0	226.66	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			226.66	
			10002653		0	458.89	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			458.89	
			10002793		0	326.20	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			326.20	
			10002803		0	226.66	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			226.66	
			10002805		0	872.94	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			872.94	
			10003034		0	226.66	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			226.66	
			10003035		0	510.63	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			510.63	
			10003051		0	212.44	
10 E 530 9800 42 5410 0750 0000 0000 0			General Fund/Expenditures/Food Service			212.44	
904200 CHRISTENSEN, INC		11/30/2021	0237103-IN		0	273.92	273.92
10 E 530 9900 53 5950 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			273.92	
904201 CHUMLEY, JOHN		11/30/2021	SUPPLIES		0	17.17	17.17
10 E 530 0100 25 5005 1300 0000 0000 0			General Fund/Expenditures/Basic Education			17.17	
904202 CI INFORMATION MANAGEMENT		11/30/2021	0125632	Shred Service for the year	1102100010	29.07	203.49

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 0100 27 7001 1100 0000 0000 0				General Fund/Expenditures/Basic Education		29.07	
			0125633	CI Information Management Invoice 09/01/2021 & 09/29/2021	2402100028	29.07	
10 E 530 0100 23 7001 2400 0000 0000 0				General Fund/Expenditures/Basic Education		29.07	
			0125634	CI Information Management Yearly PO	1302100026	29.07	
10 E 530 0100 23 7001 1300 0000 0000 0				General Fund/Expenditures/Basic Education		29.07	
			0125635		0	29.07	
10 E 530 9700 13 7001 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		29.07	
			0125636	Open PO for Shred Company	4502100049	87.21	
10 E 530 0100 23 5005 4500 0000 0000 0				General Fund/Expenditures/Basic Education		87.21	
904203 CITY OF PROSSER		11/30/2021	4553		0	6,500.00	6,500.00
10 E 530 0100 28 7001 4500 0000 0000 0				General Fund/Expenditures/Basic Education		6,500.00	
904204 CLASS 5		11/30/2021	140085		0	185.87	4,596.93
10 E 530 9700 13 5005 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		185.87	
			140104		0	4,411.06	
10 E 530 9700 65 7118 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		4,411.06	
904205 CLIFF'S SEPTIC TANK SERVICE		11/30/2021	200824		0	206.00	1,078.00
10 E 530 1200 27 7001 1100 0000 0000 0				General Fund/Expenditures/Fed Stim - School Improve		206.00	
			201803		0	206.00	
10 E 530 1200 27 7001 1100 0000 0000 0				General Fund/Expenditures/Fed Stim - School Improve		206.00	
			202502		0	460.00	
10 E 530 1200 27 7001 1100 0000 0000 0				General Fund/Expenditures/Fed Stim - School Improve		460.00	
			202786		0	206.00	
10 E 530 1200 27 7001 1100 0000 0000 0				General Fund/Expenditures/Fed Stim - School Improve		206.00	
904206 COFFMAN, MARCIE R		11/30/2021	OCT 2021		0	10.75	22.51
10 E 530 0100 27 8010 1200 0000 0000 0				General Fund/Expenditures/Basic Education		10.75	
			SEPT 2021		0	11.76	
10 E 530 0100 27 8010 1200 0000 0000 0				General Fund/Expenditures/Basic Education		11.76	
904207 COMM/TECH		11/30/2021	09-4319		0	6,366.13	6,366.13
10 E 530 0100 25 5005 0720 0000 0000 0				General Fund/Expenditures/Basic Education		6,366.13	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
904208	CONQUISTADOR LLC	11/30/2021	102921	GENERAL PARENT MEETING - DINNER	6002100061	1,298.40	1,298.40
10 E 530 5320 24 5005 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		1,298.40	
904209	CTS LANGUAGE LINK	11/30/2021	200163		0	15.68	15.68
10 E 530 0100 21 7120 0600 0000 0000 0				General Fund/Expenditures/Basic Education		15.68	
904210	DAVY'S TOTAL LAWN CARE SERVICE	11/30/2021	5969		0	1,734.23	1,734.23
10 E 530 9700 64 7001 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,734.23	
904211	DE ROBLES, SANDRA O	11/30/2021	BOULLION		0	14.64	14.64
10 E 530 9800 42 5430 0750 0000 0000 0				General Fund/Expenditures/Food Service		14.64	
904212	DEATON, IRMA L	11/30/2021	SNA DUES 21/22		0	44.00	44.00
10 E 530 9800 44 7035 0750 0000 0000 0				General Fund/Expenditures/Food Service		44.00	
904213	DENCHEL FORD COUNTRY	11/30/2021	808264		0	343.93	343.93
10 E 530 9700 75 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		343.93	
904214	DFG VENTURES	11/30/2021	10721		0	631.37	631.37
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		631.37	
904215	DONDI'S GARAGE DOOR SOLUTIONS	11/30/2021	4988		0	220.73	220.73
10 E 530 9900 53 7001 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		220.73	
904216	EDGEUNITY, INC	11/30/2021	830360	K-5 Virtual Learning for 2021-2022 School Year	6002100011	21,000.00	21,000.00
10 E 530 0185 31 7001 0600 0000 0000 0				General Fund/Expenditures/K-5 Virtual Learning		2,500.00	
10 E 530 0185 33 5070 0600 0000 0000 0				General Fund/Expenditures/K-5 Virtual Learning		18,500.00	
904217	EPCO INC / IN STITCHES	11/30/2021	22760	Jackets/shirts for Transportation Department	7302000024	160.46	160.46
10 E 530 9900 51 5300 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		160.46	
904218	FOOD DEPOT	11/30/2021	198151	HMS Open PO	4572100001	176.50	525.28
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		176.50	
			198153		3116	96.00	
10 E 530 5320 24 5005 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		96.00	
			198155	HMS Open PO	4572100001	51.42	
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		51.42	
			198167	HMS Open PO	4572100001	188.90	
10 E 530 3465 27 5005 2400 0000 0000 0				General Fund/Expenditures/Home/Family HMS		188.90	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			198881		1952	12.46	
10 E 530 3160 27 5005 4500 0000 0000 0			General Fund/Expenditures/Agriculture			12.46	
904219	FORT SCOTT COMMUNITY COLLEGE	11/30/2021	110521 - PASS		0	8,139.00	8,139.00
10 E 530 5500 27 7001 4500 0000 0000 0			General Fund/Expenditures/State Learning Assistance			8,139.00	
904220	GEARY PACIFIC CORPORATION	11/30/2021	4765787		0	34.07	34.07
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			34.07	
904221	GILMAN, KEVIN M	11/30/2021	HEGGERTY		0	1,474.23	1,474.23
10 E 530 5835 31 7060 1100 0000 0000 0			General Fund/Expenditures/OSSI GRANT			1,474.23	
904222	GRADUATION ALLIANCE, INC	11/30/2021	13025		0	59.00	19,849.96
10 E 530 0300 27 7001 4500 0000 0000 0			General Fund/Expenditures/Dropout Re-engagement			59.00	
			GADI36245		0	7,775.02	
10 E 530 0178 27 7001 4500 0000 0000 0			General Fund/Expenditures/6-12 Virtual Learning			7,775.02	
			GADI36319		0	2,120.46	
10 E 530 0178 27 7001 2400 0000 0000 0			General Fund/Expenditures/6-12 Virtual Learning			2,120.46	
			GADI36321		0	9,895.48	
10 E 530 0178 27 7001 4500 0000 0000 0			General Fund/Expenditures/6-12 Virtual Learning			9,895.48	
904223	GRAINGER	11/30/2021	9071059571		0	496.25	5,058.15
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			496.25	
			9075432618		0	1,714.91	
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			1,714.91	
			9076187930		0	364.75	
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			364.75	
			9076384875		0	511.07	
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			511.07	
			9105670906		0	286.35	
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			286.35	
			9105764113		0	1,669.40	
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			1,669.40	
			9106774400		0	15.42	
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			15.42	
904224	GRANDVIEW LUMBER	11/30/2021	220053		0	6.77	310.90
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			6.77	
			494844		0	304.13	
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			304.13	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
904225	GRAY, STACY	11/30/2021	OG TRAINING SUPP		0	49.54	125.59
10 E 530 2100 31 5005 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			49.54	
			TRAINING SUPPLIES		0	35.79	
10 E 530 2100 27 5005 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			35.79	
			TRAVEL 11-4-21		0	40.26	
10 E 530 2100 27 8030 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			40.26	
904226	HACHTEL, CONNIE F	11/30/2021	LIFESAVER CARS		0	13.48	13.48
10 E 530 0153 27 5005 2400 0000 0000 0			General Fund/Expenditures/AVID Staff Dev			13.48	
904227	HANSEN PIANO	11/30/2021	371076	Piano Tuning - PHS- Please send Vendor Copy to Dan.	4502100042	125.00	250.00
10 E 530 0100 27 7001 4500 0000 0000 0			General Fund/Expenditures/Basic Education			125.00	
			371077	Piano Tuning	2402100021	125.00	
10 E 530 0100 27 7001 2400 0000 0000 0			General Fund/Expenditures/Basic Education			125.00	
904228	HAYTER, STEPHEN A	11/30/2021	SHOP SUPPLIES 11/21		0	86.88	86.88
10 E 530 3160 27 5005 4500 0000 0000 0			General Fund/Expenditures/Agriculture			86.88	
904229	HOFSTAD, JODI A	11/30/2021	OCT 2021		0	12.10	23.86
10 E 530 0100 27 8010 1200 0000 0000 0			General Fund/Expenditures/Basic Education			12.10	
			SEPT 2021		0	11.76	
10 E 530 0100 27 8010 1200 0000 0000 0			General Fund/Expenditures/Basic Education			11.76	
904230	HOUGHTON MIFFLIN	11/30/2021	955463131	Amira 30 Student Licenses	1102100011	651.60	651.60
10 E 530 0100 23 5005 1100 0000 0000 0			General Fund/Expenditures/Basic Education			651.60	
904231	HULSE, REBECCA G	11/30/2021	SEPT & OCT 2021		0	24.19	24.19
10 E 530 0100 27 8010 1200 0000 0000 0			General Fund/Expenditures/Basic Education			24.19	
904232	HUMBERSTAD, ROBIN ELISE	11/30/2021	BOOKS 11/03/2021		0	146.60	146.60
10 E 530 0100 23 5005 1100 0000 0000 0			General Fund/Expenditures/Basic Education			146.60	
904233	IBS INCORPORATED	11/30/2021	765160-1		0	89.60	221.91
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			89.60	
			767715-1		0	132.31	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			132.31	
904234	IMAGINE LEARNING, INC	11/30/2021	843458	Imagine Learning Licenses for K-3 Struggling Students	6002100047	27,693.00	27,693.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 5500 27 5070 1100 0000 0000 0				General Fund/Expenditures/State Learning Assistance		14,335.20	
10 E 530 5500 27 5070 1200 0000 0000 0				General Fund/Expenditures/State Learning Assistance		10,751.40	
10 E 530 5500 27 5070 1300 0000 0000 0				General Fund/Expenditures/State Learning Assistance		1,791.90	
10 E 530 5500 31 7001 0600 0000 0000 0				General Fund/Expenditures/State Learning Assistance		814.50	
904235	INTEGRATED REGISTER SYSTEMS	11/30/2021	ORD20845	ANNUAL CREDIT CARD TRANSACTION FEES	7202100009	379.66	379.66
10 E 530 9700 13 7025 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		379.66	
904236	INTRADO INTERACTIVE SERVICES C	11/30/2021	225610	Website	7602000158	4,344.00	4,344.00
10 E 530 9700 72 5030 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		4,344.00	
904237	INZUNZA, YVETTE	11/30/2021	KRV START VIDEO		0	75.00	75.00
10 E 530 0100 27 5005 1200 0000 0000 0				General Fund/Expenditures/Basic Education		75.00	
904238	IRRIGATION SPECIALISTS INC	11/30/2021	3256532-01		0	233.03	233.03
10 E 530 9700 62 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		233.03	
904239	JOHNSTONE SUPPLY CO	11/30/2021	20470067-00		0	261.33	261.33
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		261.33	
904240	JUPITER EDUCATION SERVICES LLC	11/30/2021	5358		0	7,950.00	7,950.00
10 E 530 0197 27 7001 4500 0000 0000 0				General Fund/Expenditures/Credit Retrieval		7,950.00	
904241	K C D A	11/30/2021	300593351	CTE Open PO	4562100001	86.55	263.41
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		17.31	
10 E 530 3161 27 5005 4500 0000 0000 0				General Fund/Expenditures/Business		17.31	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		17.31	
10 E 530 3167 27 5005 4500 0000 0000 0				General Fund/Expenditures/Technology Education		17.31	
10 E 530 3166 27 5005 4500 0000 0000 0				General Fund/Expenditures/HEALTH SCIENCE		17.31	
			300594543	CTE Open PO	4562100001	108.51	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		21.70	
10 E 530 3161 27 5005 4500 0000 0000 0				General Fund/Expenditures/Business		21.70	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		21.70	
10 E 530 3167 27 5005 4500 0000 0000 0				General Fund/Expenditures/Technology Education		21.70	
10 E 530 3166 27 5005 4500 0000 0000 0				General Fund/Expenditures/HEALTH SCIENCE		21.71	
			300595249	CTE Open PO	4562100001	68.35	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		13.67	
10 E 530 3161 27 5005 4500 0000 0000 0				General Fund/Expenditures/Business		13.67	
10 E 530 3165 27 5005 4500 0000 0000 0				General Fund/Expenditures/Home/Family		13.67	
10 E 530 3167 27 5005 4500 0000 0000 0				General Fund/Expenditures/Technology Education		13.67	
10 E 530 3166 27 5005 4500 0000 0000 0				General Fund/Expenditures/HEALTH SCIENCE		13.67	
904242	LARSON, JOANNE L	11/30/2021	MOUSE		0	16.99	16.99
10 E 530 0100 23 5005 1300 0000 0000 0				General Fund/Expenditures/Basic Education		16.99	
904243	LINK, CENTURY	11/30/2021	11/6/2021		0	1,335.18	1,335.18

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7118 0750 0000 0000 0				General Fund/Expenditures/District-Wide Support		69.65	
10 E 530 9700 65 7118 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		66.21	
10 E 530 9700 65 7118 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		76.56	
10 E 530 9700 65 7118 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		71.54	
10 E 530 9700 65 7118 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		65.83	
10 E 530 9700 65 7118 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7118 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		69.65	
10 E 530 9700 65 7118 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7118 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7118 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		139.30	
10 E 530 9700 65 7118 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		35.77	
10 E 530 9700 65 7118 0600 0000 0000 0				General Fund/Expenditures/District-Wide Support		35.77	
10 E 530 9700 65 7118 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		293.14	
10 E 530 9700 65 7118 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		69.65	
10 E 530 9700 65 7118 1000 0000 0000 0				General Fund/Expenditures/District-Wide Support		139.30	
10 E 530 9700 65 7118 0630 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7118 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 65 7118 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		69.65	
10 E 530 9700 65 7118 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		133.16	
904244 LOCKSHOP		11/30/2021	10-15-2021		0	4.33	4.33
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		4.33	
904245 LOWRY, MICHELLE J		11/30/2021	0000055		0	8,797.50	8,797.50
10 E 530 2100 26 7001 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		8,797.50	
904246 M & M BOLT CO INC		11/30/2021	381899		0	74.34	191.05
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		74.34	
			382594		0	52.83	
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		52.83	
			383001		0	63.88	
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		63.88	
904247 MADDOX, RYLEE M		11/30/2021	LAB SUPPLIES		0	53.21	80.21
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		53.21	
			parking & gate		0	27.00	
10 E 530 3160 27 5005 4500 0000 0000 0				General Fund/Expenditures/Agriculture		27.00	
904248 MANSFIELD ALARM/ GUARDIAN SECU		11/30/2021	1188870		0	494.38	1,826.91
10 E 530 9700 64 7165 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		494.38	
			14186808		0	1,332.53	
10 E 530 9700 64 7165 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		495.22	
10 E 530 9700 64 7165 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		91.23	
10 E 530 9700 64 7165 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		211.77	
10 E 530 9700 64 7165 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		97.74	
10 E 530 9700 64 7165 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		338.83	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 64 7165 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		97.74	
904249	MCGRAW HILL SCHOOL EDUCATION H	11/30/2021	119837251001	Essentials of Marketing Curriculum update	4562100027	128.30	128.30
10 E 530 3161 27 7001 4500 0000 0000 0				General Fund/Expenditures/Business		128.30	
904250	MENKE JACKSON LAW FIRM	11/30/2021	405 10/31/2021		0	8,682.00	9,032.00
10 E 530 9700 12 7030 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		8,682.00	
			409 10/31/2021		0	350.00	
10 E 530 9700 12 7030 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		350.00	
904251	MID-AMERICAN RESEARCH CHEMICAL	11/30/2021	0744759-IN		0	339.03	1,172.42
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		339.03	
			0746261-IN		0	234.13	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		234.13	
			0746262-IN		0	599.26	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		599.26	
904252	NEWSOLA, INC	11/30/2021	INV21928	Newsela ELA for HMS & PHS	6002100023	22,964.00	22,964.00
10 E 530 5100 27 5030 2400 0000 0000 0				General Fund/Expenditures/Title I Part A		9,700.00	
10 E 530 5100 27 5030 4500 0000 0000 0				General Fund/Expenditures/Title I Part A		13,264.00	
904253	NW TEXTBOOK DEPOSITORY CO	11/30/2021	114-319-234	Ready Math Student Workbooks for Housel Middle School 2021-2022	6002100032	658.91	658.91
10 E 530 0145 27 5070 2400 0000 0000 0				General Fund/Expenditures/Instructional Materials		658.91	
904254	OFFICE DEPOT INC	11/30/2021	205423622001	Printer for Jessi	7602100019	510.41	1,165.41
10 E 530 9700 72 5320 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		510.41	
			207631901001	Paper	2402100032	276.06	
10 E 530 0100 27 5020 2400 0000 0000 0				General Fund/Expenditures/Basic Education		276.06	
			207631913001	Paper	2402100032	105.15	
10 E 530 0100 27 5020 2400 0000 0000 0				General Fund/Expenditures/Basic Education		105.15	
			207631914001	Paper	2402100032	14.74	
10 E 530 0100 27 5020 2400 0000 0000 0				General Fund/Expenditures/Basic Education		14.74	
			207631914002	Paper	2402100032	14.74	
10 E 530 0100 27 5020 2400 0000 0000 0				General Fund/Expenditures/Basic Education		14.74	
			210040536001	Office Supplies for Curriculum,	6002100057	244.31	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Technology & Migrant office			
10 E 530 0100 21 5005 0600 0000 0000 0			General Fund/Expenditures/Basic Education			140.06	
10 E 530 5320 24 5005 0600 0000 0000 0			General Fund/Expenditures/Migrant Ed			104.25	
904255 OSPI - CHILD NUTRITION SERVICE	11/30/2021	29708			0	785.21	785.21
10 E 530 9800 42 7001 0750 0000 0000 0			General Fund/Expenditures/Food Service			785.21	
904256 OXARC INC	11/30/2021	31404093		Cold saw motor replacement	4562100041	1,487.47	1,704.63
10 E 530 3160 27 5005 4500 0000 0000 0			General Fund/Expenditures/Agriculture			1,487.47	
		61032640		Oxarc open PO	4562100002	217.16	
10 E 530 3160 27 5005 4500 0000 0000 0			General Fund/Expenditures/Agriculture			217.16	
904257 PACIFIC OFFICE AUTOMATION	11/30/2021	741227			0	31.47	31.47
10 E 530 9700 13 7290 0720 0000 0000 0			General Fund/Expenditures/District-Wide Support			31.47	
904258 PAPE MACHINERY	11/30/2021	13135296			0	568.95	220.32
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			568.95	
		13138753			0	-297.71	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			-297.71	
		13149958			0	-50.92	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			-50.92	
904259 PAXTON/PATTERSON	11/30/2021	399726		Gas Welding Table	4562100005	11,022.90	11,022.90
10 E 530 3151 27 5005 4500 0000 0000 0			General Fund/Expenditures/Voc Director			11,022.90	
904260 PERKINS, HANNAH M	11/30/2021	Food for labs			0	88.34	88.34
10 E 530 3465 27 5005 2400 0000 0000 0			General Fund/Expenditures/Home/Family HMS			88.34	
904261 PHASE 2 ELECTRONIC INC	11/30/2021	P2-7476.1F			0	2,220.46	2,220.46
10 E 530 9700 64 7001 2400 0000 0000 0			General Fund/Expenditures/District-Wide Support			2,220.46	
904262 PHILLIPS66/CONOCO/76	11/30/2021	10/1/2021			0	91.85	215.58
10 E 530 9900 52 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			91.85	
		113040			0	79.71	
10 E 530 9900 52 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			79.71	
		113048			0	44.02	
10 E 530 9900 52 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			44.02	
904263 PLATT ELECTRIC SUPPLY	11/30/2021	2D09935			0	16.85	993.74
10 E 530 9700 64 5810 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			16.85	
		2E46019			0	185.73	
10 E 530 9700 64 5810 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			185.73	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			2E93203		0	237.88	
10 E 530 9700 64 5810 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			237.88	
			2E97567		0	318.06	
10 E 530 9700 64 5810 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			318.06	
			2F41349		0	235.22	
10 E 530 9700 64 5810 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			235.22	
904264	PRO-ED, INC	11/30/2021	2911924	Speech Test Forms - PAT 3	6302100013	70.48	70.48
10 E 530 2100 27 5005 0630 0000 0000 0			General Fund/Expenditures/Spec Ed - State			70.48	
904265	PROSSER NAPA	11/30/2021	542438		0	32.36	396.15
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			32.36	
			542647		0	8.97	
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			8.97	
			542648		0	8.97	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			8.97	
			542818		0	39.91	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			39.91	
			543164		0	42.10	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			42.10	
			543190		0	13.77	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			13.77	
			543224		0	6.83	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			6.83	
			543419		0	91.16	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			91.16	
			543420		0	152.08	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			152.08	
904266	PROSSER HIGH SCHOOL	11/30/2021	PHSM001		0	300.00	300.00
10 E 530 0100 23 5005 1300 0000 0000 0			General Fund/Expenditures/Basic Education			300.00	
904267	PROSSER RENTALS	11/30/2021	18928		0	32.58	32.58
10 E 530 9700 62 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			32.58	
904268	PROSSER ECONOMIC DEVELOPEMENT	11/30/2021	2696		0	400.00	400.00
10 E 530 9700 12 7001 0710 0000 0000 0			General Fund/Expenditures/District-Wide Support			400.00	
904269	RIDERS HARDWARE STORE	11/30/2021	522827		0	40.98	232.69

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		40.98	
			522976		0	45.35	
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		45.35	
			523880		0	8.39	
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		8.39	
			524125		0	78.19	
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		78.19	
			526180		0	59.78	
10 E 530 9700 64 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		59.78	
904270	RIFTON EQUIPMENT	11/30/2021	Q190R-1	Compass Chair Size 3, See Attached Quote	6302100003	321.73	321.73
10 E 530 2100 27 5005 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		321.73	
904271	SAFEGUARD	11/30/2021	034757891	Salmon colored slips from Safeguard	2402100026	401.82	401.82
10 E 530 0100 27 5005 2400 0000 0000 0				General Fund/Expenditures/Basic Education		401.82	
904272	SAMMAMISH DATA SYSTEMS	11/30/2021	012693		0	600.00	600.00
10 E 530 9700 11 7001 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		600.00	
904273	SCHOLASTIC INC	11/30/2021	31917789	Core Clicks for Keene-Riverview Elementary	6002100037	2,715.00	2,715.00
10 E 530 0145 27 5070 1200 0000 0000 0				General Fund/Expenditures/Instructional Materials		2,715.00	
904274	SCHOOL DATEBOOKS	11/30/2021	S21-0219063*	Student Handbooks for 2021-2022 school year	4502000078	2,497.80	2,497.80
10 E 530 0100 23 5005 4500 0000 0000 0				General Fund/Expenditures/Basic Education		2,497.80	
904275	SCHOOLOUTLET.COM	11/30/2021	81065	QUOTE #UQA0A MOBILE STOOL TABLES	2402000036	41,272.45	41,272.45
10 L 601 0000 00 0000 0000 0000 0000				General Fund/Accounts Payable		-3,549.43	
10 E 530 1200 27 5005 2400 0000 0000 0				General Fund/Expenditures/Fed Stim - School Improve		44,821.88	
904276	SHENYER, PAULINE J	11/30/2021	MATH SUPPLIES		0	75.25	75.25
10 E 530 0100 27 5005 1200 0000 0000 0				General Fund/Expenditures/Basic Education		75.25	
904277	SIAS, MECHELLE	11/30/2021	OCT 2021		0	18.14	18.14
10 E 530 0100 27 8010 1200 0000 0000 0				General Fund/Expenditures/Basic Education		18.14	
904278	SIX ROBBLEES INC	11/30/2021	3-745044		0	628.12	1,015.88

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 53 5005 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		628.12	
			3-745505		0	387.76	
10 E 530 9900 53 5005 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		387.76	
904279 SMITH, DEAN DONALD		11/30/2021	WASHINGTON POST		0	100.00	100.00
10 E 530 0151 31 5050 2400 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		100.00	
904280 STATE OF WASHINGTON DEPT OF LI		11/30/2021	L0152719030		0	377.00	429.00
10 E 530 9900 52 7001 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		377.00	
			L0152751798		0	52.00	
10 E 530 9900 52 7001 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		52.00	
904281 STAUDENMAIER, BRITTNEY A		11/30/2021	OCT 2021		0	6.38	6.38
10 E 530 0100 27 8010 1200 0000 0000 0				General Fund/Expenditures/Basic Education		6.38	
904282 TED BROWN MUSIC		11/30/2021	4296273	NEW GUITAR CLASS AT PHS	6002100004	2,138.33	6,212.79
10 E 530 0149 27 5070 4500 0000 0000 0				General Fund/Expenditures/Start-Up		2,138.33	
			4301648	NEW GUITAR CLASS AT PHS	6002100005	175.93	
10 E 530 0149 27 5070 4500 0000 0000 0				General Fund/Expenditures/Start-Up		175.93	
			4302337	NEW GUITAR CLASS AT PHS	6002100004	1,360.76	
10 E 530 0149 27 5070 4500 0000 0000 0				General Fund/Expenditures/Start-Up		1,360.76	
			4302338	NEW GUITAR CLASS AT PHS	6002100004	387.71	
10 E 530 0149 27 5070 4500 0000 0000 0				General Fund/Expenditures/Start-Up		387.71	
			4376108	NEW GUITAR CLASS AT PHS	6002100005	2,150.06	
10 E 530 0149 27 5070 4500 0000 0000 0				General Fund/Expenditures/Start-Up		2,150.06	
904283 THE HOME DEPOT PRO		11/30/2021	643432420		0	235.36	14,907.61
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		235.36	
			643812100		0	387.38	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		387.38	
			644282840		0	949.16	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		949.16	
			644282873		0	1,020.29	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,020.29	
			6442892857		0	949.16	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		949.16	
			645171646		0	221.48	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		221.48	
			645417775		0	1,574.24	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,574.24	
			645417783		0	167.90	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		167.90	
			645718438		0	75.97	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		75.97	
			645718446		0	70.11	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		70.11	
			645718453		0	1,315.73	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,315.73	
			645718461		0	1,571.66	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,571.66	
			645718479		0	581.34	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		581.34	
			645994153		0	2,581.15	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,581.15	
			646633602		0	489.16	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		489.16	
			646842690		0	24.01	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		24.01	
			647128503		0	228.30	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		228.30	
			647128529		0	545.85	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		545.85	
			647128537		0	424.46	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		424.46	
			647663285		0	67.77	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		67.77	
			649631652		0	459.51	
10 E 530 9700 63 5005 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		459.51	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			649861390		0	29.97	
10 E 530 9700 63 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			29.97	
			649861408		0	37.01	
10 E 530 9700 63 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			37.01	
			649861416		0	169.37	
10 E 530 9700 63 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			169.37	
			649861424		0	731.27	
10 E 530 9700 63 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			731.27	
904284 THE SUPPLY COMPANY LLC		11/30/2021	434202		0	236.42	354.63
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			236.42	
			434278		0	118.21	
10 E 530 9900 53 5005 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			118.21	
904285 THERMAL SUPPLY		11/30/2021	7407751		0	290.00	290.00
10 E 530 9700 64 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			290.00	
904286 TLC ENTERPRISES		11/30/2021	359		0	312.80	312.80
10 E 530 9700 11 7001 0710 0000 0000 0			General Fund/Expenditures/District-Wide Support			312.80	
904287 ULINE		11/30/2021	139768318		0	582.30	582.30
10 E 530 9800 44 5005 0750 0000 0000 0			General Fund/Expenditures/Food Service			582.30	
904288 USF - SPOKANE		11/30/2021	256709-1		0	50.92	52,987.27
10 E 530 9800 44 5005 0750 0000 0000 0			General Fund/Expenditures/Food Service			50.92	
			295114		0	5,156.87	
10 E 530 9800 42 5430 0750 0000 0000 0			General Fund/Expenditures/Food Service			5,156.87	
			295123		0	38.98	
10 E 530 9800 42 5440 0750 0000 0000 0			General Fund/Expenditures/Food Service			38.98	
			299010		0	3,789.46	
10 E 530 9800 42 5440 0750 0000 0000 0			General Fund/Expenditures/Food Service			3,789.46	
			302953		0	5,075.57	
10 E 530 9800 42 5430 0750 0000 0000 0			General Fund/Expenditures/Food Service			5,075.57	
			303641		0	-33.08	
10 E 530 9800 42 5440 0750 0000 0000 0			General Fund/Expenditures/Food Service			-33.08	
			306385		0	8,779.43	
10 E 530 9800 42 5430 0750 0000 0000 0			General Fund/Expenditures/Food Service			8,779.43	
			308517		0	-9.48	
10 E 530 9800 42 5430 0750 0000 0000 0			General Fund/Expenditures/Food Service			-9.48	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			310164		0	4,969.18	
10 E 530 9800 42 5440 0750 0000 0000 0			General Fund/Expenditures/Food Service			4,969.18	
			310165		0	42.03	
10 E 530 9800 42 5440 0750 0000 0000 0			General Fund/Expenditures/Food Service			42.03	
			313433		0	10,175.35	
10 E 530 9800 42 5430 0750 0000 0000 0			General Fund/Expenditures/Food Service			10,175.35	
			316958		0	5,136.94	
10 E 530 9800 42 5430 0750 0000 0000 0			General Fund/Expenditures/Food Service			5,136.94	
			320148		0	9,822.40	
10 E 530 9800 42 5430 0750 0000 0000 0			General Fund/Expenditures/Food Service			9,822.40	
			322273		0	-7.30	
10 E 530 9800 42 5440 0750 0000 0000 0			General Fund/Expenditures/Food Service			-7.30	
904289 VALLEY WATER SERVICES		11/30/2021	17659		0	325.00	522.50
10 E 530 9700 64 7001 1100 0000 0000 0			General Fund/Expenditures/District-Wide Support			325.00	
			17685		0	197.50	
10 E 530 9700 64 7001 1100 0000 0000 0			General Fund/Expenditures/District-Wide Support			197.50	
904290 VEREX CHEMICAL COMPANY		11/30/2021	2892		0	160.73	160.73
10 E 530 9700 64 7001 1100 0000 0000 0			General Fund/Expenditures/District-Wide Support			160.73	
904291 VERIZON WIRELESS		11/30/2021	9890943379		0	80.02	80.02
10 E 530 9900 52 7001 0730 0000 0000 0			General Fund/Expenditures/Pupil Transportation			80.02	
904292 VOEGELE, CARLA		11/30/2021	OCT 2021		0	18.82	18.82
10 E 530 0100 27 8010 1200 0000 0000 0			General Fund/Expenditures/Basic Education			18.82	
904293 WALTER E NELSON COMPANY		11/30/2021	455896		0	318.20	318.20
10 E 530 9700 63 5005 0740 0000 0000 0			General Fund/Expenditures/District-Wide Support			318.20	
904294 WASTE MANAGEMENT OF KENNEWICK		11/30/2021	1892555-1819-4		0	275.07	275.07
10 E 530 9700 65 7145 1100 0000 0000 0			General Fund/Expenditures/District-Wide Support			275.07	
904295 WEAVER EXTERMINATING		11/30/2021	112068		0	380.10	839.47
10 E 530 9700 64 7700 0630 0000 0000 0			General Fund/Expenditures/District-Wide Support			380.10	
			586491		0	105.34	
10 E 530 9700 64 7700 1100 0000 0000 0			General Fund/Expenditures/District-Wide Support			105.34	
			586492		0	254.12	
10 E 530 9700 64 7700 1300 0000 0000 0			General Fund/Expenditures/District-Wide Support			254.12	
			586566		0	99.91	
10 E 530 9700 64 7700 1200 0000 0000 0			General Fund/Expenditures/District-Wide Support			99.91	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
904296	WSIPC	11/30/2021	1002100874	New Student Online Enrollment 21-22	7602000182	260.71	509.18
10 E 530 1200 21 5030 0600 0000 0000 0				General Fund/Expenditures/Fed Stim - School Improve		260.71	
			1002100904	Canvas API Yearly Renewal	7602000178	248.47	
10 E 530 9700 72 5030 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		248.47	
904297	YAKIMA BINDERY	11/30/2021	311504-0		0	19.17	220.60
10 E 530 2100 27 5005 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		19.17	
			311559-0		0	156.18	
10 E 530 9700 13 5005 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		156.18	
			311688-0		0	15.86	
10 E 530 9700 12 5005 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		15.86	
			311705-0		0	29.39	
10 E 530 9700 72 5005 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		29.39	
				119 Computer	Check(s) For a Total of		351,705.26

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 24, 2021, the board, by a _____ vote, approves payments, totaling \$214,484.24. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP WARRANTS PAYABLE:
Warrant Numbers 200000393 through 200000402, totaling \$214,484.24

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
200000393	AMAZON CAPITAL SERVICES	11/30/2021	17.73
200000394	AMAZON CAPITAL SERVICES	11/30/2021	1,744.84
200000395	BENTON COUNTY PUD	11/30/2021	3,209.08
200000396	CHERVENELL CONSTRUCTION COMPAN	11/30/2021	124,307.19
200000397	CNA INSURANCE	11/30/2021	15,307.00
200000398	COLUMBIA FITNESS	11/30/2021	2,743.59
200000399	JOSTENS	11/30/2021	646.08
200000400	MICRO	11/30/2021	5,782.69
200000401	PBS ENGINEERING AND ENVIRONMEN	11/30/2021	59,361.04
200000402	TRI-CITIES MOBILESTORAGE	11/30/2021	1,365.00

10	Computer	Check(s) For a Total of	214,484.24
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Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
200000393	AMAZON CAPITAL SERVICES	11/30/2021	1466-L6CQ-RWKN	Dawn Missing Supplies	2402100014	17.73	17.73
10 E 530 0100 27 5005 2400 0000 0000 0			General Fund/Expenditures/Basic Education			17.73	
200000394	AMAZON CAPITAL SERVICES	11/30/2021	141X-D9JL-YJYG	Supplies for Uniform/Equipment Room	4502000113	519.45	1,744.84
20 E 530 0013 21 5070 1000 0450 0000 0			Capital Projects/Expenditures/PHS NEW CONSTRUCTION			519.45	
			14VP-HLLH-P9TH	Equipment for KRV MDF	8002100015	281.73	
20 E 530 0015 22 9030 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			281.73	
			171N-DXTH-W6KQ	Supplies for Uniform/Equipment Room	4502000113	890.45	
20 E 530 0013 21 5070 1000 0450 0000 0			Capital Projects/Expenditures/PHS NEW CONSTRUCTION			890.45	
			1JW6-CVWX-FPK9	Supplies for Uniform/Equipment Room	4502000113	53.21	
20 E 530 0013 21 5070 1000 0450 0000 0			Capital Projects/Expenditures/PHS NEW CONSTRUCTION			53.21	
200000395	BENTON COUNTY PUD	11/30/2021	5171		0	3,209.08	3,209.08
20 E 530 0015 22 7105 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			3,209.08	
200000396	CHERVENELL CONSTRUCTION COMPAN	11/30/2021	APPLICATION #30		0	36,811.69	124,307.19
20 E 530 0013 21 7101 1000 0450 0000 0			Capital Projects/Expenditures/PHS NEW CONSTRUCTION			36,811.69	
			APPLICATION #31		0	87,495.50	
20 E 530 0013 21 7101 1000 0450 0000 0			Capital Projects/Expenditures/PHS NEW CONSTRUCTION			87,495.50	
200000397	CNA INSURANCE	11/30/2021	11/8/2021		0	15,307.00	15,307.00
20 E 530 0015 22 7100 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			8,350.00	
20 E 530 0016 22 7100 1000 0130 0000 0			Capital Projects/Expenditures/Heights Mod/Addition			6,957.00	
200000398	COLUMBIA FITNESS	11/30/2021	HS-133002095	New PHS weight room floor sealant/degrease	4502100001	2,743.59	2,743.59
20 E 530 0013 21 5070 1000 0450 0000 0			Capital Projects/Expenditures/PHS NEW CONSTRUCTION			2,743.59	
200000399	JOSTENS	11/30/2021	N002951490	Mascot Mats for new high school	4502100011	646.08	646.08
20 E 530 0013 21 5070 1000 0450 0000 0			Capital Projects/Expenditures/PHS NEW CONSTRUCTION			646.08	
200000400	MICRO	11/30/2021	0529236	Ruckus Mounting Equipment	8002100017	2,436.18	5,782.69
20 E 530 0013 21 9030 1000 0450 0000 0			Capital Projects/Expenditures/PHS NEW CONSTRUCTION			2,436.18	
			0529824	Projectors for	8002000019	3,225.42	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
KRV Remodel							
20 E 530 0015 22 9030 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			3,225.42	
			22049415	Cables for KRV	8002100014	121.09	
20 E 530 0015 22 9030 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			121.09	
200000401	PBS ENGINEERING AND ENVIRONMEN	11/30/2021	0064325.006-6		0	17,699.86	59,361.04
20 E 530 0015 22 7083 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			17,699.86	
			0064325.006-7		0	13,979.49	
20 E 530 0015 22 7083 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			13,979.49	
			0064325.006-8		0	24,316.49	
20 E 530 0016 22 7083 1000 0130 0000 0			Capital Projects/Expenditures/Heights Mod/Addition			24,316.49	
			0064325.006-9		0	3,365.20	
20 E 530 0015 22 7083 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			3,365.20	
200000402	TRI-CITIES MOBILESTORAGE	11/30/2021	MB01 11/4/2021		0	190.00	1,365.00
20 E 530 0015 22 7100 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			190.00	
			MB05 11/04/2021		0	190.00	
20 E 530 0015 22 7100 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			190.00	
			MB11 11/04/2021		0	190.00	
20 E 530 0015 22 7100 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			190.00	
			TC14 11/4/2021		0	190.00	
20 E 530 0015 22 7100 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			190.00	
			TC26 11/04/2021		0	190.00	
20 E 530 0015 22 7100 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			190.00	
			TC27 11/4/2021		0	190.00	
20 E 530 0015 22 7100 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			190.00	
			TC73 11/04/2021		0	225.00	
20 E 530 0015 22 7100 1000 0120 0000 0			Capital Projects/Expenditures/KRV Mod/Addition			225.00	

10 Computer Check(s) For a Total of 214,484.24

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 24, 2021, the board, by a _____ vote, approves payments, totaling \$11,549.85. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS PAYABLE:
Warrant Numbers 187015 through 187032, totaling \$11,549.85

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
187015	AMAZON CAPITAL SERVICES	11/30/2021	901.66
187016	BACHOFNER, LAURA B	11/30/2021	94.19
187017	BANK, U S	11/30/2021	2,432.22
187018	CLIFF'S SEPTIC TANK SERVICE	11/30/2021	440.40
187019	FOOD DEPOT	11/30/2021	93.48
187020	KD'S COUNTRY FLORAL	11/30/2021	370.85
187021	MARTINEZ, ROSALIA	11/30/2021	7.00
187022	MCMURTREY, JENNIFER L	11/30/2021	79.96
187023	MOBLEY, LIBBY	11/30/2021	54.13
187024	OFFICE DEPOT INC	11/30/2021	1,707.11
187025	PAESCHKE, HANNAH	11/30/2021	75.00
187026	PEPSI COLA YAKIMA	11/30/2021	1,004.25
187027	PROSSER FOOD SERVICES	11/30/2021	248.49
187028	SKEEN, ANGELA P	11/30/2021	148.18
187029	URM CASH & CARRY-KENNEWICK	11/30/2021	2,411.28
187030	USF - SPOKANE	11/30/2021	1,211.65
187031	VALLEY SEPTIC SERVICE LLC	11/30/2021	95.00
187032	WASBO	11/30/2021	175.00

18	Computer	Check(s) For a Total of	11,549.85
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Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
187015	AMAZON CAPITAL SERVICES	11/30/2021	1LWV-D9TV-VQWG	ASB: BRITTNEY STUDENT PRIZES	1222100001	83.57	901.66
40 E 530 1040 02 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/GENERAL		83.57	
			1NHV-TMPY-9HHJ	Yearbook - Canon Camera Bundle	4522100028	476.15	
40 E 530 4010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/YEARBOOK		476.15	
			1xq4-3mt1-ljq9	Contest Management - Contest supplies	4522100059	341.94	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		341.94	
187016	BACHOFNER, LAURA B	11/30/2021	PINK WEEK		0	94.19	94.19
40 E 530 1040 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/GENERAL		94.19	
187017	BANK, U S	11/30/2021	ASB OCT 2021		0	2,432.22	2,432.22
40 E 530 1040 01 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/GENERAL		750.00	
40 E 530 2140 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/FOOTBALL		1,682.22	
187018	CLIFF'S SEPTIC TANK SERVICE	11/30/2021	1965700		0	93.00	440.40
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		93.00	
			200797		0	105.00	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		105.00	
			201408		0	21.72	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		21.72	
			201762		0	105.00	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		105.00	
			202744		0	105.00	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		105.00	
			FC 18850		0	1.50	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		1.50	
			FC 19015		0	1.50	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		1.50	
			FC 19196		0	1.50	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		1.50	
			FC 19371		0	6.18	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		6.18	
187019	FOOD DEPOT	11/30/2021	198877	Champs - items for life skills training	4522100029	53.33	93.48

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 4665 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CHAMPS			53.33	
			199891	Champs - items for life skills training	4522100029	5.92	
40 E 530 4665 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CHAMPS			5.92	
			199897		1735	27.86	
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CONCESSIONS			27.86	
			199950	Champs - items for life skills training	4522100029	6.37	
40 E 530 4665 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CHAMPS			6.37	
187020 KD'S COUNTRY FLORAL		11/30/2021	21 HOMECOMING	ASB - homecoming court flowers and supplies	4522100054	370.85	370.85
40 E 530 1040 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			370.85	
187021 MARTINEZ, ROSALIA		11/30/2021	SWAETSHIRT OVERPAY		0	7.00	7.00
40 E 530 4360 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BAND			7.00	
187022 MCMURTREY, JENNIFER L		11/30/2021	CANDY BARS		0	79.96	79.96
40 E 530 4650 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/PEP CLUB			79.96	
187023 MOBLEY, LIBBY		11/30/2021	PINK WEEK SUPPLIES		0	54.13	54.13
40 E 530 1040 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			54.13	
187024 OFFICE DEPOT INC		11/30/2021	203162666001	ASB - Ink for office printer	4522100047	1,707.11	1,707.11
40 E 530 1040 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			1,707.11	
187025 PAESCHKE, HANNAH		11/30/2021	ASB REFUND		0	45.00	75.00
40 E 530 1040 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			45.00	
			ASB REFUND ELLIANA		0	30.00	
40 E 530 1040 04 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			30.00	
187026 PEPSI COLA YAKIMA		11/30/2021	010613877	Concessions - Supplies for Fall sports season	4522100005	517.63	1,004.25
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CONCESSIONS			517.63	
			010614102	Concessions - Supplies for Fall sports season	4522100005	287.49	
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CONCESSIONS			287.49	
			010614121	Concessions -	4522100005	39.62	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				Supplies for Fall sports season			
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONCESSIONS		39.62	
			010614176	Concessions - Supplies for Fall sports season	4522100005	159.51	
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONCESSIONS		159.51	
187027	PROSSER FOOD SERVICES	11/30/2021	10/22/2021	Juniors - Supplies for Football BBQ	4522100051	42.03	248.49
40 E 530 3023 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CLASS OF 2023		42.03	
			425	ASB - Lunches for frosh camp workers	4522100053	40.00	
40 E 530 1040 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/GENERAL		40.00	
			428	Soph Class - Football BBQ Supplies	4522100046	41.21	
40 E 530 3024 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/Class of 2024		41.21	
			WATER FOR CARNIVAL	25 mini cases of water	2422000005	125.25	
40 E 530 1040 04 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/GENERAL		125.25	
187028	SKEEN, ANGELA P	11/30/2021	EVENT SUPPLIES		0	148.18	148.18
40 E 530 1040 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/GENERAL		49.68	
40 E 530 4350 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/LEADERSHIP		98.50	
187029	URM CASH & CARRY-KENNEWICK	11/30/2021	3-0-620647	Student Store - supplies for student store	4522100026	280.99	2,411.28
40 E 530 4190 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/SCHOOL STORE		280.99	
			3-0-621430	Concessions - Equipment & Supplies for Fall sports season	4522100004	204.41	
40 E 530 1200 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONCESSIONS		204.41	
			3-0-632716	Student Store - supplies for student store	4522100026	360.17	
40 E 530 4190 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/SCHOOL STORE		360.17	
			3-0-633432	Frosh - Football BBQ Supplies	4522100062	936.49	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 3025 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CLASS OF 2025					936.49	
	3-0-634364			Frosh - Football	4522100062	-199.78	
				BBQ Supplies			
40 E 530 3025 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CLASS OF 2025					-199.78	
	3-0-635726			Concessions -	4522100004	-12.48	
				Equipment &			
				Supplies for Fall			
				sports season			
40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CONCESSIONS					-12.48	
	3-0-637507			Girls Swim - FFB	4522100065	1,019.16	
				BBQ Supplies			
40 E 530 2260 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SWIM TEAM GIR					1,019.16	
	3-0-637787			Concessions -	4522100004	135.38	
				Equipment &			
				Supplies for Fall			
				sports season			
40 E 530 1200 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CONCESSIONS					135.38	
	3-0-638657			Girls Swim -	4522100067	-313.06	
				Football BBQ			
				Supplies			
40 E 530 2260 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SWIM TEAM GIR					-313.06	
187030 USF - SPOKANE	11/30/2021 279907				0	794.95	1,211.65
40 E 530 4190 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SCHOOL STORE					794.95	
	295125				0	332.18	
40 E 530 4190 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SCHOOL STORE					332.18	
	295126				0	84.52	
40 E 530 4190 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/SCHOOL STORE					84.52	
187031 VALLEY SEPTIC SERVICE LLC	11/30/2021 188949				0	95.00	95.00
40 E 530 2010 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/CONTEST MGT					95.00	
187032 WASBO	11/30/2021 300005685			ASE- Wasbo	4522100020	175.00	175.00
				membership			
40 E 530 1040 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/GENERAL					175.00	
				18 Computer	Check(s) For a Total of		11,549.85

BOARD PACKET

TO: Board of Directors
SUBJECT: School Improvement Plans
AGENDA: Information
DATE: November 24, 2021
PREPARED BY: Deanna Flores, *Assistant Superintendent*

Background:

WAC 180-16-220 requires annual school building approval by the school district board of directors as a condition of the district's entitlement to state basic education allocation funds.

All schools in the state write/revise their School Improvement Plan (SIP)/Schoolwide Project (SWP) each year. The plan, which is data driven, promotes a positive impact on student learning, and includes a continuous improvement process to monitor, adjust, and update.

In addition, all schools in our district are Title I Schoolwide Schools. This means that Federal and State Program and basic education dollars (with the exception of State Transitional Bilingual funds and Title I Migrant funds) that flow to these schools may be blended to the benefit of all students at risk of not meeting state standards. These five schools combine their School Improvement Plan with their federally required Title I Schoolwide Plan.

Annually, the site team at each school reviews, revises and updates their School Improvement Plan and Schoolwide Plan. This is an ongoing process of evaluation of data, planning of programs and interventions, and assessment of results.

Approval of these plans will come to the board at the meeting in December.



PROSSER SCHOOL DISTRICT



Prosser High School - SIP Goals

What is my school district's framework?

What are my school improvement goals?

What are the SIP strategies linked to the Level Workplan?

What does this year's school improvement plan look like?

English Language Arts

Math

ELL

Graduation

Post-Secondary

Other Goals

SBA ELA - Percent Proficient (all grades)

May 2019

67.5 %

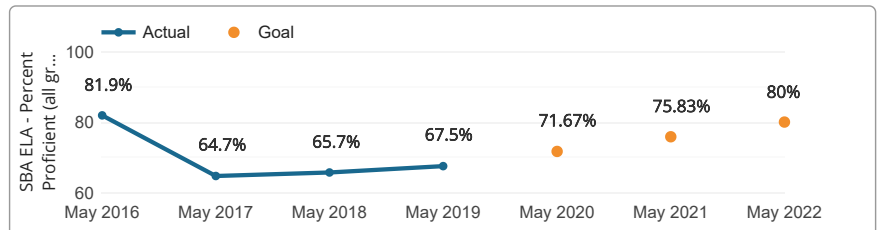


1.8 from this time last year

District Comparison: 45.1 %



In the next three years I want my school to be at: 80.00



Workplan Outline

2020-2021

2021-2022

2022-2023

2023-2024

Effective Instruction

- Workplan Item 1
 - Priority Standards ([WorkPlanStrategy.aspx?schid=57&iid=141&sid=669&year=2021&tab=0&view=false](#))
 - Administration and scoring of SBA Interim Test ([WorkPlanStrategy.aspx?schid=57&iid=141&sid=665&year=2021&tab=0&view=false](#))
 - Professional Learning Networks ([WorkPlanStrategy.aspx?schid=57&iid=141&sid=676&year=2021&tab=0&view=false](#))
 - Data Informed Instruction ([WorkPlanStrategy.aspx?schid=57&iid=141&sid=666&year=2021&tab=0&view=false](#))

Student Success

- Workplan Item 1
 - ELL ([WorkPlanStrategy.aspx?schid=57&iid=142&sid=670&year=2021&tab=1&view=false](#))
 - Pyramid of Interventions ([WorkPlanStrategy.aspx?schid=57&iid=142&sid=671&year=2021&tab=1&view=false](#))

College and Career Readiness

- Workplan Item 1
 - My School Data Tool ([WorkPlanStrategy.aspx?schid=57&iid=143&sid=677&year=2021&tab=2&view=false](#))
 - Graduation Pathways ([WorkPlanStrategy.aspx?schid=57&iid=143&sid=678&year=2021&tab=2&view=false](#))
 - College in the High School ([WorkPlanStrategy.aspx?schid=57&iid=143&sid=679&year=2021&tab=2&view=false](#))

Academic Press

- Workplan Item 1
 - Math Practices ([WorkPlanStrategy.aspx?schid=57&iid=139&sid=674&year=2021&tab=3&view=false](#))
 - Literacy Practices ([WorkPlanStrategy.aspx?schid=57&iid=139&sid=673&year=2021&tab=3&view=false](#))



Prosser High School - School Improvement Plan

2021-2022 - Prosser High School SIP Goals (SWP Component 2)

Previous Year Results

1. Increase: SBA ELA - Percent Proficient (all grades) to 80% (ELA)

Spring 2019: **67.5%**

2. Increase: SBA Math - Percent Proficient (all grades) to 75% (Math)

Spring 2019: **32.9%**

2021-2022 - Prosser High School Workplan Outline (SWP Component 2)

Effective Instruction

- Workplan Item 1
 - Priority Standards
 - Administration and scoring of SBA Interim Test
 - Professional Learning Networks
 - Data Informed Instruction

Student Success

- Workplan Item 1
 - Multi-Tiered System of Interventions
 - ELL
- Early Identification System
- Graduation Specialist
- Credit Recovery
- Attendance Matters

College and Career Readiness

- Workplan Item 1
 - Graduation Pathways
 - My School Data Tool
 - AVID Schoolwide
 - Dual Credit

Academic Press

- Workplan Item 1
 - Math Practices
 - Literacy Practices

2021-2022 - Prosser High School SIP Strategies & Activities (SWP Component 3)

SIP Strategies & Activities	Resources / Leader	Measures	Results / Progress	Workplan Frame	Goal Areas
What action steps will occur? What professional development is needed?	What resources are needed to accomplish this strategy? (People, materials, etc.) Who is leading this work?	What ongoing monitoring reflects implementation of this strategy and what data will be used to show outcomes of the implementation?	Provide an evidence-based status update on how your activities are going. What is working and what needs adjustment? What adjustments to your activities are you making after examining the results of your progress monitoring?	Which Workplan Frame and Item does this strategy support?	Which SIP Goals does this strategy support? What student group does this strategy target?

Administration and scoring of SBA Interim Test Action Steps Training during PLN and implementation throughout year. Professional Development 1. Access to Interim Block Assessments. 2. Collaboration time for assessment training 3. Time designated for common testing windows.	Leading: Bryan Bailey, David Funk			Effective Instruction Workplan Item 1	ELA Math All Students
Data Informed Instruction Action Steps 1. Implement data informed teaching practices 2. Collaborate in PLNs to create and implement common assessments 3. Collaborate in PLNs to collect and analyze data Professional Development 1. Common Assessments 2. PLNs 3. Data Analysis Strategies 4. Create and implement Building Intervention Team 5. SBA Interim Focus/Block Assessments	Leading: Bryan Bailey, David Funk			Effective Instruction Workplan Item 1	ELA Math Science All Students
Professional Learning Networks Action Steps 1. Creation of a PLN implementation timeline 2. Creation of a PLN Handbook 3. Weekly PLN Meeting Agendas/Minutes 4. PLNs will identify and develop curriculum for priority standards 5. PLNs will create common pacing guides 6. PLNs will create/identify common assessments (ie, Interim Block Assessments) 7. Data review for common assessments 8. RTI Pyramid of Interventions development 9. Common grading procedures Professional Development 1. Solution Tree PLC Summer Institute 2. Instructional development strategies for RTI 3. Data Driven Dialogue 4. Differentiated Instruction	budgetary, resources Leading: Bryan Bailey, David Funk	1. Review of agendas/minutes for data driven instruction 2. RTI Pyramid of Intervention Referrals 3. Freshman/All School Failure Rates 4. Scores on/Growth toward goals on Common Assessments		Effective Instruction Workplan Item 1	ELA Graduation Math Science All Students
ELL Action Steps 80 % English Learners will grow one level in 2 of 4 domains by 2025 as measured by the ELPA 21/WIDA. (AVID CCI - III. Assessment of Student Progress 3.8) Professional Development 1. Implement new curriculum 2. All students receive services through ELL Support Classes or Avid Excel	Eric Larez (Migrant Director) Quinn Martin (EL Coordinator @ PHS) Albert Flores (EL Teacher) Leading: Bryan Bailey			Student Success Workplan Item 1	Graduation ELD
Multi-Tiered System of Interventions Action Steps Creation of MTSS Creation of Building Intervention Team Creation and implementation of student identification form Professional Development 1. Accommodations vs. Interventions 2. Building Intervention Team 3. PLC Development	Leading: Bryan Bailey			Student Success Workplan Item 1	Graduation All Students

Early Identification System Action Steps Building Intervention Team will create and implement a system of identification and support, used by and through the counseling department to help struggling students. 1. Teacher Referral Form and Procedures 2. Counseling Intervention and Support 3. Building Intervention Team Referral and Support Professional Development	Leading: Bryan Bailey			Effective Instruction	ELA Graduation Math Science All Students
Graduation Specialist Action Steps 1. Hire and develop a schoolwide Graduation Specialist 2. Develop Pass Program 3. Tutoring services during school day Professional Development	Leading: Bryan Bailey			Effective Instruction	ELA Graduation Math Science All Students
Credit Recovery Action Steps Expand offerings for recovery: 1. Red Comet 2. Pass Program 3. Grad Alliance 4. Course Re-take Professional Development	Leading: Bryan Bailey			Effective Instruction	ELA Graduation Math Science All Students
Attendance Matters Action Steps 1. Student Recognition for attendance at end of trimester 2. Creation and development of Truancy Board 3. Early Identification System 4. Creation and development of Building Intervention Team Professional Development	Leading: Bryan Bailey, David Funk			Effective Instruction	ELA Graduation Math Science All Students
My School Data Tool Action Steps 1. All students will complete the HS&B Plan through the My School Data Platform. 2. Mustang Period teachers will review plans within advisory 3. Counselors will review and meet with all freshman about plan and all "off-track" students Professional Development	Leading: Bryan Bailey			College and Career Readiness Workplan Item 1	Graduation All Students
Graduation Pathways Action Steps 1. All students will have completed HS&B plan prior to graduation. Each year, students will build from previous year. 2. Counselors will meet with all 9th graders and those who are "off track" to graduate. 3. Counselors will update Skyward with appropriate information on student's choice of graduation pathway. Professional Development	Counseling Team: Nanette Start, Diana Castilleja, Kody Hayes Leading: Bryan Bailey			College and Career Readiness Workplan Item 1	Graduation All Students
Dual Credit Action Steps 75% of PHS Students will take at least one (1) College in the High School course prior to graduation. Professional Development	Leading: Bryan Bailey	1. Recruitment fair for CIHS coursework 2. Adoption/Integration of further courses		College and Career Readiness Workplan Item 1	Graduation All Students

AVID Schoolwide Action Steps 1. Emphasis on Focus Notes 2. Collection of Evidence through multiple data sources with immediate feedback to teachers 3. Agenda Checks during Mustang Period 4. Re-establish purpose during Mustang Period 5. Create Rubric for grading Mustang Period Professional Development	Leading: Bryan Bailey			College and Career Readiness Workplan Item 1	ELA Graduation Math Science All Students
Priority Standards Action Steps 1. PLN Group work 2. CCSS development and implementation Professional Development	Leading: Bryan Bailey			Effective Instruction Workplan Item 1	ELA Math Science All Students
Literacy Practices Action Steps 1. Work with ELA Consultant, Laura Schneider (12 Days) 2. Implement Common Curriculum/Data Review Processes 3. Implement SBA Interim Block/Focus Assessments Professional Development 1. PLN Practices 2. Data Discussion Protocols and Practices 3. Interim Assessment Training	Leading: Bryan Bailey, David Funk	1. Common Assessment Data: Writer's Journal, Exit Slips 2. PLN Calendar for Data Review 3. Interim Administration and Review		Academic Press Workplan Item 1	ELA All Students
Math Practices Action Steps 1. Agile Mind Interim Tests 2. SBAC Focused Interim Tests Professional Development 1. Administration of SBAC Interim Tests	Leading: Bryan Bailey, David Funk			Academic Press Workplan Item 1	Math All Students

Send SIP to my Evaluator for Approval

Consolidated School Improvement Plan Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement	
Section 1: Building Data	
1a. Building: Prosser High School	1g. Grade Span: 9-12 School Type: Comprehensive High School
1b. Principal: Bryan S. Bailey	1h. Building Enrollment: 893
1c. District: Prosser School District	1i. F/R Percentage: 66%
1d. Board Approval Date: TBD	1j. Special Education Percentage: 12.5%
1e. Plan Date: 2021-22 School Year	1k. English Learner Percentage: 17%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 1-2	

Section: Building Leadership Team Members Parent-Community Partners
Bryan Bailey, Principal David Funk, Vice Principal Michelle Hall, English Language Arts Teacher Kasey Harthausen-Blair, World Language Teacher, AVID Site Coordinator Susan Wierenga, Science Teacher Kali Gilbertson, CTE Teacher

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Section: Building Leadership Team Members Parent-Community Partners
--

Connie Hachtel, Instructional Coach

Erika Alvarez, Parent/Community in Schools
--

Haley Greene, Parent

Section 3: Vision Statement

Prosser High School is dedicated to providing a safe, caring, and engaging learning environment that will equip all students with the skills necessary for a productive post-secondary future.
--

ESSA Supports: WA Framework Identification

Section 3: Vision Statement

☒ **Foundational:**

ELL Progress.

☒ **Tier I: Targeted Supports: Targeted with 1-2 Student Groups:**

PHS has been identified for targeted support to the following group(s) of students: English Language Learners.

☐ **Tier II: Targeted 3+ Targeted EL Progress:**

☐ **Tier III Support: Comprehensive and Rad Identified schools:**

Click or tap here to enter text.

Partners in Consolidated Plan

Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template

School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)

Title I, Part A : Schoolwide Program Model

Four Required Components:

- ☒ 1. Comprehensive Needs Assessment
- ☒ 2. Schoolwide Reform Strategies
- ☒ 3. Activities for Mastery
- ☒ 4. Coordination and Integration

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Section 3: Vision Statement

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

- ☒ Based on a Needs Assessment
- ☒ Data driven
- ☒ Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
- ☒ Allowing active participation of and input from stakeholders

Does this plan contain under *at least* one of the components exposition of the following requirements:

School Improvement Plan; WAC-180-16-220,

Plan Requirements:

- ☒ Annual Board approval
- ☒ Proof the plan is data driven, promotes a positive impact on student learning and offers a

ESSA: Sec.1111(d)(1)(B),

Plan Requirements:

- ☒ Indicators of student performance against State-determined long-term goals
- ☒ Exposition of evidence-based interventions
- ☒ Proof of a school-level needs assessment

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Section 3: Vision Statement

- | | |
|---|--|
| <p>continuous improvement process to monitor, adjust, and update the SIP</p> <p>☒ The ways in which the model is based on a self-review of the school's program</p> <p>☒ The characteristics of successful schools</p> <p>☒ Equity factors for all students</p> <p>☒ The use of technology to facilitate instruction</p> <p>☒ Parent, family, and community involvement, they relate to a positive impact on student learning</p> | <p>☒ Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement</p> <p>☒ Approval by the school, local educational agency and State educational agency</p> |
|---|--|

Section 4: PLAN/NEEDS ASSESSMENT 2021-22

Prosser High School is the only comprehensive high school in Prosser, WA. PHS serves 893 students in grades nine through twelve. Within the comprehensive high school, we provide students access to special education services, credit retrieval opportunities, "honors" courses, as many as seven advanced placement course opportunities, and College in the High School classes. Off site, Prosser School District provides access to Running Start and Tri-Tech for students whose interests cannot be met on campus. PHS provides para-educator support to special education students and bilingual students in the general education setting.

Prosser High School recognizes and adheres to federal, state, and district guidelines and requirements. We gather input and engage staff in year-round decision making through a variety of methods, including: Building Leadership Team meetings, Professional Learning Networks, meetings with consultants in both English Language Arts and Math Departments, Positive Behavior Intervention Support (PBIS) Team meetings, department meetings, and support staff development and implementation.

Prosser School District has helped facilitate educator growth in our efforts to become data rich by sending a team from the high school to a "Data Driven Dialogue" training series. Prosser High School began implementing strategies learned at the conference with our staff since attending the

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conference and have begun focusing our data collection this year to include improved smart goals and specific data points. Our building has decided to focus on areas of need by creating focus groups dedicated to becoming data driven in those specific areas.

Quantitative and qualitative data is collected as a means of engaging in a needs assessment to better understand the learning needs of our students and community. The data collected can provide an accurate and thorough view of the entire school, grades 9-12. As we compile more data and begin the process of review, our skills in analysis have begun to re-shape the culture of discourse we hope for at PHS. We want to become more data driven, making systematic changes when needed, based on accurate data collected over time.

Data collection items include:

- Smarter Balanced Assessment Consortium (No information from 19-20 or 20-21)
- Smarter Balanced Interim Assessments
- WIDA (Testing completed, scores not reported on OSPI)
- STAMP Test
- Building and classroom assessment data
- Credit Recovery Data
- Class Failure Rates
- Parent Surveys
- Staff Surveys on Master Schedule Change
- Staff involvement on school commitments
- PLN/SITE Team Meetings
- Attendance Data
- Discipline Data
- Reflection on School Improvement Plan progress
- Early Warning System (Skyward)

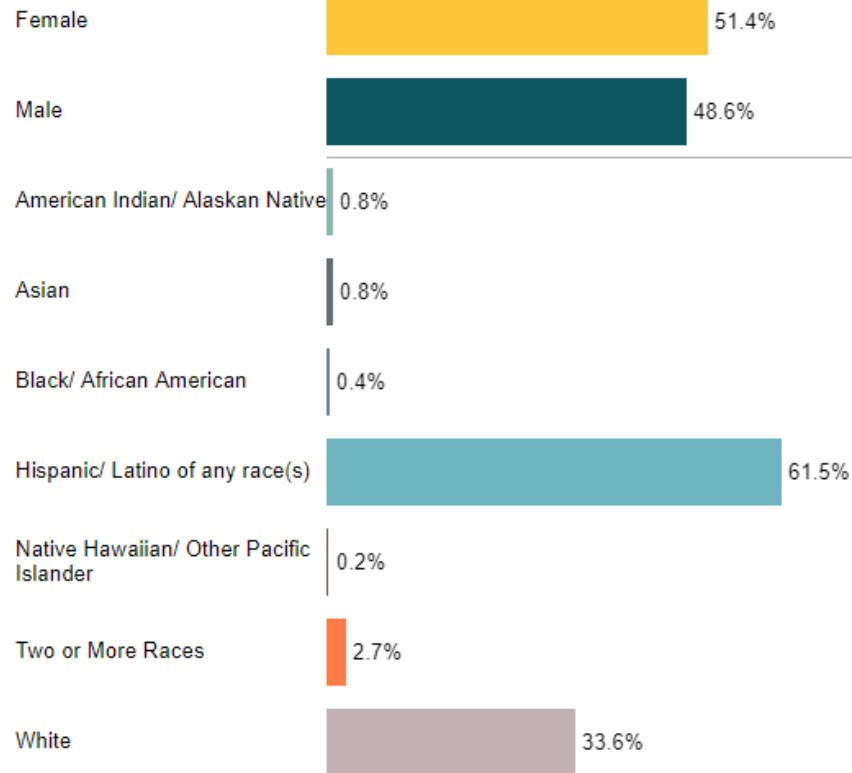
Enrollment by Student Demographics

Summary

Trend

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

Prosser High School 2020-21



Data Summary:

The following image shows data compiled by the OSPI and available for viewing through the OSPI website on the EDS portal for educators. This images to follow allow us to view what snapshot of our most current reality, as reported by the state on the Washington School Improvement Framework. We feel it important to view, not only our current reality, but that reality in comparison to schools in our area. For this reason, the images represent information from schools in the valley, or in schools withing ESD 123 and ESD 105.

As a staff, we try to evaluate the trends over time, if available, to provide us with data to reflect on the effectiveness of individual strategies and programs. We are creating a culture of data analysis at PHS using Professional Learning Networks. The graphs below show that we must continue to find new ways to reach students in the area of EL Progress. We also see that we must continue to innovate within our ELA and Math departments to increase the growth scores in order to reach our building and district goals. We would like to see faster growth within ELA and Math; our current growth show gain at a consistent 1% growth. The data provided in this section represents data from 2018-19 due to lack of data from SBAC testing.

The rich color on each graph shows Prosser High School's score in each area compared to the rest of the area, which use the dull color distinction. Furthermore, the colors themselves show the socio-economic status of the schools they represent. Red means that the school has a high population of students who qualify for services moving toward green on the color scale. Green represents schools with a low population of students who qualify for Free and Reduced Lunch.

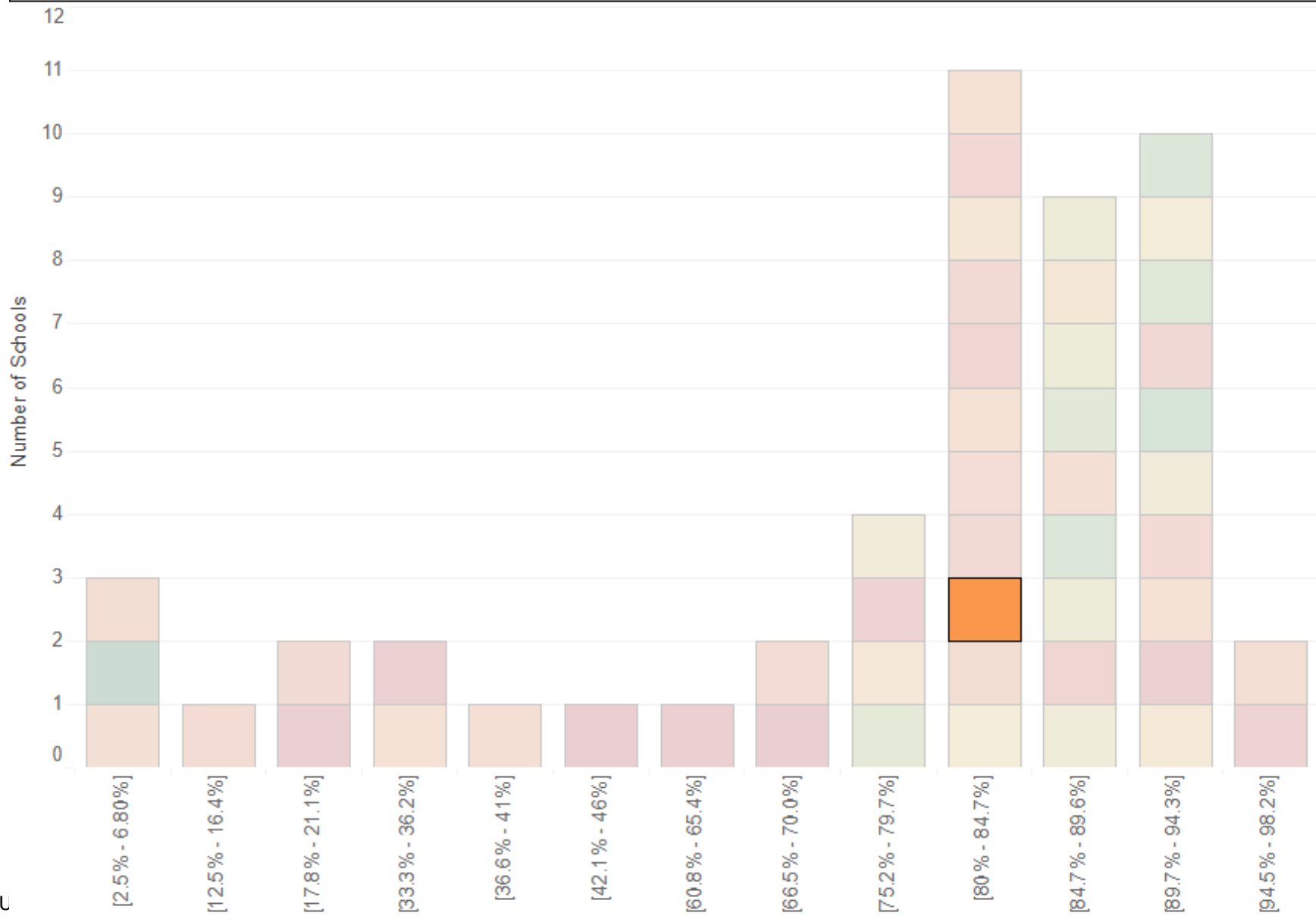
Applying the description above to the data tables below, we can see that Prosser High School (85% for 2021) in the fourth column from the right. There are 11 schools within the valley that join us in the 80%-84.7% range. Of the schools in the ranges higher than ours are green and yellow, meaning they have a higher socio-economic status that PHS students and families. The two schools in the highest tier are Connell High School and Toppenish High School. Interestingly, we can also find Wapato, Sunnyside, and Grandview just ahead of us. Because of the proximity of these schools, it allows us to collaborate with them in finding solutions for Prosser that have worked for them and could be implemented in our own community.

Another observation that we find interesting are the diagrams for student performance on Math and ELA SBAC testing. We are continually trying to improve the overall scores on state testing. Part of this growth and change will come from implementing diagnostic testing and more regular data collection opportunities that inform daily instruction. What we find interesting, however, is PHS' placement in the data diagram. Though our ELA scores indicate room for growth at 70% proficient, that achievement score places PHS near the top of our area. Additionally, Math scores are 34.1% proficient, though low, also place us near the top of our region. This, by no means, indicates complacency with our scores, but allows us to look deeper at causality for such scores. It also allows us to compare the proficiency of PHS students against that of other schools in our area and allows us to compare graduation rates with proficiency. These discussions change the perspective in some regards.

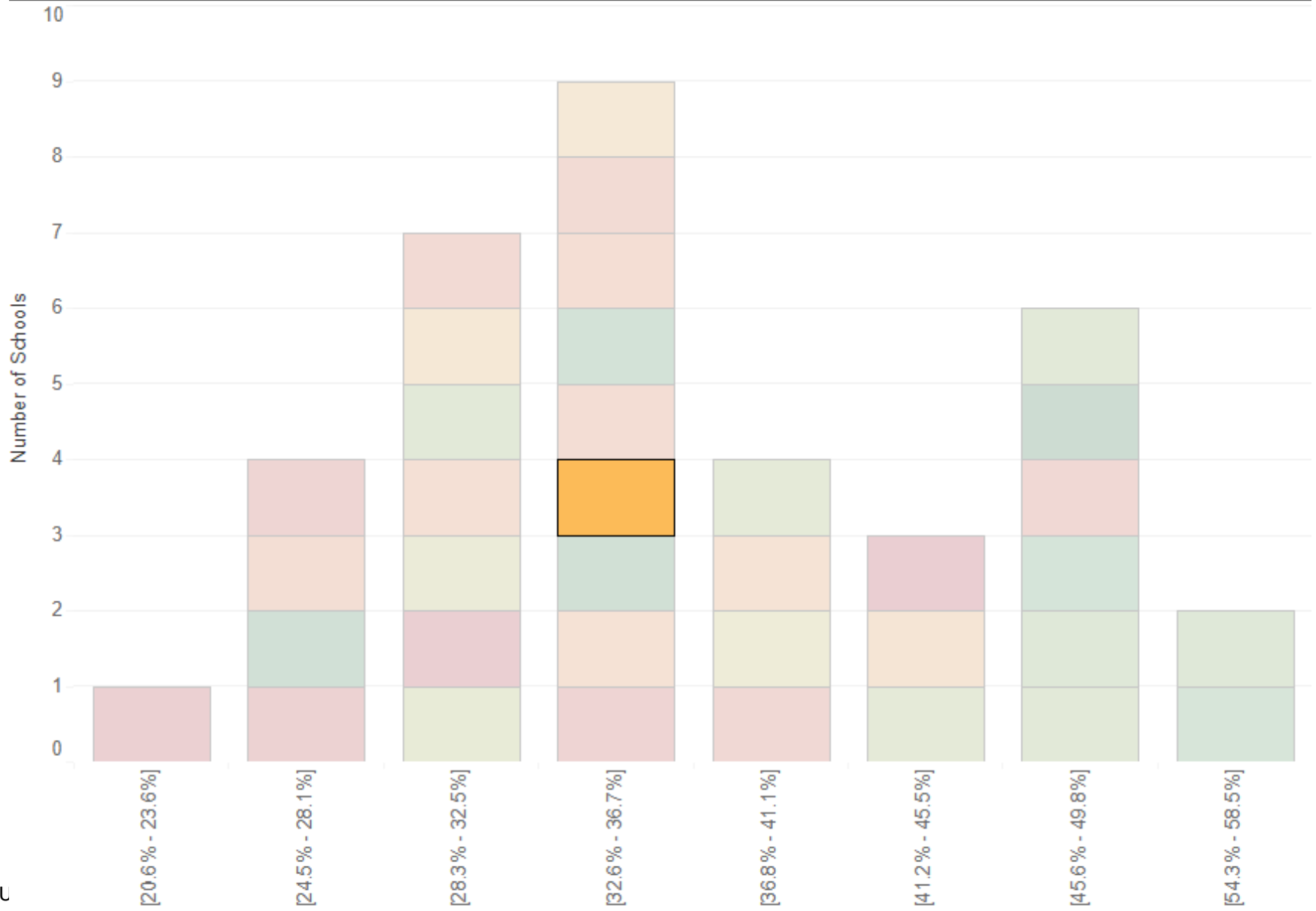
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Although our proficiency scores show that we are near the top of our area, we still see the need for growth. Changes in school culture to include a richer data element will push those scores higher and ultimately affect the graduation rate as well. Of all the diagrams included, perhaps the most alarming is the diagram showing EL Progress. We feel that our score of 36.6% needs some pointed work. Upon review of this data, we immediately began making some changes to our EL program and offerings for students within this demographic. Every student is now being serviced through our ELD and we are implementing new ways to help bring these students the help they need.

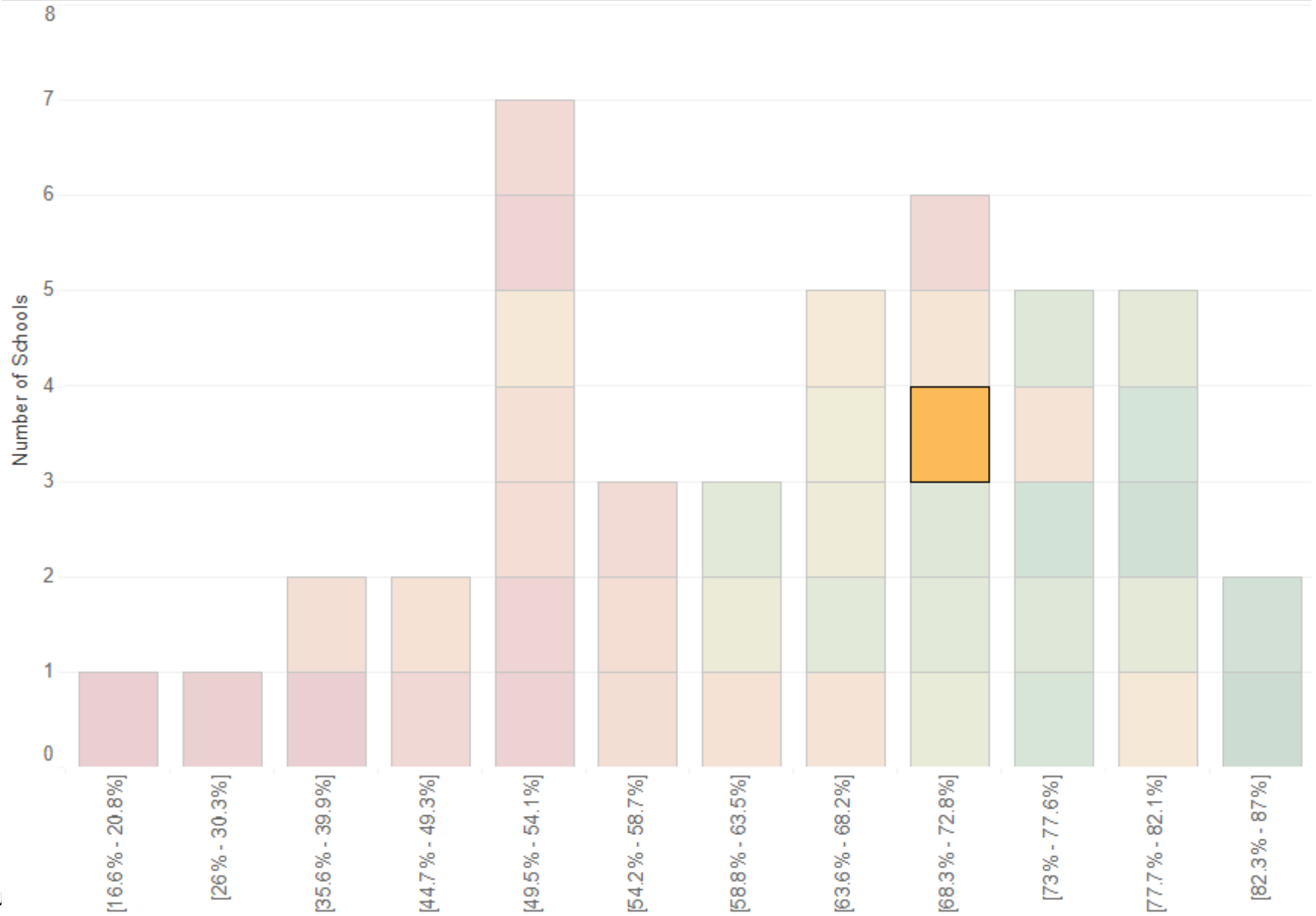
2019 Graduation - All Students



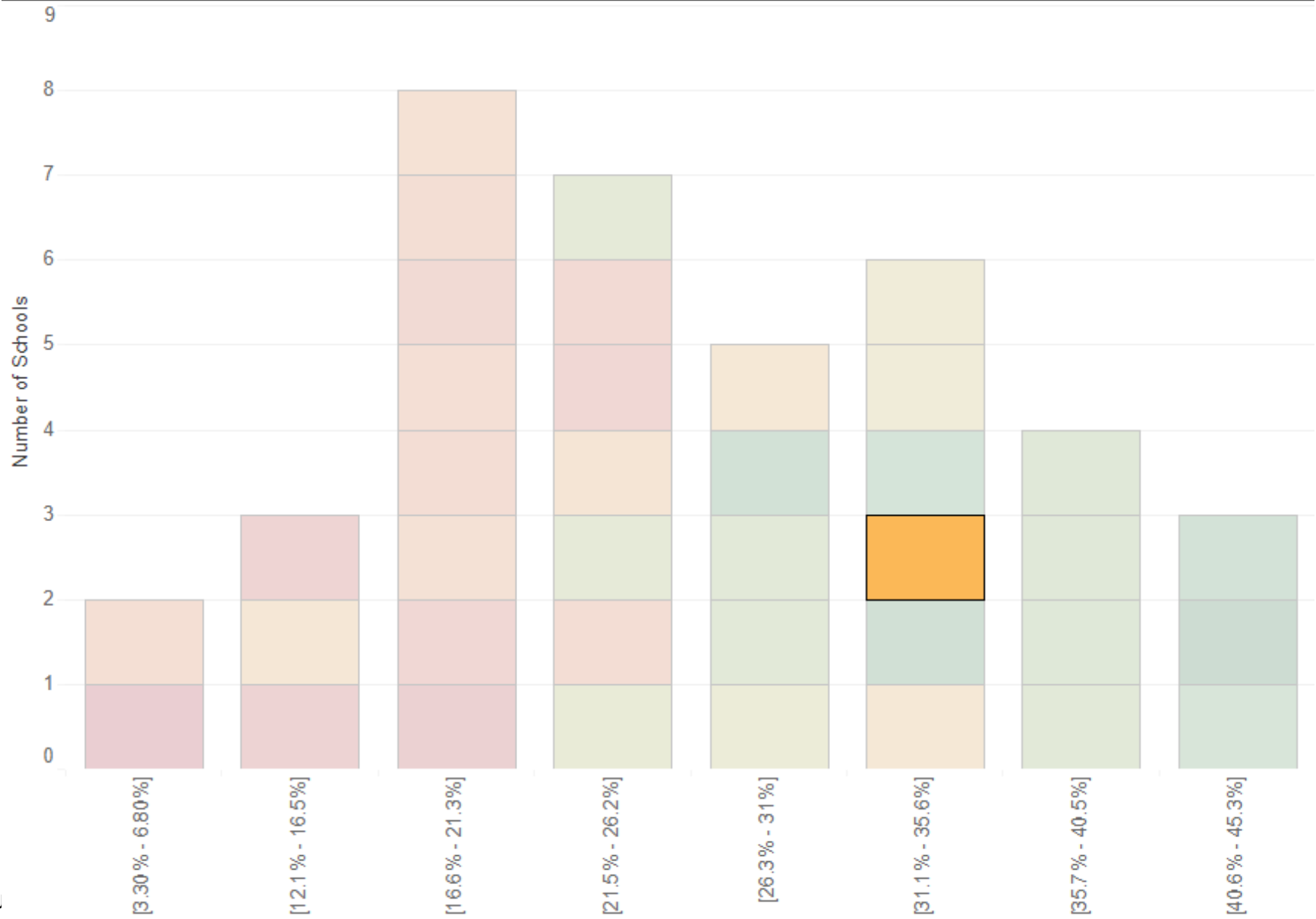
2019 EL Progress - All Students

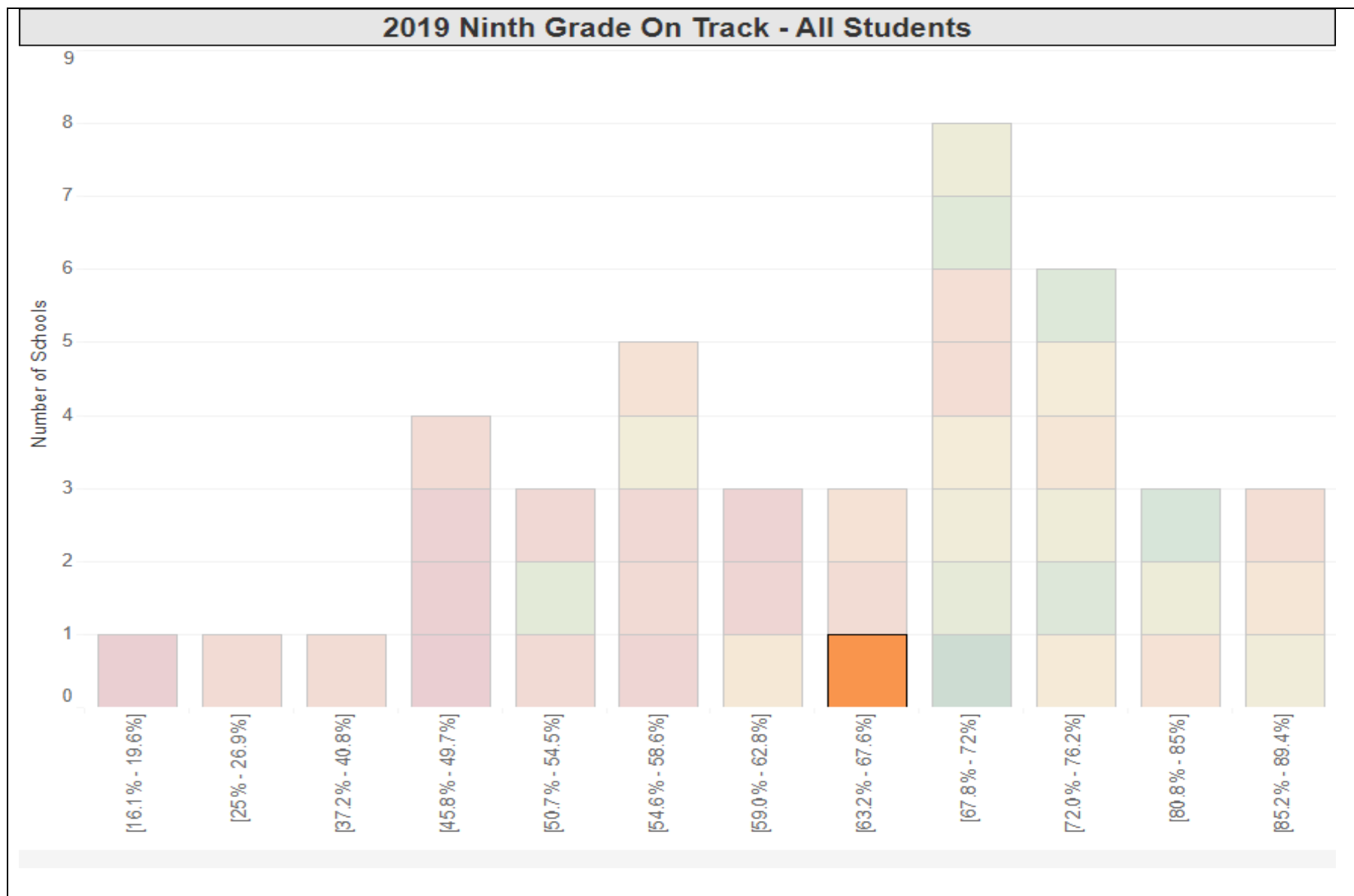


2019 ELA Proficiency - All Students



2019 Math Proficiency - All Students





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2021-22 Goals

Section 6: Goals/Action Items			
SY 2020-21 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)			
<i>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 requirement of Component Three - Practices and Strategies.</i>			
Goal #1 (G1) Graduation/Failure Rates	G1.A: 90% of PHS Students will graduate on time.		
	G1.B: By May of 2022, PHS will increase the percentage of freshman on track to graduate by 10% (77%). 85% by 2025.		
Activity		Timeline	Lead
G1.A1. Create a Multi-Tiered System of Intervention.		Ongoing	Bryan Bailey, Building Intervention Team
G1.A2. Continued support of Credit Recovery		Ongoing	Erika Alvarez (PASS), Val Baker (MAC), David Funk (Graduation Alliance)
G1.A3. Create an "Early Identification System"		T2 (Rough Draft) T3 (Final-Schoolwide)	Kody Hayes, Diana Castilleja, Nanette Stark
G1.A4. Development of Graduation Pathways		Ongoing	Counseling Team, Rick Follett
Goal #2 (G2) Attendance	Average Daily Attendance will increase to 95% in T3 of 2021-22 school year		
Activity		Timeline	Lead
G2.A1. September Awareness Month		September	David Funk
G2.A2. Student Recognition for Trimester Perfect Attendance		End of T1	Kasey Blair, Athena Sartin

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i.e. Newspaper, Honor Card, Graduation Program, School Board Recognition			
G2.A3. Truancy Board		Ongoing	David Funk, Attendance Committee
G2.A4. Goal Setting/Monitoring-"Early Identification System"		T3	Bryan Bailey, Counseling Team
G2.A6. Building Intervention Team		T3	Bryan Bailey
Goal #3 (G3) ELA	80% of all 11th graders will achieve the high school graduation cut score in ELA by the spring of 2025 on the SBA.		
Activity		Timeline	Lead
G3.A1 Administer SBA Focused Interim Tests		Begin T2	All ELA, Math Teachers
G3.A2 Data dives at ELA collaboration meetings using Interim Assessments, Vocabulary.com, readtheory.org, quill.com		T2, T3 Ongoing	ELA Team
Goal #4 (G4) Math	75% of all 11th graders will achieve the high school graduation cut scores in math by the spring of 2025 on the SBA. (75% by 2025)		
Activity		Timeline	Lead
G4.A1. Write and administer common assessments, rubric, and grading practices		By the end of each unit of study	Math Dept./class cohort
G4.A3. Administer SBA Interim Tests		Begin T2	Math Dept., Bryan Bailey, David Funk, Connie Hachtel
G4.A4. Administer SBAC test for Sophomores, Juniors, and Seniors		Ongoing	PHS Staff, Bryan Bailey
G4.A5 Data dives at Math collaboration meetings using Agile Mind Interim and Common Assessment Data		Ongoing	Math Dept., Bryan Bailey, David Funk, Connie Hachtel
Goal #5 (G5) AVID Schoolwide	G5.A: Each teacher will implement one (1) or more Focus Notes strategies as measured by WICOR Walk-throughs, self-reporting, and student samples.		
	G5.B: 80% of PHS students will exhibit regular use (4 or more periods/day) of student agendas, as measured in Mustang Period, at no less than three (3) progress report marking periods during Trimesters 2 and 3.		

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Activity		Timeline	Lead
G5.A1. Administer Survey Monkey to assess frequency and variety of notes		Nov 2021	Michelle Hall, Kasey Blair
G5.A2. Staff development on Focus Notes		Jan.	Kasey Blair, Bryan Bailey
G5.A3. Collection of Evidence		Beginning Jan. 2022	Teachers
G5.A4. WICOR Walkthroughs		T2	Bryan Bailey
G5.B1. Coincide agenda checks with Progress Reports		Dec 2 (2 weeks before grading Period=Dec 19, Feb 3, March 9, April 1, May 4, June 8)	Kasey Blair, Michelle Hall
G5.B2. Create grading rubric for MP		T2	Bryan Bailey, Nirmal Joshi, Susan Wierenga, Michelle Hall, Kila Smith
Goal #6 (G6) EL Growth	English Learners will grow one level in 2 of 4 domains by 2025 as measured by the ELPA 21/WIDA. (AVID CCI - III. Assessment of Student Progress 3.8)		
Activity		Timeline	Lead
G6.A1 Prosser High School is implementing a new curriculum to support English Language Learners through support classes		Ongoing	Eric Larez, Quinn Martin, Albert Flores
G6.A2 All students in the bilingual program will receive language support through the ELL support classes or AVID Excel classes.		Ongoing	Eric Larez, Quinn Martin, Albert Flores
Goal #7 (G7) Dual Credit Classes	75% of all students will complete at least one dual credit course and earn college credit by the class of 2025 as measured by the dual credit percentage.		
Activity		Timeline	Lead
G7.A1 Expand dual credit opportunities in master schedule.		T2,T3	Counseling
G7.A2 Clearly define the procedure for enrolling in dual credit classes and communications to students and their families.		T2,T3	Counseling
G7. A3 Recruit additional students into these classes.		T3	Counseling, Content Teachers

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COMPONENT #4: COORDINATION AND INTERGRATION																							
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES																							
Plan	The district Title I/LAP programs director creates a district wide budget for Title I and LAP each year based on estimated allocations. We use demographic information, enrollment numbers, and assessments to determine Title I buildings and allocations based on all federal and state guidelines. The district cabinet and school board approve the proposals and allocations in the spring. Budgets are adjusted upon the receipt of the district's allocations from the state.																						
Do	Funds are determined by collecting information from our Title I schools about their demographics, needs, and comprehensive school and district data. We combine funds from BEA, Title I, and LAP to provide services. We do not combine any Special Education, Bilingual, or Migrant funds.																						
Study	Based on the school's school wide plan, district goals and state initiatives, we build a budget proposal for Title I and submit to OSPI as part of an iGrant application.																						
Adjust	<p>Coordination and integration of services will be reviewed annually for necessary adjustments.</p> <table border="1"> <tr> <th colspan="2">School-wide Allocations</th></tr> <tr> <th colspan="2">2021/2022</th></tr> <tr> <th colspan="2">450</th></tr> <tr> <th>Program</th><th>Prosser High School</th></tr> <tr> <td>Title I</td><td>\$45,275</td></tr> <tr> <td>Title II</td><td>\$65,314</td></tr> <tr> <td>LAP</td><td>\$41,153</td></tr> <tr> <td>LAP HP</td><td>\$189,271</td></tr> <tr> <td>BEA</td><td>\$5,546,439</td></tr> <tr> <td>Drop-Out Re-Engage</td><td>\$130,485</td></tr> <tr> <td>Total</td><td>\$6,018,387</td></tr> </table>	School-wide Allocations		2021/2022		450		Program	Prosser High School	Title I	\$45,275	Title II	\$65,314	LAP	\$41,153	LAP HP	\$189,271	BEA	\$5,546,439	Drop-Out Re-Engage	\$130,485	Total	\$6,018,387
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Total	\$6,018,387																						

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Housel Middle School - SIP Goals

What is my school district's framework?

What are my school improvement goals?

What are the SIP strategies linked to the Level Workplan?

What does this year's school improvement plan look like?

English Language Arts

Math

Science

ELL

Other Goals

SBA ELA - Percent Proficient (all grades)

May 2018

40.3 %

↓ -6.7 from this time last year

District Comparison: 45.1 %



SBA ELA - Median SGP (all grades)

May 2019

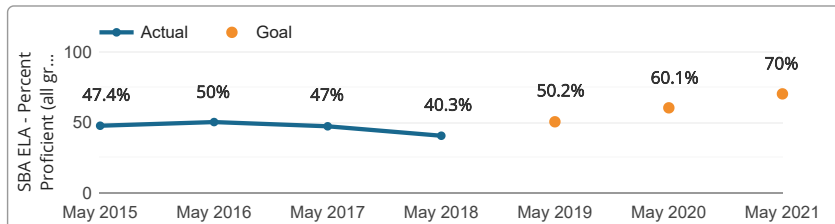
39

↓ -6 from this time last year

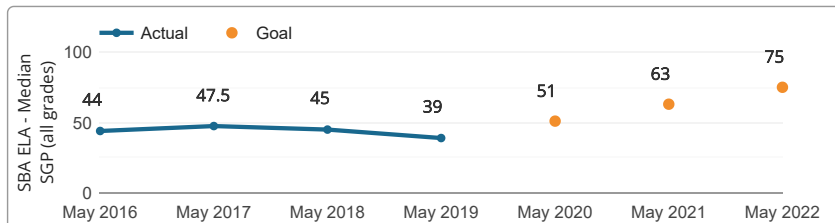
District Comparison: 40



In the next three years I want my school to be at: 70.00



In the next three years I want my school to be at: 75.00



Workplan Outline

2020-2021

2021-2022

2022-2023

2023-2024

Effective Instruction

- Workplan Item 1
 - Illustrative Math Curriculum Implementation ([WorkPlanStrategy.aspx?schid=54&iid=141&sid=711&year=2021&tab=0&view=false](#))
 - Effective Professional Learning Communities ([WorkPlanStrategy.aspx?schid=54&iid=141&sid=712&year=2021&tab=0&view=false](#))
 - English Language Arts Units of Study Implementation ([WorkPlanStrategy.aspx?schid=54&iid=141&sid=723&year=2021&tab=0&view=false](#))
 - Common Academic Vocabulary ([WorkPlanStrategy.aspx?schid=54&iid=141&sid=726&year=2021&tab=0&view=false](#))
 - Tier 2 Academic Interventions ([WorkPlanStrategy.aspx?schid=54&iid=141&sid=725&year=2021&tab=0&view=false](#))

Student Success

College and Career Readiness

Academic Press



Housel Middle School - School Improvement Plan

2021-2022 - Housel Middle School SIP Goals (SWP Component 2)

Previous Year Results

- | | |
|---|--------------------|
| 1. Increase: SBA ELA - Median SGP (all grades) to 75 (ELA) | Spring 2019: 39 |
| 2. Increase: SBA Math - Percent Proficient (all grades) to 70% (Math) | Spring 2019: 31% |
| 3. Increase: SBA Math - Median SGP (all grades) to 70 (Math) | Spring 2019: 42.5 |
| 4. Increase: WCAS Science - Percent Proficient to 70% (Science) | Spring 2019: 47.5% |

2021-2022 - Housel Middle School Workplan Outline (SWP Component 2)

Effective Instruction

- Workplan Item 1
 - Effective Professional Learning Communities
 - English Language Arts Units of Study Implementation
 - Illustrative Math Curriculum Implementation
 - Common Academic Vocabulary
 - Tier 2 Academic Interventions
 - Readers and Writers Workshop

Student Success

- Workplan Item 1
 - Progress Monitoring

College and Career Readiness

- Workplan Item 1
 - Schoolwide AVID Strategies
- Workplan Item 1
 - High School and Beyond Plan

Academic Press

- Workplan Item 1
 - Course Offerings Expansion

2021-2022 - Housel Middle School SIP Strategies & Activities (SWP Component 3)

SIP Strategies & Activities	Resources / Leader	Measures	Results / Progress	Workplan Frame	Goal Areas
What action steps will occur? What professional development is needed?	What resources are needed to accomplish this strategy? (People, materials, etc) Who is leading this work?	What ongoing monitoring reflects implementation of this strategy and what data will be used to show outcomes of the implementation?	Provide an evidence-based status update on how your activities are going. What is working and what needs adjustment? What adjustments to your activities are you making after examining the results of your progress monitoring?	Which Workplan Frame and Item does this strategy support?	Which SIP Goals does this strategy support? What student group does this strategy target?

Illustrative Math Curriculum Implementation Action Steps 1. Teachers will implement Illustrative Math curriculum in grades 6-8 in the general education core Math classes. 2. Teachers will develop unit plans as a team using planning documents/procedures provided through professional development supports. Professional Development 1. Initial Professional Development through Kendall Hunt was provided in the 19-20 school year but COVID pandemic closed the school year in March. The following school year was virtual from August through April with minimal PD support from Kendall Hunt. 2. Ongoing professional development is available through HMS Instructional Coach as needed. 3. Kendall Hunt IM Hub provides information regarding priority standards and lesson planning/instruction.	Illustrative Math curriculum access for staff. Workbooks for staff and students. Manipulatives Technology to support online materials. Scope and Sequence for IM 6-8 Kendall Hunt IM Hub Leading: Michael Denny	Administrative walkthroughs. Ongoing Unit Review and planning by department teams. Review of common student assessments. Math assessments three times per year through i-Ready to show students progress. Annual state assessment through Smarter Balanced Assessment to demonstrate student learning and growth over time.		Effective Instruction Workplan Item 1	Math All Students
Effective Professional Learning Communities Action Steps 1. Teachers will engage in an ongoing process (as prescribed in the CBA) in which they work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Development 1. Review/Reestablish Norms 2. PLC process 3. Expectations 4. Accountability/Recording/Reporting	District: Time allocation on Wednesdays for PLC meetings. District PLC handbook/guidelines so there is common language between buildings, grade levels, departments when we engage in district level PLC meetings. Building: Develop building PLC Handbook *Norms/Procedures/Expectations *Calendar *Common units of study *Common assessments *Continuous student data review *Interventions/Enrichment based on student data Leading: Kristal Cole, Michael Denny	Meetings as agreed to in the Wednesday calendar per the CBA. (Monitored by Administration) Action Agenda/Minutes (Submitted to Administration) Unit PLC Template Updated (Reviewed by Administration)		Effective Instruction Workplan Item 1	ELA Math School Success Science All Students
English Language Arts Units of Study Implementation Action Steps 1. Teachers will implement English Language Arts Units of Study in grades 6-8 in the general education core English Language Arts classes. 2. Teachers will develop unit plans as a team using planning documents/procedures provided through professional development supports. Professional Development 1. Professional development was provided by Wilma Kozai in the 2020-2021 school year, but the units were shortened and condensed to accommodate virtual instruction due to COVID. 2. Ongoing professional development is provided through the support of the HMS ELA Instructional Coach.	Full units of study needed from Wilma Kozai. Time for professional development regarding previously unused or updated units of study, when received. Leading: Kristal Cole, Michael Denny	Administrative walkthroughs. Ongoing Unit Review and planning by department teams. Review of common student assessments. ELA assessments three times per year through i-Ready to show students progress. Annual state assessment through Smarter Balanced Assessment to demonstrate student learning and growth over time.		Effective Instruction Workplan Item 1	ELA All Students

Tier 2 Academic Interventions Action Steps 1. English Language Arts and Math teachers will provide in-class interventions for all students who are not performing at grade level standards, as determined by iReady data. 2. English Language Arts and Math teachers will monitor the effectiveness of these interventions and use follow-up data to make adjustments to their interventions as needed. Professional Development 1. Possible Professional Development needed on use of intervention systems (iReady, SBA Interim Assessments, Read Theory, etc.)	Access to intervention systems (iReady, Read Theory, etc.). Time to analyze data and plan for adjustments. Leading: Kristal Cole, Michael Denny	Administrative walkthroughs. Ongoing intervention planning by department teams. Ongoing monitoring of student progress using common formative/summative assessment data. Assessments three times per year through i-Ready to show students progress.		Effective Instruction Workplan Item 1	ELA Math All Students
Common Academic Vocabulary Action Steps 1. All departments will collaborate to determine the common vocabulary to be taught in each unit of study. 2. All departments will use common strategies to teach new vocabulary. Professional Development 1. Professional Development around vocabulary implementation strategies.	Input and materials from ELD professionals, such as Jennifer Cowgill. Time for departments to develop vocabulary lists and plan for implementation of vocabulary strategies. Leading: Kristal Cole, Michael Denny	Administrative walkthroughs. Vocabulary lists developed and submitted. Ongoing planning by department teams. Vocabulary scores on ELA iReady assessments.		Effective Instruction Workplan Item 1	ELA Math School Success Science All Students
Readers and Writers Workshop Action Steps 1. English Language Arts teachers will implement the use of the Readers and Writers Workshop model, as prescribed by their units of study. This model will include: * A mini-lesson around a reading or writing strategy. * Independent work time. * Conferencing. * Opportunity for students to demonstrate learning. Professional Development 1. Ongoing Professional Development through coaching cycles with the ELA Instructional Coach.	Full ELA units of study needed from Wilma Kozai. Time for professional development regarding previously unused or updated units of study, when received. Leading: Kristal Cole, Michael Denny	Administrative walkthroughs. Conferencing notes gathered from teachers. Common assessment data, including pre- and post-unit assessment results. End of Trimester grades.		Effective Instruction Workplan Item 1	ELA All Students
Progress Monitoring Action Steps 1. All teachers will facilitate and participate in Student-Led Parent Teacher Conferences twice each school year. * Early October (midpoint of Trimester 1) * Mid April (midpoint of Trimester 3) 2. All teachers will send progress reports, with updates on student progress, to parents at regular intervals throughout the school year using the Skyward Message Center. Professional Development 1. Professional Development for teachers new to HMS on expectations for Student-Led Parent Teacher Conferences. 2. Professional Development for teachers new to HMS on using the Skyward Message Center to sent progress reports.	Time with staff new to HMS. Leading: Kristal Cole, Michael Denny	Administrator observations during Student-Led Parent Teacher Conferences. Administrative monitoring of Skyward Message Center.		Student Success Workplan Item 1	School Success All Students

Schoolwide AVID Strategies Action Steps 1. All teachers will continue the use of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) AVID strategies in their classrooms. * Note-taking, Reflection, Quick Writes * Level Questions, Socratic Seminars, Investigations * Peer Groups, Sharing Ideas, Collaborative Structures * Supplies, Tools, Resources * Text Marking, Graphic Organizers, Summarizing Professional Development 1. Initial Professional Development around WICOR strategies for staff new to HMS. 2. Ongoing work with AVID Site Director to keep WICOR strategies pushed into classrooms.	Time to work with staff new to HMS. Updated WICOR materials for staff. Access to AVID Weekly for staff. Leading: Kristal Cole, Michael Denny	Administrative and AVID Site Director walkthroughs.		College and Career Readiness Workplan Item 1	School Success All Students
High School and Beyond Plan Action Steps 1. 8th Grade students will complete the Washington Career Bridge interest and career inventory. 2. 8th Grade students will do a 16 personalities assessment. 3. 8th Grade students will begin to complete their High School and Beyond Plan in the Skyward system. Professional Development	Counseling staff Computers Student scheduling opportunities to complete tasks Leading: Kristal Cole, Michael Denny	Completed plans		College and Career Readiness Workplan Item 1	School Success All Students
Course Offerings Expansion Action Steps 1. The CTE Team will monitor the effectiveness/success of the new courses offered in the 2021-2022 school year. * Coding 6/7 * Medical Detectives 2. CTE Team will develop a plan to further expand the offerings of STEM courses at HMS. Professional Development	Time for regular meetings of the CTE Team. Rubric for measuring program effectiveness/success. Leading: Kristal Cole, Michael Denny	Data regarding effectiveness/success of the programs. Student assessment data and end of Trimester grades. Student interest surveys for the 2022-2023 school year.		Academic Press Workplan Item 1	Math School Success Science All Students

Title I, Part A Schoolwide	
Building Data	
Building: Housel Middle School	F/R Percentage: 73.8%
Principal: Michael Denny	Grade Span: 6-8
District: Prosser School District #116	Building Enrollment: 597 (October 2021)
Plan Date: 10/31/2021	Board Approval Date:

School Leadership Team Members Parent-Community Partners		
Name	Role	Email
Michael Denny	Principal	Michael.denny@prosserschools.org
Kristal Cole	Assistant Principal	Kristal.Cole@prosserschools.org
Andy Hall	Math Teacher	Andy.Hall@prosserschools.org
Wendy Rodriguez	English/AVID Teacher	Wendy.Rodriguez@prosserschools.org
Christopher Halfmoon	History Teacher	Christopher.halfmoon@prosserschools.org
Ryan Russell	Science Teacher	Ryan.Russell@prosserschools.org
Jeff Appelgate	History/AVID Teacher	Jeff.Appelgate@prosserschools.org
Ryan Wood	STEM Teacher	Ryan.Wood@prosserschools.org
Amanda Johnson	Counselor	Amanda.Johnson@prosserschools.org
Connie Hachtel	Instructional Coach	Connie.Hachtel@prosserschools.org
Chelsea Saldona	Parent	
Andrew and Monica Martinez	Parent	

Vision Statement
<p><u>Mission</u>: “At Housel Middle School we strive to create a culture that takes pride in high levels of learning, values hard work, celebrates success, and builds connections between students, family, staff, and community.”</p> <p><u>Vision</u>: “Every Student, Every Day a Success!”</p>

ESSA Supports: WA Framework Identification
<p><input type="checkbox"/> <u>Foundational:</u></p> <p>Click or tap here to enter text.</p> <p><input checked="" type="checkbox"/> <u>Tier I: Targeted Supports: Targeted with 1-2 Student Groups:</u></p> <p>Targeted 1-2 (Special Education and English Language Learners)</p> <p><input type="checkbox"/> <u>Tier II: Targeted 3+ Targeted EL Progress:</u></p> <p>Click or tap here to enter text.</p> <p><input type="checkbox"/> <u>Tier III Support: Comprehensive and Rad Identified schools:</u></p> <p>Click or tap here to enter text.</p>

<div>Partners in Consolidated Plan</div> <div>Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template</div> <div>School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)</div>	
<div>Title I, Part A : Schoolwide Program Model</div> <div>Four Required Components:</div> <div><div><input checked="" type="checkbox"/> 1. Comprehensive Needs Assessment</div><div><input checked="" type="checkbox"/> 2. Schoolwide Reform Strategies</div><div><input checked="" type="checkbox"/> 3. Activities for Mastery</div><div><input checked="" type="checkbox"/> 4. Coordination and Integration</div></div>	
<div>Checklist for combined Title I, Part A Schoolwide Program Model</div> <div>Is this plan:</div> <div><div><input checked="" type="checkbox"/> Based on a Needs Assessment</div><div><input checked="" type="checkbox"/> Data driven</div><div><input checked="" type="checkbox"/> Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it</div><div><input checked="" type="checkbox"/> Allowing active participation of and input from stakeholders</div></div> <div>Does this plan contain under <i>at least</i> one of the components exposition of the following requirements:</div> <div><div><div>School Improvement Plan; WAC-180-16-220.</div><div>Plan Requirements:</div><div><div><input type="checkbox"/> Annual Board approval</div><div><input type="checkbox"/> Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP</div><div><input type="checkbox"/> The ways in which the model is based on a self-review of the school's program</div><div><input type="checkbox"/> The characteristics of successful schools</div><div><input type="checkbox"/> Equity factors for all students</div><div><input type="checkbox"/> The use of technology to facilitate instruction</div><div><input type="checkbox"/> Parent, family, and community involvement, they relate to a positive impact on student learning</div></div></div><div><div>ESSA: Sec.1111(d)(1)(B).</div><div>Plan Requirements:</div><div><div><input type="checkbox"/> Indicators of student performance against State-determined long-term goals</div><div><input type="checkbox"/> Exposition of evidence-based interventions</div><div><input type="checkbox"/> Proof of a school-level needs assessment</div><div><input type="checkbox"/> Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement</div><div><input type="checkbox"/> Approval by the school, local educational agency and State educational agency</div></div></div></div>	

COMPONENT #1: NEEDS ASSESSMENT**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan

Housel Middle School serves all students grades 6-8 in the Prosser School District. Housel Middle School is located in Prosser WA. Housel Middle School has a population of 597 students (October 2021). Housel Middle School has 36 teachers with an average of 14.1 years teaching experience.

Housel Middle School receives students from two feeder schools in the Prosser School District – Prosser Heights Elementary and Whitstran Elementary.

Housel Middle School strives to provide a rich educational experience while providing rigorous coursework and strong instruction. Students are provided opportunities to develop academic, social, emotional, and physical skills while developing three pillars of excellence in Responsibility, Respect, and Safety.

Housel Middle School continues to identify opportunities to improve our effectiveness in school improvement through the Seven Turnaround Principals, the Washington State 8 teacher evaluation criteria, and the CEL 5D+ instructional framework and.

Seven Turnaround Principles:

Principle 1: Strong, Effective Leadership
Principle 2: Effective Teachers
Principle 3: Additional Instructional Time
Principle 4: Strengthen Instructional Program Based on Student Needs
Principle 5: Using Data to Inform Instruction
Principle 6: School Environment Focused on Achievement/ Non-Academic Factors Affecting Student Achievement
Principle 7: Engaging Families and Communities

Washington State 8 Teacher Evaluation Criteria:

Criteria 1: Centering instruction on high expectations for student achievement.
Criteria 2: Demonstrating effective teaching practices.
Criteria 3: Recognizing individual student learning needs and developing strategies to address those needs.
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.
Criterion 5: Fostering and managing a safe, positive learning environment.
Criterion 6: Using Multiple student data elements to modify instruction and improve student learning.
Criterion 7: Communicating and collaborating with parents and school community.
Criterion 8: Exhibiting collaborative and collegial practices focusing on improving instructional practice and student learning.

Updated 10-1-2018 by Title I, Part A Office at OSPI.

CEL 5D Framework:

Dimension

Sub dimension

Purpose	Grade Level Standards
	Learning Target and Teaching Points
Student Engagement	Intellectual Work
	Engagement Strategies
	Student Talk
Curriculum and Pedagogy	Curriculum
	Teaching Approaches and/or Strategies
	Scaffolds for Learning
Assessment for Student Learning	Assessment
	Teaching Adjustments based on assessment data
Classroom Environment and Culture	Use of Physical Environment
	Classroom Routines and Rituals
	Classroom Culture

DATA COLLECTION:

Quantitative and Qualitative Data was collected as a means of engaging in a needs assessment to better understand the learning needs of students and community. The data collected provides a view of the entire school grades 6-8.

Data Collected includes:

- Student Demographics
- Smarter Balanced Assessment Data
- ELPA 21 Data
- Washington Comprehensive Assessment for Science Data
- Attendance Data
- Discipline behavior data

Student Demographic Information:**Student Demographics****Enrollment**

October 2021 Student Count	597
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Gender (October 2021)

Male	288	48.3%
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Female	309	51.7%
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Race/Ethnicity (October 2021)

Hispanic / Latino of any race(s)	403	67.5%
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American Indian / Alaskan Native	5	0.8%
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Asian	12	2.0%
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Black / African American	3	0.8%
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No Response	4	0.6%
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White	158	26.5%
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Two or More Races	12	2.0%
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Special Programs (October 2021)

Free or Reduced-Price Meals (October 2021)	441	73.8%
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Special Education (October 2021)	67	11.2%
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Transitional Bilingual (October 2021)	98	16.4%
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Migrant (October 2021)	142	23.8%
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Teacher Information:**Teacher Information (2021-2022)**

Classroom Teachers	36
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Hispanic / Latino of any race(s)	05
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White	30
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American Indian / Alaska Native	01
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Average Years Teaching Experience	14.1
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Updated 10-1-2018 by Title I, Part A Office at OSPI.

Smarter Balanced Assessment and Measures of Student Progress Data 2018-19:

*Due to COVID-19 Statewide school closures, no state testing was completed in Spring 2020 or 2021 so most recent scores are reported for students currently attending Housel Middle School.

Overall Performance on the Smarter Summative test, by Subject, Grade: Housel Middle School 2018-2019

ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	184	40%
Grade 4	185	40%
Grade 5	202	41%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	184	52%
Grade 4	186	45%
Grade 5	202	25%

English Language Learner Data 2020-2021:

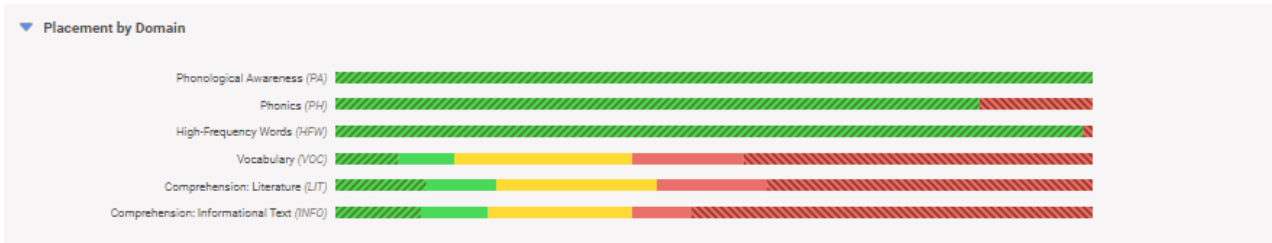
Below are the scores from the Spring 2021 ELPA21 Summative Assessment. Scores include students attending Housel Middle School in Spring 2020 and students currently attending Housel Middle School for the 2021-2022 school year. Students returned to school in April 2021 after over a year of online/remote instruction due to the COVID-19 pandemic.

Overall Performance on the ELPA21 Summative test, by Grade: Housel Middle School, 2020-2021

ELPA21 Summative

Grade	Number of Students Tested	Percent Determined Proficient
Grade 5	31	16%
Grade 6	35	3%
Grade 7	31	3%
Grade 8	34	6%

Housel Middle School i-Ready Data – Reading (Fall 2021)

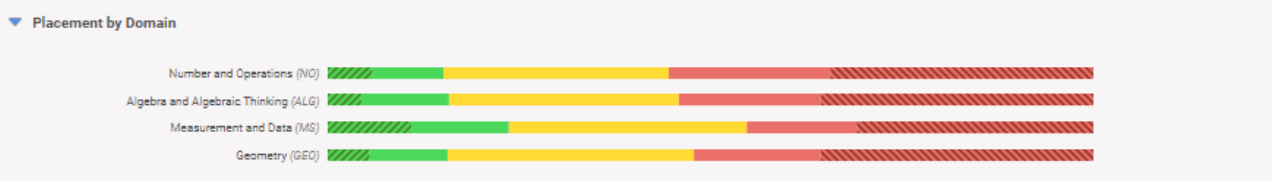


Switch Table View: Placement Summary | Show Results By: Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Green	Yellow	Red	Red with Diagonal Lines	Students Assessed/Total
Grade 6		10%	7%	23%	44%	185/191
Grade 7		6%	11%	21%	46%	171/192
Grade 8		5%	13%	22%	51%	186/213

Housel Middle School i-Ready Data – Math (Fall 2021)



Switch Table View: Placement Summary | Show Results By: Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Green	Yellow	Red	Red with Diagonal Lines	Students Assessed/Total
Grade 6		6%	14%	35%	24%	186/191
Grade 7		3%	6%	33%	42%	175/192
Grade 8		1%	10%	27%	41%	189/213

Washington Comprehensive Assessment of Science (2018-2019 5th grade administration)
Overall Performance on the WCAS test, by Subject, Grade: Housel Middle School, 2018-2019

Science

Grade	Number of Students Tested	Percent Proficient
Grade 5	202	33%

Attendance Data:

*The Daily Attendance Rate for the 2020-2021 school year is not a reliable measure of student daily attendance due to the process used to determine daily attendance while in remote learning.

Daily Attendance Rate for 2019-2020 School Year: 92% (partial year)

Daily Attendance Rate for 2018-2019 School Year: 91.85%

Daily Attendance Rate for 2017-2018 School Year: 92.3%

Daily Attendance Rate for 2016-2017 School Year: 93.5%

Other Student Learning Information Used:

Formative Assessment Data

Summative Assessment Data

Parent Survey Data (CEE)

This schoolwide plan has been developed to address the learning needs of the entire school program.

The most recent Smarter Balanced Assessment results are from the 2018-2019 school year in which the current students at Housel Middle School were attending Third through Fifth grades at their local elementary schools.

Smarter Balanced results for students in 2018-2019 indicate 40% of current 6th grade, 40% of current seventh grade and 41% of current 8th grade students demonstrated proficient scores in English Language Arts on the most recent state assessment.

Smarter Balanced results for students in 2018-2019 indicate 52% of current 6th grade, 45% of current seventh grade and 25% of current 8th grade students demonstrated proficient scores in Mathematics on the most recent state assessment.

Results of the Fall 2021 administration of the i-Ready Reading diagnostic assessment indicate 10% of 6th grade students, 6% of 7th grade students and 5% of 8th grade students are performing at or above grade level in Reading. 7% of 6th grade, 11% of 7th grade and 13% of 8th grade students are approaching or “early on” grade level. 23% of 6th grade, 21% of 7th grade, and 22% of 8th grade are performing one year level below current placement. 15% of 6th grade, 16% of 7th grade and 9% of 8th grade are performing two grade levels below current placement. 44% of 6th grade, 46% of 7th grade and 51% of 8th grade students are performing more than two grade levels below current placement.

Results of the Fall 2021 administration of the i-Ready Math diagnostic assessment indicate 6% of 6th grade students, 3% of 7th grade students and 1% of 8th grade students are performing above grade level in Reading. 14% of 6th grade, 6% of 7th grade and 10% of 8th grade students are approaching or on grade level. 35% of 6th grade, 33% of 7th grade, and 27% of 8th grade are performing one year level below current placement. 21% of 6th grade, 17% of 7th grade and 21% of 8th grade are performing two grade levels below current placement. 24% of 6th grade, 42% of 7th grade and 41% of 8th grade students are performing more than two grade levels below current placement.

The results of the Washington Comprehensive Assessment of Science for the current year's 8th grade students are based on the 2018-2019 administration when students were in the 5th grade. Results indicate 33% of current 8th grade students met standard on the 5th grade Washington Comprehensive Assessment of Science.

In 2020-2021, ELPA 21 data suggests a low percentage of students identified as having more than one home language are proficient in English. Scores from the Spring 2021 administration indicate 16% of current 6th grade, 3% of current 7th grade and 3% of current 8th grade students identified as English Language Learners were proficient on the ELPA 21 assessment.

Discipline rates are not available for the 2020-2021 school year. Housel Middle School started the year remotely with all students receiving virtual instruction. In February, limited students were returned to on-site hybrid small cohort instruction. Mid-April, all students who wanted to return to Housel Middle School for in-person instruction were provided the choice to return to the building for instruction. Roughly 500 of the 620 students returned to in-person instruction while the other 120 ± students continued to receive instruction virtually.

Discipline results from post-implementation in 2019-2020 indicate 868 discipline referrals, which is down 61 referrals from 929 the previous year. The number of students receiving discipline referrals for 2018-19 was 195 which is down 95 from the 2017-18 total of 290.

*Data from the 2019-2020 school year are mixed as their school was closed statewide in March of 2020 and all student learning for the remainder of the school year was in the distance learning format.

Daily Average Attendance was not able to be measured accurately during the 2020-2021 school year due to multiple instruction methods (Remote, Hybrid, Small Cohort, In-Person) provided during the 2020-2021 school year.

Daily average attendance rate for Housel Middle School for the 2019-2020 school year was 92% before the COVID statewide school shutdown in March of 2020. The daily average attendance rate for Housel in the 2018-19 school year was 91.85%. The average attendance rate is slightly lower than the 92.3% recorded in the 2017-2018 school year. Of interest, the March 2019 attendance review indicates the daily average attendance rate was at 92.89% with two months of school remaining.

	<p>Students receive daily calls from the school for unexcused absences, a letter at 5, 8, 12 and 15 days for all absences, and parent/student meetings with counselors and administration to reduce absenteeism.</p>
Do	<p>Process Used to analyze student learning:</p> <p>SITE team meetings are planned for the second and fourth Friday morning of each month. The SITE Team uses student data and teacher review/reflection to develop and update professional development offerings at the building. The SITE team also considers student attendance, behavior, and academic data, state testing data, and remedial programming to make instructional and program recommendations.</p> <p>Departments are given at least one early release Wednesday opportunity a month to meet as a department and plan instruction, common assessments, and interventions/enrichments. Teams use this data to make curricular and instructional recommendations and changes. The SITE Team is discussing similar embedded professional development opportunities for the 2021-2022 school year.</p> <p>Professional Learning Community meeting dates (12) are built into the Wednesday Schedule with 6 PLC days to allow for curricular committees to meet and the other 6 PLC days are designed for departments, grade levels, or district specialists to meet. At least one Wednesday early release a month has been identified for building or district Professional Learning Community meetings. Housel Middle School will continue to support additional collaboration structures, when possible, through the schedule and other planned opportunities as we continue to navigate through this world-wide COVID-19 pandemic.</p>

Updated 10-1-2018 by Title I, Part A Office at OSPI.

Housel Middle School English Language Arts Goal:

75% of all 8th grade students will read at standard by the spring of 2025 as measured by the Smarter Balanced Assessment.

- 80% of students below grade level will increase their i-Ready Reading score 1 level by Spring of 2022.

Housel Middle School Math Goal:

70% of all 8th grade students will be at grade level standard in math by the spring of 2025 as measured by the Smarter Balanced Assessment Interim Blocks.

- 80% of students below grade level will increase their i-Ready Math score 1 level by Spring of 2022.

HMS ELL Goal:

English Learners will grow one level in 2 of 4 domains by 2025 as measured by the ELPA 21/WIDA.

- 80% of English Learners will grow one or more levels in 2 or more of the 4 domains by Spring 2022 as measured by ELPA21/WIDA assessment.

Housel Middle School AVID Goal:

The AVID Site Team will re-establish the vision and mission of our school and communicate it to stakeholders, including faculty, students, families and community members by April 2022 and will put in place a plan for continue review/communication for upcoming years.

Housel Middle School Attendance Goal:

Housel Middle School will return school attendance rates to a target of 92%.

Study	<p>Analysis of assessment data provided a detailed look at the school and grade level performance as a whole and also the individual student and subgroup levels.</p> <p>Analysis of the Parent Survey (2018) indicate the following appreciations and areas of needed improvement:</p> <table> <tr> <th>Appreciated</th><th>Needs Improvement</th></tr> <tr> <td>Parents and employees are respected.</td><td>Need increased parental input.</td></tr> <tr> <td>School work prepares for future success.</td><td>Parent communication about student progress toward goals.</td></tr> <tr> <td>Expectations/Standards are communicated well.</td><td>Rigorous/Ambitious courses.</td></tr> <tr> <td>Principal committed to quality education.</td><td>Student Behavior</td></tr> <tr> <td>School staff care about students.</td><td>Cultural Activities</td></tr> <tr> <td>Teachers listen to parent concerns.</td><td>Intervention/Additional Academic Assistance</td></tr> <tr> <td>Variety of Learning Opportunities.</td><td></td></tr> </table> <p><u>Attendance and Discipline data show:</u></p> <p>Daily Average Attendance was not able to be measured accurately during the 2020-2021 school year due to multiple instruction methods (Remote, Hybrid, Small Cohort, In-Person) provided during the 2020-2021 school year.</p> <p>Daily average attendance rate for Housel Middle School for the 2019-2020 school year was 92% before the COVID statewide school shutdown in March of 2020. The daily average attendance rate for Housel in the 2018-19 school year was 91.85%. The average attendance rate is slightly lower than the 92.3% recorded in the 2017-2018 school year. Of interest, the March 2019 attendance review indicates the daily average attendance rate was at 92.89% with two months of school remaining. Students receive daily calls from the school for unexcused absences, a letter at 5, 8, 12 and 15 days for all absences, and parent/student meetings with counselors and administration to reduce absenteeism.</p> <p>In 2020-2021, ELPA 21 data suggests a low percentage of students identified as having more than one home language are proficient in English. Scores from the Spring 2021 administration indicate 16% of current 6th grade, 3% of current 7th grade and 3% of current 8th grade students identified as English Language Learners were proficient on the ELPA 21 assessment.</p> <p>Housel Middle School is in the second year of a new curriculum to support English Language Learners through support classes. All students in the bilingual program will receive language support through the ELL support classes or AVID Excel classes.</p>	Appreciated	Needs Improvement	Parents and employees are respected.	Need increased parental input.	School work prepares for future success.	Parent communication about student progress toward goals.	Expectations/Standards are communicated well.	Rigorous/Ambitious courses.	Principal committed to quality education.	Student Behavior	School staff care about students.	Cultural Activities	Teachers listen to parent concerns.	Intervention/Additional Academic Assistance	Variety of Learning Opportunities.	
Appreciated	Needs Improvement																
Parents and employees are respected.	Need increased parental input.																
School work prepares for future success.	Parent communication about student progress toward goals.																
Expectations/Standards are communicated well.	Rigorous/Ambitious courses.																
Principal committed to quality education.	Student Behavior																
School staff care about students.	Cultural Activities																
Teachers listen to parent concerns.	Intervention/Additional Academic Assistance																
Variety of Learning Opportunities.																	

Updated 10-1-2018 by Title I, Part A Office at OSPI.

	<u>Housel Middle School Strengths and Weaknesses:</u>	
	Strengths	Challenges
	Collaboration Time	Increased efficiency in use of collaboration time in new school master schedule
	Implementation of Character Strong in year four.	Limited ELL Interventions available in the general education core classes
	ELA and Math Consultant	Embedding focused Professional Development
	AVID Schoolwide Site of Distinction	Smarter Balanced Assessment/Growth Scores
	Early Release Wednesday "SITE", Teacher and PLC Days	Cultural Activities
	Shared Purpose	Parent and Community Engagement
	Supportive Learning Environment	Curriculum Alignment continues to be an area of focus and work by the staff
	Implementation of Illustrative Math curriculum with targeted professional development.	
Adjust	<u>Housel Middle School Priorities and Concerns:</u> <p>The following are identified Priorities and Concerns from the data review:</p> <ul style="list-style-type: none"> • Quantitative and qualitative data available, collected and reviewed for all students. • Low Income/ELL Student supports and interventions • Family and Community Engagement • Diverse representation of student groups (parental involvement) • Meeting needs of migrant, bilingual, and special education students. • Tracking/supporting at-risk students. • Interventions within the class schedule. • Quality core instruction with tiers of support. <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> • Full Implementation of Illustrative Math curriculum (COVID-19 has interfered with a full year of Illustrative Math Implementation since adoption. • Math Consultant to support Student Engagement and Depth of Knowledge • ELA Consultant to support Curriculum Implementation, Thinking Strategies and Readers/Writers Workshop Model. • Focus on Instructional Rigor • Character Strong Program Implementation • PBIS Implementation • BEST Mentor Academy for new staff <p>Develop systematic screening, progress monitoring, diagnostic, formative and summative assessment.</p> <p>Aligning curriculum with common assessments.</p>	

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES**PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES**

Plan	<p>Targeted focus on schoolwide strategies has included:</p> <ul style="list-style-type: none">Ensuring all students are consistently challenged by rigorous curriculum.Teachers use best practices (AVID) to ensure high student engagement, rigorous instruction, and meeting high academic standards.Develop Scope and Sequence to ensure instruction builds on what students already know.Increase community partnerships and communication with parents.Commitment to build a growth mindset and self-efficacy amongst teachers, students and families.Build Student voice opportunities throughout the building.
Do	<p>Continued targeted focus on school-wide reform strategies will include:</p> <ul style="list-style-type: none">Align instruction and curriculum to state learning standards. Continue the work regarding alignment to standards but also alignment within the departments so the instructional experience for all students is similar with equally challenging instruction and support available in all classes.Teachers implement AVID WICOR activities to ensure students meet high academic standards. Focus on research based WICOR strategies to provide students with increased rigor and develop their depth of knowledge. Professional development may be needed in WICOR for new and returning staff.Continue work with Math and ELA consultant. Consultant work in Math and ELA to strengthen the core instruction at Housel Middle School as a basis for all students. Develop common assessments across content areas and grade levels. Develop intervention and extension activities in the classroom setting as part of the Readers and Writers Workshop model.Implement Reading and Math Intervention programs (Tier 3) to support core instruction taught in the general education setting. Math and Reading intervention programs will be run by a certificated teacher with para-educator assistance to support students struggling in Math and ELA.Implementation of Illustrative Math curriculum for Grades 6/7/8 in the general education core program.Implementation of the READY Math curriculum for grades 6/7/8 in the special education resource room program.Continue to develop vertical and horizontal alignment to standards including Middle School staff representation at District Math Team Meetings, secondary Science meetings with HMS and PHS, and continued K-12 district wide meetings to address the overall student experience in the district in Reading, Math and Science.Increase community partnerships and communication with parents.Build Student voice opportunities throughout the building by raising the status of student leaders and students typically underrepresented at school events and activities. Develop student leadership opportunities through ASB, FCCLA, STEM, "Honor Society", WE and other groups.

Updated 10-1-2018 by Title I, Part A Office at OSPI.

Study	<p>Staff at Housel Middle School continue to develop units of study that align curriculum and instruction to Washington State Learning Standards. This alignment also includes continued work to create common formative and summative assessments. Housel is working to develop consistency in instruction and assessment across all departments and grade levels.</p> <p>AVID strategies have been provided to Housel Middle School teachers over the years, with a focus on Schoolwide implementation to have a positive impact on student engagement and academic success for the entire school. Housel Middle School was recently identified as a Schoolwide Site of Distinction by AVID, but additional efforts were made to strengthen the implementation of AVID strategies school-wide. Ongoing professional development should continue in student engagement and WICOR strategies.</p> <p>Housel Middle School values parent and community input and engagement. Housel Middle School seeks opportunities to involve parents in a variety of activities and events during the school year. Parents are a vital part of our building SITE team and are part of the ongoing decision-making process at the building level. Parents are included in many activities such as student led conferences, hiring/interview committees, back to school night, AVID family nights, curriculum review, and parenting classes. Communication with parents and families occurs through a variety of methods including communication through Skyward student information system, progress reports home, Facebook, Bright Arrow, mailings, phone calls, mailings, and the school website.</p>
Adjust	<p>Continue the work with Professional Learning Communities to keep student data at the forefront of our discussions and use that information to drive instruction across the school system. Systematic assessment, data collection, data analysis, and recommendations from the data review should drive instructional planning and implementation at the school level. Administration and Instructional Coach will support a renewed focus on student data and instruction. Teams will use the processes and protocols learned at the Data Driven Dialog training over the past two years.</p> <p>Math and ELA intervention specialists will provide Tier 3 small group and individual intervention support services to improve student success in Reading, Writing and Mathematics during the school day. Student receiving support will be determined based on student need/data.</p> <p>Math and Reading consultants will continue to support alignment and instruction in Math and Reading to increase depth of knowledge and build from skills previously taught in previous grade levels during the school year. Math supports will focus on full implementation of the Illustrative Math curriculum. ELA supports will support Readers/Writers Workshop Model, conferring and differentiation.</p>

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Implement ongoing Wednesday PD opportunities where AVID strategies are presented/taught over the course of the year. This ongoing effort to improve implementation of AVID strategies will strengthen the rigor in all classes.

This year Housel Middle School will hold two student/parent conferences (virtually if needed) in addition to an AVID family night (also virtual if needed due to COVID protocols). Housel would like to implement at least one other parent/family night at HMS in the 2021-2022 school year if COVID protocols allow.

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY**PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY**

Plan	<p>The schoolwide plan at Housel Middle School is designed to address the academic needs of every student. Housel Middle School strives to provide high quality core instruction in the areas of Reading/Writing, Mathematics, Science, and History. Students also receive Physical Education and Elective choices to round out their academic course of study each trimester.</p> <p>The most recent Smarter Balanced Assessment results are from the 2018-2019 school year in which the current students at Housel Middle School were attending Third through Fifth grades at their local elementary schools. Smarter Balanced results for students in 2018-2019 indicate 40% of current 6th grade, 40% of current seventh grade and 41% of current 8th grade students demonstrated proficient scores in English Language Arts on the most recent state assessment.</p> <p>Smarter Balanced results for students in 2018-2019 indicate 52% of current 6th grade, 45% of current seventh grade and 25% of current 8th grade students demonstrated proficient scores in Mathematics on the most recent state assessment.</p> <p>Results of the Fall 2021 administration of the i-Ready Reading diagnostic assessment indicate 10% of 6th grade students, 6% of 7th grade students and 5% of 8th grade students are performing at or above grade level in Reading. 7% of 6th grade, 11% of 7th grade and 13% of 8th grade students are approaching or “early on” grade level. 23% of 6th grade, 21% of 7th grade, and 22% of 8th grade are performing one year level below current placement. 15% of 6th grade, 16% of 7th grade and 9% of 8th grade are performing two grade levels below current placement. 44% of 6th grade, 46% of 7th grade and 51% of 8th grade students are performing more than two grade levels below current placement.</p> <p>Results of the Fall 2021 administration of the i-Ready Math diagnostic assessment indicate 6% of 6th grade students, 3% of 7th grade students and 1% of 8th grade students are performing above grade level in Reading. 14% of 6th grade, 6% of 7th grade and 10% of 8th grade students are approaching or on grade level. 35% of 6th grade, 33% of 7th grade, and 27% of 8th grade are performing one year level below current placement. 21% of 6th grade, 17% of 7th grade and 21% of 8th grade are performing two grade levels below current placement. 24% of 6th grade, 42% of 7th grade and 41% of 8th grade students are performing more than two grade levels below current placement.</p> <p>The results of the Washington Comprehensive Assessment of Science for the current year’s 8th grade students are based on the 2018-2019 administration when students were in the 5th grade. Results indicate 33% of current 8th grade students met standard on the 5th grade Washington Comprehensive Assessment of Science.</p> <p>In 2020-2021, ELPA 21 data suggests a low percentage of students identified as having more than one home language are proficient in English. Scores from the Spring 2021 administration indicate 16% of current 6th grade, 3% of current 7th grade and 3% of current 8th grade students identified as English Language Learners were proficient on the ELPA 21 assessment.</p>
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Do	<p>Housel Middle School is committed to providing our students with a rigorous and challenging curriculum aligned with Washington State Learning Standards. Our Core instruction is provided through general education classes in Reading, Math, Science and History. Teachers receive professional development in a variety of areas to support teaching and instruction. Students falling behind standard will receive a variety of support services through the school setting to get at-risk students back on track.</p> <p>Housel Middle School will continue to benefit from ongoing support from the outside consultants to support instruction in Math and Reading.</p> <p>Math supports will include supporting the full implementation of the Illustrative Math curriculum. ELA supports will include supporting Readers/Writers Workshop Model, conferring, as well as implementation of the Reading and Writing units of study.</p> <p>Math teachers will continue to review and implement Math Instructional Practices. The Math department completed a book review of the Math practices at the end of the 2020-2021 school year and work will continue into the 2021-2022 school year to implement and engage in review around effective math practices.</p> <p>All students will be engaged with ongoing common assessment opportunities in the general education program including but not limited to: ELPA 21, classroom formative and summative assessments, grades, SBA Interim Block assessments, and the SBA Summative Assessment throughout the school year. Housel continues to develop screening, progress monitoring, formative assessment, and common assessments to better assess all student academic skills and achievement.</p> <p>Students performing below grade level are identified using a review of assessment data, previous interventions, teacher recommendations, and individual student strengths and weaknesses. Struggling students will be scheduled into Math Intervention and Reading Intervention programs as space allows (Tier 3).</p> <p>Housel Middle School is unable to serve all students in need of academic remediation through Reading and Math intervention services so additional classroom level intervention support services are needed (Tier 2). All teachers will develop classroom interventions to support student learning needs not addressed in the core general education curriculum. This may include small group and individual instruction support, re-teaching, modeling, and other intervention supports to meet the learning needs of students.</p> <p>Professional Learning Communities will be utilized to assure a viable and effective curriculum, to review student data, use data to drive instructional decision making and use data to drive student intervention and enrichments. PLC teams will meet at least once a month to consider student data,</p>
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review curriculum, make instructional recommendations/changes, and consider intervention and enrichment activities based on student needs.

Departments will develop priority lists for content specific Vocabulary using in the classroom setting. Teachers will introduce and develop knowledge around the vocabulary terms to better support learning for not just the English Language Learners, but all students.

EL achieve and AVID Excel curriculum provided through a class period, taught by a qualified teacher, for our English Language Learners to develop their English Language proficiency.

The School Counselors will work with teachers through our Student Success Team to identify students who may be struggling in one or more academic area, but not identified in the Early Warning System. The SST will also consider and support students with social, discipline, and other non-academic at-risk behaviors. The counselors will also work with school staff to develop a Tiered Intervention Team to look at school behavior and interventions.

Housel Middle School is working to create an implement a data system that will provide ongoing screening, progress monitoring, formative assessment, common assessment, and summative assessments for all students. This work will take place at the SITE team level, the department level, individual PLC level and with each individual teacher. This system will work in conjunction with the "Early Warning System" to provide early identification of all or nearly all students struggling to meet standard.

Intervention Services currently available to students include:

- Math Intervention (Tier 3) through the Math Specialists classroom. Students will attend math intervention in place of their PE class for a portion of the school year. Selected students will receive Tier 3 Intervention support in addition to the core instruction.
- Reading Intervention (Tier 3) will be available through the Reading Specialists classroom. Students will attend Reading intervention in place of their PE class for a portion of the school year. Selected students will receive Tier 3 Intervention support in addition to the core instruction.
- Reading support through ongoing teacher conferring, small group and individual instruction.
- 21st Century before and after school academic tutorial support.
- After-School Program to support students with organization, homework and academic needs that missed school due to COVID-19.
- Para-educator support infused into the general education program to support struggling students in the classroom setting.
- AVID Schoolwide strategies in WICOR and student engagement to support all students at Housel Middle School and promote college and career readiness.

	<ul style="list-style-type: none"> • Comprehensive Mental Health Therapist to support emotional and behavioral needs of eligible students. • Community in Schools and United Way/AmeriCorps partnership to support students in the areas of attendance. • GEAR-Up Grant support services for before and after school support programs and in class math support services (7th grade cohort). • Implementation of Positive Behavior Intervention and Supports program. • Implementation of the Character Strong Social Emotional Learning program. • Open Door Program
Study	<p>The review of current data suggests more than half of the students at Housel Middle School are not meeting standard in Math or English Language Arts. Administration and teachers continue to work on aligning units of study to Washington State Learning Standards, developing scope and sequence that build on previously mastered concepts, developing common assessments, implementing interim assessments, and creating intervention and extension opportunities. This work will strengthen instruction and student learning opportunities for all students in all content areas.</p> <p>Ensuring mastery highlights the need for a comprehensive assessment system at Housel Middle School. Differences in department assessment and student data review procedures, ensuring a targeted learning and mastery for all students has not been fully executed. Housel Middle School will design as system with agreed upon screening tools, progress monitoring tools, diagnostic measures, formative and common assessments, interim block assessments, and summative measures. Data from the assessment system will be used to drive instruction at all levels and content areas and will be the basis for intervention and extension opportunities.</p>
Adjust	<p>This plan is designed to ensure mastery, specifically ensuring that all students demonstrate learning growth, achieve at a high level and access grade level and above curriculum.</p> <p>A comprehensive data collection system is a priority for Housel Middle School to identify struggling students. The system will include components for Screening, Progress Monitoring, Diagnostics, Formative Assessment, Common Assessment, Interim Block Testing, Summative Assessments and Smarter Balanced Assessment.</p> <p>Collaborative Teams ensure all students are learning and progressing toward meeting state aligned standards. Collaboration team meetings will be used to analyze data and identify students who are performing below grade level. As data is analyzed by the team, teachers will design interventions for students performing below grade level. All students will have access to quality core instruction at their grade level. In addition, struggling learners will receive additional targeted learning opportunities.</p>

COMPONENT #4: COORDINATION AND INTERGRATION																							
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES																							
Plan	The district Assistant Superintendent in charge of Title 1 / LAP creates a district wide budget for Title 1 and LAP each year based on estimated allocations. The district uses measures, enrollment numbers, and comprehensive data to determine allocations and Title 1 buildings based on all federal and state guidelines.																						
Do	To meet the needs of all students the district Instructional Leadership Team collects information from our Title 1 schools about their needs, looks at the comprehensive school and district data, and combine funds for BEA, Title 1, Title 2 and LAP services. We do not combine any Special Education, Transitional Bilingual, or Migrant Funds.																						
Study	Based on enrollment, comprehensive data, and student information, specific budgets are created for Title 1 and submitted to OPSI as part of iGrant application FP201.																						
Adjust	<table> <tr> <td>Program Amount Available</td><td></td><td>How the Intents and Purposes of the Program will be met.</td></tr> <tr> <td>Basic Education</td><td>\$4,535,701</td><td>Basic Education funds are used to support core instruction and staffing.</td></tr> <tr> <td>Title I</td><td>\$201,965</td><td>Title 1 funds are used to support students who need additional support in English Language Arts and Math, as well as parent and family engagement, professional development and school-wide supports.</td></tr> <tr> <td>Title II</td><td>\$0</td><td>Title 2 funds increase the academic achievement of all students by helping schools and districts improve teacher and principal quality.</td></tr> <tr> <td>LAP</td><td>\$81,512</td><td>LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level.</td></tr> <tr> <td>LAP HP</td><td>\$175,100</td><td>LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. A school is eligible if it has at least 50 percent of its students qualify for Free and Reduced-Price Lunch (FRPL), based on the previous year's data.</td></tr> <tr> <td>Total</td><td>\$4,995,278</td><td></td></tr> </table>		Program Amount Available		How the Intents and Purposes of the Program will be met.	Basic Education	\$4,535,701	Basic Education funds are used to support core instruction and staffing.	Title I	\$201,965	Title 1 funds are used to support students who need additional support in English Language Arts and Math, as well as parent and family engagement, professional development and school-wide supports.	Title II	\$0	Title 2 funds increase the academic achievement of all students by helping schools and districts improve teacher and principal quality.	LAP	\$81,512	LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level.	LAP HP	\$175,100	LAP offers supplemental services for K–12 students scoring below grade-level standard in English language arts (ELA) and mathematics. These services focus on accelerating student growth to make progress towards grade level. A school is eligible if it has at least 50 percent of its students qualify for Free and Reduced-Price Lunch (FRPL), based on the previous year's data.	Total	\$4,995,278	
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Total	\$4,995,278																						



PROSSER SCHOOL DISTRICT



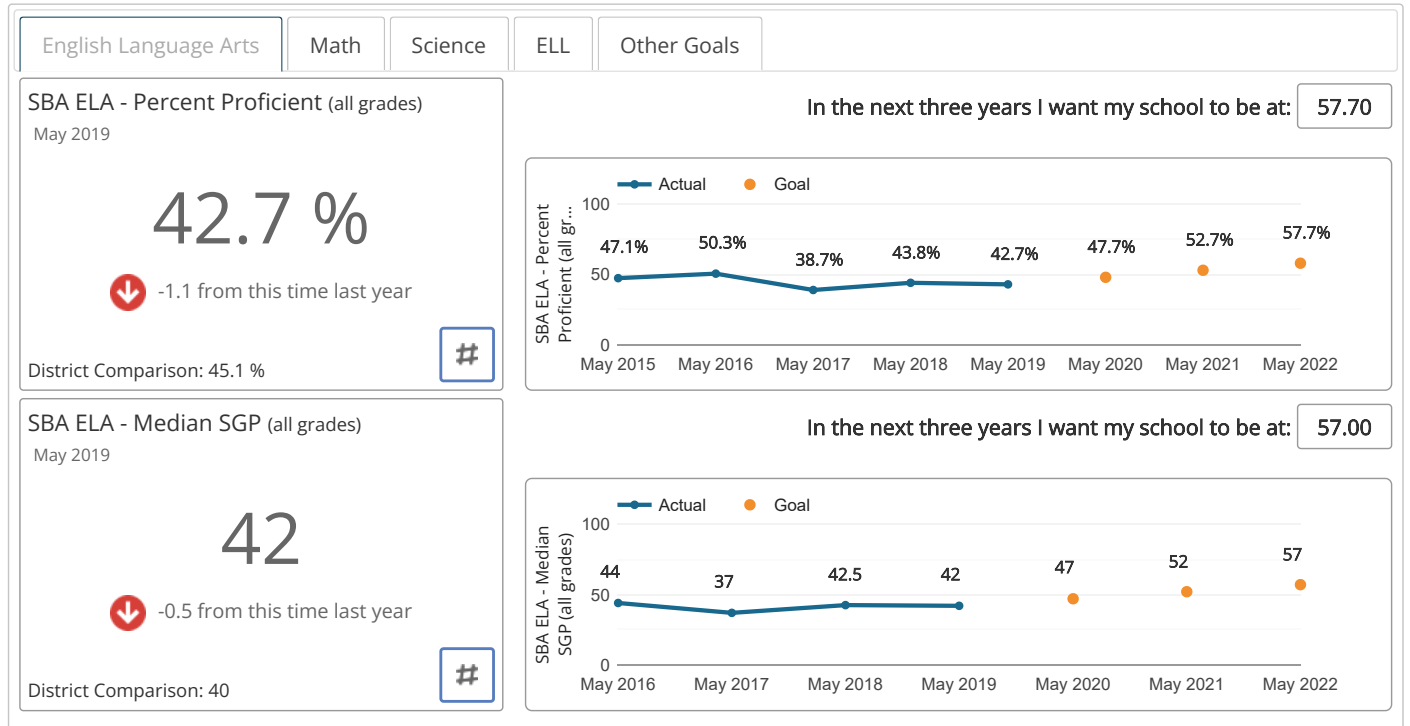
Prosser Heights Elementary - SIP Goals

What is my school district's framework?

What are my school improvement goals?

What are the SIP strategies linked to the Level Workplan?

What does this year's school improvement plan look like?



Workplan Outline

2020-2021	2021-2022	2022-2023	2023-2024
<p>Effective Instruction</p> <ul style="list-style-type: none"> Workplan Item 1 <ul style="list-style-type: none"> Implement a school-wide ELL program with intentional interventions (WorkPlanStrategy.aspx?schid=56&iid=141&sid=709&year=2021&tab=0&view=false) Workplan Item 1 <ul style="list-style-type: none"> Evaluate ELA programs for the quality of implementation and effective (WorkPlanStrategy.aspx?schid=56&iid=144&sid=707&year=2021&tab=0&view=false) Evaluate Math programs for the quality of implementation and effective (WorkPlanStrategy.aspx?schid=56&sid=708&year=2021&tab=0&view=false) <p>Student Success</p> <p>College and Career Readiness</p> <p>Academic Press</p>			



Prosser Heights Elementary - School Improvement Plan

2021-2022 - Prosser Heights Elementary SIP Goals (SWP Component 2)

Previous Year Results

- | | |
|---|---------------------------|
| 1. Increase: SBA ELA - Percent Proficient (all grades) to 57.7% (ELA) | Spring 2019: 42.7% |
| 2. Increase: SBA ELA - Median SGP (all grades) to 57 (ELA) | Spring 2019: 42 |
| 3. Increase: SBA Math - Percent Proficient (all grades) to 46.7% (Math) | Spring 2019: 41.7% |
| 4. Increase: SBA Math - Median SGP (all grades) to 53 (Math) | Spring 2019: 38 |
| 5. Increase: WCAS Science - Percent Proficient to 47.9% (Science) | Spring 2019: 32.9% |

2021-2022 - Prosser Heights Elementary Workplan Outline (SWP Component 2)

Effective Instruction

- Workplan Item 1
 - Implement a school-wide ELL program with intentional interventions
- Workplan Item 1
 - Evaluate ELA programs for the quality of implementation and effective
- Evaluate Math programs for the quality of implementation and effective

Student Success

College and Career Readiness

Academic Press

2021-2022 - Prosser Heights Elementary SIP Strategies & Activities (SWP Component 3)

SIP Strategies & Activities	Resources / Leader	Measures	Results / Progress	Workplan Frame	Goal Areas
What action steps will occur? What professional development is needed?	What resources are needed to accomplish this strategy? (People, materials, etc.) Who is leading this work?	What ongoing monitoring reflects implementation of this strategy and what data will be used to show outcomes of the implementation?	Provide an evidence-based status update on how your activities are going. What is working and what needs adjustment? What adjustments to your activities are you making after examining the results of your progress monitoring?	Which Workplan Frame and Item does this strategy support?	Which SIP Goals does this strategy support? What student group does this strategy target?

Evaluate ELA programs for the quality of implementation and effective Action Steps Action Steps 1. ELA Adoption Committee 2. Offer and Monitor research-based intervention programs for students 3. Develop and monitor grade level goals that support district goals Professional Development 1. ELA Adoption Committee 2. ELL Curriculum PD, Dyslexia (mClass, Orton Gillingham) PD 3. PD about Goal Setting, learning targets, success criteria, effect size	1. Deanna 2. EL Curriculum 3. Hgts. Leadership Team, PLC Leading: Jodi Sabin	1. Progression and tracking through Committee Adoption 2. Data tracking for students in programs and classrooms three times a year. 3. Goal setting beginning of the year and monitoring three times a year.		Effective Instruction Workplan Item 1	ELA All Students
Evaluate Math programs for the quality of implementation and effective Action Steps Action Steps 1. Math review and adoption committee 2. Develop and monitor grade level goal that support the district goals. 3. Plan and implement math routines (practice and word problems) Professional Development 1. Math Adoption Committee planning calendar 2. PD about goal setting, learning targets and success criteria, and effect size 3. Math Practice and Word Problems Routine review	1. Deanna, Adoption Review Committee 2. Hgts. Leadership Team, PLC 3. Wilma, Math Leadership Team Leading: Jodi Sabin	1. Progression and tracking through Committee Adoption 2. Goal setting beginning of the year and monitoring three times a year 3. Data tracking for students specific to routines (PLC)		Academic Press	Math All Students
Implement a school-wide ELL program with intentional interventions Action Steps Action Steps 1. Implement regular routines 2. Evaluate existing programs for the quality of implementation and effectiveness Professional Development 1. Vocabulary routines PD, ELD PD 2. PD for teachers for ELL curriculum	1. Jennifer Cowgill 2. EL Curriculum 3. Hgts. Teachers Leading: Jodi Sabin	1. Walkthrough observations and feedback for routines set 2. Data tracking for ELL students in programs (WIDA, teacher tracking)		Effective Instruction Workplan Item 1	ELA ELD

Title I, Part A Schoolwide	
Building Data	
Building: Heights Elementary School	F/R Percentage: 77%
Principal: Jodi Sabin	Grade Span: 3-5
District: Prosser School District	Building Enrollment: As of 10/21/2021-374
Plan Date: 2020-2021	Board Approval Date: November 2021

School Leadership Team Members Parent-Community Partners		
Name	Role	Email
Jodi Sabin	Principal	Jodi.sabin@prosserschools.org
Lorelle Aarstad	3-5 Instructional Coach	Lorelle.aarstad@prosserschools.org
Julia Johnston	3 rd grade Teacher	Julia.johnston@prosserschools.org
Kristyne Means	4 th grade Teacher	Kristyne.means@prosserschools.org
Sue Alter	5 th grade Teacher	Sue.alter@prosserschools.org
Eva Tzib	Dual Language Teacher	Eva.tzib@prosserschools.org
Marita Verhei	Special Education Teacher	Marita.verhei@prosserschools.org
Mandy Stephens Joanne Larson	Specialist Teacher	Mandy.stephens@prosserschools.org Joanne.larson@prosserschools.org
Terri Beale	Intervention Teacher	Terri.beale@prosserschools.org
Heather Hultberg	Classified Representative Hgts. Building Secretary	Heather.hultberg@prosserschools.org
Landra Macy	Parent	Landramacy@gmail.com
Lisa Galbraith	Parent	bl6395@aol.com

Vision Statement

Heights Elementary School joins and supports the Prosser School District's dedication "to educating, graduating and empowering all students to become responsible members of society."

To that end, Heights Elementary staff is committed to the teaching and promotion of *Respect, Responsibility and Readiness to Learn* as tools for "Reaching New Heights."

ESSA Supports: WA Framework Identification

☐ **Foundational:**

Click or tap here to enter text.

☒ **Tier I: Targeted Supports: Targeted with 1-2 Student Groups:**

Identified for the Special Education Subgroup

☐ **Tier II: Targeted 3+ Targeted EL Progress:**

Click or tap here to enter text.

☐ **Tier III Support: Comprehensive and Rad Identified schools:**

Click or tap here to enter text.

Partners in Consolidated Plan**Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template
School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)****Title I, Part A: Schoolwide Program Model****Four Required Components:**

- ☒ 1. Comprehensive Needs Assessment
- ☐ 2. Schoolwide Reform Strategies
- ☐ 3. Activities for Mastery
- ☐ 4. Coordination and Integration

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

- ☒ Based on a Needs Assessment
- ☒ Data driven
- ☒ Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
- ☒ Allowing active participation of and input from stakeholders

Does this plan contain under *at least* one of the components expositions of the following requirements?

School Improvement Plan; WAC-180-16-220,**Plan Requirements:**

- ☐ Annual Board approval
- ☐ Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP
- ☐ The ways in which the model is based on a self-review of the school's program
- ☐ The characteristics of successful schools
- ☐ Equity factors for all students
- ☐ The use of technology to facilitate instruction
- ☐ Parent, family, and community involvement, they relate to a positive impact on student learning

ESSA: Sec.1111(d)(1)(B),**Plan Requirements:**

- ☐ Indicators of student performance against State-determined long-term goals
- ☐ Exposition of evidence-based interventions
- ☐ Proof of a school-level needs assessment
- ☐ Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
- ☐ Approval by the school, local educational agency and State educational agency

COMPONENT #1: NEEDS ASSESSMENT**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan

Prosser Heights Elementary 2020-21

Female



47.2%

Male



52.8%

American Indian/ Alaskan Native 1.4%



1.4%

Asian



1.7%

Black/ African American



0.2%

Hispanic/ Latino of any race(s)



64.9%

Two or More Races



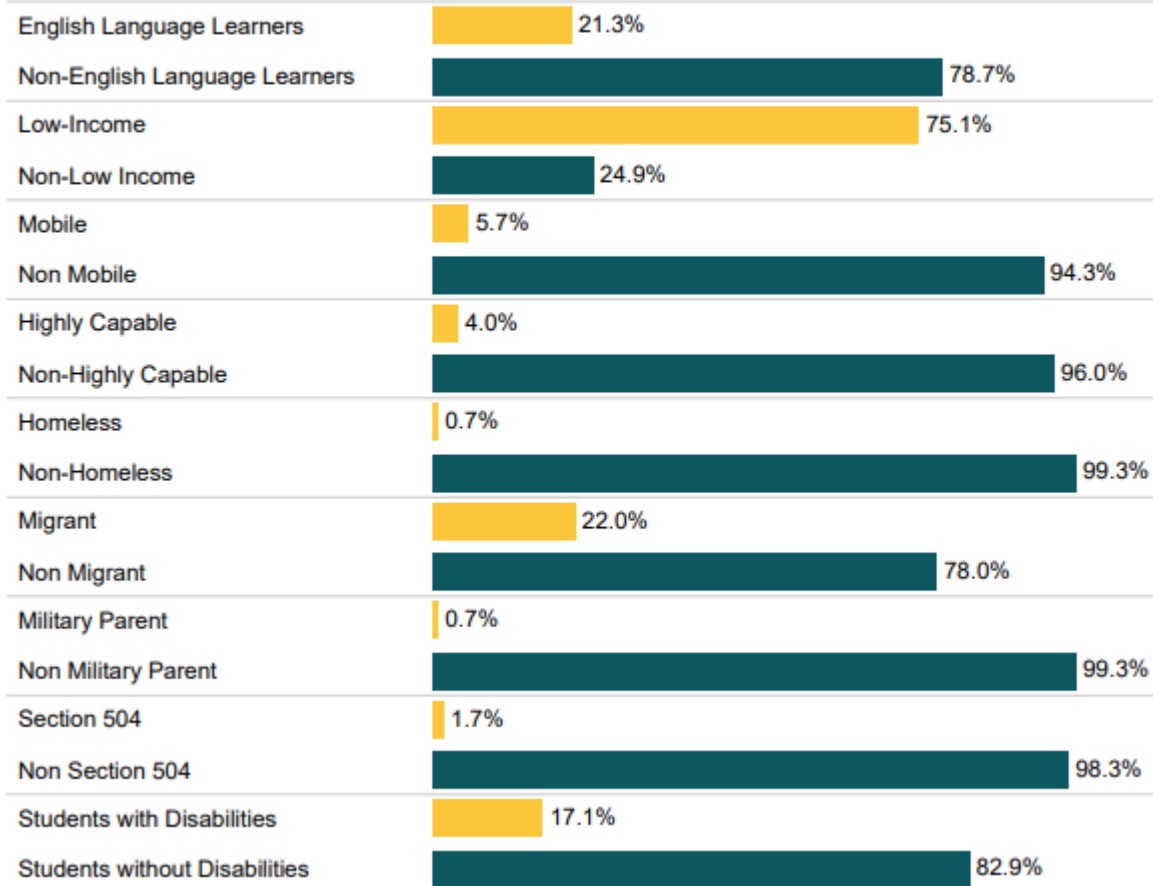
2.4%

White



29.4%

Prosser Heights Elementary 2020-21

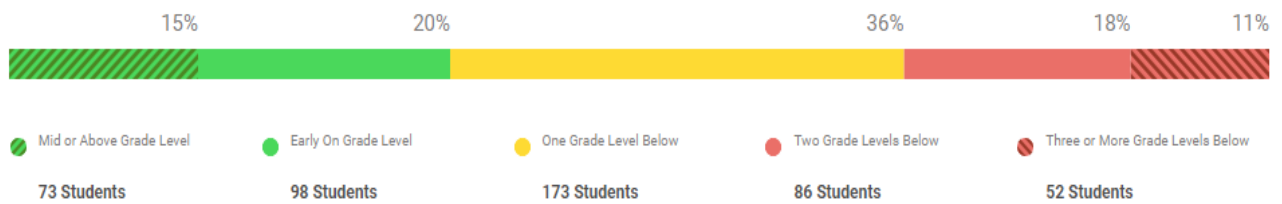


Heights Elementary had a total student population of 422 students for the 2020-2021 school year. Sixty-four and nine tenths' percent are Hispanic, 29.4 % are Anglo and approximately 5.7% are other minorities. Seventy-five percent of our students qualify as free and reduced students. Twenty-one percent of our students are ELL and 22% are migrant.

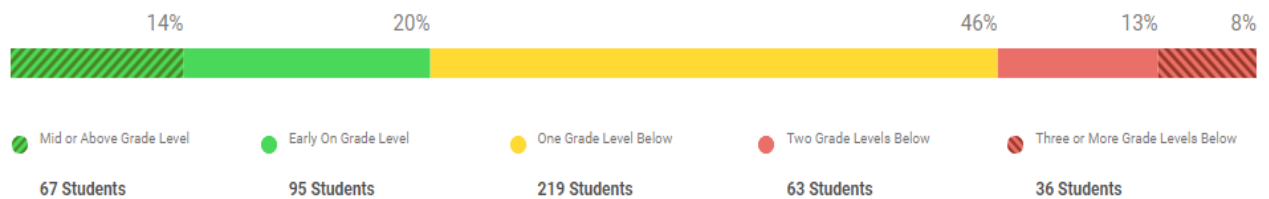
Building Assessment Data:

2019-2020: COVID 19 ended the regular school year in March. We did not administer an iReady diagnostic test in the spring of 2020.

Our winter diagnostic data in iReady reading for the 2019-2020 school year revealed 29% of students 3-5 are well below standard (2 or more grade levels), 36% are below standard (one grade level), and 35% are on or above standard.

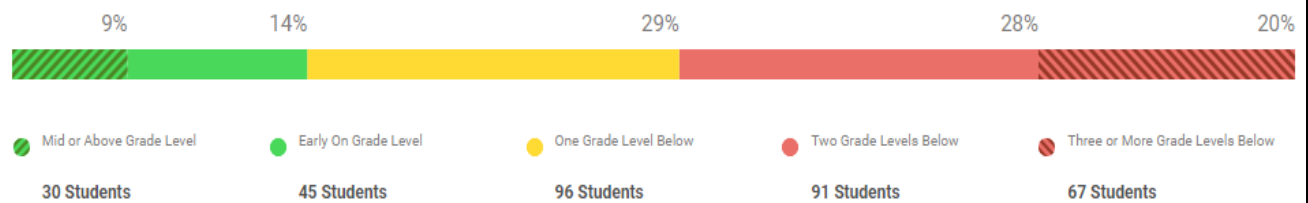


Our winter diagnostic data in iReady math for the 2019-2020 school year revealed 21% of students 3-5 are well below standard (2 or more grade levels), 46% are below standard (one grade level), and 34% are on or above standard.

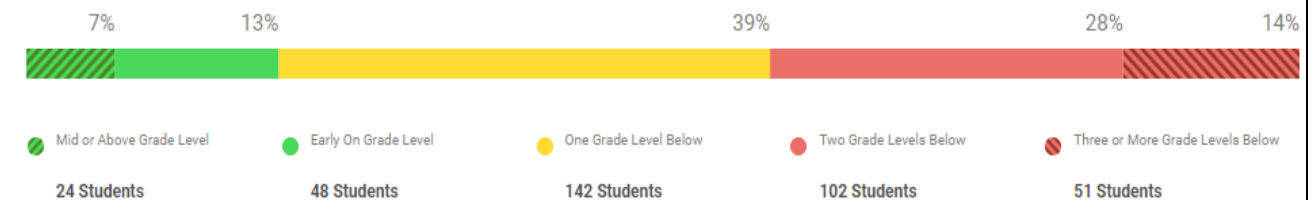


2020-2021: We started the fall virtually. The iReady test was administered at home.

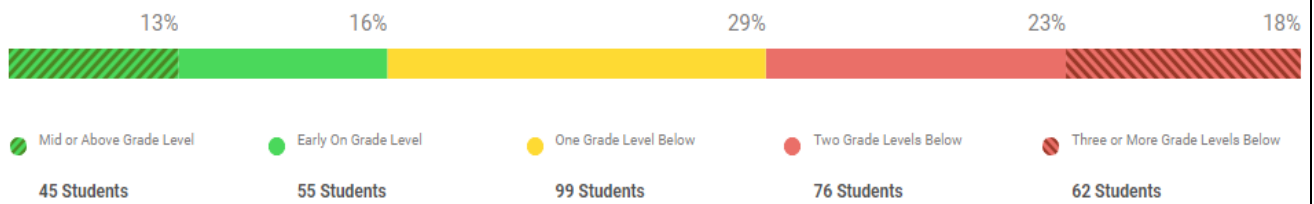
Our fall diagnostic data in iReady reading for the 2020-2021 school year revealed 48% of students 3-5 are well below standard (2 or more grade levels), 29% are below standard (one grade level), and 13% are on or above standard.



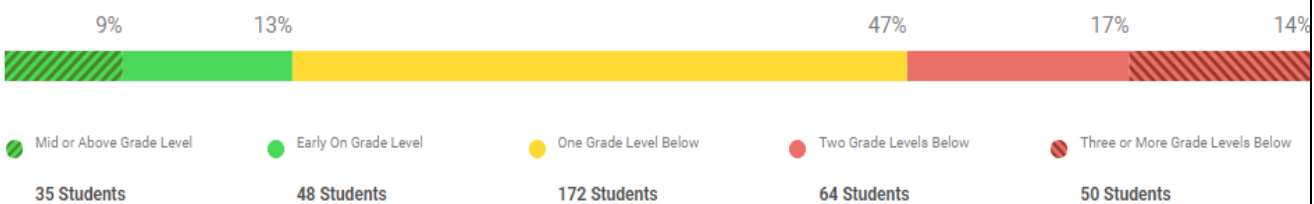
Our fall diagnostic data in iReady math for the 2020-2021 school year revealed 42% of students 3-5 are well below standard (2 or more grade levels), 39% are below standard (one grade level), and 20% are on or above standard.



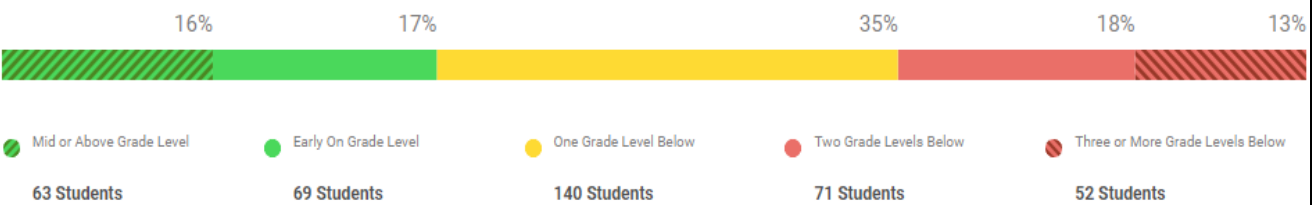
Our winter diagnostic data in iReady reading for the 2020-2021 school year revealed 41% of students 3-5 are well below standard (2 or more grade levels), 29% are below standard (one grade level), and 29% are on or above standard.



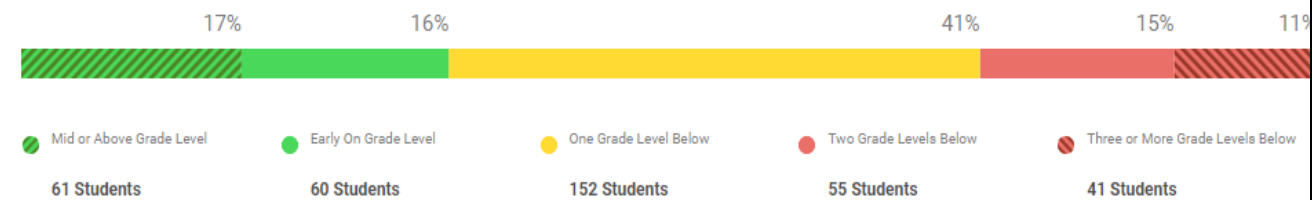
Our winter diagnostic data in iReady math for the 2020-2021 school year revealed 31% of students 3-5 are well below standard (2 or more grade levels), 47% are below standard (one grade level), and 22% are on or above standard.



Our spring diagnostic data in iReady reading for the 2020-2021 school year revealed 31% of students 3-5 are well below standard (2 or more grade levels), 35% are below standard (one grade level), and 33% are on or above standard.



Our spring diagnostic data in iReady math for the 2020-2021 school year revealed 26% of students 3-5 are well below standard (2 or more grade levels), 41% are below standard (one grade level), and 33% are on or above standard.



The goal is to decrease the student percent scoring in red and increasing the number of students scoring in the green. Students made gains in both reading and math the last few years. The domains in reading and math showed increased in green and decreased in red during the 2019-2020 and 2020-2021 school years.

iReady 2019-2020: COVID 19 ended the regular school year in March. We did not administer an iReady diagnostic test in the spring of 2020.

- While the Level 2 numbers in Math and Reading stayed the same, the number of students who leveled up from level one was 11% for both.

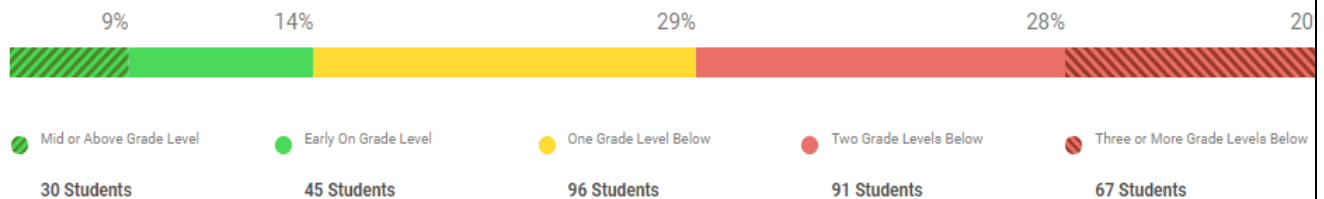
iReady 2020-2021

- Students missed the Spring of the 2019-2020 school year; in the 2020-2021 school year the amount of students who scored in the well below standard (red) increased by +10% in each subject level.
- Not all students were assessed.
- Comprehension in both literature and information was a major concern in reading.
- Geometry was the area of weakness overall for Prosser Heights students.

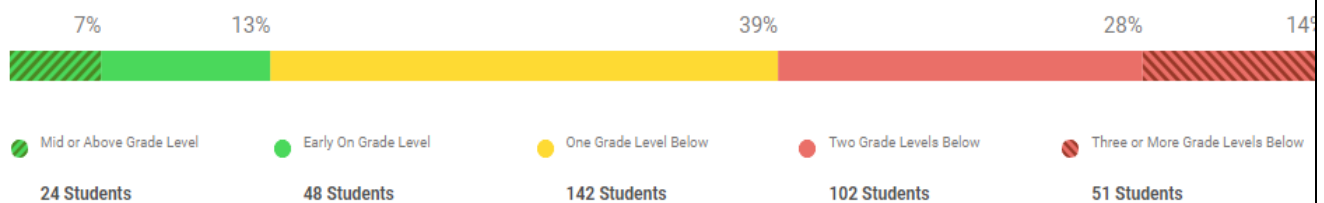
iReady 2021-2022

Reading Fall 2021:

Our fall diagnostic data in iReady reading for the 2021-2022 school year revealed 48% of students 3-5 are well below standard (2 or more grade levels), 29% are below standard (one grade level), and 23% are on or above standard.



Our fall diagnostic data in iReady math for the 2021-2022 school year revealed 26% of students 3-5 are well below standard (2 or more grade levels), 41% are below standard (one grade level), and 33% are on or above standard.



We are using the scores from this year, along with the previous year to place students in intervention during this time of distance learning.

Bilingual Program:

These last three school years, Heights implemented a one-way immersion bilingual program into third grade. This model provides rigorous content, with 60% of the students' instruction in Spanish in 3rd grade and 50% of instruction in Spanish in 4th and 5th grade.

This current school year, Heights implemented the dual language classroom into fifth grade. Students are receiving half of their instruction in Spanish. The Prosser School District has focused on training with Jennifer Cowgill and attending the Bilingual Conference with Karen Beeman.

2018-2019 Data:

Third Grade	Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Speaking	0%	0%	20%	80%	0%
Listening	0%	5%	40%	50%	5%
Reading	20%	10%	20%	40%	15%
Writing	10%	20%	15%	40%	15%
Comprehension	10%	10%	15%	45%	20%
Oral	0%	0%	20%	80%	0%
Overall	5%	16%	16%	58%	5%

Academics:








For the 2021-2022 school year has been focused has been to strengthen the quality of our academic program. We have focused our training and efforts on enhancing literacy and math through the integration of a well-designed curriculum, based on the Common Core State Standards provided by the Federal Government. Children are immersed in a literature rich English Language Arts (ELA) environment where reading and writing are recognized as an interrelated process through the workshop model. Additionally, we've established intense support for our ELL students and strengthened these students' speaking and listening skills through oracy. We believe the ability of all students to express themselves fluently and grammatically in speech is paramount to their ultimate success in reading and writing. In addition, we have implemented an RTI model for reading and math. Height's teachers have had the opportunity to participate in math training with Wilma Kozai.

Heights has two reading intervention teachers, an ELL teacher, and a math coach for students who have been identified as needing extra support have been receiving intervention throughout the day.

Heights Elementary is an AVID Elementary School. Most teachers have been AVID trained.

Due to early school facility closure and the suspension of end of year testing, 2019-20 assessment data is not available.

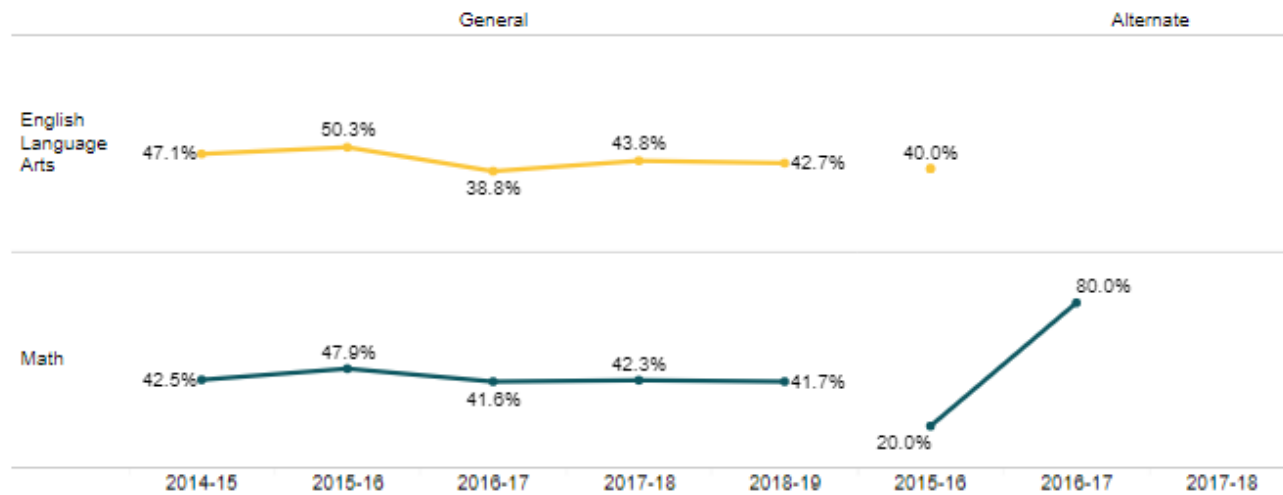
Prosser Heights Elementary 2018-19

		General	Alternate
English Language Arts	3rd Grade	 43.0%	Suppressed: N<10
	4th Grade	 42.9%	Suppressed: N<10
	5th Grade	 42.2%	
Math	3rd Grade	 57.7%	Suppressed: N<10
	4th Grade	 44.5%	Suppressed: N<10
	5th Grade	 24.2%	
Science	5th Grade	 32.9%	

What percent of students met standards over time?

Due to early school facility closure and the suspension of end of year testing, 2019-20 assessment data is not available.

Prosser Heights Elementary



What skill level did students demonstrate?

Due to early school facility closure and the suspension of end of year testing, 2019-20 assessment data is not available.

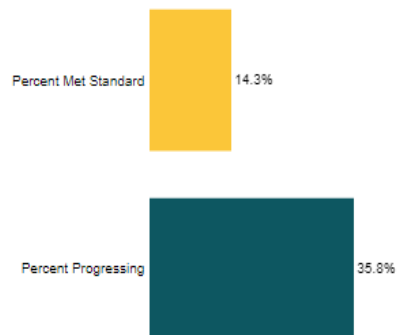
Prosser Heights Elementary 2018-19

	English Language Arts	General Math	Science	Alternate English Language Arts	Math
Percent Level 1	29.1%	28.3%	38.5%		
Percent Level 2	28.0%	29.6%	28.6%		
Percent Level 3	26.5%	23.2%	27.3%		
Percent Level 4	16.2%	18.4%	5.6%		
Percent No Score	0.2%	0.4%	0.0%		
Percent Met Standard	42.7%	41.7%	32.9%		
Percent Met Tested Only	42.8%	41.9%	32.9%		
Percent Taking WaAIM	0.65%	0.65%	0.00%		

What percent of students learning the English language gained proficiency? What percent of student learning the English language made progress?

Due to early school facility closure and the suspension of end of year testing, 2019-20 assessment data is not available.

Prosser Heights Elementary 2018-19



The school improvement plan is to reflect and analyze how Heights is performing, both academically and building community. Being able to reflect on the assessment scores and determine the next moves is essential in ensuring all students are successful.

When looking at the cohort of grade levels, a noticeable concern is the math Smarter Balance score of the graduation class of 2026 from 44% students meeting standard to 24% meeting standard. The reading scores for the last three years have stayed in the mid to low 40% range. Due to the leveling out of scores, there is a large push for teachers to look at their practice and analyze student work.

Data collected was both qualitative and quantitative. The data reflects the entire school population and gives us a strong view on what needs to be addressed.

Data Collected (Previous strategies; along with present strategies to collect data)

- State Testing - SBA, WCA Science and ELPA baseline or trend data, along with baseline and new trend data from District Testing - i-Ready Reading and Math (fall, mid-year 2019-2020 school year, fall of current school year data).
- Common District Data gathered by Classroom/Grade Level – Post Quick Write Assessments for the four Calkins Writing Units of Study, End of Unit Math Assessments
- Building Level Data - Common Formative Assessments on identified areas of concern in mathematics
- Classroom Data – Commonly developed post assessments for each Bridges Math Units of Study
- Transition Data, including DRA, ELPA, and i-Ready data for incoming third grade students, allows for careful placement and planning for incoming students.
- Tiered Academic Support Program Data – i-Ready for students qualified for Special Education services in math, Imagine Learning Program and Fountas & Pinnell Leveled Learning Interventions
- AVID Self-Study, Certification and Survey Data
- Attendance, Discipline and Behavior Referrals
- Parent and Community Engagement Data
- Staff surveys on readiness to benefit and curriculum or staff development needs
- Professional Development Logs and exit ticket feedback
- Evaluation Data including Professional and Student Growth Goal Data
- STAR (Highly Capable)
- Language Acquisition Scales (LAS)
- Imagine Learning Espanol

	Section 6: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work	
	<input checked="" type="checkbox"/> Washington School Improvement Framework <input type="checkbox"/> WaKIDS <input checked="" type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input checked="" type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input type="checkbox"/> Student Mobility Data <input type="checkbox"/> Discipline Referrals <input type="checkbox"/> Suspension/Expulsion Data (i.e., out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input checked="" type="checkbox"/> School Climate data	<input checked="" type="checkbox"/> English Language Proficiency Data (i.e., ELPA) <input type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input checked="" type="checkbox"/> Special Education Placement Data (LRE) <input type="checkbox"/> Review of Student Plans (e.g., Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input checked="" type="checkbox"/> Educator Data (e.g., out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input type="checkbox"/> Stakeholder Engagement (e.g., focus groups with families) <input type="checkbox"/> Community data (e.g., food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input checked="" type="checkbox"/> Extra-curricular activities participation <input type="checkbox"/> Fiscal and Financial Data <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.
COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES		
PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES		
	<p>Heights Elementary Leadership Team is under revision this year as the school revised the school bylaws. Leadership meetings are scheduled monthly, and data is analyzed three times each year (beginning of the year, middle of the year, and end of year). These meetings are used to analyze the Title 1 SWIP/SIP plans and adjust programs/interventions supports. Staff will continue using data to create individual plans for each student that is below benchmarks, provide interventions, and monitor student progress in reading and math. PLCs occur monthly and staff use this time to analyze student work, assessment results, and student progress to determine the next steps of instruction.</p> <p>Grade level teams review student assessment data, including formative and classroom-based assessments. Other diagnostic measures, including measures from M-Class, iReady, Fountas and Pinnell, Bridges unit assessments, classroom-based PT, conferring notes, SBA interim tests, running records and released items are used to identify student interventions and learning needs.</p>	

Section 7: PLAN SY 2021-2022 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)			
Goal/Priority #1 (G1)	75% of all 3rd graders will read at grade level by the Spring of 2025 as measured by the iReady. <u>Heights Yearly Goal:</u> 80% of our students who are below grade level will increase one level on iReady 5-placement by Spring 2022.		
Goal/Priority #2 (G2)	75% of all 5th graders will perform at grade level in math by the Spring of 2025 as measured by the iReady. <u>Heights Yearly Goal:</u> 80% of our students who are below grade level will increase one level on iReady 5-placement by Spring 2022.		
Goal/Priority #3 (G3)	70% of all EL qualified students will exit EL services by the end of 5th grade in 2025 as measured by the WIDA. <u>Heights Yearly Goal:</u> 80% of our EL Students will grow one level in 2 of 4 domains based on the WIDA assessment by Spring 2022.		

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY			
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY			
Section 8: DO SY 2021-2022 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION) 75% of all 3rd graders will read at grade level by the Spring of 2025 as measured by the iReady. <u>Heights Yearly Goal:</u> 80% of our students who are below grade level will increase one level on iReady 5-placement by Spring 2022.			
8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Centering instruction of high expectations for student achievement. • Learning Target • Success Criteria (Teacher Clarity: Effect Size 0.75) (Visible Learning: Effect Size 1.44)	2021-2022 School Year	<ul style="list-style-type: none">• Principal• Teacher Leaders	<ul style="list-style-type: none">• Professional Development to build teacher capacity• Walk-through Forms
A2) Offer and monitor research-based	2021-2022 School Year	<ul style="list-style-type: none">• Principal• Intervention Teachers	<ul style="list-style-type: none">• Tier 1-Classroom Intervention• Tier 2-Intervention Specialists• Tier 3-Fountas and Pinnell and Orton Gillingham

Updated 10-1-2018 by Title I, Part A Office at OSPI.

interventions programs to students. <ul style="list-style-type: none"> • iReady • M-Class/Amplify • Fountas Pinnell • Orton Gillingham 			
Section 8: DO SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION) 75% of all 5th graders will perform at grade level in math by the Spring of 2025 as measured by the iReady. Heights Yearly Goal: 80% of our students who are below grade level will increase one level on iReady 5- placement by Spring 2022.			
8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Centering instruction of high expectations for student achievement. <ul style="list-style-type: none"> • Learning Target • Success Criteria (Teacher Clarity: Effect Size 0.75) (Visible Learning: Effect Size 1.44)	2021-2022 School Year	<ul style="list-style-type: none"> • Principal • Teacher Leaders 	<ul style="list-style-type: none"> • Professional Development to build teacher capacity • Walk-through Forms
A2) Plan and implement word problem routines	2021-2022 School Year	<ul style="list-style-type: none"> • Teacher Leaders • Wilma PD 	<ul style="list-style-type: none"> • Tape Diagram Comparison • District Expectations for Word Problems • Ongoing Professional Development- Wilma Kozai
Section 8: DO SY 2021-2022 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION) 70% of all EL qualified students will exit EL services by the end of 5th grade in 2025 as measured by the WIDA. Heights Yearly Goal: 80% of our EL Students will grow one level in 2 of 4 domains based on the WIDA assessment by Spring 2022.			
8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Evaluate existing programs for the quality of	2021-2022	<ul style="list-style-type: none"> • District Curriculum 	<ul style="list-style-type: none"> • Ed Reports • Louisiana Department of Education

Updated 10-1-2018 by Title I, Part A Office at OSPI.

implementation and effectiveness. Determine if changes are needed, which may include elimination of some existing programs or program replacement.		<ul style="list-style-type: none"> Adoption Team Building Leadership Team Building Instructional Coach 	<ul style="list-style-type: none"> ELPA Data iReady Data EL Achieve
A2) Implement regular vocabulary routines during instruction to support language acquisition.	2020-2022	<ul style="list-style-type: none"> Classroom Teachers Instructional Coach Building Administrators 	<ul style="list-style-type: none"> ESD- Jennifer Cowgill PD
A3) Implement regular word work routines during ELA instruction	2021-2022	<ul style="list-style-type: none"> Classroom Teachers Instructional Coach Building Administrators 	Spanish and English <ul style="list-style-type: none"> Phonemic Awareness Webinars Virtual Professional Development

COMPONENT #4: COORDINATION AND INTERGRATION

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Plan	The district Title I/LAP programs director has created a district wide budget for Title I and Lap every year with estimations of how much funds will be allocated. The use of demographic information and enrollment numbers are used to determine Title 1 funds.
Do	<p><u>Coordinate and Integrate Federal, State, and Local Services:</u> Heights Elementary School receives substantial funds from a variety of local, state, and federal program sources. The district also provides significant staff development support through various grants and programs. They also provide BEA funds to support the Schoolwide Project plans. All of these resources are carefully considered when we review and redesign the Schoolwide Project Plan every year and are implemented in a way to best maximize services to support children.</p> <p>Heights Elementary School continues to use its state, local, and federal program dollars to support its educational delivery models. Title I funds are used to supplement the state and local funding by providing services above and beyond the regular program (additional programs or reduced class size support). In keeping with Schoolwide Project reporting requirements, a semiannual certification form is completed twice yearly on staff who are funded solely with Schoolwide Program dollars, with quarterly/monthly "Time and Effort" records kept on those employees who are charged partially to Schoolwide Program and bilingual or migrant program funds. If discretionary funds become available, they will be used to support curriculum and staff development or purchase educational materials to support the targeted population.</p>

Study	Based on the school's school wide plan, district goals and state initiatives.	
Adjust	Coordination and integration of services will be reviewed annually for necessary adjustments.	
	School-wide Allocations	
	2021/2022	
	Program	Heights Elementary 130
	Title I	\$382,417
	Title II	\$0
	LAP	\$207,464
	LAP HP	\$109,739
	BEA	\$3,040,590
	Total	\$3,740,210
	Click or tap here to enter text.	

Keene-Riverview Elementary - SIP Goals

What is my school district's framework?

What are my school improvement goals?

What are the SIP strategies linked to the Level Workplan?

What does this year's school improvement plan look like?

English Language ArtsMathELLOther Goals

SBA ELA - Percent Proficient (all grades)

No Data

#

SBA ELA - Median SGP (all grades)

No Data

#

Workplan Outline

2020-20212021-20222022-20232023-2024

Effective Instruction

- Workplan Item 1
 - Evaluate ELA programs for the quality of implementation and effective (WorkPlanStrategy.aspx?schid=55&iid=141&sid=704&year=2021&tab=0&view=false)
 - Evaluate Math programs for the quality of implementation and effective (WorkPlanStrategy.aspx?schid=55&iid=141&sid=705&year=2021&tab=0&view=false)

Student Success

- Workplan Item 1
 - Implement a school-wide ELL program with intentional interventions (WorkPlanStrategy.aspx?schid=55&iid=142&sid=706&year=2021&tab=1&view=false)

College and Career Readiness

Academic Press

https://schoolsip.com/SIPGoals.aspx?schid=55

1/1
Packet page 121 of 164



Keene-Riverview Elementary - School Improvement Plan

2021-2022 - Keene-Riverview Elementary SIP Goals (SWP Component 2)

No goals have been set yet.

2021-2022 - Keene-Riverview Elementary Workplan Outline (SWP Component 2)

Effective Instruction

- Workplan Item 1
 - Evaluate ELA programs for the quality of implementation and effective
 - Evaluate Math programs for the quality of implementation and effective

Student Success

- Workplan Item 1
 - Implement a school-wide ELL program with intentional interventions

College and Career Readiness

Academic Press

2021-2022 - Keene-Riverview Elementary SIP Strategies & Activities (SWP Component 3)

SIP Strategies & Activities	Resources / Leader	Measures	Results / Progress	Workplan Frame	Goal Areas
What action steps will occur? What professional development is needed?	What resources are needed to accomplish this strategy? (People, materials, etc.) Who is leading this work?	What ongoing monitoring reflects implementation of this strategy and what data will be used to show outcomes of the implementation?	Provide an evidence-based status update on how your activities are going. What is working and what needs adjustment? What adjustments to your activities are you making after examining the results of your progress monitoring?	Which Workplan Frame and Item does this strategy support?	Which SIP Goals does this strategy support? What student group does this strategy target?
Evaluate ELA programs for the quality of implementation and effective Action Steps 1. ELA Adoption Committee 2. Offer and monitor research-based intervention programs for students. 3. Develop and monitor grade level goals that support the district goals. Professional Development 1. ELA Adoption Committee planning calendar. 2. ELL curriculum PD, Dyslexia (mClass, Orton Gillingham) PD, 3. 2. PD about goal setting, learning targets, success criteria. Effect size.	1. Deanna 2. EL Curriculum, Orton Gillingham 3. KRV Leadership Team, PLCs Leading: Jessica Wilson	1. Progression and tracking through Committee Adoption 2. Data tracking for students in programs and classrooms three times a year. 3. Goal setting beginning of the year and monitoring three times a year.		Effective Instruction Workplan Item 1	ELA All Students

Evaluate Math programs for the quality of implementation and effective Action Steps 1. Math review and adoption committee 2. Develop and monitor grade level goals that support the district goals. 3. Plan and implement math routines (practices & word problems) Professional Development 1. ELA Adoption Committee planning calendar. 2. PD about goal setting, learning targets, success criteria. Effect size. 3. Math Practice & Word Problem Routine review.	1. Deanna, Adoption/Review Committee 2. KRV Leadership Team, PLCs 3. Wilma, Math Leadership Team Leading: Jessica Wilson	1. Progression and tracking through Committee Adoption 2. Goal setting beginning of the year and monitoring three times a year. 3. Data tracking for students specific to routines. (PLCs)		Effective Instruction Workplan Item 1	Math All Students
Implement a school-wide ELL program with intentional interventions Action Steps 1. Implement regular routines 2. Evaluate existing programs for the quality of implementation and effectiveness. Professional Development 1. Vocabulary routines PD, ELD PD 2. PD for teachers for ELL Curriculum	1. Jennifer Cowgill, all KRV teachers 2. ELL Teachers Leading: Jessica Wilson	1. Walkthrough observations and feedback for routines set 2. Data tracking for ELL students in program. (WIDA, teacher tracking)		Student Success Workplan Item 1	School Success ELD

Consolidated School Improvement Plan
Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement

This template meets the requirements of Title I, Part A, Schoolwide Programs, Title I, Part A, Targeted Assistance Programs, WAC 180-16-220, ESSA, and The Office of System and School Improvement.

All schools are required to have a school improvement plan, but they do not have to use this template.

For technical assistance on how to complete this template, please refer to the Consolidated Improvement Plan Implementation Guide.

Section 1: Building Data

1a. Building: Keene Riverview Elementary	1g. Grade Span: K-2 School Type: Elementary
1b. Principal: Jessica Wilson	1h. Building Enrollment: 372
1c. District: Prosser School District	1i. F/R Percentage: 70%
1d. Board Approval Date: Click or tap here to enter text.	1j. Special Education Percentage: 21%
1e. Plan Date: 2021- 2022	1k. English Learner Percentage: 27.2%

Section 2: School Leadership Team Members
Parent-Community Partners
Please list by (Name, Title/Role)

KRV LEADERSHIP TEAM

- Jessica Wilson, Principal
- Pauline Shenyer, Instructional Coach
- Amy Beightol, Kindergarten Teacher
- Marsha Childers, Kindergarten Teacher
- Antoinette Evans, First Grade Teacher
- Christina Vigil- Rodriguez,

- Caitlin Bonney, Second Grade Teacher
- Agetha Douglass, Second Grader Teacher
- Sue Severson-Bray, Music Teacher
- Rachelle Wiley, Reading Specialist Teacher
- Taylor Munoz, Resource (SPED) Teacher
- Cheryl McCullough, Classified Staff
- Cindy Rodriguez, KRV Parent

Section 3: Vision Statement

Keene Riverview prepares students to become self-confident, successful learners by promoting individual and collaborative use of organizational tools, setting, and achieving goals, and empowering students to believe they are responsible for their FUTURE!

Section 5: PLAN/NEEDS ASSESSMENT

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

Keene-Riverview Elementary 2020-21

Female

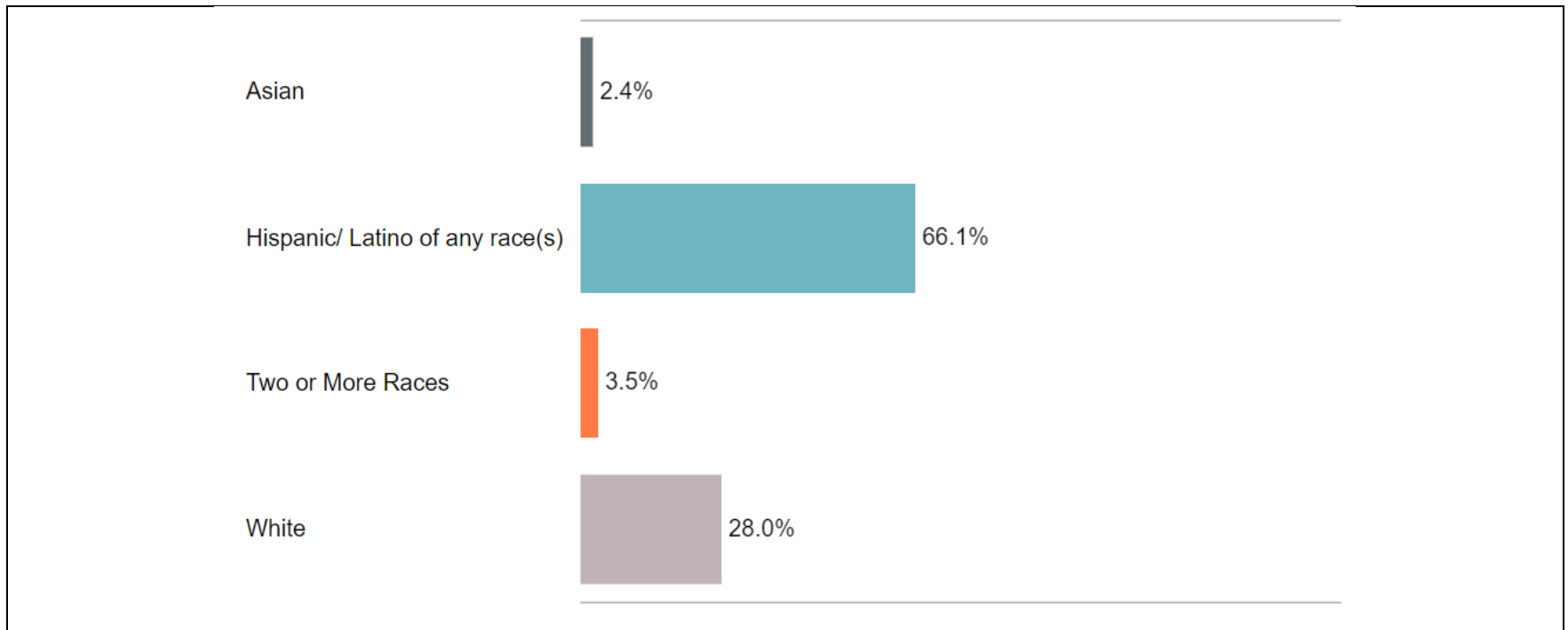


46.0%

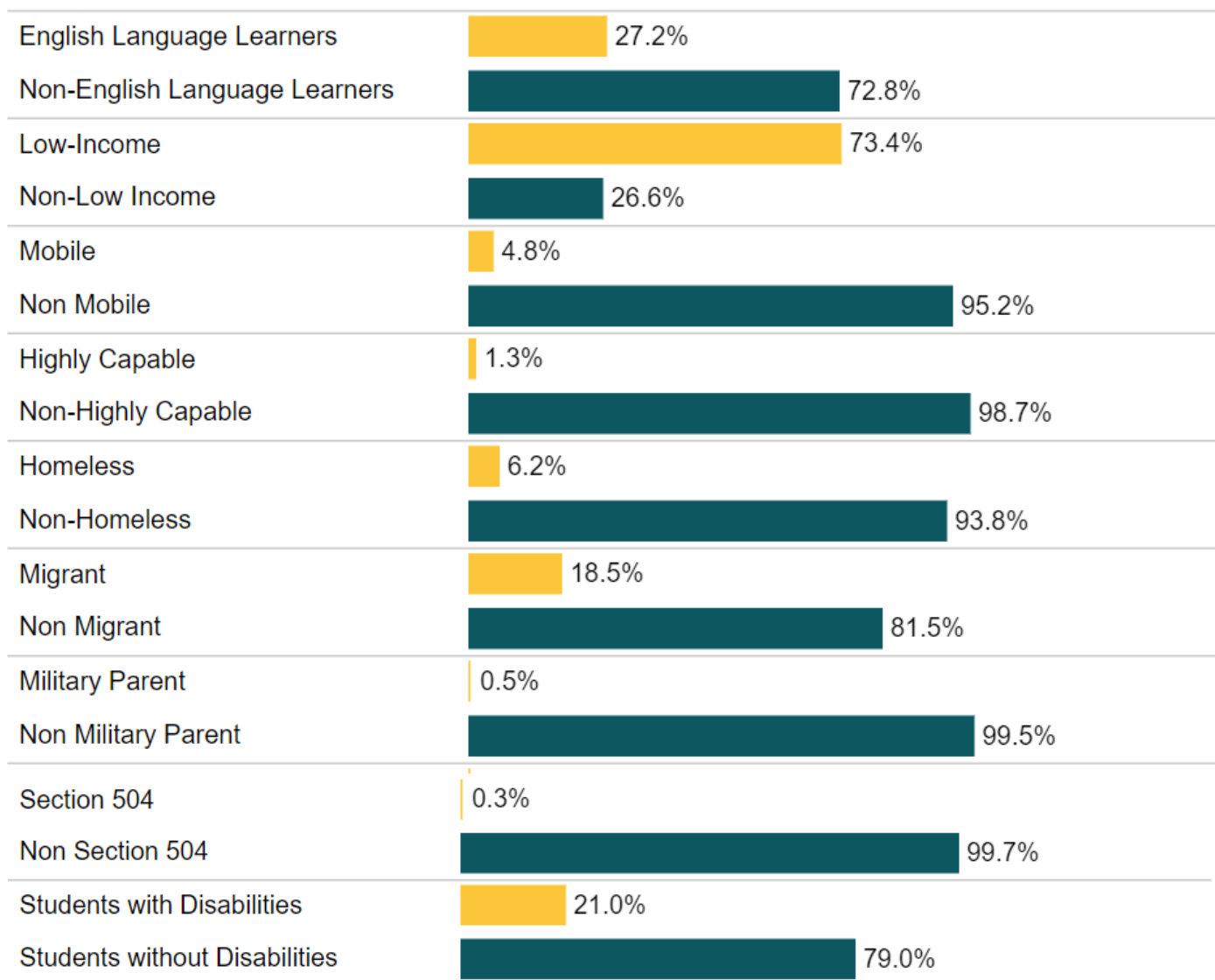
Male



54.0%



Keene-Riverview Elementary 2020-21



Updated April 14, 2020 by Title I, Part A Office and the Office of System and School Improvement at OSPI

Keene Riverview Elementary has a total student population of 372 students for the 2020-2021 school year. 73.8 % are Hispanic, 22.7 % are Anglo and approximately 3.1% are other minorities. Seventy percent of our students qualify as free and reduced students. Twenty seven percent of our students are ELL and 18.5% are migrant.

KRV iReady Data

KRV READING iREADY DATA



Updated April 14, 2020 by Title I, Part A Office and the Office of System and School Improvement at OSPI

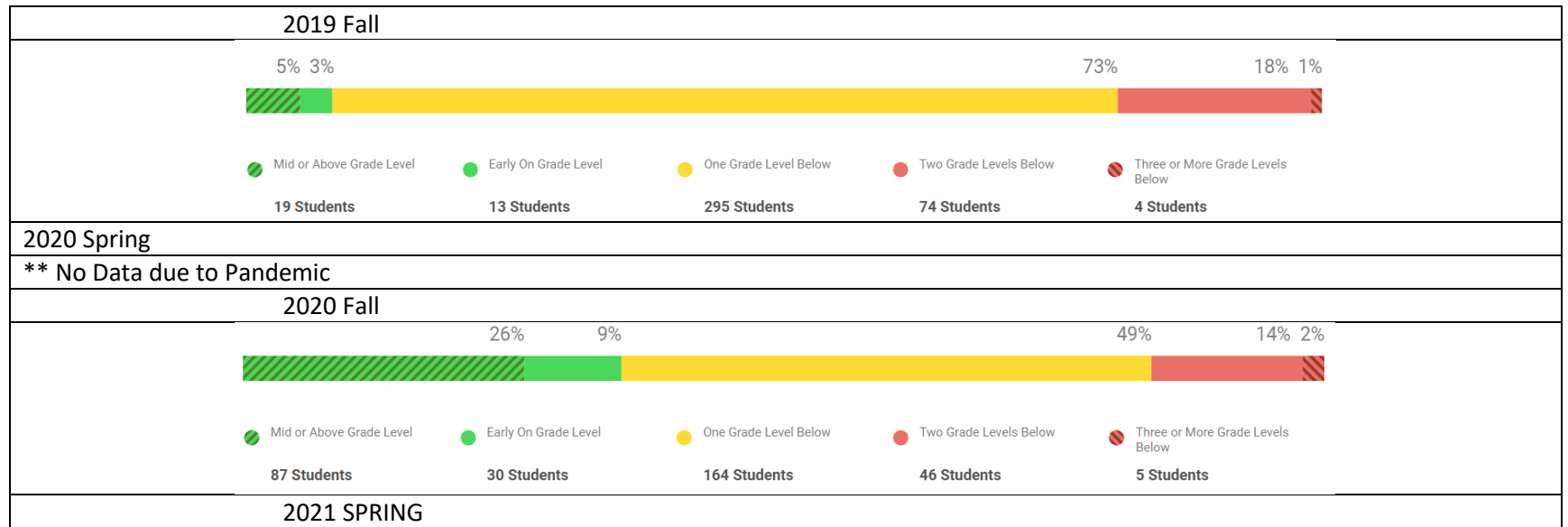
Trend Observations:

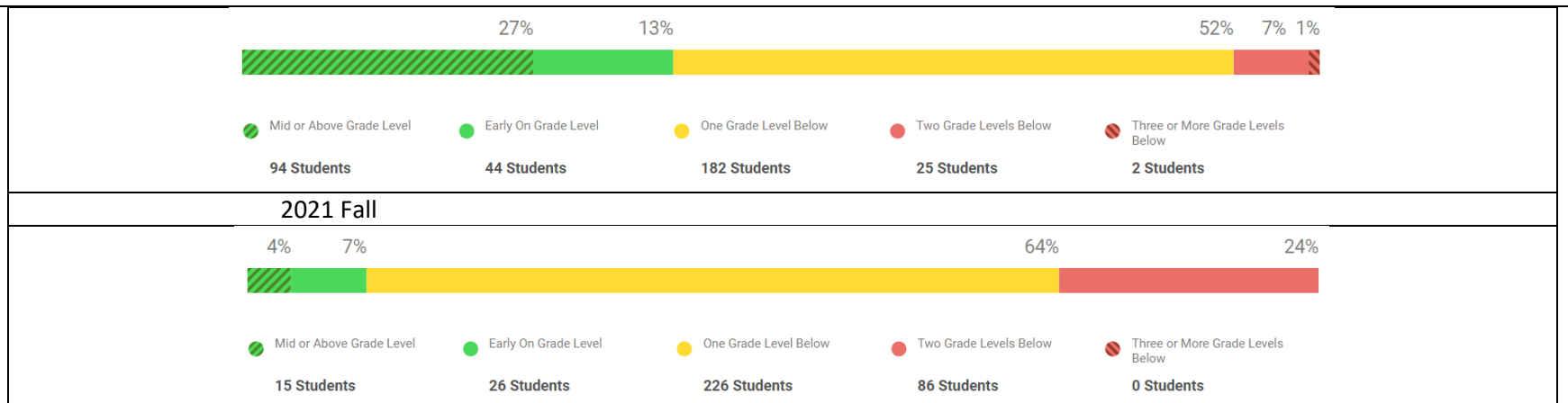
- 2019 Fall and 2021 Fall appear to be similar. They both show similar percentage of students at grade level, one grade level below, and two or more grade levels below.
- 2020 Fall data was collected during online instruction. This may be a factor that caused the scores to appear different than the other Fall data points.
- 2020 Fall to 2021 Spring there are shifts in the tiered data. Less students two or more grade levels below and more students on grade level.
- Phonics and Vocabulary are our lowest domain areas in each grade level.

2020-2021 Observations: Our goal each year is to see positive shifts in the tiered data. We want to move students from the red (three grade levels below) and yellow (one grade level below) to the green area (at grade level).

- The percentage of students on grade level in reading increased from 36% to 44%.
- The percentage of students three or more grade levels below decreased from 15% to 10%.
- When looking at the specific Domain data in iReady, phonics and vocabulary continues to be our lowest area of achievement at KRV.
- Phonological Awareness and Comprehension are the highest domain areas.

KRV MATH iREADY DATA





Trend Observations:

- 2019 Fall and 2021 Fall appear to be similar. They both show similar students at grade level, one grade level below, and two or more grade levels below.
- 2020 Fall data was collected during online instruction. This may be a factor that caused the scores to appear different than the other Fall data points.
- 2020 Fall to 2021 Spring there are shifts in the tiered data. Less students two or more grade levels below and more students on grade level.
- Numbers and Operations shows as the lowest domain in the data from 2018- 2020.

2020-2021 Observations: Our goal each year is to see positive shifts in the tiered data. We want to move students from the red (three grade levels below) and yellow (one grade level below) to the green area (at grade level).

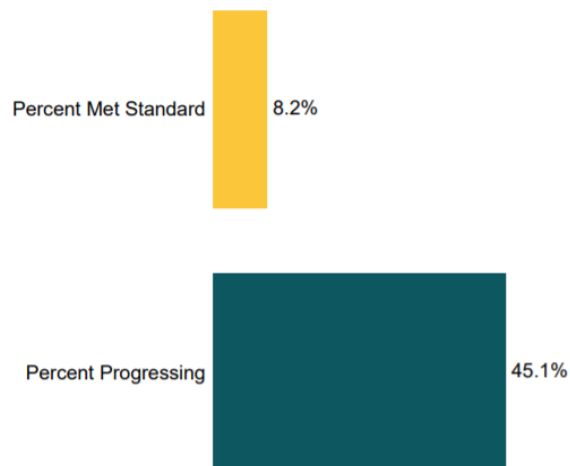
- The percentage of students on grade level increased from 35% on grade level to 40% on grade level.
- The percentage of students who are three or more grade levels below decreased from 16% in the fall to 8% in the spring.
- Numbers and Operations is the lowest domain area. Algebra and Algebraic thinking is the highest area.

EL Instruction:

A district and school focus is on our English Language Learner (ELL) population. Most ELL students receive services through a Sheltered English pull out model. In addition, our school offers a One-Way Dual Language program in one section of each grade band. This model provides the same rigorous academic content, but 80/20 in Kindergarten and First Grades, and 70/30 in Second grade of the students' academic instruction is in Spanish.

Due to early school facility closure and the suspension of end of year testing, 2019-20 assessment data is not available.

Keene-Riverview Elementary 2018-19



Section 6: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

<input checked="" type="checkbox"/> Washington School Improvement Framework <input checked="" type="checkbox"/> WaKIDS <input type="checkbox"/> Smarter Balanced Assessment/Interim Assessment Blocks <input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Progress Monitoring Data <input checked="" type="checkbox"/> Curriculum Based Assessments <input type="checkbox"/> Graduation Rate (1 Year, extended, etc.) <input type="checkbox"/> Credit Attainment <input type="checkbox"/> Stick Rate <input type="checkbox"/> Student Mobility Data	<input checked="" type="checkbox"/> English Language Proficiency Data (i.e., ELPA) <input type="checkbox"/> Title III Data <input type="checkbox"/> Special Education Eligibility/Disproportionality Data <input type="checkbox"/> Special Education Placement Data (LRE) <input type="checkbox"/> Review of Student Plans (e.g., Written Student Learning Plans, Individualized Education Plans and/or 504 Plans) <input type="checkbox"/> Educator Data (e.g., out of field, retention, School Employee Evaluation Survey, NBCT, etc.) <input type="checkbox"/> Stakeholder Engagement (e.g., focus groups with families)
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Updated April 14, 2020 by Title I, Part A Office and the Office of System and School Improvement at OSPI

Section 6: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

<input type="checkbox"/> Discipline Referrals <input type="checkbox"/> Suspension/Expulsion Data (i.e., out of school suspensions/in-school suspensions) <input type="checkbox"/> Restraint and Isolation Data <input type="checkbox"/> Time out of class (e.g., visits to nurse, counselor, etc.) <input type="checkbox"/> Healthy Youth Survey <input type="checkbox"/> School Climate data <input type="checkbox"/> Perceptual Data: (Local/Organization): Click or tap here to enter text.	<input type="checkbox"/> Community data (e.g., food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.) <input type="checkbox"/> Extra-curricular activities participation <input type="checkbox"/> Fiscal and Financial Data <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text. <input type="checkbox"/> (Other) Click or tap here to enter text.
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Section 7: PLAN	
SY 2020-2021 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES (COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)	
<i>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 requirement of Component Three - Practices and Strategies.</i>	
Goal/Priority #1 (G1)	District: 75% of all 3 rd graders will read at grade level by the Spring of 2025 as measured by the iReady. KRV Yearly Goal: 80% of our students (K-2) who are below grade level will increase one level on the iReady 5-level placement by Spring 2022.
Goal/Priority #2 (G2)	District: 75% of all 5 th graders will perform at grade level in math by the Spring of 2025 as measured by the iReady. KRV Yearly Goal: 80% of our students (K-2) who are below grade level will increase one level on the iReady 5-level placement by Spring 2022.
Goal/Priority #3 (G3)	District: 70% of all EL qualified students will exit EL services by the end of 5 th grade in 2025 as measured by the ELPA 21/WIDA. KRV Yearly Goal: 80% of our EL students (K-2) will increase one level in two of the four domains based on the 2021-2022 WIDA Assessment.

Section 8: DO			
SY 2021-2022 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/ COMPONENT 4 COORDINATION AND INTEGRATION)			
<i>Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your activities how you will address the needs of those students served to satisfy the requirement of Component Three - Practices and Strategies.</i>			
G1: District: 75% of all 3 rd graders will read at grade level by the Spring of 2025 as measured by the iReady. KRV Yearly Goal: 80% of our students (K-2) who are below grade level will increase one level on the iReady 5-level placement by Spring 2022.			
8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Develop and monitor grade level smart goals. <ul style="list-style-type: none"> Learning Targets 	2021-2022	Principal Leadership PLCs	Visible Learning for Literacy PLC Time

Updated April 14, 2020 by Title I, Part A Office and the Office of System and School Improvement at OSPI

<ul style="list-style-type: none"> • Success Criteria (Visible Learning- 1.44 Effect Size) (Teacher Clarity- 0.75 Effect Size)			
A2) Offer and monitor research-based intervention program for students. <ul style="list-style-type: none"> • iReady • mClass/ Amplify • Fountas and Pinnell • Orton Gillingham 	2021-2025	Principal Leadership Reading Intervention Team PLCs	Tiered Approach

G2: 75% of all 5th graders will perform at grade level in math by the spring of 2025 as measured by the iReady.
KRV Yearly Goal: 80% of our students (K-2) who are below grade level will increase one level on the Math iReady 5-level placement by Spring 2022.

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Develop and monitor grade level smart goals. <ul style="list-style-type: none"> • Learning Targets • Success Criteria (Visible Learning- 1.44 Effect Size) (Teacher Clarity- 0.75 Effect Size)	2021-2022	Principal Leadership PLCs	Visible Learning for Mathematics PLC Time
A2) Plan and implement math practice routines.	2021-2022	Principal Leadership Wilma Kozai PLCs	CCSS & Priority Standards Math Practices Math Practice Rubric and Look Fors
A3) Plan and implement Word Problem Routines	2021-2022	Principal Leadership Wilma Kozai PLCs	CCSS & Priority Standards Word Problem Expectations Ongoing Professional Development Word Problem Rubrics and Look Fors

G3: District: 70% of all EL qualified students will exit EL services by the end of 5th grade in 2025 as measured by the ELPA 21/WIDA.
 KRV Yearly Goal: 80% of our EL students (K-2) will increase one level in two of the four domains based on the 2021-2022 WIDA Assessment.

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Implement regular routines. <ul style="list-style-type: none"> • Vocabulary • ELD 	2021-2022	<ul style="list-style-type: none"> • Eric Larez • Jennifer Cowgill 	Ongoing Professional Development
A2) Evaluating existing programs for the quality of implementation and effectiveness.	2021-2022	<ul style="list-style-type: none"> • PSD K-5 ELA Adoption Committee 	ED Reports ELPA Data iReady Data

COMPONENT #4: COORDINATION AND INTERGRATION																			
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES																			
Plan	The district Title I/LAP programs director creates a district wide budget for Title I and LAP each year based on estimated allocations. We use demographic information, enrollment numbers, and assessments to determine Title I buildings and allocations based on all federal and state guidelines. The district cabinet and school board approve the proposals and allocations in the spring. Budgets are adjusted upon the receipt of the district's allocations from the state.																		
Do	Funds are determined by collecting information from our Title I schools about their demographics, needs, and comprehensive school and district data. We combine funds from BEA, Title I, and LAP to provide services. We do not combine any Special Education, Bilingual, or Migrant funds.																		
Study	Based on the school's school wide plan, district goals and state initiatives, we build a budget proposal for Title I and submit to OSPI as part of an iGrant application.																		
Adjust	<p>Coordination and integration of services will be reviewed annually for necessary adjustments.</p> <table> <tr> <th colspan="2">School-wide Allocations 2021-22</th></tr> <tr> <th></th><th>120 Keene-Riverview</th></tr> <tr> <td>Program</td><td></td></tr> <tr> <td>Title I</td><td>\$62,826</td></tr> <tr> <td>Title II</td><td>\$0</td></tr> <tr> <td>LAP</td><td>\$375,023</td></tr> <tr> <td>LAP HP</td><td>\$112,556</td></tr> <tr> <td>BEA</td><td>\$2,677,404</td></tr> <tr> <td>Total</td><td>\$3,227,809</td></tr> </table>	School-wide Allocations 2021-22			120 Keene-Riverview	Program		Title I	\$62,826	Title II	\$0	LAP	\$375,023	LAP HP	\$112,556	BEA	\$2,677,404	Total	\$3,227,809
School-wide Allocations 2021-22																			
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PROSSER SCHOOL DISTRICT



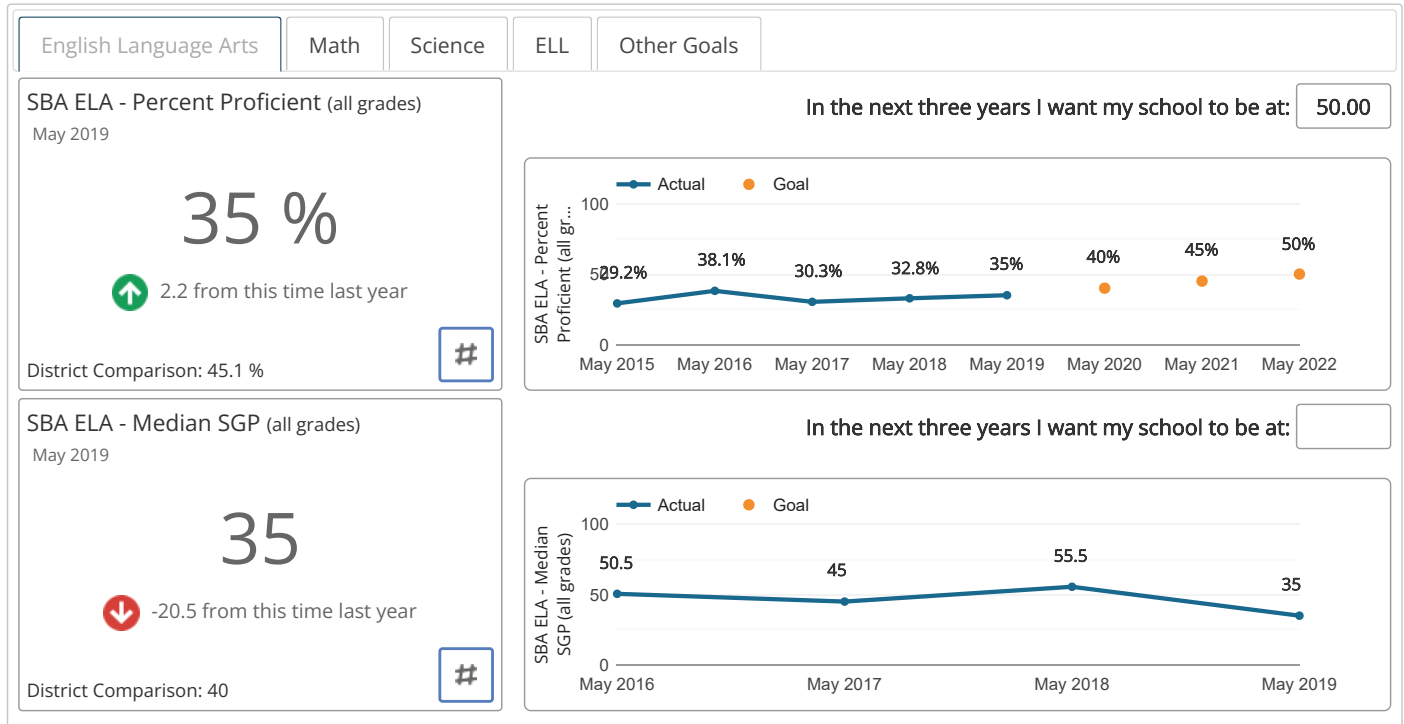
Whitstran Elementary - SIP Goals

What is my school district's framework?

What are my school improvement goals?

What are the SIP strategies linked to the Level Workplan?

What does this year's school improvement plan look like?



Workplan Outline

2020-2021	2021-2022	2022-2023	2023-2024
Effective Instruction <ul style="list-style-type: none"> Workplan Item 1 <ul style="list-style-type: none"> Increase student discourse (WorkPlanStrategy.aspx?schid=58&iid=141&sid=714&year=2021&tab=0&view=false) Workplan Item 1 <ul style="list-style-type: none"> Increase student discourse in math (WorkPlanStrategy.aspx?schid=58&iid=144&sid=715&year=2021&tab=0&view=false) Student Feedback and Work Exemplars (WorkPlanStrategy.aspx?schid=58&iid=144&sid=718&year=2021&tab=0&view=false) Centering instruction of high expectations for student achievement. (WorkPlanStrategy.aspx?schid=58&iid=144&sid=719&year=2021&tab=0&view=false) 			
Student Success <ul style="list-style-type: none"> Workplan Item 1 <ul style="list-style-type: none"> Schoolwide Data Driven PLCs (WorkPlanStrategy.aspx?schid=58&iid=142&sid=716&year=2021&tab=1&view=false) 			
College and Career Readiness <ul style="list-style-type: none"> Workplan Item 1 <ul style="list-style-type: none"> Increase Rigor in Math (WorkPlanStrategy.aspx?schid=58&iid=143&sid=724&year=2021&tab=2&view=false) 			
Academic Press			



Whitstran Elementary - School Improvement Plan

2021-2022 - Whitstran Elementary SIP Goals (SWP Component 2)

Previous Year Results

1. Increase: SBA ELA - Percent Proficient (all grades) to 50% (ELA)
2. Increase: SBA Math - Percent Proficient (all grades) to 53% (Math)
3. Increase: WCAS Science - Percent Proficient to 45% (Science)

Spring 2019: 35%

Spring 2019: 38.1%

Spring 2019: 28.8%

2021-2022 - Whitstran Elementary Workplan Outline (SWP Component 2)

Effective Instruction

- Workplan Item 1
 - Increase student discourse
- Workplan Item 1
 - Increase student discourse in math
 - Centering instruction of high expectations for student achievement.

Student Success

- Workplan Item 1
 - Schoolwide Data Driven PLCs

College and Career Readiness

Academic Press

- Workplan Item 1
 - Increase Rigor in Math

2021-2022 - Whitstran Elementary SIP Strategies & Activities (SWP Component 3)

SIP Strategies & Activities	Resources / Leader	Measures	Results / Progress	Workplan Frame	Goal Areas
What action steps will occur? What professional development is needed?	What resources are needed to accomplish this strategy? (People, materials, etc.) Who is leading this work?	What ongoing monitoring reflects implementation of this strategy and what data will be used to show outcomes of the implementation?	Provide an evidence-based status update on how your activities are going. What is working and what needs adjustment? What adjustments to your activities are you making after examining the results of your progress monitoring?	Which Workplan Frame and Item does this strategy support?	Which SIP Goals does this strategy support? What student group does this strategy target?
Increase student discourse Action Steps Provide professional development, monitoring and support to implement effective discourse strategies in all classrooms. Professional Development Math Practices and effective teaching strategies PD Visible Thinking Strategies PD	Consultant or coach Video Series Time Money Leading: Kevin Gilman	Instructional Rounds-observations Math Practice Rubric PLC Data Evaluation and Feedback	Staff Surveys Instructional Rounds- Observational Data/Rubric PLC Data- Student Performance Tasks	Effective Instruction Workplan Item 1	ELA Math All Students

Increase student discourse in math Action Steps Effective math practices staff survey Inside Mathematics Video Series Math Practices Look Fors and Rubric Implement during PLCs Professional Development Math Practices and effective teaching strategies PD	Consultant or coach Video Series Time Money Leading: Kevin Gilman	Instructional Rounds- observations Math Practice Rubric PLC Data CEL Evaluation and Feedback	Staff Surveys Instructional Rounds- Observational Data/Rubric Inside Mathematics Performance Tasks	Effective Instruction Workplan Item 1	Math All Students
Centering instruction of high expectations for student achievement. Action Steps Focus on these CEL indicators: Visible Learning Effect Size: 1.44 P1: Learning Targets connected to standards P:4 Communication of learning targets P:5 Success Criteria CEC 2: Learning Routines Professional Development Book Study on Visible Learning for Literacy	Visible Learning for Literacy The Teacher Clarity Playbook by Fisher and Frey Assessments of Learning Leading: Kevin Gilman	Classroom Observations and Walkthrough Tool Learning Progressions Document- 4th Grade		Effective Instruction Workplan Item 1	ELA All Students
Schoolwide Data Driven PLCs Action Steps Establish time for PLCs in the school schedule Establish a common document to record PLC minutes Establish routines and protocols for bringing and sharing data Develop and implement a PLC staff handbook Create a scope and sequence of tasks and assessments at each grade level Create a PLC calendar of assessment dates at each grade level Professional Development Implemented by coach and principal	Results Now Classroom Teachers Intervention Teachers Building Leadership Team Leading: Kevin Gilman	PLC- Agenda and Minutes Instructional Rounds	PLC Data Intervention Data	Student Success Workplan Item 1	ELA Math All Students
Increase Rigor In Math Action Steps Understand and implement the priority standards Develop and implement a problem solving routine Dig deeper into the math practices Develop a common understanding of tasks and rich tasks Develop and use a cognitive demand matrix Create a calendar of tasks at each grade level Professional Development PD on the priority standards PD on the problem solving routine PD on the math practices and tasks	5 Practices for Orchestrating Mathematics Discussions- Thinking Through a Lesson Protocol Cognitive Demand Matrix Math Practice Look Fors Math Practices Rubric Inside Mathematics Leading: Kevin Gilman	PLCs Instructional Rounds Scope and Sequence in Math	Task Data- reported In PLCs Instructional Rounds- observation data Diagnostic Data Interim Data (3-5)	Academic Press Workplan Item 1	Math All Students

Waiting for evaluator to approve your SIP

Title I, Part A Schoolwide	
Building Data	
Building: Whitstran Elementary	F/R Percentage: 71%
Principal: Kevin Gilman	Grade Span: K-5
District: Prosser School District	Building Enrollment: 229 students
Plan Date: 2021-2022	Board Approval Date: November 2021

School Leadership Team Members Parent-Community Partners		
Name	Role	Email
Kevin Gilman	Principal	Kevin.gilman@prosserschools.org
Lorelle Aarstad	K-5 Instructional Coach	Lorelle.aarstad@prosserschools.org
Robin Humberstad	K-5 Math Interventions	Robin.humberstad@prosserschools.org
Maresa Fajardo	Teacher	Maresa.fajardo@prosserschools.org
Maribel Gonzalez	Teacher	Maribel.gonzalez@prosserschools.org
Christine Trimble	Teacher	Christine.trimble@prosserschools.org
Erin Felicetti	Parent	None
Maria Magana	Parent	None

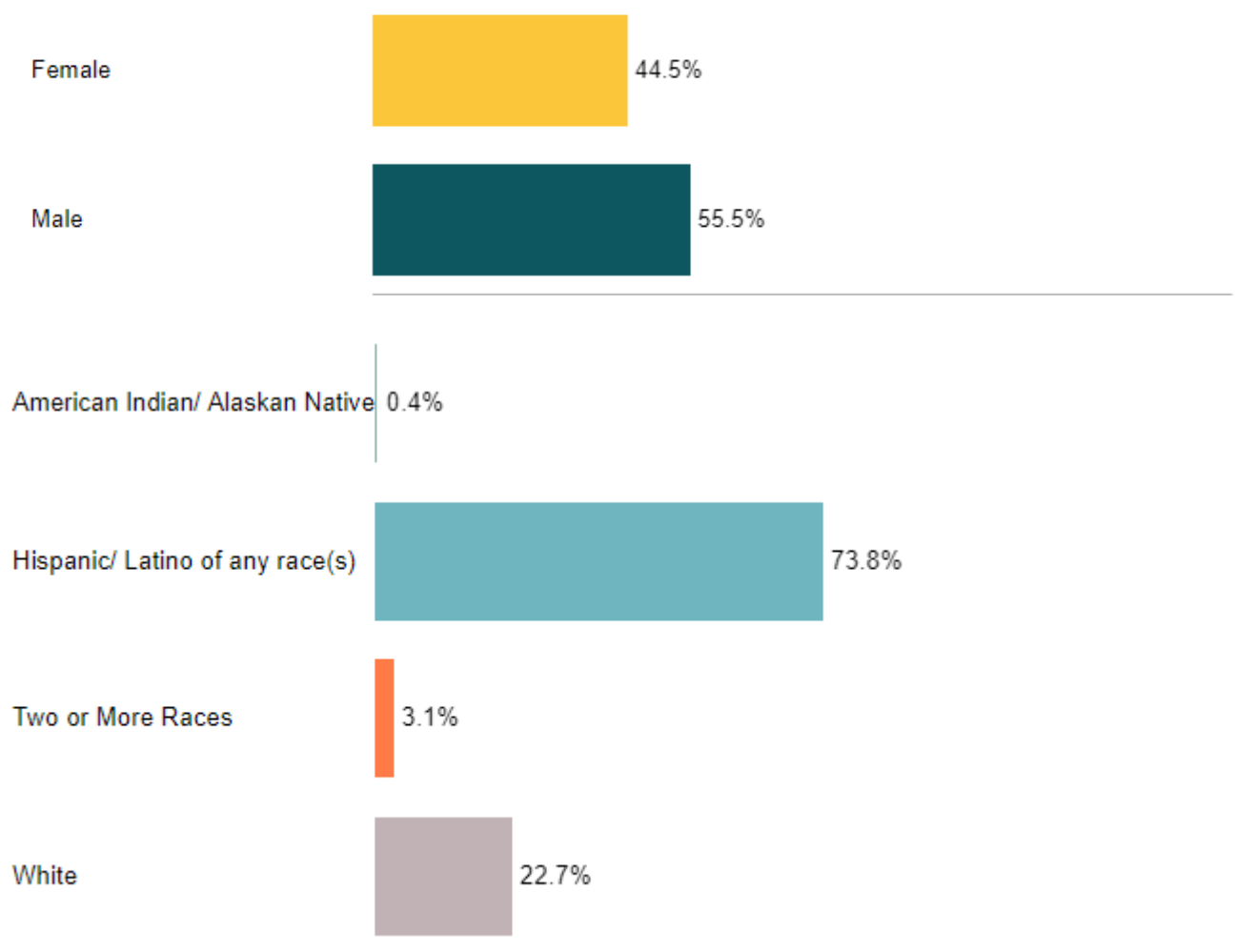
Vision Statement
Vision: Our vision is that all students are prepared for post-graduation success in a global society.

COMPONENT #1: NEEDS ASSESSMENT**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan

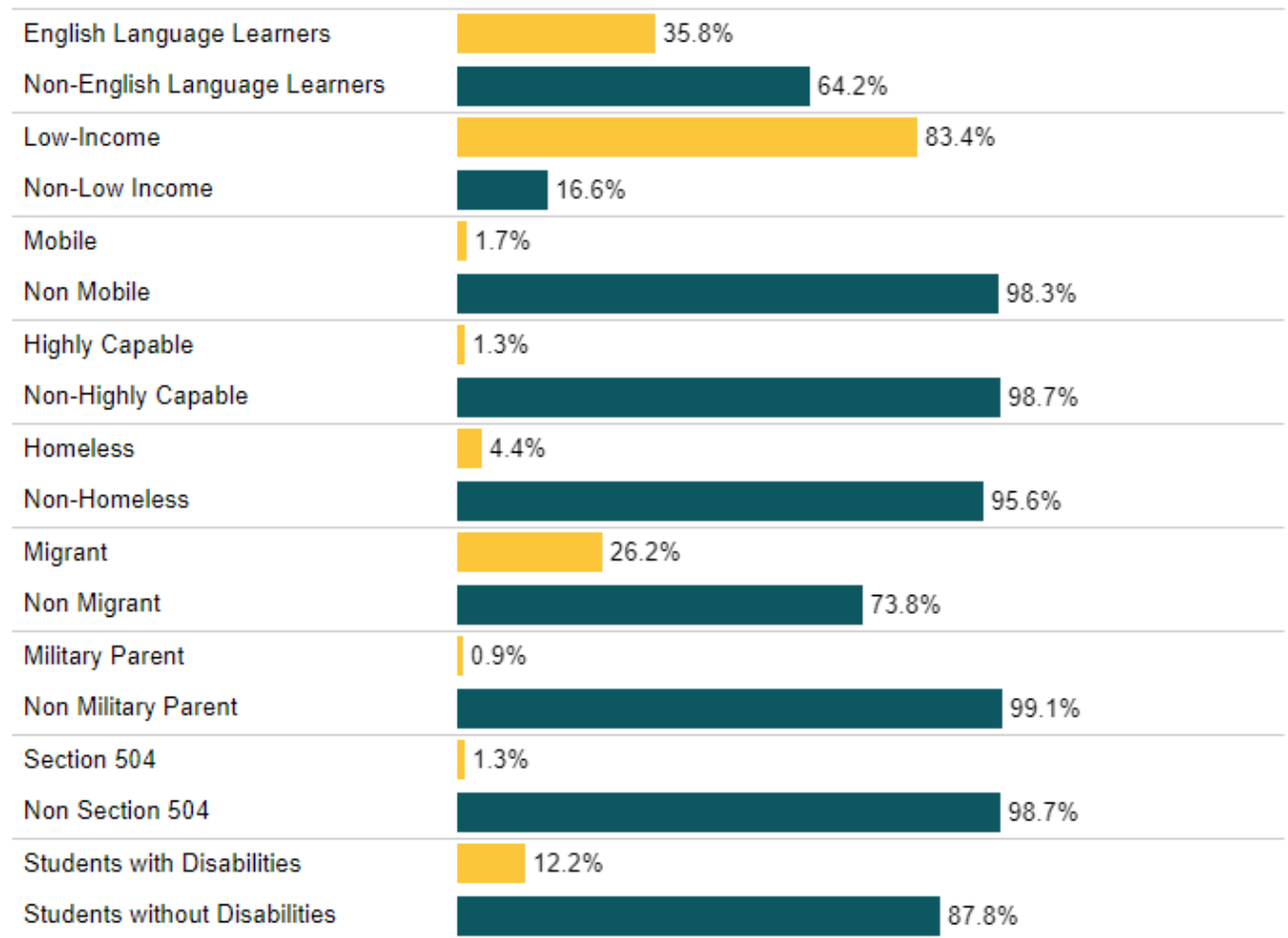
How many students were enrolled at the beginning of the school year, by student demographics?

Whitstran Elementary 2020-21



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

Whitstran Elementary 2020-21



Whitstran Elementary has a total student population of 229 students for the 2020-2021 school year. Seventy-three and eight tenths percent are Hispanic, 22.7 % are Anglo and approximately 3.1% are other minorities. Seventy-one percent of our students qualify as free and reduced students. Thirty-six percent of our students are ELL and 26.2% are migrant.

Building Assessment Data: 2018-2019

Our end of year iReady Reading data for the 2018-2019 school revealed 21% of students K-5 are well below standard (2 or more grade levels), 40% are below standard (one grade level), and 40% are on or above standard. (Below standard by grade level: KDG 42%, First 56%, Second 64%, Third 39%, Fourth 61% and Fifth 89%) *Note: The three K-2 Biliteracy classrooms were assessed in iReady English Reading.

Our end of year iReady Math data for the 2018-2019 school year revealed 9% of students K-5 are well below standard (2 or more grade levels), 43% are below standard (one grade level), and 49% are on or above standard. (Below standard by grade level: KDG 59%, First 42%, Second 38%, Third 69%, Fourth 53%, and Fifth 33%) *Note: The three K-2 Biliteracy classrooms were assessed in iReady Math in English.

2019-2020: COVID 19 ended the regular school year in March. We did not administer an iReady diagnostic test in the spring of 2020.

Our winter diagnostic data in iReady reading for the 2019-2020 school year revealed 24% of students K-5 are well below standard (2 or more grade levels), 44% are below standard (one grade level), and 32% are on or above standard. (Below standard by grade level: KDG 54%, First 71%, Second 69%, Third 66%, Fourth 69% and Fifth 80%) * Note: The four K-3 Biliteracy classrooms were assessed in iReady English Reading.

Our winter diagnostic data in iReady math for the 2019-2020 school year revealed 18% of students K-5 are well below standard (2 or more grade levels), 52% are below standard (one grade level), and 30% are on or above standard. (Below standard by grade level: KDG 69%, First 71%, Second 83%, Third 88%, Fourth 53% and Fifth 58%) * Note: The four K-3 Biliteracy classrooms were assessed in iReady Spanish math, but the lessons in the iReady program were in English.

2020-2021: We started the fall virtually. The iReady test was administered at home and not enough students participated in the assessment. The tests results are not valid for the fall of 2020.

iReady Reading Diagnostic	Level 1 (Red- 2 or more years behind)	Level 2 (Yellow- 1 year behind)	Levels 3 & 4 (Green- At or exceeding grade level)
Fall 2018	34%	42%	24%
Spring 2019	21%	40%	40%
Fall 2019	31%	50%	18%
Winter 2020	24%	44%	32%
Spring 2020	NO DATA	NO DATA	NO DATA
Fall 2020	41%	38%	21%
Winter 2021	34%	34%	32%
Spring 2021	24%	44%	32%
Fall 2021	55%	36%	10%

iReady Math Diagnostic	Level 1 (Red- 2 or more years behind)	Level 2 (Yellow- 1 year behind)	Levels 3 & 4 (Green- At or exceeding grade level)
Fall 2018	29%	59%	12%
Spring 2019	9%	43%	49%
Fall 2019	26%	59%	15%
Winter 2020	18%	51%	31%
Spring 2020	NO DATA	NO DATA	NO DATA
Fall 2020	34%	44%	21%
Winter 2021	27%	43%	30%
Spring 2021	23%	51%	27%
Fall 2021	55%	37%	7%

The goal each school year is to move students out of the red and yellow areas to the green area. As you can see, students made some incredible gains over the last couple of years in both reading and math. The overall shifts were also reflected in domain placement. All domains in reading and math showed increases in green and decreases in red during both the 2018-2019 and 2019-2020 school years.

iReady 2018-19 (Red- two or more grade levels below, Yellow- one grade level below, Green- at grade level)

- All grade levels made tier shifts in reading (fifth grade green went down, but red decreased). All domains had positive shift changes. Red went from 34% to 21%, yellow went from 42% to 40%, and green increased from 24% to 40%
- All grade levels made tier shifts in math. All domains had positive shift changes. Red went from 29% to 9%, yellow went from 59% to 43% and green increased from 12% to 49%.
- **Strong correlation between iReady scores and SBA scores**
- **SBA and iReady data show that our ELL population is struggling**

Fifth grade math scores went from 52% of the students in red to 12% of students in red and two percent of fifth grade students in green to 13%. First and third grade teachers reduced the number of students in red to 3% in math by the end of the year. First grade also had zero reading students in red by the last trimester.

iReady 2019-2020: COVID 19 ended the regular school year in March. We did not administer an iReady diagnostic test in the spring of 2020.

- All grade levels made tier shifts in reading, except fifth grade who had no change in green. All domains had positive shift changes. Red went from 31% to 24%, yellow went from 50% to 44%, and green increased from 18% to 32%
- All grade levels made tier shifts in math. All domains had positive shift changes. Red went from 26% to 18%, yellow went from 59% to 51% and green increased from 15% to 31%.
- **Phonics is the main area of concern in the lower grades**
- **Vocabulary and Comprehension are the major concerns in the upper grades**
- **iReady data continues to show that our ELL population is struggling**

First grade reading scores went from 19% of students in the red to 7% and from 12% of students in the green to 29%. Kindergarten students went from 13% of students in the green to 50% in green by the winter diagnostic. Fourth grade math scores went from 26% of students in the green to 47%. Kindergarten students went from 3% of students in the green to 32%. First grade students went from 21% in the red to 7% and increased the number of students in green from 10% to 29%.

iReady 2020-2021: We started the school virtually due the COVID 19 pandemic. The diagnostic test was administered at home. Kindergarten was not included in the overall test scores. Based on iReady's recommendation, kindergarten did not take the fall diagnostic test.

- Reading Data- red is 41%, yellow is 38%, and green is 21%
- Math Data- red is 34%, yellow is 44%, and green is 21%
- **Vocabulary continues to be the lowest domain score over the last three years in reading**
- **The transition out of phonics/decoding to comprehension needs to occur earlier for our students to be successful with complex text**
- **iReady data continues to show that our ELL population is struggling**

iReady 2021-2022:**Fall 2019:**

- 18% percent of our students were at or above grade level
- 50% percent were one grade level below
- 32% percent of the students were two or more grade levels below

Fall 2021

- 10% percent of the students are at grade level or above
- 36% are one grade level below
- 55% percent of our students are two or more grade levels below
- Out of the 55%- 32% of the students are two grade levels below and 23% are three or more grade levels below

LAP 2021-2022

- 174 students identified for reading, 75% of our students
- 178 students identified for math, 77% of our students

Bilingual Program:

2020-2021: There is no data for the 2020-2021 school year. The LAS assessment was not administered.

Over the last several years, the district and building continue to develop and implement a one-way immersion bilingual program in kindergarten, first, second, third and fourth grades. This model provides the same rigorous content, with 80%, 80%, 70%, 60%, and 50% of the students' instruction in Spanish for kindergarten, first, second, third and fourth grades relatively.

The LAS Links Espanol assessment illustrates that the area of greatest need in Spanish Language Acquisition is writing. The lowest K-2 domain scores are in writing, compared to the other domains of speaking, listening, and reading.

Cohort Comparison Data: Comparing the same students from 2018 (Kindergarten) to 2019 (1st Grade).

Grade Comparison	Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Speaking	K- 0% 1 st - 5.9%	K-0% 1 st - 0%	K- 5.9% 1 st - 0%	K- 64.7% 1 st - 82.4%	K- 29.4% 1 st - 11.8%
Listening	K- 0% 1 st - 0%	K- 11.8% 1 st - 11.8%	K- 35.3% 1 st - 29.4%	K- 47.1% 1 st - 35.3%	K- 5.9% 1 st - 23.5%
Reading	K- 23.5% 1 st - 29.4%	K- 41.2% 1 st - 35.3%	K- 29.4% 1 st - 23.5%	K- 0% 1 st -0%	K- 5.9% 1 st - 11.8%
Writing	K- 70.6 % 1 st - 58.8%	K- 17.6% 1 st - 29.4%	K- 11.8% 1 st - 11.8%	K- 0% 1 st - 0%	K- 0% 1 st - 0%
Overall	K- 11.8% 1 st – 11.8%	K- 41.2% 1 st – 23.5%	K- 35.3% 1 st – 35.3%	K- 0% 1 st – 17.6%	K- 11.8% 1 st – 11.8%

Cohort Comparison Data: Comparing the same students from 2018 (1st Grade) to 2019 (2nd Grade).

Grade Comparison	Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient
Speaking	1 st – 0% 2 nd – 4.5%	1 st – 5% 2 nd – 5%	1 st – 0% 2 nd – 0%	1 st – 90% 2 nd – 90.5%	1 st – 5% 2 nd – 0%
Listening	1 st – 0%	1 st – 15%	1 st – 20%	1 st – 60%	1 st – 5%

	2 nd – 0%	2 nd – 23.8%	2 nd – 42.9%	2 nd – 28.6%	2 nd – 5%
Reading	1 st – 35% 2 nd – 23.8%	1 st – 10% 2 nd – 28.6%	1 st – 20% 2 nd – 9.5%	1 st – 30% 2 nd – 33.3%	1 st – 5% 2 nd – 5%
Writing	1 st – 35% 2 nd – 28.6%	1 st – 60% 2 nd – 28.6%	1 st – 5% 2 nd – 28.6%	1 st – 0% 2 nd – 14.3%	1 st – 0% 2 nd – 0%
Overall	1 st – 20% 2 nd – 9.5%	1 st – 15% 2 nd – 19%	1 st – 15% 2 nd – 33.3%	1 st – 50% 2 nd – 38.1%	1 st – 0% 2 nd – 0%

Our focus has been to strengthen the quality of our academic program. We have focused our training and efforts on enhancing literacy and math through the integration of a well-designed curriculum, based on the Common Core State Standards provided by the Federal Government. Children are immersed in a literature rich English Language Arts (ELA) environment where reading and writing are recognized as an interrelated process through the workshop model. Additionally, we've established intense support for our ELL students and strengthened these students' speaking and listening skills through oracy. We believe the ability of all students to express themselves fluently and grammatically in speech is paramount to their ultimate success in reading and writing. In addition, we have implemented an RTI model for reading and math. Through two building coaches and two reading specialists, remedial support is targeted for all students.

K-5 Lucy Calkins Reading and Writing Units of Study Implementation with the support of the building instructional coach:

- Unit Standards mapping is an on-going process with a protocol to identify standards for each session.
- Teachers determine the learning targets and success criteria. A common protocol is used at each training to develop continuity. Time is devoted to a deep understanding of the standards in each unit.
- K-5 formative assessments are developed for each session.
- Common grade practices are reported using the standards-based report card across all schools.

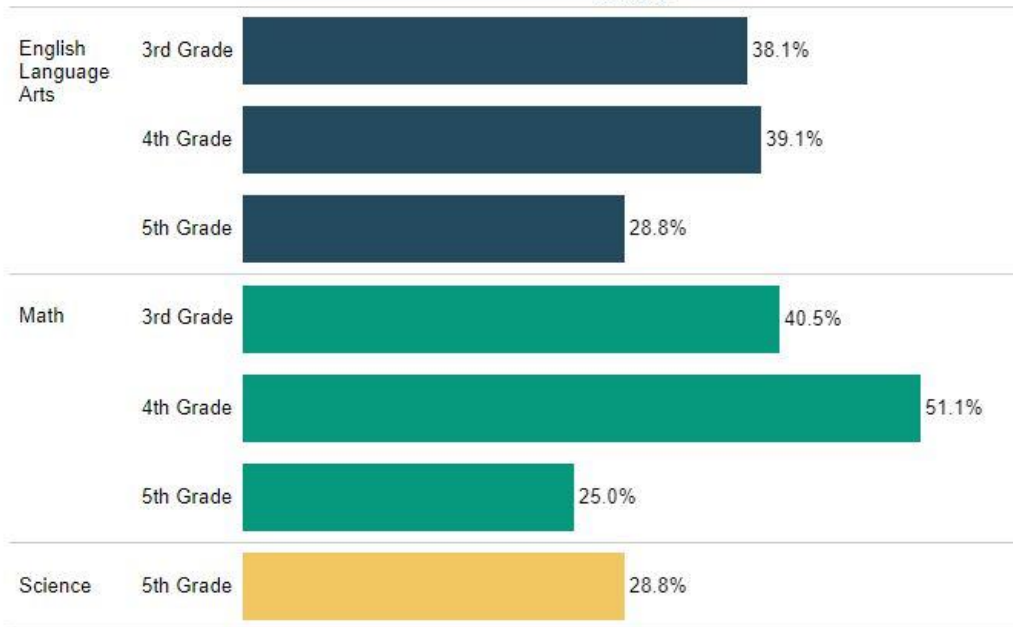
Whitstran is also an AVID Elementary, incorporating Instruction, Culture, Leadership and Systems to ensure that all students are poised for academic success. Ninety-three percent of our teachers have been AVID trained, with one staff member trained as a Staff Developer Trainer in K-2 AVID Foundations.

What percent of students met standards in each grade?

Whitstran Elementary

2018-19

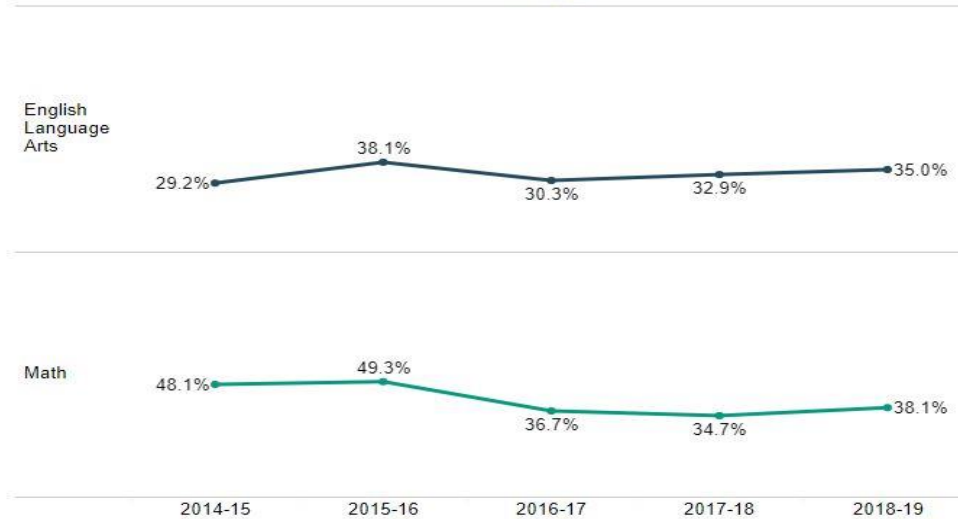
General



What percent of students met standards over time?

Whitstran Elementary

General



What skill level did students demonstrate?



































Whitstran Elementary 2018-19

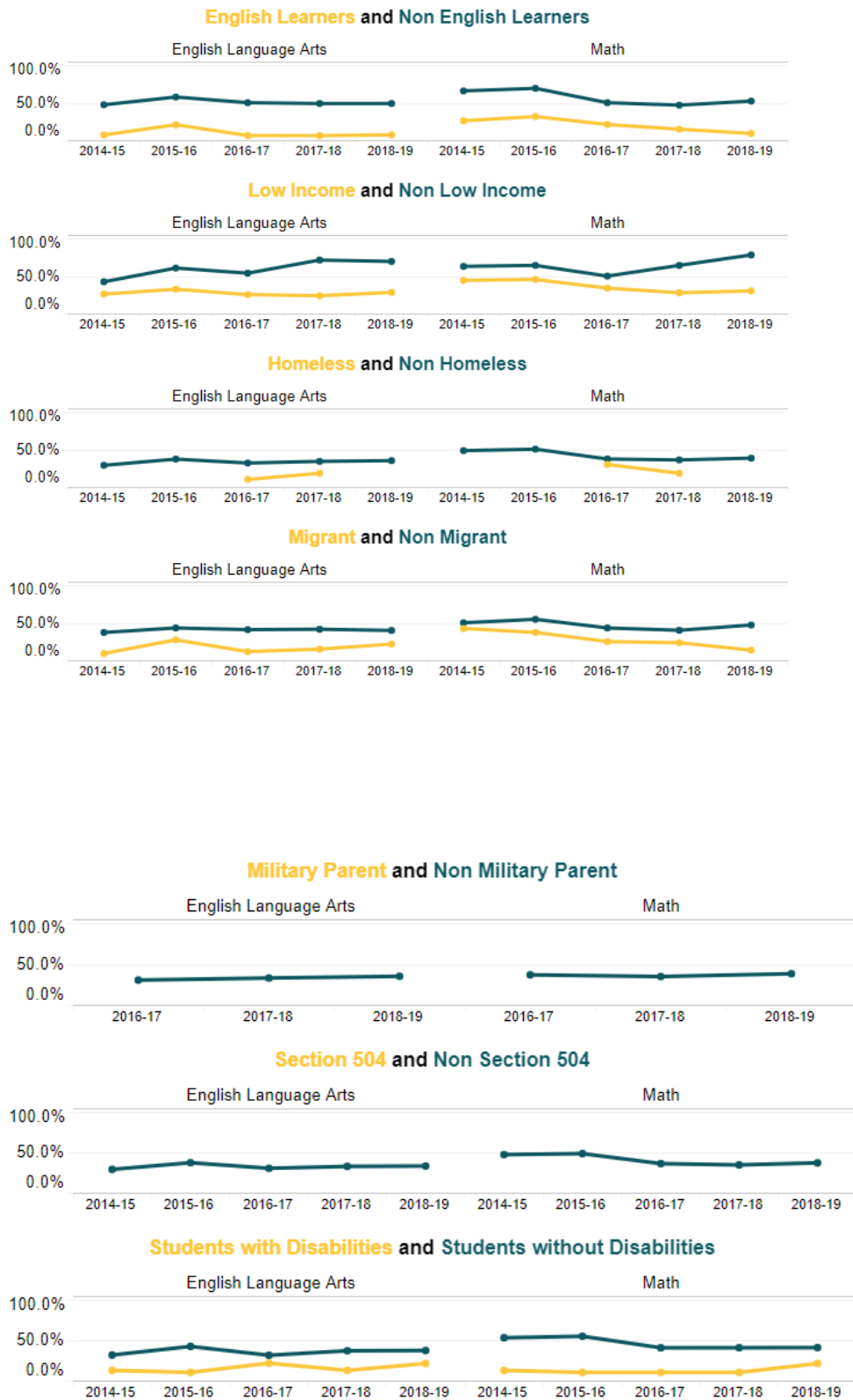
General

	English Language Arts	Math	Science
Percent Level 1	35.0%	23.0%	46.2%
Percent Level 2	29.3%	38.1%	25.0%
Percent Level 3	17.9%	16.5%	23.1%
Percent Level 4	17.1%	21.6%	5.8%
Percent No Score	0.7%	0.7%	0.0%
Percent Met Standard	35.0%	38.1%	28.8%
Percent Met Tested Only	35.3%	38.4%	28.8%
Percent Taking WaAIM	0.00%	0.00%	0.00%

What percent of students met grade level standards, by student program and characteristics?

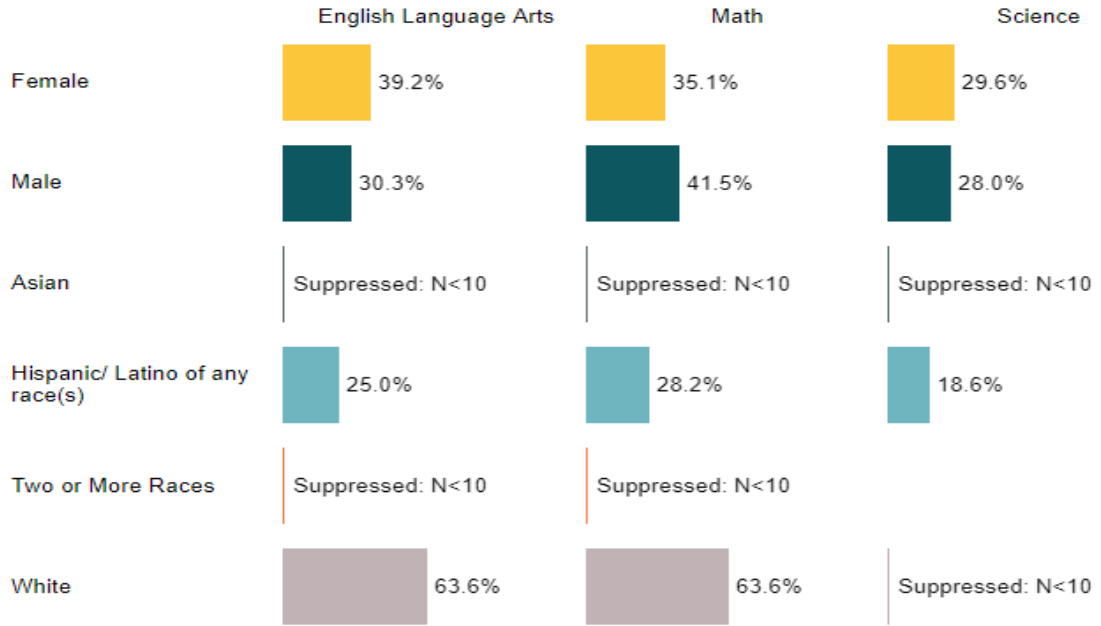
2018-19

	English Language Arts	Math	Science
English Language Learners	 <7%	 8.9%	 <10%
Non-English Language Learners	 48.9%	 52.1%	 44.1%
Non-Foster Care	 35.0%	 38.1%	 28.8%
Homeless	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non-Homeless	 35.1%	 38.3%	 30.6%
Low-Income	 28.2%	 30.2%	 22.9%
Non-Low Income	 69.6%	 78.3%	Suppressed: N<10
Migrant	 21.6%	 13.5%	 13.6%
Non Migrant	 39.8%	 47.1%	 40.0%
Non Military Parent	 35.0%	 38.1%	 28.8%
Section 504	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non Section 504	 33.1%	 37.0%	 27.5%
Students with Disabilities	 21.1%	 21.1%	Suppressed: N<10
Students without Disabilities	 37.2%	 40.8%	 27.7%



What percent of students met standards, by student demographics?

Whitstran Elementary 2018-19



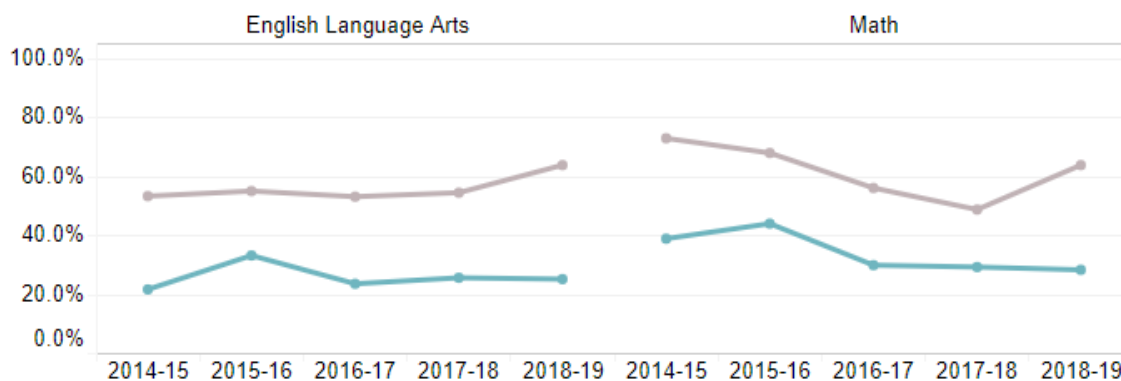
What percent of our students met standards, over time, by student demographics?

Due to early school facility closure and the suspension of end of year testing, 2019-20 assessment data is not available.

Whitstran Elementary

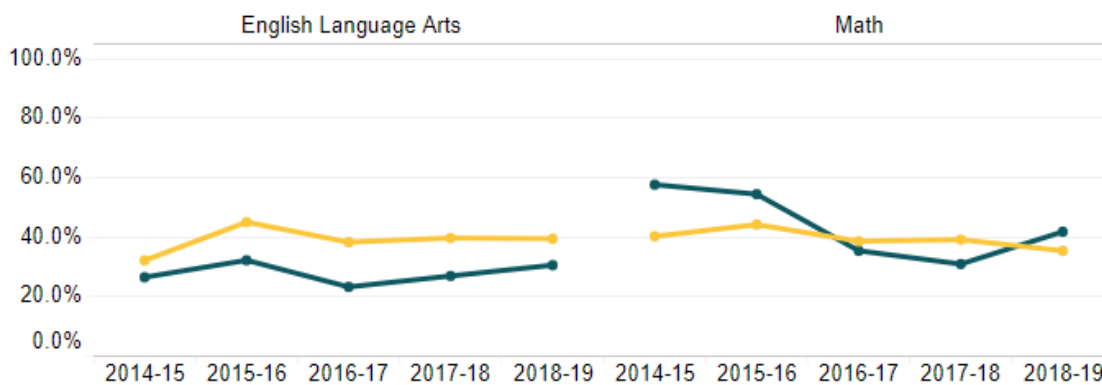
Asian
 Black/ African American
 Hispanic/ Latino of any r...
 Two or More Races
 White

Federal Race/Ethnicity



Female
 Male

Gender



How has student learning grown?

Whitstran Elementary

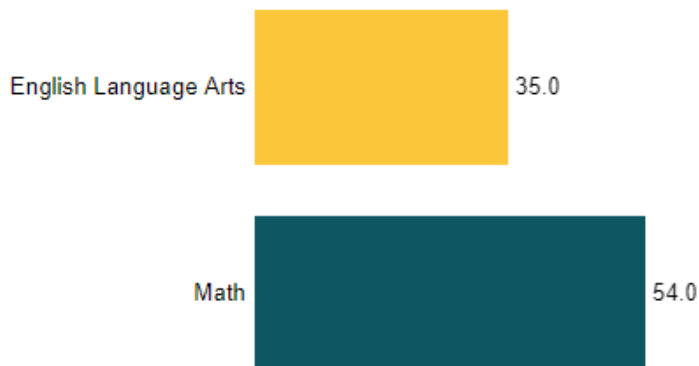
2017-18



Washington uses student growth percentiles (SGPs) to measure growth in students' Math and English Language Arts skills from one grade to the next. Student growth percentiles compare students in the same grade level with similar scores in previous years and measures their performance relative to those students. A student with a 60 SGP had growth greater than 60% of students with a similar test score in an earlier grade. For a school, the middle or median SGP in a specific subject and grade level is the school's score for the measure.

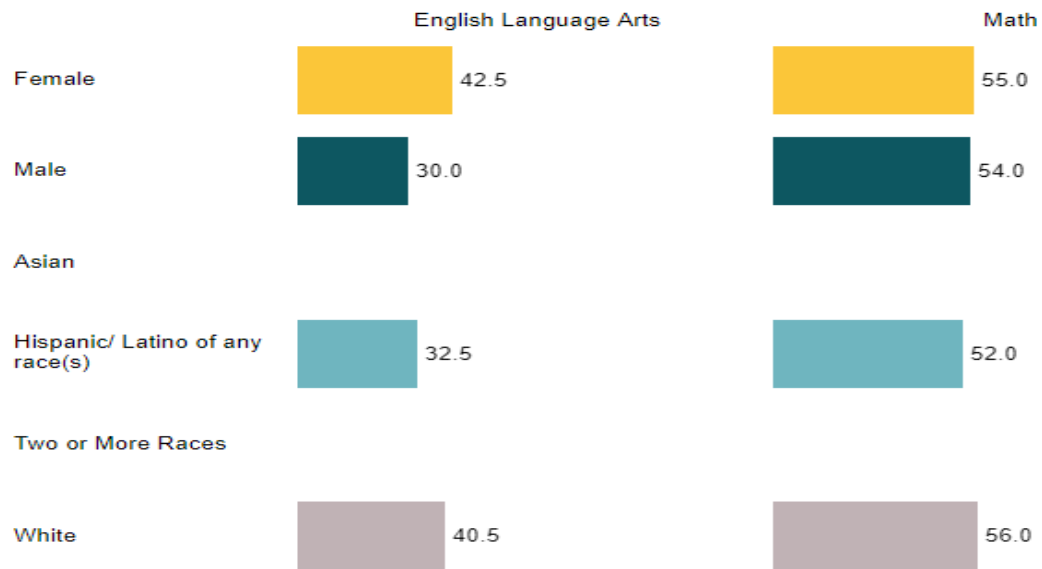
Whitstran Elementary

2018-19

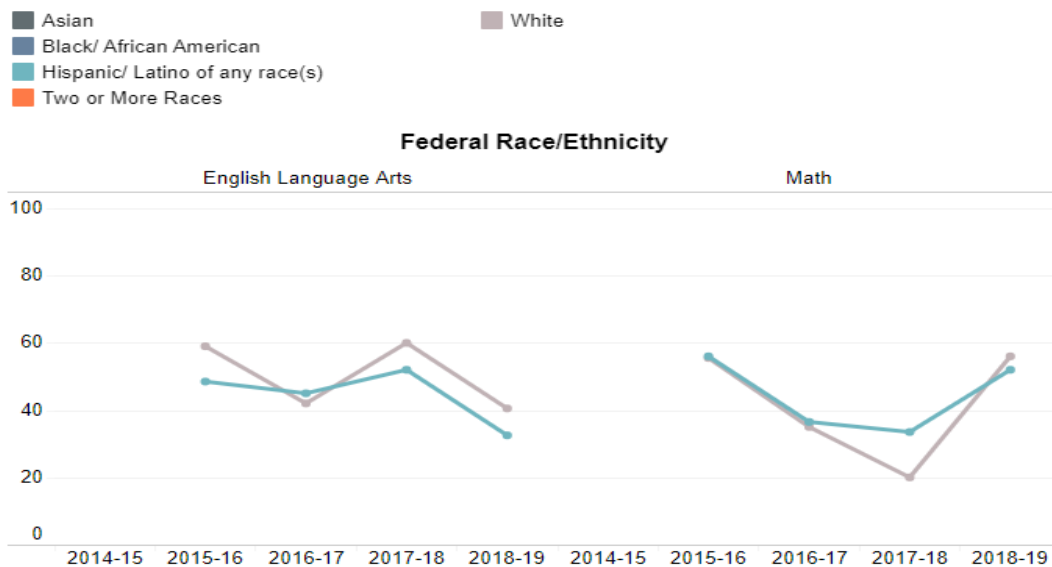


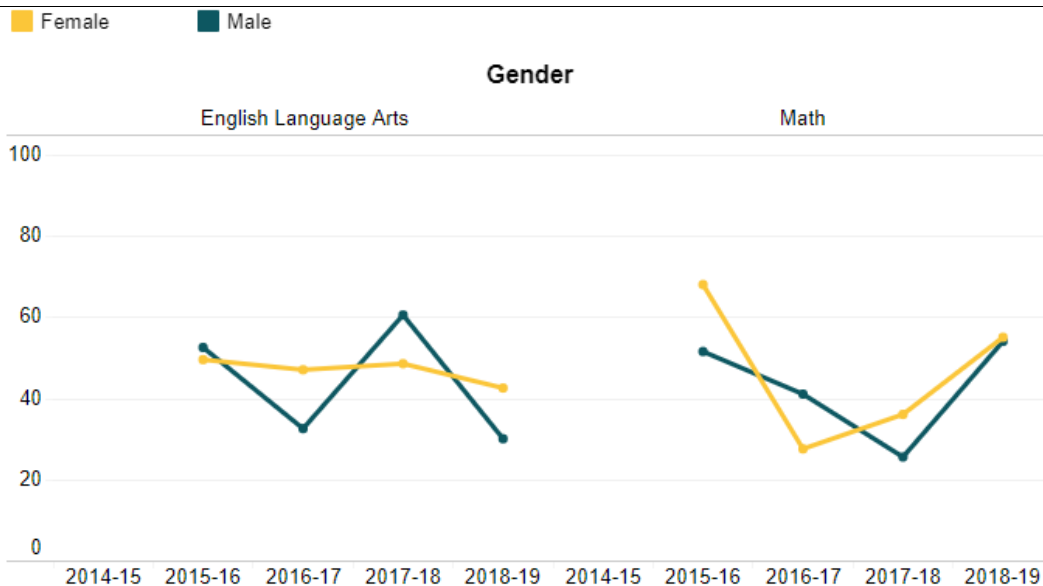
Student Growth by Demographics:

Whitstran Elementary 2018-19



How has student learning grown over time ,by student demographics?



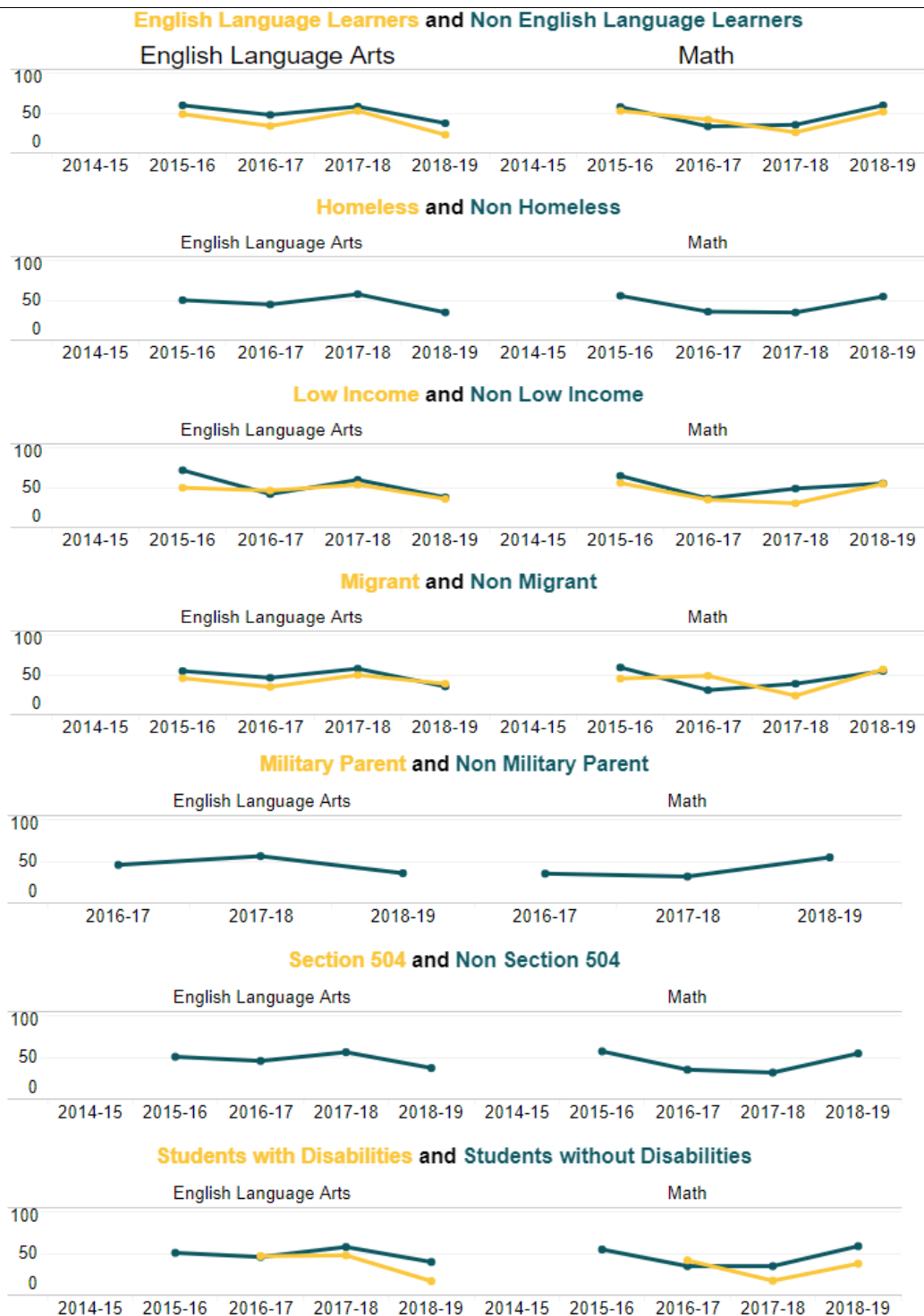


How has student learning grown, by student program and characteristics?

Due to early school facility closure and the suspension of end of year testing, 2019-20 student growth data will not be available.

Whitstran Elementary 2018-19

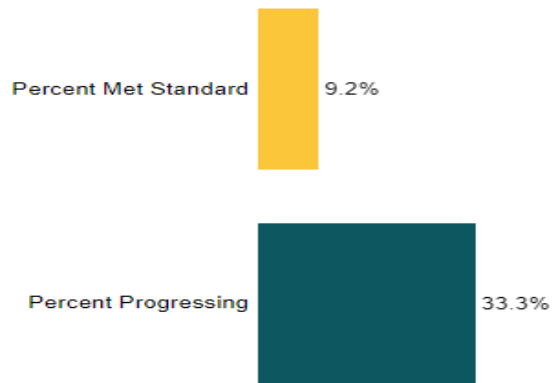
	English Language Arts	Math
English Language Learners	22.0	51.0
Non-English Language Learners	36.5	59.0
Homeless		
Non-Homeless	34.0	54.0
Low-Income	35.0	54.0
Non-Low Income	37.0	54.5
Migrant	38.0	56.0
Non Migrant	34.5	54.0
Non Military Parent	35.0	54.0
Section 504		
Non Section 504	36.5	54.0
Students with Disabilities	16.0	37.0
Students without Disabilities	39.0	58.0



ELPA DATA:

What percent of students learning the English language gained proficiency? What percent of students learning the English language made progress?

**Whitstran Elementary
2018-19**

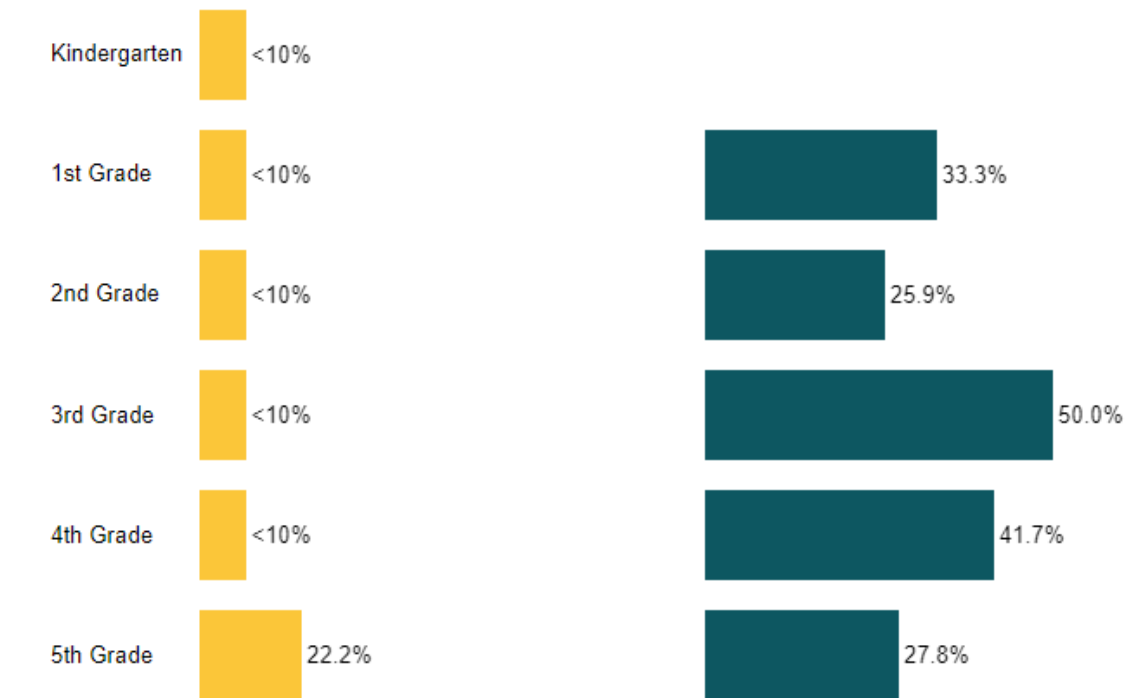


Students who are learning to speak English can receive services to help them learn English. Students who receive services take an annual test, the English Language Proficiency Assessment for the 21st Century (ELPA21). This test measures how well students are doing in 4 areas: speaking, listening, reading, and writing. A student must be proficient in all four areas in order to leave services. A student is making progress if they are on track to leave services within 6 years.

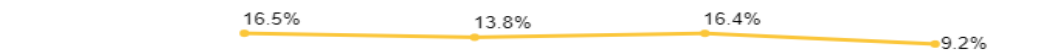
What percent of students learning the English language gained proficiency? What percent of students learning the English language made progress?

Whitstran Elementary 2018-19

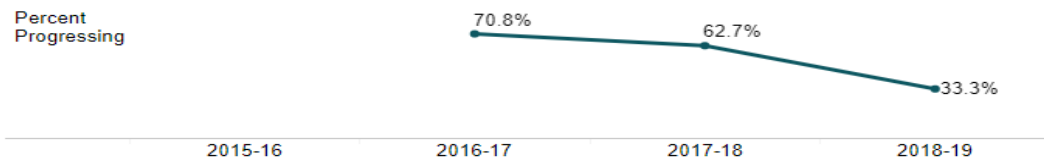
Percent Met Standard and Percent Progressing



Percent Met Standard



Percent Progressing



SBA Data:

This school-wide plan is developed to target the entire school's program. Currently 38.1% of students at the 3rd grade level met standard on the ELA Smarter Balance Assessment, which is consistent with the prior year's achievement but below district averages. Thirty-nine percent of students at the 4th grade level met standard in ELA, which is above the prior year's achievement and below district averages. Twenty-nine percent of students at the 5th grade level met standard in ELA, which is well below the prior year's achievement and below district averages.

When we look at data across grade levels, we see an increase in proficiency in both ELA and Math over the two previous years. If we look at ELA, students showed 30.3% percent meeting standard in 2016-2017, 32.9% in 2017-2018 and 35% in 2018-2019. When looking at math for the same years, student proficiency was 36.7%, 34.7% and 38.1%. The data shows a building trend that is moving in the right direction, though large numbers continue to perform below expected mastery levels in both areas.

Our English Language Learners continue to perform well below Non-English Language Learners. On the 2018-2019 SBA, less than 7% met the ELA standards, 8.9% met the math standards and less than 10% met the science standards. While 48.9% Non-English Language Learners met standards in ELA, 52.1% met standards in Math and 44.1% met standards in science. **This data is now a trend and is the number one priority for Whitstran to address over the next five years.**

SBA Student Growth Data:

Student growth data was introduced after the 2017-2018 school year. It is new to our building, and it will now be a key component in our annual Comprehensive Needs Assessment.

OSPI's Definition of Student Growth: Washington uses student growth percentiles (SGPs) to measure growth in students' Math and English Language Arts skills from one grade to the next. Student growth percentiles compare students in the same grade level with similar scores in previous years and measures their performance relative to those students. A student with a 60 SGP had growth greater than 60% of students with a similar test score in an earlier grade. For a school, the middle or median SGP in a specific subject and grade level is the school's score for the measure.

As you can see, we had very different data in 2017-2018 compared to 2018-2019. In the 2017-2018 school year 55.5% of our students had growth in ELA and only 31% of our population had growth in Math. In the 2018-2019 school year only 35% of our students had growth in ELA and 54% had growth in Math. The program data supports this drop in ELA and increase in Math. Only 22% of our English Language Learners grew in ELA in 2018-2019 and 36.5% of Non-English Language Learners compared to 50% of both ELL and non-ELL populations in the 2017-2018 school year. In Math, 51% of English Language Learners made growth and 59% of Non-English Language Learners compared to only 20-30% of students making growth for both populations during the 2017-2018 school year. Both the ELL population and non-ELL population dropped in ELA an increase in Math. Our demographic data shows similar results. Both our White and Hispanic populations showed drops in ELA and gains in Math. Hispanics made gains of 32.5% in ELA and 53% in math. Whites made 40.5% growth in ELA and 56% growth in Math. The data is also true when we compare males to females, drops in ELA and gains in Math. Females made growth 42.5% growth in ELA and 55% growth in Math. Males made 30% growth in ELA and 54% in math. When we compare the growth over time both populations dropped in ELA from 17-18 to 18-19 and both populations spiked from 17-18 to 18-19. When we look at growth over time based on males and females, females in ELA stay relatively consistent, but the males dropped 25% points between 17-18 to the 18-19 school year. Both males and females spiked around 20% points from 17-18 to 18-19.

In conclusion, we see that Bilingual Hispanic Males had a dramatic drop in ELA growth from the 17-18 to the 18-19 school year. Based on the 17-18 lack of growth in math, we implemented a new specialist time that focused on iReady math during the 2018-2019 school year. This might explain why we had a significant

spike from 17-18 to 18-19 with all demographics. More data is needed to see if this is a trend or a single occurrence.

Staff Surveys:

The staff was surveyed several different times throughout the year. Two surveys provided the best data to create our professional development plan for the 2019-2020 school year. The Ten Jobs of Teaching Survey comes from the book, *The Skillful Teacher* and provided insights into the instructional needs of our staff. Staff were asked to respond to ten statements about instruction with yes (I do it), sometimes or not yet. The leadership team found that four of the instructional statements had 75% of teachers responding, “Not Yet”.

The following statements fell under the “Not Yet” category:

- 1) Make sure you have a way of knowing (i.e., some evidence) at the end of the lesson what each of the students has learned or can do relative to the objective.
- 2) Make sure students have exemplars of good work to model and that they receive detailed information/feedback, frequently, about how they are doing relative to the learning targets.
- 3) **Make sure the learning objective for the lesson/unit is appropriate, clearly thought out, and that the students can say what it is with understanding. Draw on a diagnostic analysis of the gaps in students’ prior knowledge to make sure the objective of the day is the most important one for the students.**
- 4) Make sure each night that student products or other forms of student work are analyzed to focus detailed lesson planning and reteaching for the next day.

During the 2021-2022 school year the leadership team decided to focus on #3. We will be using John Hattie’s Visible Learning book to establish routines for students to use during instruction.

Section 6: PLAN/NEEDS ASSESSMENT Please check or share the most meaningful sources of data used in your needs assessment work

- ☒ Washington School Improvement Framework
- ☒ WaKIDS
- ☒ Smarter Balanced Assessment/Interim Assessment Blocks
- ☒ Universal Screening
- ☒ Progress Monitoring Data
- ☒ Curriculum Based Assessments
- ☐ Graduation Rate (1 Year, extended, etc.)
- ☐ Credit Attainment
- ☐ Stick Rate
- ☐ Student Mobility Data
- ☐ Discipline Referrals
- ☐ Suspension/Expulsion Data (i.e. out of school suspensions/in-school suspensions)
- ☐ Restraint and Isolation Data
- ☐ Time out of class (e.g., visits to nurse, counselor, etc.)
- ☐ Healthy Youth Survey
- ☒ School Climate data

- ☒ English Language Proficiency Data (i.e., ELPA)
- ☐ Title III Data
- ☐ Special Education Eligibility/Disproportionality Data
- ☐ Special Education Placement Data (LRE)
- ☐ Review of Student Plans (e.g., Written Student Learning Plans, Individualized Education Plans and/or 504 Plans)
- ☒ Educator Data (e.g., out of field, retention, School Employee Evaluation Survey, NBCT, etc.)
- ☐ Stakeholder Engagement (e.g., focus groups with families)
- ☐ Community data (e.g., food pantry visits, calls/texts to crisis centers, hospital visits, homelessness, etc.)
- ☐ Extra-curricular activities participation
- ☐ Fiscal and Financial Data
- ☐ (Other) [Click or tap here to enter text.](#)
- ☐ Perceptual Data: (Local/Organization): [Click or tap here to enter text.](#)

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES**PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES****Process used to analyze student learning and the implementation of building goals:**

Leadership meetings are scheduled bi-monthly, and data is analyzed three times each year (beginning of the year, middle of the year, and end of year). These meetings are used to analyze the Title 1 SWIP/SIP plans and adjust programs/interventions supports. Staff will continue using data to create individual plans for each student that is below benchmarks, provide interventions, and monitor student progress in reading and math. PLCs occur weekly and staff use this time to analyze student work, assessment results, and student progress to determine the next steps of instruction.

Grade level teams review student assessment data, including formative and classroom-based assessments. Multiple measures and assessments are used to monitor progress from kindergarten to fifth grade. Other diagnostic measures, including measures from M-Class, iReady, Fountas and Pinnell, Bridges unit assessments, classroom-based PT, conferring notes, SBA interim tests, running records and released items are used to identify student interventions and learning needs.

Section 7: PLAN**SY 2021-2022 IMPROVEMENT PLAN TO SUPPORT SCHOOLWIDE REFORM GOALS & STRATEGIES
(COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES)**

Goal/Priority #1 (G1)

75% of all 3rd graders will read at grade level by the Spring of 2025 as measured by the iReady.

1A- 80% of all students who are below grade level will increase one level on the iReady 5-level placement scale by spring 2022

Goal/Priority #2 (G2)

75% of all 5th graders will perform at grade level in math by the Spring of 2025 as measured by the iReady.

2A- 80% of all students who are below grade level will increase one level on the iReady 5-level placement scale by spring 2022

Goal/Priority #3 (G3)

70% of all EL qualified students will exit EL services by the end of 5th grade in 2025 as measured by the WIDA.

3A- 80% of all EL students will grow one level in 2 of 4 domains based on the 2021-2022 WIDA assessment

COMPONENT #3: ACTIVITIES TO ENSURE MASTERY**PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY****Section 8: DO**

**SY 2021-2022 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/
COMPONENT 4 COORDINATION AND INTEGRATION)**

75% of all 3rd graders will read at grade level by the Spring of 2025 as measured by the iReady.

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Centering instruction of high expectations for student achievement.	2021-2022	Building Leadership Team Grade Levels	Visible Learning for Literacy: Fisher, Frey, and Hattie Visible Learning Effect Size: 1.44
A2) Build Job-Embedded feedback and coaching cycles.	2021-2023	Building Leadership Team Instructional Coach Building Administrator District Instructional Coach	Develop and implement a common walkthrough tool Instructional Rounds in Education: City, Elmore, Fiarman, and Teitel
A3) Offer a well-vetted list of quality interventions that schools can access and use as needed	2021-2025	Building Leadership Team Reading Intervention Teachers Teachers	Three-tiered Approach Tier 1- classroom interventions Tier 2- Intervention specialists Tier 3- Fountas and Pinnell and Orton Gillingham AMIRA (2-3) iReady (K-5) M-Class (K-5) Sound Partners (K) IRLA Tool Kits ENIL Tool Kits Fountas and Pinnell Orton Gillingham

Section 8: DO**SY 2019-2020 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/
COMPONENT 4 COORDINATION AND INTEGRATION)**

75% of all 5th graders will perform at grade level in math by the Spring of 2025 as measured by the iReady.

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Implement and focus instruction on priority standards necessary for students to learn required grade level math content.	2020-2022	Develop grade level smart goals Building Leadership Team District Instructional Coach Building Instructional Coach	CCSS Achieve the Core Bridges Illustrative Math
A2) Apply math practices to the daily teaching of math standards in all classes.	2021-2025	Grade Levels Teachers	CCSS Math Practices Standards Math Practice Rubric Math Practice Look For
A3) Establish and Implement Word Problem Routines	2020-2022	Grade Levels District Instructional Coach Building Instructional Coach Administrators Teachers	District Expectations for Word Problems Ongoing Professional Development- Wilma Kozai

Section 8: DO**SY 2021-2022 (COMPONENT #3: ACTIVITIES TO ENSURE MASTERY/
COMPONENT 4 COORDINATION AND INTEGRATION)****70% of all EL qualified students will exit EL services by the end of 5th grade in 2025 as measured by the WIDA.**

8a. Activity	8b. Timeframe for Implementation	8c. Lead(s)	8d. Resources
A1) Evaluate existing programs for the quality of implementation and effectiveness. Determine if changes are needed, which may include elimination of some existing programs or program replacement.	2021-2022	District Curriculum Adoption Team Building Leadership Team Building Instructional Coach	Ed Reports Louisiana Department of Education ELPA Data iReady Data
A2) Implement regular vocabulary routines during instruction to support language acquisition.	2020-2022	Classroom Teachers Instructional Coach Building Administrators	ESD- Jennifer Cowgill PD Calderon- Vocabulary in Seven Steps Routine
A3) Implement regular word work routines during ELA instruction	2021-2022	Classroom Teachers Instructional Coach Building Administrators	Spanish and English <ul style="list-style-type: none">• K-5 Words their Way (Spanish and English)• K-3 Heggerty Phonemic Awareness• K-2 EL Education Skills Block in ELA Building Instructional Coach Webinars Virtual Professional Development

COMPONENT #4: COORDINATION AND INTERGRATION**PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES**

Plan	The district Title I/LAP programs director creates a district wide budget for Title I and LAP each year based on estimated allocations. We use demographic information, enrollment numbers, and assessments to determine Title I buildings and allocations based on all federal and state guidelines. The district cabinet and school board approve the proposals and allocations in the spring. Budgets are adjusted upon the receipt of the district's allocations from the state.																						
Do	Funds are determined by collecting information from our Title I schools about their demographics, needs, and comprehensive school and district data. We combine funds from BEA, Title I, and LAP to provide services. We do not combine any Special Education, Bilingual, or Migrant funds.																						
Study	Based on the school's school wide plan, district goals and state initiatives, we build a budget proposal for Title I and submit to OSPI as part of an iGrant application.																						
Adjust	<p>Coordination and integration of services will be reviewed annually for necessary adjustments.</p> <table><tr><th colspan="2">School-wide Allocations</th></tr><tr><th>2021/2022</th><th></th></tr><tr><td></td><td>110</td></tr><tr><td>Program</td><td>Whitstran</td></tr><tr><td>Title I</td><td>\$158,800</td></tr><tr><td>Title II</td><td>\$0</td></tr><tr><td>LAP</td><td>\$211,913</td></tr><tr><td>LAP HP</td><td>\$68,588</td></tr><tr><td>BEA</td><td>\$1,986,664</td></tr><tr><td></td><td></td></tr><tr><td>Total</td><td>\$2,425,965</td></tr></table>	School-wide Allocations		2021/2022			110	Program	Whitstran	Title I	\$158,800	Title II	\$0	LAP	\$211,913	LAP HP	\$68,588	BEA	\$1,986,664			Total	\$2,425,965
School-wide Allocations																							
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